Understanding of Social Media Literacy About Malay Cultural Teaching: A Case Study of Students of SMAIT Al-Ittihad Pekanbaru

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Abstract

Background: This research, titled "Understanding of Social Media Literacy Regarding Malay Cultural Teachings: A Case Study of SMAIT Al-Ittihad Pekanbaru Students," aims to investigate the level of social media literacy among students regarding Malay cultural teachings. Social media literacy is crucial in preserving Malay culture in the digital era. An individual's ability to search for, evaluate, and utilize relevant information on social media is essential to understanding and appreciating their own culture.

Objective: This study aims to determine the understanding of social media literacy regarding Malay cultural teachings among SMAIT Al-Ittihad Pekanbaru students by using the Big Six model of information literacy, which integrates information search and use skills with the use of technology in a systematic process to locate, use, evaluate, and communicate information for specific purposes and tasks.

Methods: This research employed a quantitative descriptive design. Data was collected using questionnaires and observations. The population of this study was 12th-grade students of SMAIT Al-Ittihad Pekanbaru, totaling 104 students. Purposive sampling was used to select a sample of 103 students. Data analysis was conducted using a calculation based on relative frequency distribution. The sampling technique used in this study was purposive sampling. This technique involves selecting research samples based on certain considerations, aiming for the data obtained to be more representative. The sample for this study consisted of 103 12th-grade students from SMAIT Al-Ittihad Pekanbaru who met specific criteria. The criteria for selecting the research sample were: (1) Students of SMAIT Al-Ittihad Pekanbaru who had already taken the Riau Malay Culture subject, specifically the material on Tunjung Ajar Melayu: "Bercapak bersetinah, berunding berestabik; Be open-minded, open-handed; Know how to listen, be good at interpreting; Win in losing; Know how to live, know how to die inherit" (Speaking with wisdom, discussing with respect; Open-minded, generous; Able to listen, good at concluding; Winning in defeat; Knowing how to leave behind a legacy in life, knowing how to die in death). (2) Students who have an Instagram account.

Results: Based on the research findings and data analysis, the understanding of social media literacy regarding Malay cultural teachings in a case study of SMAIT Al-Ittihad Pekanbaru students was 68.34% in the high category, with the following breakdown: (1) Problem formulation was 82.4%, falling into the very high category. (2) Information search strategy was 74.67%, categorized as high. (3) Location and access was 74.16%, categorized as high. (4) Using information was 56.65%, categorized as moderate. (5) Synthesis was 49.95%, categorized as moderate. (6) Evaluation was 77.25%, categorized as high.

Conclusion: This study concludes that the overall understanding of social media literacy regarding Malay cultural teachings among SMAIT Al-Ittihad Pekanbaru students is in the high category, with a score of 68.34%. The highest competence lies in the "problem formulation" aspect (82.4%), while the lowest is found in the "synthesis" aspect (49.95%). These findings indicate that while students are proficient in identifying and searching for information, they need further development in processing and re-presenting the information, particularly in synthesizing cultural values from social media content. This underscores the importance of targeted educational interventions to strengthen students' abilities to interpret and communicate cultural knowledge effectively in the digital age.

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INTRODUCTION

Social media literacy is key in efforts to preserve Malay culture in the digital era. The ability of individuals to search, evaluate, and utilize relevant information on social media is essential to understanding and appreciating their own culture. Social media is used very actively by individuals in various countries. Indonesia is ranked 9th as a country with an average duration of social media use of 191 minutes per day . Indonesia is also included in the 10 countries with the most social media users in the world, the social media used are TikTok, YouTube, Facebook, WhatsApp Messenger, Instagram, Line, Twitter, Telegram, Snapchat, FB Messenger, Pinterest, LinkedIn (We Are Social, 2024).

Various developing problems encourage thinking about the importance of digital media literacy, namely the ability to access, analyze, evaluate and communicate the contents of media messages. The main focus is related to the content of media messages. The basis of media literacy is an activity that emphasizes the educational aspect among the community so that they know how to access, sort and choose programs/content that are useful and according to their needs. The importance of digital media literacy is based on several reasons, namely that there are still many audiences who are active on social media, but are not yet aware of the impacts that can occur due to their actions on social media, content on digital media can implicitly or explicitly provide guidance on actions taken by the community, and people/society have different ways of responding in processing news or information in digital media, this can radically affect how they use the media and how they respond to what they can get from digital media. The next reason is that the involvement of higher education institutions and schools in community media literacy efforts is still very limited (Sari, 2022) .

