

Assessing Media Literacy and Digital Information Verification Among Boarding House Students Around Universitas Negeri Medan

Natalia Dela Br. Simamora¹, Tri Zanatiaz², Christiana Junita Panjaitan³, Febry Yanti Br Ginting⁴

¹⁻⁴ Universitas Negeri Medan, Medan, Indonesia

ABSTRACT

Media literacy has become an essential competency for university students who are continuously exposed to digital information through social media and online platforms. Students living independently in boarding houses tend to rely heavily on digital media for academic, social, and daily information, making them particularly vulnerable to misinformation and unethical digital practices. However, empirical evidence regarding their media literacy remains limited, especially within the Indonesian higher education context. This study aimed to assess the media literacy level of boarding house students around Universitas Negeri Medan (UNIMED). A descriptive quantitative approach was employed involving 50 students selected through survey techniques. Data were collected using a Likert-scale questionnaire measuring five dimensions: identifying factual information and misinformation, information verification behavior, ethical social media use, personal data protection, and critical responses toward digital content. Descriptive statistical analysis revealed that students generally demonstrated a good level of media literacy, particularly in accessing digital information, maintaining online ethics, and protecting personal privacy. Nevertheless, weaknesses were identified in the consistency of information verification and confidence in recognizing misinformation. These findings indicate that media literacy among students remains uneven across dimensions and requires continuous institutional support. The study recommends integrating media literacy education into university programs to strengthen critical information verification and promote responsible digital citizenship among university students.

ABSTRAK

Literasi media menjadi kompetensi penting bagi mahasiswa yang setiap hari berinteraksi dengan berbagai informasi digital melalui media sosial dan platform daring. Mahasiswa yang tinggal di rumah kos cenderung memiliki intensitas penggunaan media digital yang tinggi untuk memenuhi kebutuhan akademik maupun kehidupan sehari-hari sehingga lebih rentan terhadap misinformasi dan perilaku digital yang tidak bertanggung jawab. Namun, kajian mengenai tingkat literasi media kelompok ini masih relatif terbatas, khususnya pada konteks pendidikan tinggi di Indonesia. Penelitian ini bertujuan menganalisis tingkat literasi media mahasiswa yang tinggal di rumah kos di sekitar Universitas Negeri Medan (UNIMED). Penelitian menggunakan pendekatan kuantitatif deskriptif dengan melibatkan 50 responden melalui survei menggunakan kuesioner skala Likert. Instrumen penelitian mengukur lima dimensi, yaitu kemampuan membedakan informasi faktual dan hoaks, kebiasaan verifikasi informasi, etika bermedia sosial, kesadaran perlindungan data pribadi, serta kemampuan berpikir kritis terhadap konten digital. Hasil analisis menunjukkan bahwa tingkat literasi media mahasiswa berada pada kategori baik, terutama pada aspek etika digital dan perlindungan data pribadi. Namun, konsistensi dalam melakukan verifikasi informasi serta kemampuan mengidentifikasi misinformasi masih relatif rendah. Temuan ini menunjukkan perlunya penguatan program literasi media di perguruan tinggi untuk membentuk kemampuan verifikasi informasi dan kewargaan digital yang lebih bertanggung jawab.

ARTICLE HISTORY

Received 03 December 2025

Revised 14 December 2025

Accepted 07 June 2026

KEYWORDS

media literacy; digital citizenship; information verification; misinformation; university students

KATA KUNCI

literasi media; kewargaan digital; verifikasi informasi; misinformasi; mahasiswa

How to Cite

Simamora, N. D. B., Panjaitan, C. J. ., & Ginting, F. (2026). Assessing Media Literacy and Digital Information Verification Among Boarding House Students Around Universitas Negeri Medan (T. . Zanatiaz, Trans.). *Didakta Nusantara: Journal of Education and Learning*, 1(2), 76-85. <https://esp-journal.com/index.php/didakta-nusantara/article/view/87>

DOI

<https://doi.org/10.66851/dnjl.v1i2.87>

*Corresponding Author: Natalia Dela Br. Simamora (nataliadelabrsimamora@gmail.com)



