Anticipating Social Media Effect: Digital Literacy among Indonesian Adolescents

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ABSTRACT : Social media has been a popular communication medium among adolescents. However, research found a negative relationship between the use of social media and adolescents. Many adolescents have lack of digital literacy and thus they can be easily influenced by the negative effects of social media, including addiction, anti-social behaviour, use of inapporpriate slang language, cybercrime, online scammin, exposure to pornographic content, cyberbullying and online gambling content. However, other adolescents are able to conteract and anticipate these negative impacts by improving their literacy skills in many ways. This article investigated how literacy skills among adolescents can anticipate the negative impacts of social media. This qualitative study involved 41 adolescents who were active users of social media and were involved in some out-of-school youth communities, and data were collected using an in-depth interview. The findings showed that adolescents having adequate digital literacy defenses can anticipate the negative risks of social media with various good efforts by controlling themselves, assisting the digital media devices used, and support from parents and teachers in controlling their activities on social media. This research has implications for parents and educators that adolescents must be given positive stimulation so that they form a strong self-defense against social media attacks, and digital literacy education is very important in all environments and situations.

KEY WORDS : Digital Literacy, Social Media, Indonesian Adolescents

I.   INTRODUCTION

Technological advances have changed the patterns of social media use in various circles and various fields of life. Ninety percent of school-aged adolescents now use the Internet regularly, with over 75% of adolescents aged 12 to 17 using social media. (Greenhow, 2011; Trifiro & Gerson, 2019) Demographic data, access areas, self-concept, personality and individual interests influence the way individuals use social media. (Aldahdouh et al., 2020; Lievrouw, 2004; Lu et al., 2019; Vandenbosch & Eggermont, 2016) (Lievrouw, 2004) Social media with several included features has positive and negative effects on adolescents. (Chou & Chou, 2019; Lee, 2014; Neelakandan et al., 2020) Social media has benefits for adolescents in the interactive learning process, has a positive impact on intelligence, increases attention and concentration, visual memory, visual perception skills, processing speed, expands basic knowledge, has a positive impact on language and literacy, and also affects the ability to organize information. (D. Siebert, 2019) Social media also stimulates teenagers to use imaginative and creative play. In fact, social media through selective self-presentation in profiles, has been shown to increase self-esteem ratings as well as connecting with a network of friends for users. However, social media also has a negative impact on adolescents, such as cyberbullying contents. About 91% of cyberbullying occurred on social media including Instagram (55.5%) and Facebook (38%). (Abaido, 2020) There are also online sexual exploitation and alcohol use, (Bobkowski et al., 2012) hoax (Talwar et al., 2020) addiction (Leung, 2014) and violence and anti-social behaviour. (Elsaesser et al., 2020) Active social media use tends to have a positive impact, while passive social media use has a negative impact. (Dimitrova & Bystrom, 2017)

The relationship between social media and adolescents has become an important concern in research in this century. Individual and group personalities influence the way teenagers use social media. Social media encourages teenagers to actively participate in collective movements with their friends. (Lievrouw, 2004) The use of social media has changed the way adolescents share their privacy and visibility information, especially private information to public using social networks. (Marwick & Boyd, 2014) The pattern of social media usage for adolescents outside and at school has a fundamental difference. In schools, apart from internet access limitation, adolescents tend to follow the use of social media set by the teacher for the benefit of implementing the school curriculum or pedagogy so as to support improved learning outcomes. On the other side, when they are outside the schools, they can be freely choose what to access outside schools so that they are more active and diverse. There is a tendency for teenagers to consume and share more social media content outside schools. (Lu et al., 2016, 2019; Matzat & Vrieling, 2016) Other studies have shown that there is a significant correlation between social media use and anxiety, with adolescents perceiving themselves to be more open, cheerful, and sensitive.