LITERATURE REVIEW

The literature review discusses previous studies that are relevant to the research to be conducted as well as their similarities and differences. There are several studies that discuss the influence of social media use, but researchers only take a few studies that are in accordance with the title and also needed for the research. Research conducted by Maya Oktaviani, Rosman H, Hadira Latiar with the title "Social media literacy among library science students at Lancang Kuning University" (Oktaviani, 2022) . The author suggests that students of the Library Department of Lancang Kuning University continue to improve their social media skills and be better able to use social media as a platform to disseminate information. This can be achieved through literacy activities, especially on social media, and increasing awareness of the importance of social media literacy when using social media. Social media competence can also be developed through daily activities in virtual communication by using social media as a virtual communication platform. The similarity of this research with the research being studied at this time is that they both discuss social media literacy. The difference between this study and the current study lies in the location of the study, the study conducted by Maya Oktaviani, Rosman H, Hadira Latiar was conducted at Lancang Kuning University, while the location currently being studied was conducted at SMAIT Al-Ittihad Pekanbaru. In addition to the differences in location, there are other differences, namely the previous study used data analysis

techniques with the *mean formula* (calculated average) and *grand mean* , while the current study used data analysis techniques with the percentage formula.

Another study conducted by Yunita Sari and Hendri Prasetya entitled "Digital Media Literacy in Adolescents, Amidst the Rapid Development of Youth Media" (Sari, 2022) . This study aims to determine digital media literacy in adolescents, especially Instagram social media users at the Senior High School, Pondok Karya Pembangunan Jakarta Islamic School. The method used is a case study, with data collection techniques, conducting interviews via google form with fifteen (15) student informants, and one social media observer informant, and two (2) media literacy activist informants, via WhatsApp video call . The results of the study showed that they have been able to access *the* features contained in Instagram social media, know and understand *the* benefits of Instagram, can analyze *sort* and select original information, and not hoaxes through comments on Instagram, and find *verified sources* so that they can analyze what they like , what information can be disseminated , and what information needs to be responded to , and are able to produce *photos* , images, videos and certain information, so that they become more creative in the Instagram social media application. The similarity between previous research and the current research is that they both discuss social media literacy. The difference between this research and the research currently being studied lies in the location of the research, the research conducted by Yunita Sari and Hendri Prasetya was conducted at the Senior High School, Pondok Karya Pembangunan Jakarta Islamic School, while the location currently being studied was conducted at SMAIT Al-Ittihad Pekanbaru.

In addition, research conducted by Roro Isyawati Permata Ganggi entitled "Main Material in Social Media Literacy as One Effort to Create a Critical Society in Social Media" (Ganggi, 2018) . As explained in the study (Ganggi, 2018) social media is one of the internet services most widely used by internet users today, the ease of interacting and disseminating information is the main attraction of this service. However, the ease of interacting and disseminating information also has a negative impact at this time, namely the circulation of *hoax news* . Social media literacy needs to be provided in order to create an information and knowledge-based society. Librarians as one of the professions that have a strong literacy background should strive to form a critical society in social media through social media literacy. One effort to form a critical society in social media is to run a workshop that already has standardized main material, this is based on research (Ganggi, 2018). The main material that should be included in a social media literacy workshop is: (1) Thinking before *posting* ; (2) What to upload. and when it can be done; (3) How to make your *post* found. These three skills must be included in the main material of social media literacy because this main material is an effort to build a critical society in social media. The similarity of this research with the research being studied at this time is that they both discuss social media literacy. The difference between this research and the research being studied at this time lies in the location of the research .

This study was conducted to see how the understanding of social media literacy about teaching Malay culture: a case study of students at SMAIT Al-Ittihad Pekanbaru. In the literature review of previous studies, none have raised the theme of Teaching Malay. The author chose *the big* 6 model because this model is simpler and also *the big* 6 model is often used for school education, the target of this study was students of SMAIT Al-Ittihad grade 12 aged 17-18 years. *The Big* 6 is information literacy developed by Michael B. Eisenberg and Robert E.

Berkowitz in 1987 (Eisenberg B. Michael, Berkowitz, nd) . In this study the author uses *the Big 6* literacy model which integrates information retrieval and usage skills together with using technology in a systematic process to find, use, apply, and evaluate information for specific needs and tasks. *The Big* 6 uses a problem-solving approach to teaching information and information and technology skills.