© 2026 Natalia Dela Br. Simamora (Author); Tri Zanatiaz (Translator); Christiana Junita Panjaitan, Febry Ginting (Author). Published by Era Scientific Publisher (ESP). This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

Introduction

The rapid advancement of information and communication technology has fundamentally transformed the way university students access, consume, evaluate, and disseminate information. As members of the digital native generation, students rely extensively on digital media not only for academic purposes but also for communication, entertainment, social interaction, and decision-making in everyday life. Consequently, the ability to critically access, analyze, evaluate, and create digital information has become an essential competency for higher education students in the twenty-first century. Media literacy is therefore no longer viewed merely as a technical skill but as a fundamental component of digital citizenship that enables individuals to participate responsibly in an increasingly complex information ecosystem (Livingstone, 2022; UNESCO, 2023). Nevertheless, extensive exposure to digital media does not necessarily correspond to higher levels of media literacy, as numerous studies continue to report substantial gaps between digital media use and critical evaluation skills (Yanti et al., 2023; Syabaruddin & Imamudin, 2022; UNESCO, 2023).

The urgency of strengthening media literacy has increased alongside the rapid spread of misinformation, disinformation, hoaxes, and algorithm-driven content across various digital platforms. University students are frequently exposed to information flows that require critical verification before acceptance or dissemination. However, empirical evidence indicates that students often remain vulnerable to misleading information because of inconsistent verification practices and limited critical evaluation skills. Lubis et al. (2023) reported that university students are still susceptible to fake news due to weak habits of verifying online information. Similarly, Shasrini et al. (2023) found that students frequently share digital content without examining its credibility, particularly during periods characterized by high volumes of viral information such as the COVID-19 pandemic. Furthermore, Ulya and Anggraini (2024) demonstrated that viral social media phenomena, including the widespread influence of "TikTok poison" content, significantly affect students' purchasing behavior and interpretation of online information without sufficient critical reflection. These findings are consistent with international research suggesting that algorithmic information environments often encourage rapid content consumption rather than reflective information processing (Guess et al., 2020; UNESCO, 2023).

Previous studies further demonstrate that although university students generally possess adequate digital access, their capacity to critically evaluate media content remains uneven. Jannah and Ardoni (2022) revealed that many students still experience difficulties distinguishing credible information from misinformation. Likewise, Nurliana and Aini (2023) observed that students at IAIN Takengon demonstrated satisfactory technological access but insufficient analytical competence in evaluating media messages. Hidayat and Pratiwi (2021) also argued that continuous exposure to digital information significantly shapes students' information behavior, making critical media literacy increasingly indispensable. From a theoretical perspective, these findings support Potter's (2019) Media Literacy Theory, which emphasizes that effective media literacy involves not only accessing information but also developing cognitive structures that enable individuals to evaluate media messages critically before making judgments or decisions. Similarly, Hobbs (2021) argues that media literacy should encompass critical inquiry, ethical participation, and reflective engagement within digital environments rather than focusing solely on technical competencies.

Evidence from studies conducted in North Sumatra also illustrates comparable patterns. Dzakhirah et al. (2023) reported that students of Library Science at Universitas Islam Negeri

Sumatera Utara demonstrated satisfactory operational skills in using social media but relatively weaker competencies in critical understanding. Rahmadani and Purwaningtyas (2024) similarly found that although students in the Faculty of Social Sciences at UINSU generally exhibited good media literacy levels, weaknesses persisted in information verification and content evaluation. These findings are reinforced by Oktaviani et al. (2022), who observed that university students predominantly utilize social media for consumptive rather than analytical purposes, limiting opportunities to develop higher-order critical thinking skills required for responsible digital participation.

Among university students, those living in boarding houses represent a particularly important population for media literacy research because they experience greater autonomy in managing their daily lives compared with students living with their families. Living independently often results in increased dependence on digital media for obtaining academic information, maintaining social relationships, managing finances, and making everyday decisions. Consequently, boarding-house students tend to experience more intensive digital media exposure with relatively limited direct parental supervision (Rahmawati & Pratama, 2021). Such conditions potentially increase their vulnerability to misinformation, online fraud, privacy risks, cyberbullying, and irresponsible digital behavior. Rusmawaty et al. (2024) further emphasized that students' living environments and peer communities significantly influence their ability to evaluate the credibility of online information and develop responsible digital habits. These contextual characteristics distinguish boarding-house students from other university populations and justify examining their media literacy separately.