(Lee, 2014) The usefulness of media is also shown in collaborative learning of the Quran and hadiths, where students, who are mostly teenagers, feel learning in a fun, practical way and feel satisfaction when social media can be used positively and can provide interaction and involvement in collaborative learning. (Al-rahmi et al., 2017) Even Generation Z, who is classified as a teenager category, is alleged to use more various social media with various purposes to develop and maintain connections, build self-image, express thoughts and emotions and seek entertainment. (Nuzulita & Subriadi, 2020) The study of social media focuses a lot on the negative and positive impacts, reasons and patterns of the usage, including the benefits and harms of social media to them. There is still limited research on social media that raises the anticipation of what teenagers do in minimizing the negative impact of social media. Teenagers have digital literacy skills in counteracting the negative impacts of social media. Festl (2020) calls it the term social media literacy, which is a central resource in adolescent daily life describing the potential for adolescent social components, namely knowledge, abilities, motivation and aspects of the social context, such as family and peers, which influence adolescent potential to manage online behaviour on social media. A study of printed articles and online mass media constructs the reality there is a dysfuction in teenagers' relationship with social media. News articles consistently position youth and social media in conflict with one another, forming an unhealthy, often dangerous, relationship. Media denies the self-expressive, creative, and communicative practices of young social media users. In essence, a reality is created which is constructed by denial of empowerment and diversity of experiences in addressing the negative potential of social media. (Stern & Burke Odland, 2017) This gap is what researchers want to examine in this study, a topic that has not been explored in depth about the digital literacy efforts made by teenagers when anticipating the negative impacts of social media. There are still few studies on this topic. Therefore, this study aims to describe the digital literacy strategy of adolescents in reducing the risk of using social media in everyday life. So the research question is "To what extent are youth digital literacy efforts in anticipating the negative impacts of social media?"

II. LITERATUR REVIEW

Digital Literacy of Adolescent : Digital literacy skills are significantly correlated with the level of critical thinking of adolescents, performance in digital tasks and building their online identity by using web-based resources. (Alvermann et al., 2012; Arke & Primack, 2009) Adolescent digital literacy is determined by motivation, attitudes, and environmental conditions that can affect imitation and the learning process to acquire new knowledge and skills from social media. (Masanet et al., 2019) Adolescent digital literacy competencies depend on several factors, including English language skills and understanding of multimodal forms of digital content. (Shariman et al., 2012) Although adolescents have high self-confidence about digital literacy, it is not always directly proportional to the skills in managing socio-emotional and utilizing digital content safely, especially in managing identity and dealing with conflict situations online, even adult mediation is not much helping to overcome this condition. (Porat et al., 2018) (Vélez et al., 2017) The social life of teenagers depends on digital media, therefore digital media plays an important role in facilitating interaction and the intensity of personal relationships. For some teenagers who already have high digital literacy, there is a moral defense mechanism so that they carry out online behaviour responsibly. However, adolescents who have a low moral defense mechanism are negatively impacted by doing deviant actions such as bullying and trolling which cause psychological harm to others. (O'Reilly et al., 2020)

Teenagers and Social Media : Discussions about social media will be faced with a technological advancement in the field of communication. At this time the concern is how social media has experienced a shift in function among adolescents. Social media has shifted from being a function of communication to turning into a place to form a new self-image and identity. Teens use social media for self-expression, communication, maintaining friendships, and sharing information. The intensity of social media users is currently increasing. Social media is used as a means of communication and entertainment among urban adolescents. The development of social media has both positive and negative impacts on its user. (Gleason, 2016)(Juwita et al., 2015) The function of social media is like a beehive which consists of seven functional building spaces, namely identity, conversation, sharing, presence, relationship, reputation, and group. (Kietzmann et al., 2011) Many studies state that social media is not always harmful, in fact, some groups of children have proven vulnerable to potentially dangerous situations online. As it turned out, children with low self-efficacy and psychologically weak conditions were more vulnerable online because they experienced stronger negative feelings. Girls and young children are more vulnerable to social media exposure. Even parental assistance and monitoring cannot guarantee the avoidance of the negative impacts of social media.(Vandoninck et al., 2013) The most common risks include sexual and negative content, fraud and theft of personal information, and meeting up with online acquaintances. Adolescents have different experiences and mechanisms for coping with online risks depending on the main activity that young people are pursuing online. Therefore, when children focus on educational content online, they are less exposed to these risks. However, if teenagers only act as consumers of unfiltered content, they are at the greatest risk of finding negative

content on social media. (Soldatova & Rasskazova, 2016) The effectiveness of social media content on user engagement is moderated by the type and context of the content. (Shahbaznezhad et al., 2021) With the increasing use of social media, the use of this new addictive technology is also growing. Previous studies found that addictive social media use was associated with negative consequences such as reduced productivity, unhealthy social relationships, and reduced life satisfaction. (Sun & Zhang, 2020) In the context of self-protection of adolescents from online exposure, there is a side that social media plays an important role in facilitating awareness of negative dangers so that adolescents are aware and responsible for their online behaviour. Learning from teen social media fortifies themselves by strengthening mental health to avoid negative consequences. (O'Reilly et al., 2020)