The Big 6 is a process model of how people of all ages solve information problems. From practice and studies, it has been found that successful information problem solving involves six stages with two sub-stages as follows:

1. Problem formulation, at this stage, students are invited to start solving problems by formulating problems (Iriani & Wicaksono, 2021) . This stage consists of two sub-stages, namely: a) Define the information problem faced, this sub-stage contains a questionnaire statement that students are able to identify relevant information about Malay teaching materials when they want to study them. b) Identify the information needed, this sub-stage contains a questionnaire statement that students are sure that the information I am looking for about Malay teaching materials will help students understand the noble values of Malay culture.

2. Information seeking strategy, at this stage, students determine the source of information. For this reason, students are taught to have broad insight into various sources of information, both those available in books and other media. Choose the best source. Of course, the selection of sources is also in accordance with the length of time to complete and the availability of information sources (Iriani & Wicaksono, 2021) . This stage consists of two sub-stages, namely: a) Determining all possible sources, this sub-stage contains a questionnaire statement that students usually look for information about Malay teaching materials from various sources, not just one or two sources. b) Choosing the best source, this sub-stage contains a questionnaire statement that students always try to find reliable and accurate sources of information about Malay teaching materials.

3. Location and access, this stage is the stage where students must have the ability to use the index. Searching for information stored in various information sources can be done more effectively and efficiently (Iriani & Wicaksono, 2021) . This stage consists of two sub-stages, namely: a) Determine the location of the source intellectually or physically and b) Find information in the source, this sub-stage contains a questionnaire statement that students can easily find the information they need about Malay teaching materials on various social media platforms.

4. Using information, at this stage students are faced with the problem of choosing an effective way to filter and select a large amount of information into... useful information. Selected and ready to be used in various student problems (Iriani & Wicaksono, 2021) . This fourth stage consists of two sub-stages as follows: a) Face, for example reading, listening, touching, and observing; this sub-stage contains questionnaire statements such as: 1) Students often read content about Malay teaching materials that students find on Instagram social media. 2) Students often watch content about Malay teaching materials that students find on Instagram social media. b) Extract relevant information, this sub-

stage contains questionnaire statements such as: 1) Students can easily understand information about Malay teaching materials that students read. 2) Students can easily understand information about Malay teaching materials that students watch.

5. Synthesis, at this stage students combine various information they have received (Iriani & Wicaksono, 2021) . This fifth stage consists of two sub-stages as follows: a) Organizing many sources, this sub-stage contains a questionnaire statement that students make a summary or notes about Malay teaching materials. b) Presenting information, this sub-stage contains a questionnaire statement that students are able to present information about Malay teaching materials in an interesting and easy-to-understand form.

6. Evaluation, at this stage students are expected to be able to convey the results and processes that have been passed (Iriani & Wicaksono, 2021) . This sixth stage consists of two sub-stages as follows: a) The value of the product produced in terms of effectiveness, in this sub-stage contains a questionnaire statement that students feel that the information they get from Instagram social media is quite accurate and reliable. b) Process value, whether efficient or not, in this sub-stage contains a questionnaire statement that students feel that the student learning process about Malay teaching through Instagram social media is quite effective.

The six stages are stages that can be used in the activity of using and producing information. In this study, *the Big* 6 problem-solving model applies whenever people need information and *the Big* 6 is a process model of how people of all ages solve information problems.

METHODS

The type of research used by the researcher is quantitative descriptive. According to (Sugiyono, 2013) that the quantitative descriptive research method is a research method based on positive philosophy, used to research a certain population or sample, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing the established hypothesis. Positive philosophy views reality/symptoms/phenomena that can be classified as relatively fixed, concrete, observable, measurable, and the relationship between symptoms and cause and effect. The reason why this research is quantitative descriptive is to describe the understanding of social media literacy about Malay cultural teaching : a case study of SMAIT Al-Ittihad Pekanbaru students without making a hypothesis.

The sampling technique in this study used *purposive sampling* , which is a technique for determining research samples with certain considerations that aim to make the data obtained later more representative. The sample in this study were students of SMAIT Al-Ittihad Pekanbaru class 12 who met the criteria. Certain criteria, namely 103 students. The criteria used as research samples are: 1) students of SMAIT Al-Ittihad Pekanbaru who have taken the Riau Malay Culture subject, the Malay Teaching Point material: Talking in harmony, negotiating in harmony; Broad-minded, open-handed; Knowing how to listen, good at summarizing; Winning

in losing; Knowing how to live and leave, knowing how to die and inherit, 2) students who have an Instagram account.

