

**THE USE OF ACADEMIC SOCIAL NETWORKING SITES (ASNS)
TOWARD PRE-SERVICE TEACHERS' DIGITAL LITERACY
(A Descriptive Study on the Students of English Language Education Study
Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic
University of Surakarta)**

THESIS

Submitted as A Partial Requirements for the degree of Sarjana



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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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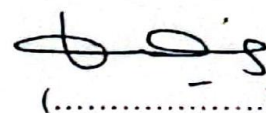
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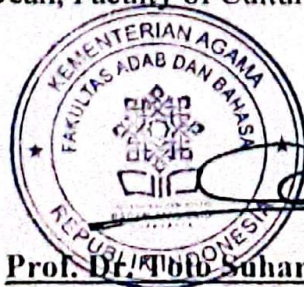


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MOTTO

“Then which of the blessings of your Lord will you both deny?”

-Q.S Ar-Rahman: 13, 16, 18, 21, 23, 25, 28, 30, 32, 34, 36, 38, 40, 42, 45, 47, 49,
51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77-

“SADAR adalah DASAR Kehidupan”

–**Erbe Sentanu, from the book**

‘Karakter360’

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Use of Academic Social Networking Sites toward Pre-Service Teachers’ Digital Literacy” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 9th June 2023

Stated by,



Mirza Amalia Farah

SRN. 163221229

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Use of Academic Social Networking Sites (ASNS) toward Pre-Service Teachers’ Digital Literacy” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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3. Wildan Mahir Muttaqien, S.Pd., MA.TESOL as The head of the English Language Department
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 9th June 2023

Sincerely, The researcher
Mirza Amalia Farah

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ABSTRACT

Mirza Amalia Farah. 2023. *The Use of Academic Social Networking Sites toward Pre-Service Teachers' Digital Literacy*. Thesis. Surakarta: English Language Education of Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta

Advisor : Dr. Budiasih, S.P.d., M.Hum

Keywords : *Academic Social Networking Sites, Pre-Service Teacher, Digital Literacy*

21st-century learning is strongly related to the use of technology in classroom practices. In reality, the authentic to suspicious pieces of information is easy and free to access by the students. There are Academic Social Networking Sites (ASNS) that provide a valid source of information for students. The objective of this research was to describe how pre-service teachers of the English Language Department use Academic Social Networking Sites (ASNS) to support their digital literacy.

The design of this research is descriptive qualitative research. The subjects of this research are 60 pre-service teachers (students) from the English Language Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta. The data of this research were collected by questionnaire and supported with interviews. The collected data were analyzed by Miles and Huberman's theory, they are data reduction, data display, and data verification. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The result of this research showed that the use of ASNS toward the pre-service teachers' digital literacy depends on the condition. the pre-service teachers used the features of ASNS based on their needs or problems (for example, a valid literature for their study, an expert to discuss with, a free source of valid information, a place to manage the literature, etc). It implies that the pre-service teachers used ASNS according to their needs and situation which sometimes indicated their digital literacy, and they did not indicate it at other times.

CHAPTER I

INTRODUCTION

A. Background of the Study

21st-century learning is strongly related to the use of technology in classroom practices. ICT-based learning is a term that refers to the use of the Internet in the classroom. According to Murray (2008, p.12), ICT stands for Internet and Communication Technology, it is an extensional term for Information Technology (IT). The term ICT emphasizes the use of technology in communication that is related to audio-visual, and telephone networks such as social media, instant messaging, blogs, etc (Raval, 2014, p.21). Meanwhile, according to IGI Dictionary, ICT-based learning refers to any method of delivering learning material through ICT. In the same words, ICT-based learning means using computers, the internet, technology, electronics, or everything related to ICT for classroom practices.

Social gatherings in educational institutions during COVID-19 Pandemic are considered an opportunity for the virus to spread (WHO, 2020). Therefore, the use of the Internet and Communication Technology (ICT) cannot be avoided during the pandemic in the classroom. Based on UNESCO's (2020) statement regarding COVID-19's impact on education, the pandemic is an opportunity to build and help students who have limited access to internet and technology resources. It implies that the pandemic is a good time to improve the use of ICT in classroom practices.