III.   METHOD

This qualitative research will explore in depth the digital literacy efforts carried out by teenagers in anticipating the negative impacts of social media. Participants involved in this study were 41 people (20 males and 21 females) with an age range between 12 to 18 years. The participants were selected by purposive sampling technique. The basis for the consideration of purposive sampling is because participants must meet the criteria of adolescents who are active in organizations and have experience in interacting with social media and their peer environment. Only participants who were members of the youth community (Forum Anak Kota Bandung, Indonesia) were involved in this study. This forum was formed by the local government and consists of teenagers who are educated, active in organizations, and are heavily involved in various activities using social media. Bandung city was chosen because its population is very diverse. It has the largest number of social media users (30%) compared to other cities in West Java and has quite a lot of youth interactions who use social media. All participants involved in this study provided evidence of consent and received permission from their parents to participate in the study.

The data collection process was carried out using written interviews. The interview consisted of two parts covering demographic information (gender, age and education level) and digital literacy efforts of adolescents in anticipating the negative impacts of social media. The questionnaire was given directly to participants in a meeting in the community. All participants were gathered in a room, and participants were given an explanation of how to fill in the answers in writing. The demographic information section is filled in according to the options provided, while the anticipatory measures section is filled in open and narrative ways. The second part contains open-ended questions consisting of questions about participants' digital literacy efforts in anticipating the impact of social media. Open questions include teenagers' efforts to anticipate addiction, prevent anti-social attitudes, avoid using teenage slang, anticipate crime, fraud, pornographic content, violence and gambling. In addition to the questionnaire, interviews were conducted to confirm answers in the questionnaire and collect deeper information about the participants' efforts to anticipate the negative impacts of social media. Interviews were conducted within 2 months of 2 meetings. The first was a written interview with each participant, which was then compiled. The compilation of written results before further analysis were reconfirmed to participants at the second meeting of the following month. The interviews that were conducted in groups and lasted one to two hours. Then, they were recorded and transcribed for further analysis. Data processing is done by sorting and grouping based on the answers written by the participants, accompanied by confirmation results, then analyzed by describing demographics and exploring more deeply about the participants' answers. The answers are grouped into similar categories which are then accumulated to be analyzed based on 8 categories, such as adolescent efforts to anticipate addiction, prevent anti-social attitudes, avoid using teenage slang, anticipate crime, fraud, pornographic content, violence and gambling. The analysis is completed with excerpts from participant interviews in each category. In the next stage, this data is discussed in depth with the support of relevant research literature.

IV.   RESULT

Anticipation of Social Media Addiction : The youth community forum of children in Bandung (Indonesia) is synonymous with social media. Almost all teenagers have social media as a forum for self-expression and exploration. Like addicting items, social media also addicts its users. Teenagers confirmed that they are addicted to social media by using it every day predominantly. This fact can be seen from this study where as many as 85% of adolescent participants use social media every day. In fact, in uploading photos, teenagers can do it many times in the same day span. Although many adolescents are addicted to using social media, when they were asked if there were any efforts to overcome their addiction, it turned out that what they were doing to avoid addiction to using social media was time management using social media, such as the statement from participant (2),

"I limit my time, have multiply outside activities that are productive or play with friends".
In addition, interactions in the real world are also the best choice to avoid addiction, as expressed by participant (1),
        "by hanging out more often and reducing cellphone use when we are with friends"

and doing other positive activities as the participant's statement (7)

"I personally overcome social media addiction by keeping myself busy such as playing guitar and chatting with family members."

In addition, participants (8) complemented it with the statement

"I think positively, manage my time as well as possible, and fill my spare time with routines such as doing exercise and feeding the cats and fish."

Another way that teenagers take that is considered quite extreme is to involve parents.