In addition, recent developments indicate that university students increasingly participate in digital activism through social media platforms. While this participation creates opportunities for civic engagement, it simultaneously exposes students to highly polarized information ecosystems characterized by emotional narratives, algorithmic amplification, and manipulated content. Shiddiq et al. (2024) found that digitally active students often experience difficulties distinguishing authentic information from manipulated narratives during online discussions. Similarly, Cahaya (2025) and Pusporini et al. (2022) argued that strengthening media literacy through both formal educational programs and informal learning environments has become increasingly necessary to foster responsible digital behavior, information verification skills, and ethical online participation. International organizations have likewise emphasized that media and information literacy constitutes one of the key competencies required for achieving sustainable development, democratic participation, and lifelong learning in the digital era (UNESCO, 2023).

Although numerous studies have investigated media literacy among university students, several important research gaps remain. First, most previous studies have examined university students as a homogeneous population without considering differences in residential contexts that may influence patterns of digital media use and information behavior. Second, existing research generally focuses on one or two dimensions of media literacy, such as information verification or social media use, rather than employing a multidimensional framework that simultaneously measures the ability to distinguish factual information from hoaxes, information verification habits, ethical social media behavior, awareness of personal data protection, and critical thinking toward digital content. Third, empirical evidence concerning boarding-house students around Universitas Negeri Medan (UNIMED) remains scarce despite the university's large student population and extensive digital media utilization.

Addressing these gaps, the present study analyzes the media literacy level of students living in boarding houses around Universitas Negeri Medan by employing a comprehensive

framework consisting of five interrelated dimensions: distinguishing factual information from misinformation, verification behavior, ethical digital communication, personal data protection awareness, and critical evaluation of digital content. By focusing specifically on students living independently, this study contributes to a more contextual understanding of media literacy within higher education and provides empirical evidence that can support universities in designing targeted, evidence-based media literacy programs that strengthen responsible digital citizenship among university students.