In reality, authentic suspicious information is easy and free to access by students. It causes the information on the internet is not 100% correct, it may be

false (Saputra, Siddiq, and Huda, 2020, p.159) and sometimes consist of negative content such as false news, hate speech, radicalism, cybercrime, fraud practices, etc (Kurniawan, 2018, p.155-158). It implies there is a deficiency on the internet.

The negativity on the internet makes digital literacy a new important skill in education (Belshaw, 2012, p.109). In line with that, Kurniawan (2018, p.155) exposed that digital literacy will help students to think more creatively in order to critically analyze or solve everyday problems with confidence. Moreover, students that high-quality digital literacy will be able to sort information on the internet, they'll be more responsible to use technology for interacting, and use ICT effectively and safely (Hadzristic, 2017, p.28). It implies that digital literacy will help the student to use the internet effectively during classroom activities.

According to Belshaw (2014), there are eight essential elements that build digital literacy. Those eight essential elements of digital literacy need to be developed, as follows; cultural, cognitive, constructive, communicative, confident, creative, critical, and civic element. Those eight essential elements cannot be separated because they are the elements to build digital literacy. Thus, the eight essential elements need to be filled and developed holistically.

Digital literacy is not only important for students but also teachers. According to Liza and Andriyanti (2020), teachers in the 21st century are expected to have a high digital literacy scale toward the implementation of digital technologies as an effort to fulfill the students' needs. In addition, digital literacy will provide the teacher to use ICT in the classroom so that the students can get along with it easily (Buckingham, 2015, p.22).

Besides the in-service teachers, digital literacy is also important for the pre-service teachers. Pre-service teachers need a high quality of digital literacy to support their study and the future classroom. According to Maher (2020, p.32) pre-service teachers who have a high quality of digital literacy –be able to act safely and ethically online; dealing with fake news; verified news, will influence their future students to do so. Pre-service teachers will also be able to critically evaluate tools and platforms for safe, wise, and productive use in their future classrooms (Akayoglu, et al, 2020, p.94-95).

The internet is improving rapidly. Therefore, ASNS is one of the improvements in technology, especially in social network services. ASNS are similar to online social network sites like Facebook, Twitter, Instagram, etc. That makes users able to communicate online in academic activities. Academic Social Networking Sites (ASNS) cater to those who are associated with academic institutions and specialize in academic activities like sharing papers and data sets (Ovadia, 2014, p.166). The sites also enable students to discuss, collaborate, and communicate a certain topic with fellow students, teachers, or even experts around the world (Meishar-Tal & Pieterse, 2017, p.3). ASNS allows users to create profiles with academic properties, upload their publications, and create online groups (Oh & Jeng in Ortega, 2016).

There are many varieties of ASNS such as ResearchGate.net, DOAJ, Academia.edu, Mendeley, Google Scholar, LinkedIn, ScienceDirect, Scribd, and Zotero.org (Oh & Jeng in Ortega, 2016). ASNS' features are similar to one the

others, but the users may significantly choose the best ASNS for them based on their goals.

Based on a study in Turkey, conducted by Bardakcı, Arslan, and Ünver (2018), the study found that the respondents frequently use ASNS' search engine to achieve their study's accurate resources like downloading research papers, accessing scientific journals, ask a copies of a journal, and following current studies, issues or key trends since it is easy and free to access. They also use the feature that enables them to communicate with researchers and experts around the world. The communication brought them to collaborate with other researchers and academicians that conduct new research or be academic referees that analyze others' research papers. Some of them also use ASNS for their self-actualization like introducing themselves and their academic studies, following their citations, sharing on social media accounts, and doing profile analysis.