Sugiyono stated that the object of research is a scientific target to obtain data with a specific purpose and use about an objective, valid thing about something (a certain variable). In short, the object of research is something that will be studied and then analyzed. The object of research in this study was the 12th grade students of SMAIT Al-Ittihad Pekanbaru. The data collection techniques in this study are: observation with observation and collection of facts from the observed research objects, namely students of SMAIT Al-Ittihad Pekanbaru. Questionnaire (survey) with a set of statements related to the theory *of the big* 6 (Sugiyono, 2013) .

FINDINGS AND DISCUSSION

Understanding of social media literacy of SMAIT Al-Ittihad Pekanbaru students

The results of the research and discussion of the research that has been carried out to answer the formulation of the problem that has been put forward in chapter 1 regarding how to understand social media literacy regarding Malay cultural teachings: case study of SMAIT Al-Ittihad Pekanbaru students. The data collection process started from November 2024 to January 2025.

Data analysis was conducted based on the distribution of questionnaires to 103 respondents. Respondents taken in this study were 12th grade students of SMAIT Al-Ittihad Pekanbaru. The author's descriptive results are described in one variable, namely how the understanding of social media literacy about Malay cultural teaching is a case study of SMAIT Al-Ittihad Pekanbaru students.

The results of field observations conducted showed that the number of respondents of SMAIT Al-Ittihad Pekanbaru was 103 students from 4 classes, namely 12 IPA Boys, 12 IPA Girls, 12 IPS Boys and 12 IPS Girls. The type of respondent class that the total number of students of SMAIT Al-Ittihad Pekanbaru was 103 respondents, showing that there were 29 respondents of 28.2% of 12 IPA Boys, 24 respondents of 23.3% of 12 IPS Boys, 23 respondents of 22.3%, and 27 respondents of 26.2% of 12 IPS Girls.

To find out the results of understanding social media literacy, it can be measured through the scores achieved by students from the results of questionnaires in the percentage category. According to Aqid in (Helena, 2021) states that to categorize the scores resulting from understanding social media literacy used are as follows:

$< 20\%$ = Very Low
20-39% = Low
40-59% = Moderate
60-79% = High
80-100% = Very High

a. Problem Formulation of Students of SMAIT Al-Ittihad Pekanbaru

To measure the understanding of social media literacy about Malay cultural teaching: a case study of SMAIT Al-Ittihad Pekanbaru students based on the definition of the information problems faced and the identification of the information needed, so that to find out the respondents' responses can be seen in Table 1 below:

TABLE 1
PROBLEM FORMULATION OF STUDENTS OF SMAIT AL-ITTIHAD PEKANBARU

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P1	21.63	78.28	6.18	0	Tall
P2	14.42	86.52	3.09	2.06	Very high
Total	36.05	164.8	9.27	2.06	
Average	18.08	82.4	4.63	1.03	

Source: processed January 2025

In the first indicator, namely the formulation of the problem which includes defining the information problem faced and identifying the information needed. In the first statement (P1) I am able to identify relevant information about Malay teaching materials when I want to study them with a percentage of 78.28 % in the high category. This shows that students who carry out the process of recognizing, determining/classifying Malay teaching materials to create mid-semester assessment projects according to students' interests and creativity. This is in line with *the Chartered Institute of Library and Information Professionals* (CILIP) in (Fatimah & Nurislaminingsih, 2015) information needs, this ability is where someone understands that they need information, why, what information is needed, and knows that the information that is spread is available in various formats (printed and digital) and has the ability to ask questions so that research becomes more focused.