"I usually ask my parents to confiscate my cellphone so that I don't get addicted to using social media. As well as putting away the cellphone when I am with family or friends" (Participant 10).

Based on these observations, there are various ways that adolescents take to prevent addiction to social media, essentially by doing time management, limiting the activities in social media, interacting with friends and family, and doing positive activities without social media.

Spared from Anti-Social Behaviour : The existence of social media for teenagers makes interaction easier personally and socially. However, ironically nowadays, there are many teenagers who look more self-absorbed when using their gadgets to surf in cyberspace compared to social interactions in the real world so that they have anti-social behaviour. Some indications that adolescents have anti-social behaviour in the real world are often visible, for example they avoid relationships with other people, show no expression, prefer to be alone, and seek activities that require little social contact. When they are linked with social media, they are being more active in interacting in cyberspace than in the real world. A phenomenon that we often see, for example, when two teenagers are sitting next to each other, but they don't interact because they are engrossed in their own gadgets. In addition, when they get together with their families, they are engrossed in their own cellphones even though they are physically at the same place and time. In the midst of the proliferation of the aforementioned phenomena, this study reveals that there are still adolescents who are active in organizations and have many ways to avoid being anti-social due to the use of social media.

The digital literacy they do is to increase their time to interact by using social media as a means of caring for the environment, balancing social life in the real world and cyberspace, and socializing with the surrounding environment as stated by participants (17),

"I only use social media when I need it because I realize that living in the real world is more fun than keeping up with social media especially for unimportant things"

so they do not use social media when playing with friends. This opinion was strengthened by participants (19) with the statement

"I try to spend time telling stories or hanging out with family or friends, finding myself busy with fun activities or other small activities and as much as possible I limit the use of social media that is not important that triggers me to be lazy".

In addition, participant (26) added that,
"We must be smart about dividing time between activities with friends and social media because by dividing the time we can avoid anti-social behaviour. In addition, if we meet our friends, we should not play social media and spend time with our friends."

the opinion was also complemented by statement of participant (21),
"By dividing time between using social media and socializing with the environment, for example, when I hang out with friends, I only open my cellphone when there are phone calls from parents or other important things, and the rest of time I spend to talk with friends."

In essence, teenagers have their own strategies to avoid anti-social behaviour due to social media.

Responding to the Use of Slang Language : In the era of social media, slang is the common language spoken by teenagers. They often use this language either directly or indirectly through social media, both in chatting with their teenage friends and when updating their status on social media. In the slang language on social media such as Facebook, WhatsApp, Instagram, Twitter, and Line used by Indonesian teenagers, there are violations of Indonesian spelling rules. This happens because the Slang language has certain characteristics such as having its own language code and emphasizing the use of familiarity in their particular circles. Teenage participants in this study realized that sometimes they use Slang to interact with each other on social media.

In what situations and how do they respond to the use of Slang? Some of the participants argued that Slang cannot be used at all on social media, as it was the opinion of the participant (1) who firmly stated,

"Don't use that language. Avoid using Slang too actively and speak wisely and as wisely as possible. We have to use good and correct language by finding out in advance what the meaning of the language is and not following the language if it is seen as too excessive in usage."

However, there are also those who argue that Slang can be used in social media as long as it fits the context. For example, the opinion of participants (22),

"Using Slang in the context of jokes to friends is okay, as long as you don't use slang when you communicate with the elders. If you're with parents, don't use the language because they might not understand it, and if you use the language, it sounds impolite."

In addition, there are also those who think that Slang can be used in communicating on social media, such as a statement from participant (40),

"We may use it because it is difficult to avoid in social situations, but the use of Slang should be adapted to the situation and conditions, for example, use it only when talking to friends who know and understand the slang language. However, we also don't want to lose our Indonesian language culture because Indonesian language must remain the language of our pride and must be preserved. And find out in advance what the language means."

Thus, the way teenagers anticipate the use of Slang in social media is in a strict range not to use it, use it according to the context, and use it but remain critical in its use.