According to the researcher's pre-research, the respondents are 65 students (pre-service teachers) in the English Language Department at the Faculty of Cultures and Languages, Raden Mas Said State Islamic University using ASNS to support their study. The researcher found out that the need for authentic resources for their study force them to gather information from the ASNS since it was verified by the experts. The pre-research also exposed that pre-service teachers mostly use Google Scholar, Research Gate, Science Direct, Mendeley, and Scribd. Most of them utilize the ASNS to access journals, books, and learning materials. Some of them even join the submit a paper event to collaborate with some experts around the world. Moreover, only a few of them use ASNS to verify the accurateness of

information, it is the way to avoid a piece of false information they meet in daily life. It implies that they also utilize ASNS in their daily life, specifically to support their study.

Based on the researcher's pre-research and a few past studies, the researcher found out that this study did not yet exist in English Language Department at the Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta. Meanwhile, pre-service teachers commonly use ASNS to support their study. In addition, digital literacy becomes a popular topic to discuss due to the rapid development of ICT.

Therefore, the researcher will research the use of Academic Social Networking Sites toward pre-service teachers' digital literacy at Raden Mas Said State Islamic University of Surakarta. She wants to find out how the pre-service teachers use ASNS to collect reliable and valid sources. In addition, she also wants to explore how the use of ASNS to support the pre-service teachers' digital literacy.

From the statement above, the researcher will conduct research entitled "**The Use of Academic Social Networking Sites (ASNS) Toward Pre-Service Teachers' Digital Literacy.**"

B. Identification of Problems

According to the background of the study, the researcher identifies the problem as follow:

1. The cost to access Academic Social Networking Sites (ASNS) are nearly unaffordable for pre-service teachers even some of them are free.

2. Some of the pre-service teachers face a problem in distinguishing Academic Social Networking Sites (ASNS)' features toward their goals.
3. Some pre-service teachers are confused to choose particular ASNS that match their goals.
4. Some pre-service teachers do not aware of the importance of digital literacy.
5. Some pre-service teachers do not use ASNS as their major platform to verify the accuracy of the information.

C. Limitation of the Problems

In this study, the researcher limited the problems to some points. First, the researcher will only focus on the use of Academic Social Networking Sites among pre-service teachers to support their digital literacy. Second, the subject must be students that consider pre-service teachers at the English Language Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta who have attended the microteaching class. Last, there are many studies on digital literacy. However, the researcher will only use the eight essential elements of digital literacy theory by Douglas Belshaw (2014) to know the digital literacy quality of the pre-service teachers.

D. Formulation of the Problems

Specifically, the study seeks to answer a formulated question as follows: How do pre-service teachers use Academic Social Networking Sites (ASNS) to support their digital literacy?

E. Objective of the Study

Based on the problem statements, this study meant to address the objective to achieve, there are: To know how pre-service teachers use Academic Social Networking Sites (ASNS) to support their digital literacy.

F. Benefits of the Study

The researcher expects the study to be a beneficial source for the readers that will have a proper comprehension of this study. The benefits of this study are divided into two kinds: Theoretical benefits, and practical benefits which are expected to give a contribution to developing knowledge of English, and technology, especially in education.

1. Theoretical benefits

Hopefully, this research can contribute useful insight regarding Academic Social Networking Sites: The features, the uses, and their support for pre-service teachers' digital literacy.

2. Practical benefits

a. The lecturers

The study can be a source of information for the lecturer to provide ASNS in the class so that pre-service teachers may be able to use it easily.

b. The students

The researcher expected the study will give information about Academic Social Networking Sites in supporting pre-service teachers' digital literacy.

c. The other researcher

The researcher hopes that this study will be beneficial to help other researchers in further pre-service teachers' digital literacy research from the other point of view.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation between the writer and the readers, the researcher intends to classify the key terms used in this study as follows:

1. Internet, and Communication Technology (ICT)

According to Murray (2008, p.12), ICT stands for Internet and Communication Technology, it is an extensional term for Information Technology (IT).

2. Academic Social Networking Sites (ASNS)

Academic Social Networking Sites (ASNS) cater to those who are associated with academic institutions and specialize in academic activities like sharing papers and data sets (Ovadia, 2014). There are many varieties of ASNS such as ResearchGate.net, DOAJ, Academia.edu, Mendeley, Google Scholar, LinkedIn, ScienceDirect, Scribd, and Zotero.org (Oh & Jeng in Ortega, 2016).