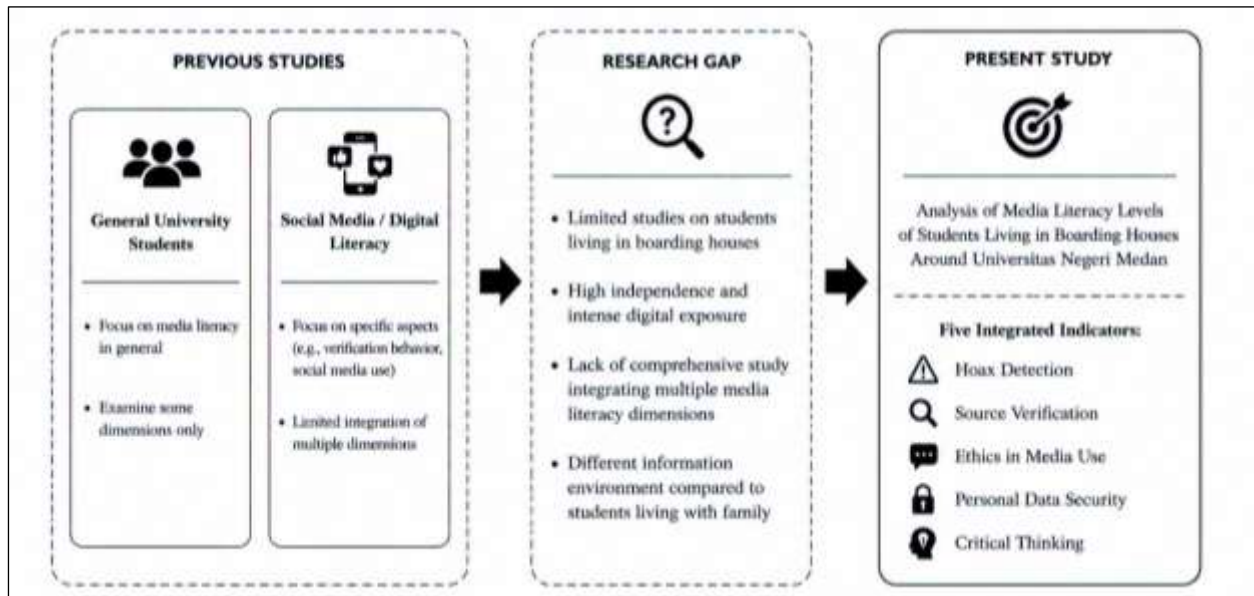


Figure 2. Conceptual Framework of Media Literacy Components Assessed in This Study.
Source: Adapted from Potter (2019); UNESCO (2021); European Commission (2022).

Figure 2 summarizes the research gap addressed in this study. Previous studies have predominantly examined media literacy among university students in general or focused on specific dimensions such as social media use or information verification. Limited attention has been given to students living in boarding houses who experience greater independence and higher digital media exposure. Furthermore, few studies have integrated multiple dimensions of media literacy within a single analytical framework. Therefore, this study contributes by providing a comprehensive assessment of media literacy among boarding-house students around Universitas Negeri Medan using five complementary indicators.

Method

This study employed a quantitative descriptive research design using a cross-sectional survey to examine the media literacy levels of university students living in boarding houses surrounding Universitas Negeri Medan (UNIMED). A descriptive survey design was selected because it enables researchers to systematically describe the characteristics of a population and identify patterns of responses without manipulating research variables (Creswell & Creswell, 2018; Sugiyono, 2023). This approach is appropriate for measuring students' media literacy across multiple dimensions using standardized questionnaires.

The research was conducted in boarding house areas surrounding Universitas Negeri Medan, North Sumatra, Indonesia. Data collection took place on 26 November 2025 using an online questionnaire distributed through Google Forms. The target population comprised undergraduate students residing in boarding houses around the university.

A total of 50 respondents participated in this study. Participants were selected using

purposive sampling, considering specific inclusion criteria: (1) active undergraduate students at Universitas Negeri Medan, (2) residing in a boarding house for at least six months, and (3) actively using digital media and social networking platforms in daily academic and social activities. Purposive sampling was considered appropriate because the study specifically focused on students with intensive exposure to digital media in relatively independent living environments (Etikan & Bala, 2017).

The research instrument consisted of a structured questionnaire employing a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was developed based on contemporary media literacy frameworks proposed by Potter (2019), UNESCO (2021), and the European Commission (2022). Five dimensions of media literacy were measured:

- Ability to distinguish factual information from misinformation or hoaxes;
- Information source verification habits;
- Ethical behaviour in social media use;
- Personal data protection awareness;
- Critical thinking toward digital information.

Each dimension consisted of several statements designed to capture respondents' digital behaviour and media literacy competencies comprehensively.

Before analysis, the collected data underwent editing, coding, and tabulation procedures to ensure completeness and consistency. Descriptive statistical analysis was then performed by calculating frequencies, percentages, means, and standard deviations for each questionnaire item. The mean scores were interpreted using the following classification:

Table 1. Mean Score Classification

Mean Score	Category
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

This categorization facilitates interpretation of respondents' media literacy levels across each indicator (Widoyoko, 2018). To strengthen data credibility, the questionnaire was reviewed by experts in educational technology and media literacy before distribution. Furthermore, internal consistency of the instrument was evaluated using Cronbach's Alpha, where a coefficient above 0.70 indicates acceptable reliability (Taber, 2018). Participation in the study was voluntary. Respondents were informed about the purpose of the research and assured that all collected data would remain confidential and be used solely for academic purposes. No personally identifiable information was disclosed during data processing or reporting.

Results and Discussion

Ability to Identify and Verify Digital Information

One of the most important dimensions of media literacy is the ability to distinguish credible information from misinformation and to verify information before accepting or sharing

it. The survey results indicate that students living in boarding houses generally demonstrated a relatively high level of information evaluation skills. Approximately 70% of respondents reported confidence in identifying valid information, while 78% stated that they habitually verified information sources before trusting online content. Furthermore, 84% were able to distinguish credible media organizations from anonymous or unreliable social media accounts.