Avoiding Crimes in Social Media : Social media users in general, especially teenagers, like to publish their personal data through social media. Without realizing it, when personal data containing names, addresses, and other privacy are published through social media, it can make it easier for criminals to commit various crimes. Adolescents need awareness not to spread personal data information either through social media or other digital activities because personal data protection is very important along with increasing digital activity. Teens who participated in this study were teenagers who were active on social media and active in organizations. They have preventive measures to avoid crimes on social media. Some of their strategies range from being careful and vigilant in doing online activities, looking for more in-depth information about suspicious things they find on social media, not easily trusting new people, keeping personal data from being too spit out on social media, filter content, and report the accounts of criminals.

Statements that support the description above, for example, in a vigilant attitude were expressed by participants (28)
"Be more careful and don't easily believe anything on social media because we don't know it's right or wrong."

It is reinforced by the statement of a participant (33),
"Because I am a person who is quite careful, Alhamdulillah, I am also more alert to people I do not know and with my vigilance I can avoid these modes".

In addition, adolescents must find out more about crimes through the means committed by the participants (20),

"I usually question the identity of the person who is suspected, find out about the person or ask other people if anyone recognizes the person, and not random believe what that person said. Another most important thing is that teenagers have to protect their device and privacy data so that they are not too published."

The participant's statement (19) reinforces this principle that,
"Protect the devices I use, avoid using pirated media, do not indiscriminately share account data with others by privatizing personal accounts, and choosing accounts that are not dangerous".

There was even a statement that was quite extreme from the participant (20),
"For me, I always filter the content that enters my social media. When I find things that are odd, I better just block the person concerned, I ignore it and even report it and we don't have too much exposure on social media for fear of being used for bad purposes by bad people".

Some of these youth efforts are a defense mechanism for youth digital literacy in responding to the rampant crime on social media. They hope that this method can protect them from the crimes that lurk in their online lives.

Online Scam Anticipation : In the digital era, psychological manipulation-based scam is carried out in many ways, including through social media messages. One form of digital crime that we often encounter is online fraud, especially fraud in online shopping activities. The incidence of sellers deceiving consumers or consumers cheating sellers are types of crime that we often see on social media. Social media scams target people of all backgrounds, ages, and income levels, and teenagers are no exception. For some teenagers, online shopping is a trending habit, especially since the Covid 19 pandemic it seems as if online shopping has become a necessity, not only as a lifestyle but also as a need that must be met. The large number of attractive images offered and affordable prices on online shops make teenagers addicted to shopping and have the desire to make themselves like the pictures on social media. Researchers' curiosity about adolescents who are active in organizations in anticipation of fraud in online shopping on social media is interesting because the findings how they responded to them.
Broadly speaking, they respond in a variety of ways, participants (2) for example do the method,

> *"Good at sorting and choosing, for example, if we want to buy goods online, we try to look at the testimonials and collect as much information as possible about the online shop".*

This principle is reinforced by the participant's statement (18),

> *"It is not easy to be tempted by cheap items on social media, to see store testimonials, not easy to believe in advertisements that smell of gifts, not to click on any of these links, and to ask friends for recommendations".*

Cross-check the credibility of the online shop, both sellers and goods sold, as stated by the participant (26),
> *"We cannot be easily tempted by the display on social media. For example, if we want to buy something because of its low price, we have to survey first whether it has a lot of followers, whether the followers are real, and whether it has a bad record of scamming or not. If we ware still in doubt, we can track the sellers' phone number."*

In anticipating fraud on social media, teenagers are usually distrustful, cautious, filter information, do digital searches before shopping online, and look for a lot of correct information.

Avoiding Pornographic Content : Among various age categories or generations, adolescents are vulnerable to negative excesses of being exposed to pornographic content through social media. Adolescence is the age where someone is looking for and forming their own identity, therefore, if exposed to pornographic content without being provided with adequate sexual literacy or education, this content will have a negative effect on adolescent self-development. We are very concerned when we see teenagers who use social media freely without parental supervision opening pornographic social media sites that will damage their mentality and morale. It is no secret that social media currently the media for spreading pornography because pornographic sites on social media are abundant. However, not all teenagers are immediately affected by pornographic content on social media. At least in the case of teenagers who participated in this study, for example, on average they were swiftly avoiding pornographic content by blocking pornographic sites, reporting to their applications and asking for account security and not opening the content.