3. Digital Literacy

The American Library Association (ALA) on the Digital Literacy (Task Force)'s report (2013) defines digital literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical

skills as digital literacy. DigEuLit project proposed that digital literacy is the awareness, attitude, and ability of individuals to appropriately use digital tools (Martin, 2006, p.135) that is not solely about technical proficiency but the issues, norms, and habit of mind surrounding technologies used for a particular purpose (Belshaw, 2012, p.208).

4. Pre-Service Teacher

According to Manasia, Ianos, and Chiciooreanu (2020, p.2), the pre-service teacher is a student who enrolled in a teacher education program that provides initial qualification. In line with that, based on Ene, et al., (2021, p.114) pre-service teacher is a student that takes a teacher education program to acquire knowledge and skills that will use in the future classroom. In addition, pre-service teachers are those who are in a teacher education program to pursue teaching credentials in public schools or private sectors domestically or internationally (Dejene, Bishaw & Dagnaw, 2018)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Characteristic of Pre-Service Teachers

a. Definition of Pre-Service Teachers

Pre-service teachers are those who practice on teaching in certain classes under a co-operating teacher. They are able to expose themselves into actual class situations and the daily routines teachers undertake. According to Manasia, Ianos, and Chiciooreanu (2020), pre-service teacher is a student who enrolled in a teacher education program that provides initial qualifications. In line with that, based on Ene, et al., (2021), pre-service teacher is a student that take teacher education program to acquire knowledge and skills that will use in the future classroom. In addition, pre-service teachers are those who are in a teacher education program to pursue teaching credentials in public or private school domestically or internationally (Dejene, Bishaw & Dagnaw, 2018, p.186).

Pre-service teachers are also dealing with students with different background. Become a great teacher is not only about how to teach well but also how to accompany students well. According to Head and Taylor (1997) in Strakova (2015) teacher does not only about being able to cope a change but also being able to assist the students to be ready

for changes. Strakova (2015) exposed “the knowledge and skills of pre-service teachers gain in methodology course, which mostly evaluated by standard, include written tests, oral examination, topic presentations, microteaching session, literature review paper, research paper, essay, discussing chairing, etc” (p.33). In addition, pre-service teacher soon to be a teacher, an educator. Based on Fullan (1993) in Strakova (2015), an educator should take part as the expert in the dynamic of change, or even become the agent of change. The act and change they make will influence their future students (Liu, 2010 in Fray, L., & Gore, J., 2018, p.157) and the further improvement in education (Smith & Levi, 2005 in Izadinia, 2015, p.388).

To conclude, pre-service teachers are those who practice on teaching in certain study program under a co-operating teacher. Pre-service teacher take a big part in education. They are one of the important parts of education since they will continue the previous teacher generation. Pre-service teacher will take big responsibility in the future. They are agent of change in education. A high quality pre-service teacher reflects a high quality student in the future.

b. Pre-Service Teacher Education

Someone who master in a specific skill may not be able to teach that skill to the others. Thus, it is so important to learn how to teach. The student should take Teacher Education program in order to become a pre-service teacher. According to Loughran (2006) in Korthagen

(2016) stated “an effective method of educating teachers will positively influences daily teaching practices in schools” (p.311); it implies that teacher education plays a major role in the preparation of teacher.

According to Kennedy (2016), teaching is an essentially self-evident practice abecedarian then pre-service teacher education is part of conquer the self-evident practices through apprenticeship in the classroom. Consequently, learning to teach consists of two main parts: The teacher should be learned the subject that intend to teach through college-level courses; and refine the technique from the personal style through experience in the classroom (Kennedy, 2016). In line with that, according to Borko and Putman (1995) in Mishra and Mehta (2017), the way teachers’ thinking is directly influenced by their knowledge. How they act in the classroom is collegial of their thinking. Thus, the pre-service teacher education is needed to explore the way pre-service teachers’ think, judge, and decide also the relationship within it. Pre-service teacher education is expected to foster such a shift in thinking between the past experiences and the future experience (Kennedy, 2016). Especially, 21st century students is a brand new generation, the pre-service teachers education should provide more things in order to engage with the students.