However, several findings suggest that media literacy remains uneven among respondents. Between 22% and 36% of participants selected neutral responses regarding source verification and cross-checking practices, indicating that verification has not yet become a consistent digital habit. Although many students recognized hoaxes, some still experienced difficulty identifying manipulative language and provocative framing within online news content.

These findings support the framework proposed by Potter (2019), who argues that media literacy extends beyond access to information and requires analytical competencies to evaluate credibility, detect bias, and critically interpret media messages. Likewise, the UNESCO (2023) Media and Information Literacy framework emphasizes that verification behavior is a fundamental competency for preventing misinformation in contemporary digital societies. Similar findings were reported by Guess et al. (2020), who demonstrated that digital users often overestimate their ability to recognize misinformation, making continuous media literacy education essential.

Ethical Behaviour in Digital Communication

The findings reveal that respondents demonstrated a relatively strong awareness of ethical communication practices in digital environments. Most participants reported using respectful language during online interactions (84%), while 72% considered the potential consequences of their posts before publishing them. Moreover, 90% stated that they avoided sharing other people's personal information without permission, indicating a high level of digital responsibility.

From the perspective of digital citizenship theory, these findings indicate that respondents have begun to internalize ethical norms in online communication rather than merely acquiring technical digital skills. Ribble (2015) argues that responsible digital citizens demonstrate respectful communication, empathy, and accountability when participating in online communities. Similarly, Livingstone (2022) emphasizes that media literacy should integrate ethical reasoning alongside technological competence, particularly among university students who frequently engage in social networking environments.

Digital Privacy and Security Awareness

Among all indicators, digital privacy and security obtained the highest scores. Most respondents understood the importance of protecting personal information (84%), limiting personal data disclosure (80%), recognizing the risks associated with public Wi-Fi networks (92%), and using secure passwords (88%). These findings suggest that cybersecurity awareness has become an important component of students' everyday digital practices.

The findings correspond with the European Digital Competence Framework (DigComp 2.2), which identifies data protection and online safety as core competencies for digital citizens (Vuorikari et al., 2022). Likewise, the OECD (2021) highlights cybersecurity awareness as one of the essential competencies required for young adults participating in digitally connected societies.

Overall Media Literacy Level

Overall, the findings indicate that media literacy among boarding-house students surrounding Universitas Negeri Medan can be classified as relatively good. Nevertheless, the results also reveal inconsistencies in several higher-order competencies, particularly regarding information verification, cross-checking practices, and the identification of persuasive or manipulative online content. These findings suggest that although students possess adequate

operational digital skills, critical evaluation competencies remain uneven across individuals.

This pattern aligns with Ng's (2012) multidimensional digital literacy framework, which conceptualizes digital literacy as the integration of technical, cognitive, and socio-emotional competencies. In the present study, technical and ethical dimensions were generally stronger than critical analytical competencies, indicating that future university interventions should prioritize fact-checking, critical media analysis, and reflective digital engagement rather than merely improving technological skills.