This was done by participants (4),
> *"I block the site and never visit similar sites by blocking or removing the content from social media so that it doesn't appear again"*

This is a digital literacy mechanism in counteracting pornographic content on social media. For participant (7), it is more detailed that what is important,
> *"I reported a post that in my opinion was too pornographic and indecent. I also didn't care about the post and chose to ignore it. If I look at that post, then posts like it will always appear on my homepage."*

Participants (14) chose the method by
> *"Never enter keywords or search for things that refer to pornographic content and do not click on any links that contain pornographic photos or videos. It's better if we open content that is useful to us, such as watching content that makes us inspired and makes us creative".*

This opinion was confirmed by a participant (28) who emphasized the importance of parental control in supervising their children,

> *"When explicit content appears on my social media, I always use the 'not interested' feature for that content, so adult content rarely gets on my social media, and all my social media are under my parents' watch".*

It was in contrast to the participant (8) who tended to be permissive by arguing,

> *"The point is to think positively, if we respond to it well and process it wisely, maybe we can add knowledge (sex education). The most important thing is to instill a strong religious foundation and limit access to pornographic content on social media".*

Added by the participant (20)

> *"Always remember Allah seeing what we are seeing or doing, the importance of knowing education about sex, instilling the dangers of pornography for the brain and mental."*

The self-defense mechanism of adolescents through strengthening digital literacy they do is tend to sort and choose, be wise when using social media and not try to find out the content, and more normatively they protect themselves by maintaining their faith through religious education.

Avoiding Cyberbullying : Adolescents use social media as a medium to find some fun and social prestige. Some of them, especially in rural areas, have been found to be the cyberbullying victims. Meanwhile, some from urban areas became the perpetrators who carried out these actions. (Waheed, 2019) The phenomenon of social media as one of the media used by perpetrators to bully victims in cyberspace has become commonplace. Some of the considerations for adolescents in choosing social media to bully include because they are easily accessible, the costs are cheaper, because they can hide their identity, as well as because the incident can be seen by many people. Cyberbullying takes various forms and types, from uploading photos or making posts that humiliate victims, making fun of victims to accessing other people's social media accounts to threaten victims and create problems such as threats via e-mail and creating websites to spread slander. Cyberbullying that occurs on social media leads to insults related to intelligence, physical appearance and worthiness. (Hua et al., 2019) The motivations of the perpetrators are also very diverse, sometimes just for fun or just playing around (joking), wanting to get attention, some because of anger, frustration and wanting revenge. This phenomenon, if confirmed to a number of teenagers who are members of the Bandung Children's Forum (Indonesia), is quite interesting. Their experiences when facing cyberbullying, both as perpetrators and as victims, are quite diverse.

Several opinions were expressed by participants when answering interview questions, one of which is that they prefer not to see content and stay away from cyberbullying content, as stated by participants (14),

> *"Trying not to see content that contains violence and must have an understanding that the content is not good and indeed cannot be imitated or even seen".*

This statement is in line with participants (12),

> *"By avoiding videos that contain violence so that when we are being emotional, we do not commit violence, whether intentional or not".*

Some teenagers are also self-defensive in preventing cyberbullying as represented by the opinions of participants (26),

> *"I myself activate the warning feature on my social media, so that if there is a video or content that contains violence, there will be a warning in the content, that way we can avoid the influence of violent content on social media."*

A more active way is done by teenagers by reporting the content to the application as stated by the participant (37),

> *"I am not affected by violent content because every time I see it, I report the content to the particular social media platform and ask for account security".*

Teens also try to think about the risks that will be taken if they are affected by cyberbullying content while strengthening their mental state by getting closer to religion, as reflected in the expressions of participants (9) and participants (24)

> *"Always think about the risks if we are affected and do this"* and *"strengthen my faith and make arrangements for underage content so I don't see things like that"*

Some of the participants' answers become important information which illustrates that adolescents have their own self-mechanism when facing the onslaught of cyberbullying through social media.