The practical experience, apprenticeship and practicum has always been the major part of teacher education regardless of the used approaches (Smith, 2005 in Izadinia, 2015, p.395). Ferrier-Kerr (2009)

in Trent (2013) stated “the teaching practicum has been described as one of the most influential components of teacher education” (p.426). Teaching practice gives pre-service teachers a real experience of working in a real school, become a real teacher. The pre-service teachers get some benefits from teaching practice for professional development. Chan (2013) in Hapsari and Ena (2019) stated “through such practice students-teachers get opportunities to acquire professional knowledge, improve their teaching skill, and gain teaching competence (p.204). According to Rakicioglu-Soylemez (2014), there should be more opportunities for teaching practicum and teaching in school experience so that can affect pre-service teachers’ knowledge regarding various proficiency levels, different school settings. A limited practice in school setting causes pre-service teachers have a slight experiences (Espinoza-Vasquez & Caicedo-Bastidas, 2015).

The proper practice or practicum provides teacher some new views or references that allow them to achieve new ideas for teaching, so that the teacher also will be able to handle particular situation in the classroom (Kennedy, 2016, p.973). Moreover, practice in practicum will give the pre-service teachers more chance not only to handle particular situation but also handle the spontaneous problems, fast decision making, have a good class management, it allows them to actively learning by doing (Smith, 2005 in Trent, 2013, p.427).

Microteaching class or microteaching practice is one of important parts of pre-service teacher education (Igwe, 2017 in Majoni, 2018, p.31) since it provides pre-service teachers have a chance to conduct a real classroom based on the teaching theories even with some adjustments (Ismail, 2011, p.1044). Microteaching is similar to real classroom because the pre-service teachers need to prepare the material, method, and so on just like in the real classroom (Ismail, 2011:1047). In line with that, According to Remesh (2013:162), microteaching provides pre-service teacher to conduct a classroom that force them to prepare the class and have an experience in teaching a real classroom, so that when the learner is more ready the learning will be more effective –consequently.

According to Otsupius (2014, p.185), microteaching is a perfect way to build up skills and confidence since teaching skill is need to be practiced, so that it can be the place of pre-service teacher imagine how they are supposed to be in the future real-classroom. It is also helps in eliminating errors and build stronger teaching skills for the pre-service teacher since the senior teacher or educator gives a simultaneously feedback (Remesh, 2013, p.259). Based on Australian Institute for Teaching and School Leadership (2011) in Sulistiyo (2016:401) microteaching provides the need of teacher to fit the dynamics and challenges of contemporary classrooms and real classroom so that the pre-service teacher will be able use various techniques and approaches

to prepare students in learning independently and cooperatively in the future. Therefore, microteaching also reflects the readiness of pre-service teacher in facing the real class environment since microteaching enable the students (pre-service teachers) an opportunity to master the teaching skills in a controlled environment before the actual teaching class (Yusuf, 2006 in Majoni, 2017:32).

In conclusion, pre-service teacher education plays major role in preparing a high quality future teacher. Pre-service teachers must have discipline academic preparation, discover their own personal meaning, and maximize their efficacy. Pre-service teachers should be a source of renewal and innovative for their future students. Then, pre-service teachers have to possess reflective capacities of observation, analysis, interpretation and decision making. Therefore, the education should be more focus on practice. One of important parts in pre-service teacher education is the practice class or also called as microteaching class, it is so important because it give a chance to the student (pre-service teacher) to prepare and learn how to teach properly.

2. Characteristic of Academic Social Networking Sites (ASNS)

a. Definition of Academic Social Networking Sites (ASNS)

ASNS stands for Academic Social Networking Sites. Academic Social Networking Sites (ASNS) is one of the important platforms nowadays since it plays major role in providing valid source for study. It means that ASNS turn into an essential part to connect, communicate,

and collaborate with another scholar community. Academic Social Network Sites refer to online services, features, or platforms, which can help scholars build their professional networks with the other scholars (that can be a researcher, expert, or student) and facilitate activities to conduct the research (Jeng, He & Jiang, 2015). Specifically, ASNS are for academicians to share activities, specialize, publish and assess other impacts scholarly contribution just like general social networking.