In the second statement (P2) I am sure that the information I am looking for about Malay teaching will help me understand the noble values of Malay culture with a percentage of 86.52% in the very high category. This shows students' awareness of the importance of preserving Malay cultural values, one of which is by having the principle of conversing with each other, negotiating with each other. This value teaches us to guard our tongue, watch our behavior, keep away from rudeness, abstain from insulting people, acting powerful and arrogant, putting others down, winning over ourselves, being big-headed, arrogant and so on. For this reason, these local wisdom values must be revived among teenagers. Teenagers and the younger generation must know the culture and traditions of their region. As is the case with Malay culture. Malay culture is a culture that highly upholds the value of politeness, which is one of the laudable principles of Malay identity. In everyday interactions, politeness is one of the benchmarks for assessing someone. The importance of politeness in the lives of Malay people causes them to try with all their might and effort to make themselves people with commendable character, noble character based on faith and piety (Marlina, 2020) .

b. Strategy for Finding Information for Students of SMAIT Al-Ittihad Pekanbaru

To measure the understanding of social media literacy about Malay cultural teaching: a case study of SMAIT Al-Ittihad Pekanbaru students based on determining all possible

sources and choosing the best source, so as to find out the respondents' responses can be seen in table 2 as follows:

TABLE 2
INFORMATION SEARCH STRATEGY FOR SMAIT AL-ITTIHAD PEKANBARU STUDENTS

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P3	17.51	77.25	11.33	0	Tall
P4	20.6	72.1	6.18	7.21	Tall
Total	38.11	149.35	17.51	7.21	
Average	19.05	74.57	8.75	3.60	

Source: processed January 2025

In the second indicator, namely the information search strategy which includes determining all possible sources and choosing the best source that can be used. In the third statement (P3) I usually look for information about Malay teaching materials from various sources, not just one or two sources with a percentage of 77.25% in the high category. This shows students who look for information about Malay teaching materials on Instagram social media and visit accounts such as melayunesia official, budayeencikpuan, and sayebudaye. This is in line with the *Chartered Institute of Library and Information Professionals* (CILIP) in (Fatimah & Nurislaminingsih, 2015) how to get information, is the ability to find appropriate reference sources and identify effectively so that the information obtained is truly relevant to the needs. For that, a strategy is needed when searching because maybe the information we need is available too much or vice versa.

In the fourth statement (P4) I always try to find reliable and accurate sources of information about Malay teaching materials with a percentage of 72.1% in the high category. This shows that students who are looking for information about Malay teaching materials visit reliable and accurate accounts such as the accounts above. This is in line with *the Chartered Institute of Library and Information Professionals* (CILIP) in (Fatimah & Nurislaminingsih, 2015) available reference sources, there are various sources of information therefore it is important to be able to identify what sources are available, where they are located, how we access them, the benefits of various sources of information, and when the information is appropriately used.

c. Location and Access for Students of SMAIT Al-Ittihad Pekanbaru

To measure the understanding of social media literacy about Malay cultural teaching: a case study of SMAIT Al-Ittihad Pekanbaru students based on determining the location of the source intellectually or physically and finding information in the source, so that to find out the respondents' responses can be seen in table 3 as follows:

TABLE 3
LOCATION AND ACCESS FOR STUDENTS OF SMAIT AL-ITTIHAD PEKANBARU

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P5	12.36	74.16	16.48	3.09	Tall
Total	12.36	74.16	16.48	3.09	
Average	12.36	74.16	16.48	3.09	

Source: processed January 2025

The third indicator is location and access, which includes determining the location of the source intellectually or physically and finding information in the source. In the fifth

statement (P5) I can easily find the information I need about Malay teaching materials on various social media platforms with a percentage of 7 4.16 % in the high category. This is in line with the findings of the IDN Research Institute and Advisia (2024) in (Florentina Krisan Putri, S. Rouli Manalu, nd) which indicates that Generation Z is ignoring conventional media as a source of information. However, different from that, the results of research by the IDN Research Institute and Populix (2022) revealed that 82 percent of Generation Z still watch conventional TV. Based on the results of the two studies, it is known that conventional media such as television have not been completely abandoned by Generation Z as a source of information. This is confirmed by the Kompas.com report (2022) which presents the results of research by Multimedia Nusantara University (UMN) Consulting. The results of the study found that 86.45 percent of Generation Z used the Instagram platform to search for information, followed by YouTube (58.36 percent) and TikTok (41.79 percent). However, the number of Generation Z who access conventional media such as television as a source of information is still quite relevant, namely 14.53 percent of respondents.

d. Using Information of SMAIT Al-Ittihad Pekanbar Students

To measure understanding of social media literacy regarding Malay cultural teaching and learning: case study of SMAIT Al-Ittihad Pekanbaru students based on facing, for example reading and watching content about Malay teaching and extracting relevant information. So, to find out the respondents' responses can be seen in table 4 as follows:

TABLE 4
USING INFORMATION ON STUDENTS OF SMAIT AL-ITTIHAD PEKANBARU

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P6	8.24	36.05	54.59	7.21	Low
P7	9.27	20.6	64.89	11.33	Low
P8	11.33	84.46	6.18	4.12	Very high
P9	12.36	85.49	7.21	1.03	Very high
Total	41.2	226.6	132.87	23.69	
Average	10.3	56.65	33.21	5.92	

Source: processed January 2025

In the fourth indicator, namely using information that includes facing, for example reading, listening, touching, and observing.; and extracting relevant information. In the sixth statement (P6) I often read content about Malay teaching materials that I found on Instagram social media with a percentage of 36.05 % in the low category. This shows that students are less interested in reading (literacy) related to Malay teaching materials. In line with the latest data from January 2020 (Rahmawati, n.d.) UNESCO stated that Indonesia is second from the bottom in terms of world literacy, meaning that people's interest in reading is very low. According to UNESCO data, Indonesian people's interest in reading is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. Different research entitled *World's Most Literate Nations Ranked* conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries.

In the seventh statement (P7) I often watch content about Malay teaching that I find on Instagram social media with a percentage of 20.6 % in the low category. This is in line with what was conveyed by (Nazhifah & MS, 2022) The fading of understanding of the values of local Malay cultural wisdom in Riau, namely Malay tunjuk ajar, is caused by one of the factors of the development of the era of technology and globalization. The development of technology and globalization which increasingly presents content or things that are westernized, K-POP and so on so that the younger generation begins to be lulled and likes the culture highlighted by the media. In fact, Malay Tunjuk Ajar has become a characteristic and heart or identity of the Malay community where every behavior or speech act of the community refers to the values contained in the Malay Tunjuk Ajar tradition. The values contained in the Malay Tunjuk Ajar can form the identity of a cultured Malay community and at the same time become a moral control. So this is what causes the younger generation, namely students, to forget, not know and not understand the values of Malay culture as a characteristic, identity and identity of the Malay people.

In the eighth statement (P8) I can easily understand the information about the Malay teaching materials that I read with a percentage of 8 4.46 % in the very high category. In line with what Somadyo stated in (Kurnia, 2017) stating that understanding reading is an activity or activity carried out by the reader to connect new information with old information with the intention of gaining new knowledge. In the ninth statement (P9) I can easily understand the information about the Malay teaching materials that I watch ... 8 5.49 % in the very high category. In line with (Rosyidah & Ismeirita, 2023) they also feel that the existence of social media has increased their interests, such as content that they can search for that suits their interests, or active communities that they can follow on social media.

e. Synthesis of Students of SMAIT Al-Ittihad Pekanbaru

To measure understanding of social media literacy regarding Malay cultural teaching and learning: case study of SMAIT Al-Ittihad Pekanbaru students based on organizing many sources and presenting information, so that to find out the respondents' responses can be seen in table 5 as follows:

TABLE 5
SYNTHESIS OF STUDENTS OF SMAIT AL-ITTIHAD PEKANBARU

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P10	11.33	21.63	66.95	6.18	Low
P11	10.3	78.28	14.42	3.09	Tall
Total	21.63	99.91	81.37	9.27	
Average	11.81	49.95	40.68	4.63	

Source: processed January 2025

In the fifth indicator, namely synthesis, which includes students' ability to organize many sources and present the information. In the tenth statement (P10) I made a summary or note of the information I got about Malay teaching materials with a percentage. by 21.63 % in the low category. This shows a lack of student interest in making summaries or notes on Malay teaching materials. In line with (Maria & Azizah, 2022) , the factors that result in low student writing skills are student interest, vocabulary mastery, media and learning strategies used, lack of summary writing practice activities, and lack of student confidence to ask questions when experiencing difficulties. Students' lack of interest in writing skills affects the ideas

needed to start a piece of writing. Lack of vocabulary mastery results in students being unable to develop ideas into good writing.