Detecting Online Gambling Content : The phenomenon of online gambling that occurs among adolescents has an impact on the weakening of social values for adolescents who do so. (Zurohman et al., 2016) Among these impacts is the weakening of the material value which is shown when teenagers lose in online gambling and their money runs out. The weakening of the vital value is shown when they lose in online gambling, then they pawn their belongings so that their goods run out at the gambling table. In addition, a weakening of spiritual value is shown when teenagers win in online gambling and then they use the money for personal pleasures such as having a party and getting drunk. The words used on online gambling social media accounts are often persuasive because they contain words that give the hope of getting big profits for customers. By using hashtags related to online gambling as well as trending hashtags, the reach of online gambling can be expanded. This research reveals how teens respond to this phenomenon and what they do to detect online gambling content to avoid it.Teenagers as participants in this study mostly prefer to close the particular content in anticipation of gambling on social media. They filter by instilling an understanding that gambling is not good and it is better to avoid it by ignoring it and using social media in a smart way. Participants (11) revealed,

> *"In my opinion, if it is not important, better not to answer online gambling under the guise of online quizzes and we can immediately close the website. Do not carelessly enter into obscure quiz sites that are online gambling. If you are already logged in and feel you are getting a very strange question, immediately exit the site and block it".*

Other participants also argued that it is better to be careful in observing content that leads to online gambling mode, "*We must be more vigilant about posts that are still questionable and do not easily believe a post. In addition, we should not send money to irresponsible people who use social media for online gambling.*"

The most important thing is that if teenagers do not understand what is contained in gambling-mode content, it is better to consult parties who have experience in this matter such as parents and older people. Participants (2) said,
> *"Don't be easy to believe and it's better to ask older people first".*

Teens who took part in the study seemed to try to avoid gambling content with various attempts. In this context, teenagers must have a strong determination to avoid online gambling modes so as not to fall into negative things.

V.   DISCUSSION

This study examines teenagers defense mechanisms through digital literacy as an effort to anticipate the negative impacts of social media. Teens who are active in organizations and actively use social media are chosen to represent teenagers in general, especially online behaviour when facing the onslaught of negative social media content. This study provides the first empirical evidence about the behaviour of active adolescent audiences using literacy skills when dealing with social media content as recommended by researchers in this field. (Chan et al., 2017) Another major strength of this research is targeting adolescents in developing countries when they face an imbalance of situations and conditions of abundance of information on social media with youth self-defense in responding to this phenomenon. In addition, this study answers the challenge of recommendations given by previous studies on digital literacy education as an important ability in facing digital world nowadays. (Beyens et al., 2020; Marav, 2016; Moreno & Uhls, 2019)

There is a significant relationship between the use motives and social media addiction. (Dhaha & Igale, 2014) The results of our research regarding the anticipation of addiction from social media for adolescents lies in the effort to conduct time management in a disciplined manner in accessing social media and interacting offline a lot in line with previous research that the use of unrestricted media can have an detrimental effect, with more social problems arising from a lack of interaction with the social environment. (Rashid et al., 2020) Another effort is to increase the frequency of activities that do not use social media, such as research that has been conducted, namely activities without using social media as a counterweight to behaviour that can bridge the communication gap with family and the surrounding environment.(Barillas & MacGillivray, 2011; Resnik & Bellmore, 2019) In this context, implementing mutually agreed upon rules at various levels in the family, school and social circles in the community is important. The results of observations related to anti-social behaviour which are often the impact of the use of social media are also revealed in this study, especially in terms of what adolescents do so that they do not behave antisocial. Not much different from the findings about addiction anticipation, in anticipation that adolescents do not behave anti-social, they spend more time interacting with their surroundings and balancing

time between using social media and direct socializing, in fact social media can actually be a means of socializing in the real world. (Fiction, 2010; McLean, 2010) Another aspect that often appears in the social media phenomenon is the use of slang among teenagers which is difficult to avoid but does not mean it cannot be addressed. Slang language is not a problem if it is used in the groups to make the atmosphere more intimate, facilitate socialization and a means of expressing oneself in certain circles, as previously studied, slang is useful for building or strengthening social identity in groups. (Fajardo, 2019) However, the use can be a problem when it is used in different contexts, such as communicating with older people and speaking on official forums, especially if the slang language contains elements of harsh words, in line with the research by (Pal & Saha, 2015) that shows that language users keep detecting profanity in slang.