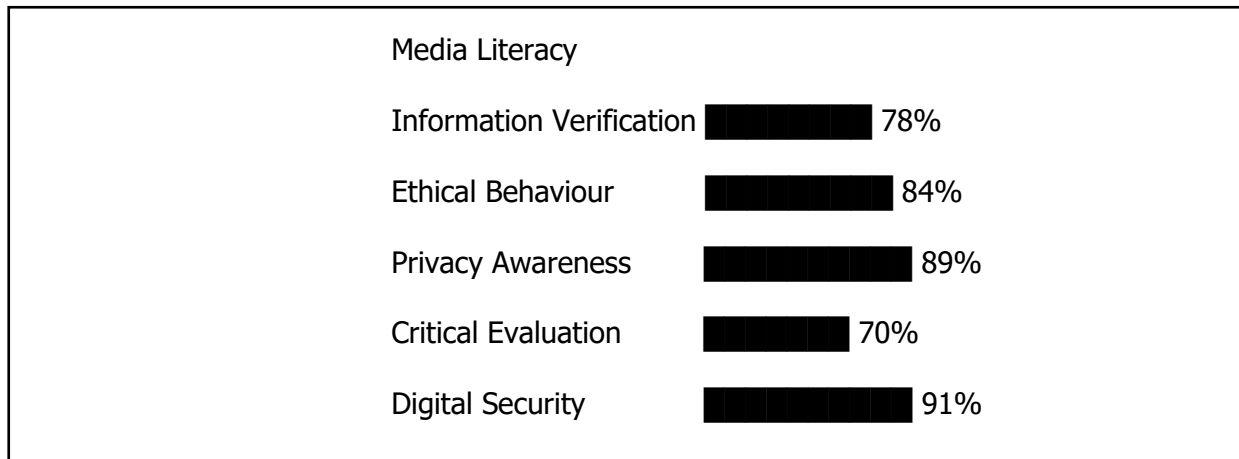


Figure 3. Overall Media Literacy Dimensions

Figure 3 illustrates the distribution of students' competencies across the five dimensions of media literacy investigated in this study. Overall, the findings indicate that digital security awareness represents the strongest competency among students living in boarding houses around Universitas Negeri Medan, followed by ethical behavior in digital communication and information verification. Conversely, critical evaluation of digital content emerged as the weakest dimension, despite still being categorized as relatively good.

The dominance of digital security awareness suggests that students have become increasingly familiar with practical aspects of protecting personal information in online environments, such as using secure passwords, recognizing the risks associated with public Wi-Fi, and limiting the disclosure of personal data. This pattern reflects the growing influence of cybersecurity campaigns, university regulations, and widespread public discourse regarding digital privacy. According to the European Digital Competence Framework (DigComp 2.2), digital safety is considered one of the essential competencies required for responsible participation in contemporary digital society (Vuorikari et al., 2022). Similarly, UNESCO (2023) emphasizes that protecting personal data has become a fundamental element of media and information literacy in the digital era.

In contrast, the relatively lower score on critical evaluation indicates that although students are capable of accessing information and recognizing obvious misinformation, they still encounter difficulties when evaluating more complex forms of digital manipulation, including biased framing, persuasive narratives, algorithmically amplified content, and emotionally charged misinformation. This finding supports Potter's (2019) argument that the most advanced stage of media literacy lies not in accessing information but in critically analyzing media messages, understanding their underlying intentions, and identifying potential bias. Consequently, students may possess adequate operational digital skills while remaining vulnerable to sophisticated misinformation strategies.

Another notable finding is the relatively balanced performance across the dimensions of information verification and ethical digital behavior. The results indicate that most respondents have developed awareness of checking information sources before sharing content and demonstrate respectful communication practices in social media interactions. Nevertheless, the percentage of respondents who remained neutral on several verification-related items suggests

that verification behavior has not yet evolved into a consistent habit. This observation aligns with Guess et al. (2020), who argue that many digital users tend to overestimate their ability to identify misinformation while rarely engaging in systematic fact-checking behaviors.

Taken together, Figure 3 demonstrates that media literacy among boarding-house students should be understood as a multidimensional competence rather than a single ability. The relatively high levels of digital ethics and security awareness indicate that students have successfully developed behavioral competencies associated with responsible digital citizenship. However, strengthening higher-order cognitive competencies particularly critical evaluation, analytical reasoning, and systematic verification remains necessary. These findings support Ng's (2012) multidimensional framework, which conceptualizes digital literacy as the integration of technical skills, cognitive abilities, and socio-emotional competencies. Therefore, future university media literacy programs should move beyond technical training and place greater emphasis on developing critical thinking, fact-checking practices, and reflective engagement with digital information.

Conclusion

This study demonstrates that the overall level of media literacy among students living in boarding houses around Universitas Negeri Medan (UNIMED) is categorized as good, particularly in terms of identifying credible information, practicing ethical behavior on social media, and maintaining awareness of digital security. Most respondents reported being able to recognize misleading content, understand the consequences of disseminating false information, and protect their personal data when engaging with digital platforms. These findings indicate that students have developed fundamental competencies required to navigate the contemporary digital information environment responsibly.