In the eleventh statement (P11) I am able to present information about Malay teaching in an interesting and easy-to-understand form with a percentage of 7-8.28 % in the high category. This shows students who present and demonstrate attitudes in accordance with the principles of Malay identity (Tunjuk Ajar Melayu) Riau about; simple living, polite and courteous, broad-minded, wise, skilled in strategy and passing on good manners, exemplary behavior, and works. This is in line with *the Chartered Institute of Library and Information Professionals* (CILIP) in (Fatimah & Nurislaminingsih, 2015) analyzing and processing information to create accurate information so that it can be communicated to others and can also create new knowledge and understanding. Here someone is required to understand, compare one piece of information with another, combine, and annotate it.

f. . **Evaluation Students of Al-Ittihad Islamic High School, Pekanbaru**

To measure the understanding of social media literacy about Malay cultural teaching, a case study of SMAIT Al-Ittihad Pekanbaru students based on the value of the product produced in terms of effectiveness and process value, whether it is efficient or not, so that to find out the respondents' responses can be seen in table 6 as follows:

TABLE 6
EVALUATION OF STUDENTS OF AL-ITTIHAD ISLAMIC HIGH SCHOOL, PEKANBARU

Item	SS (%)	S (%)	TS (%)	STS (%)	Category
P12	8.24	80.34	14.42	3.09	Very high
P13	10.3	74.16	18.54	3.09	Tall
Total	18.54	154.5	32.96	6.18	
Average	9.27	77.25	16.48	3.09	

Source: processed January 2025

In the last indicator, namely the evaluation that includes the value of the product produced in terms of effectiveness and process value, whether it is efficient or not. In the twelfth statement (P12) I feel that the information I got from Instagram social media about Malay teaching is quite accurate and reliable with a percentage of 80.34% in the very high category. This shows that students are sure that the information they are looking for is quite accurate and reliable. This is in line with *the Chartered Institute of Library and Information Professionals* (CILIP) in (Fatimah & Nurislaminingsih, 2015) evaluating the information from these findings can be interpreted that someone can evaluate the authenticity, accuracy, and currentness of the information they have found. In addition, he can also evaluate the contents of the information that has been obtained so that it does not produce misleading information in the future.

In the thirteenth statement (P13) I feel that my learning process about Malay teaching materials through Instagram social media is quite effective with a percentage of 74.16% in the high category. This shows that students who have used Instagram social media as a tool to learn about Malay teaching materials and feel that this method is quite successful. In line with the information literacy standards for student learning according to *the American*

Association of School Librarians (AASL *)* in the (Fatimah & Nurislaminingsih, 2015) Information literate students can access information efficiently and effectively. Information literate students know that having good information is essential to meeting the needs of everyday life. Students know when to seek information that is outside their personal knowledge, how to ask questions to obtain the information they need, and where to find that information. Students know how to structure a search that consists of a variety of sources and formats in order to find information that suits their needs.

CONCLUSIONS

Based on the results of the research and data analysis, it shows that the understanding of social media literacy about teaching Malay culture: a case study of students at SMAIT Al-Ittihad Pekanbaru is 68.34% in the high category with the following description:

1. Problem formulation of 82.4% is in the very high category.
2. Information seeking strategy of 74.67% with high category.
3. Location and access is 74.16% in the high category.
4. Using information of 56.65% is in the moderate category.
5. Synthesis of 49.95% with moderate category.
6. Evaluation of 77.25% is in the high category.

With a very high level is in the formulation of the problem of the aspect of identifying the information needed. Furthermore, the high level is at the point of evaluating the aspect of the value of the product produced in terms of effectiveness; information search strategies in the aspect of determining all possible sources; and location and access in the aspect of determining the location of the source intellectually or physically and finding information in the source. While in the moderate category is how they use information in the aspect of extracting relevant information; and synthesizing information in the aspect of presenting information.

Based on the data obtained by the researcher to conduct research and analyze the results of the research on understanding social media literacy about teaching Malay culture: a case study of students at SMAIT Al-Ittihad Pekanbaru, the researcher will provide the following suggestions:
1. Teachers are expected to encourage students to write notes or summaries regarding information on Malay cultural teaching materials so that they can present information obtained from social media.
2. Students are expected to read and watch content about Malay teaching more often, so that they can increase their insight into Malay culture.
3. For further researchers, it is hoped that they can explore other variables that influence the understanding of social media literacy so that the research results can be more in-depth.
4. It is hoped that further researchers will be able to explore the indicators more deeply. location and access to *the big six theory* so that research results can be more in-depth.

AUTHOR CONTRIBUTIONS

[Trie Khairunnisa M]: Writing the original draft, review and editing, supervision. [Vita

Amelia]: Writing the original draft, review and editing, supervision. [Winda Monika]: Writing the original draft, review and editing, supervision.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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