Exploration of the anticipation of other impacts of social media in this study revealed that the emergence of cybercrime such as scam, pornographic content, cyberbullying and online gambling on social media is enormous. Disclosing sensitive information can put users at risk of becoming victims of cybercrimes such as identity theft, harassment, cyber stalking and cyber scams. (Al-Saggaf, 2017) These findings illustrate that adolescents can counteract all of this in quite a solution, for example, by exploring more details about accounts, sites and new people on social media first before responding to what is said. Adolescents also anticipate it by protecting the devices used to access and protect personal data. They also filter, block, delete, and even report incoming content on social media accounts. Normatively, in complementing their self-defense, adolescents rely on their parents and teachers to limit and block content and strengthen moral cultivation according to religious teachings. These results illustrate that adolescents who are active in organizations have empowerment in counteracting the negative impacts of social media. The factors that make them less susceptible to influence are self-efficacy factors that digital literacy makes them confident in adapting to the environment they have just faced. (Gilhooly & Lee, 2014) The next factor is education, this is in line with experimental research on adolescents which states that educational background and cognitive abilities affect their perceptions of media (Ling et al., 2019) The next factor is digital literacy skills where this ability is important for. understanding media content comprehensively (Amusan, Blessing;Lawal, 2020) and the last factor is their reasoning power in observing social media as in previous research which shows that digital literacy is able to build their critical thinking skills.(Jensen & Kazemek, 2008)

This research has implications for how to lead adolescents to use social media in a positive way, namely by learning the correct literacy in accordance with the conditions of their social environment or the current context of adolescents and not in a conventional way. (Hagge, 2017; Kneer et al., 2019) In addition, parental advocacy is also an important supporting factor in assisting adolescents in using social media. Another fact also show that some of these teenage parents do not have a greater understanding of social media than their children, as the results of a research that presents the fact that the lack of parental awareness about the use, risks and benefits of social media by teenagers results in parents not having a control and supervision strategies related to the use of social media, therefore, digital literacy has an important role for parents in dealing with risks. (Moreno López et al., 2017; Procentese et al., 2019) In addition, teachers in schools as the second parents for teenagers must also be involved in educating their digital literacy. This is a challenge for schools to diagnose and facilitate the development of adolescent digital literacy, which is one of the main protective factors in holistic digital security in schools.(Pérez-Escoda et al., 2016; Tomczyk, 2020) In this regard, the implications for current and future media education are required to have a separate curriculum in digital literacy learning in schools in order to accommodate the ability of educators to escort their students to face the development of massive communication interactions through social media among adolescents. Theoretically, the findings of this study contribute to complementing the qualitative literature regarding research on social media relations and digital literacy education among adolescents, however, it only targets a small proportion of urban adolescents as participants. Further research is suggested to use a quantitative approach that involves more participants so that they can better represent adolescents by testing their digital literacy skills comprehensively in anticipating the negative impacts of social media. Meanwhile, the implication for stakeholders is an opportunity to develop practical digital literacy guides that are suitable for parents, teachers and adolescents. This study is also an input for parents and educators in schools to implement regulations on the wise use of social media among adolescents. In addition, to provide input that it turns out that adolescents who are active in organizations are better prepared to face the negative impacts of social media, as research results show that the joining of teenagers in a community can build positive relationships with social media. (Shim, 2014) Cyberbullying that occurs on social media leads to insults related to intelligence, physical appearance and worthiness. (Hua et al., 2019)

VI.   CONCLUSION

Adolescents as part of generation Z, were born in an environment where all activities can be done instantly. Interaction between teenagers and social media is a necessity in today's digital media era. The onslaught of

abundant social media content makes teenagers vulnerable to negative influences. The potential of teenagers to be exposed to negative content has become a concern of various groups. Teenagers are considered as passive audiences in helplessness as the subject and object of social media power. The justification that the teenagers activities on social media are merely activities that always produce negative impacts is not entirely true. The stigma of parents, teachers, and even the surrounding environment for adolescents should be considered moderately because in fact teenagers also actually regulate themselves regarding their online behaviour. So, the mindset that adolescents are considered not understanding the concept of self-defense over social media behaviour needs to be reviewed. Teenagers also organize and have digital literacy weapons. The teenagers with achievements and who are active in organizations can show the online and offline side of life according to the situation needed. The moral support of parents, teachers and the environment can help adolescents strengthen their defense to become competent media creatures. This research has implications for another approach to seeing adolescents as active users of social media, namely by implementing digital literacy education that pays more attention to the potential of adolescent self-defense mechanisms and parental and educator supervision strategies on online behaviour among adolescents.

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