However, the study also reveals that information verification and critical evaluation remain the weakest dimensions of media literacy. Although students are generally aware of the importance of checking information, many still rely on a single source or perform verification inconsistently before accepting or sharing online content. This suggests that high digital exposure does not automatically translate into advanced critical media literacy, particularly in evaluating information credibility and resisting misinformation. The findings reinforce previous studies emphasizing that media literacy should encompass not only technical access to digital media but also critical thinking, reflective judgment, and responsible participation in digital communication.

From a practical perspective, these findings imply that higher education institutions should strengthen media literacy education through curriculum integration, digital citizenship programs, fact-checking workshops, and critical information evaluation training. Such initiatives are particularly important for students living independently in boarding houses, whose intensive interaction with digital media makes them more vulnerable to misinformation while simultaneously providing opportunities to develop autonomous and responsible digital behavior.

This study contributes to the growing body of literature on media literacy by providing empirical evidence regarding the literacy profiles of boarding-house students, a population that has received relatively limited scholarly attention. Nevertheless, the study is limited by its relatively small sample size and its focus on a single university context. Future research is therefore recommended to involve larger and more diverse samples across multiple higher education institutions, employ validated multidimensional media literacy instruments, and examine the influence of demographic characteristics, digital media usage patterns, and educational interventions on students' media literacy development.

Acknowledgments

We would like to express our sincere gratitude to our lecturer in Community Education, as the supervisor of the article writing, and the staff of the Universitas Negeri Medan. I am also very grateful to the co-authors for their important guidance during the early stages of my research.

Disclosure Statement

This paper does not have any interest in all the issues that are developing, all respondents in this study are kept secret and have received approval during the research process.

Funding

This research was independently funded by the authors' team, with no external funding.

References

- Cahaya, A. F. (2025). Literasi media dalam era digital: Inisiatif perpustakaan untuk meningkatkan kecakapan analitis mahasiswa. *Jurnal Kepustakawanan Indonesia*, 1(1), 53–62.
- Cahaya, F., & Irwan, M. (2025). Penggunaan Gamifikasi Dalam Proses Pembelajaran Dengan Pendekatan Andragogi Untuk Meningkatkan Hasil Belajar Matematika Pada Warga Belajar Paket C Di PKBM Al-Manar: Penggunaan Gamifikasi Dalam Proses Pembelajaran Dengan Pendekatan Andragogi Untuk Meningkatkan Hasil Belajar Matematika Pada Warga Belajar Paket C Di PKBM Al-Manar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(04), 335-349.
- Dzakirah, K., Dalimunte, M., & Purwaningtyas, F. (2023). The social media literacy skill of library science students of UIN North Sumatra Medan. *Palimpsest: Jurnal Ilmu Informasi dan Perpustakaan*, 14(2), 123–134. <https://doi.org/10.20473/pjip.v14i2.49346>
- Hidayat, R., & Pratiwi, M. (2021). Media digital dan perubahan perilaku informasi mahasiswa. *Jurnal Komunikasi Nusantara*, 3(2), 77–86.
- Jannah, M., & Ardoni. (2022). Persepsi mahasiswa terhadap literasi media dan disinformasi di media sosial. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 8(2), 4118–4128. <https://doi.org/10.36989/didaktik.v8i2.620>
- Lubis, R. F., Batubara, A. K., & Deni, I. F. (2023). Literasi media dalam menanggulangi berita hoax di media sosial mahasiswa ilmu perpustakaan. *Jurnal Sadewa*, 1(3), 334–351.
- Irwan, M., Diputera, A. M., Asiah, A., Anggoro, D. I., Zendrato, S., & Aprilia, F. (2026). Strengthening Community-Based Disaster Literacy and Psychosocial Support Through Community Learning Centers (TBM): A Participatory Approach in Post-Disaster Areas in Kampung Darussalam, Langkat Regency. *Jurnal Pemberdayaan Masyarakat*, 14(1), 41-46.
- Irwan, M., & Machmud, M. T. (2026). Digital Marketplace Assistance for Gen-Z Community in Commercializing Rumbia Frond Handicrafts: A Community Empowerment Model in Coastal Tanjungbalai. *Dayantara: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 1(1), 1-10.
- Nurliana, & Aini, N. (2023). Menganalisis literasi media di era digital pada mahasiswa IAIN Takengon. *Al-Manaj: Jurnal Program Studi Manajemen Dakwah*, 3(2), 122–134. <https://doi.org/10.56874/almanaj.v3i2.1282>
- Oktaviani, M., Rosman, H., & Latiar, H. (2022). Literasi media sosial di kalangan mahasiswa ilmu perpustakaan Universitas Lancang Kuning. *Libraria: Jurnal Ilmu Perpustakaan dan Informasi*, 11(1), 1–11. <https://doi.org/10.18326/libraria.v11i1.1-11>
- Pusporini, W., Septiani, D., & Lestari, T. (2022). Analisis penguasaan literasi digital mahasiswa.

- Wacana Akademika: Majalah Ilmiah Kependidikan*, 6(2), 112–121.
<https://doi.org/10.30738/wa.v6i2.12854>
- Rahmadani, S., & Purwaningtyas, F. (2024). Tingkat literasi media mahasiswa Fakultas Ilmu Sosial UINSU dalam menggunakan media sosial sebagai sumber informasi berdasarkan ICF. *Bibliotika: Jurnal Kajian Perpustakaan dan Informasi*, 8(1), 44–56.
<https://doi.org/10.17977/um008v8i12024p44-56>
- Rahmawati, D., & Pratama, B. (2021). Literasi digital pada mahasiswa penghuni kos di lingkungan kampus. *Jurnal Transformasi Digital*, 2(3), 101–112.
- Rusmawaty, B., Nawawi, M., & Nurhamni, N. (2024). Literasi digital: Mencegah hoaks dan hate speech di lingkungan mahasiswa asrama IPMIL Raya Palu. *Jurnal Pengabdian Masyarakat Bangsa*, 3(1), 22–30.
- Shasrini, T., Al Sukri, & Daherman, Y. (2023). Variasi gender dan penggunaan media sosial dalam menyebarkan berita palsu selama pandemi COVID-19 terhadap prestasi akademik mahasiswa. *Syntax Literate: Jurnal Ilmiah Indonesia*, 7(12), 4458–4470.
- Sibuea, Y. O., Simamora, N., Irwan, M., & Tussolihin, K. (2025). The Role of Health Literacy in Shaping Self-Management Skills and Healthy Lifestyle Behaviors among Migrant University Students Living in Boarding Houses. *Parpudi: Journal Of Community and Adult Learning*, 1(1), 25–34.
- Sihotang, J. A., Saragih, D. V. B., Panjaitan, R., & Irwan, M. (2026). Literasi Media Digital di Kalangan Mahasiswa: Mengevaluasi Kesadaran Informasi dan Praktik Media Sosial di Universitas Negeri Medan. *Didakta Nusantara: Journal of Education and Learning*, 1(2), 65–75.
- Silalahi, L. A., Irwan, M., Sifa, H. A., & Alvina, S. (2026). Analisis Tingkat Literasi Lingkungan Mahasiswa Penghuni Kos di Kecamatan Medan Tembung. *Didakta Nusantara: Journal of Education and Learning*, 1(2), 43–54.
- Syabaruddin, A., & Imamudin. (2022). Implementasi literasi digital di kalangan mahasiswa. *EduScience*, 9(3), 278–286. <https://doi.org/10.36987/jes.v9i3.3204>
- Ulya, H. F., & Anggraini, C. N. (2024). Analisis kemampuan literasi media pada mahasiswa konsumtif: Fenomena konten "Racun TikTok." *Jurnal Teknologi Informasi dan Komunikasi (JTik)*, 8(3), 540–548. <https://doi.org/10.35870/jtik.v8i3.1978>
- Yanti, N., Mulyati, Y., & Sunendar, D. (2023). Tingkat literasi digital mahasiswa Indonesia. *Diksa: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 12–23.
<https://doi.org/10.33369/diksa.v7i1.26189>