According to Bullinger (2010) in Jeng, He, and Jiang (2015), a considerable increase in temporary scientific collaboration among scientist across departments, institution, disciplines, and countries. ASNS provide the management of a large amount of information, references, literature, and document research compile. In the same shoes, based on Veletsianos (2013), ASNS can be viewed as places where scholars can congregate to share their work, ideas, and experiences without any burden. ASNS also can be tools for scientific report marketing (Nentwich, 2010 in Calhoun, 2014). Seems likely, ASNS are the place to gather people with the same interest and study in one online service.

ASNS usually provide services such as sharing academic resources, exchanging opinion, following each other's research, keeping up with the current trends, and more importantly building the professional relationship (Krause, 2012). Another advantage of Academic Social Networking Sites are allowing the work to be shared,

which gives a chance to the members to upload the paper. ASNS allow certain responsiveness and informal activities which is not possible with a formal publishing process.

To conclude, Academic Social Networking Sites (ASNS) are platforms that provide the user to use it in academic purposes. It has so many features that support the user need on academic. It is also contain a reliable and valid content that can be used for school, research, or anything related to that. ASNS also enable the user to communicate and interact across the world just like the ubiquitous social networking sites.

b. The Types and Features of Academic Social Networking Sites (ASNS)

Generally, every ASNS provide almost the same features for the users. Espinoza-Vasquez and Caicedo-Bastidas (2015) identified five main services provided by ASNS such as collaboration, online personal management, document management, research dissemination, and impact measurement. In addition, it has more than 10 features in common like discussion boards, file repository, email, instant messaging, citation count, altimetric, public/semi-public profile, group collaboration, reference (library) management, collaborative document processing, network visibility, upload publications, linking information to social media sites (non-academic and academic).

There are a ton of Academic Social Networking Sites. According to Jeng, He, and Jiang, (2015, p.5) there are some examples of well-known Academic Social Networking Sites with its features:

1) Google Scholar

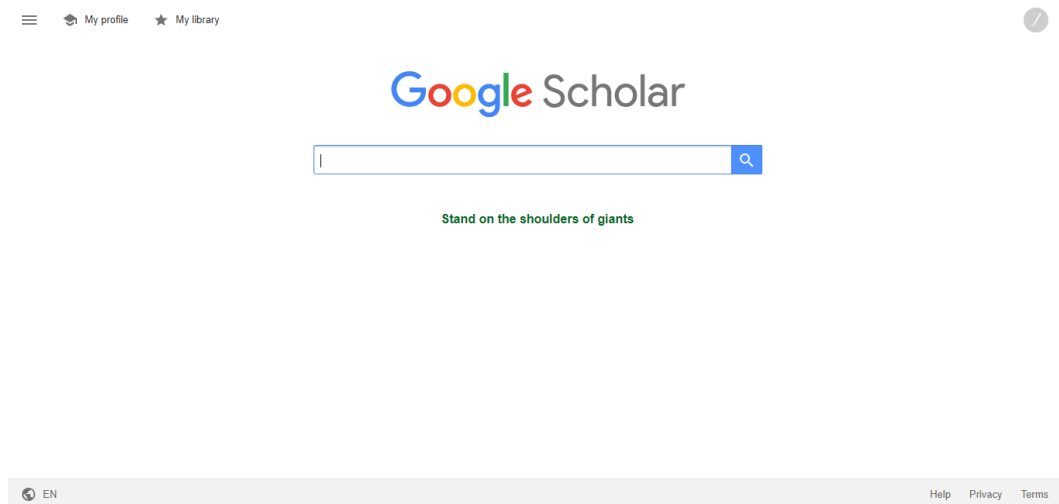
In the beginning, Google Inc. created Google Scholar as a search engine that focus only on academic literature. According to Google Scholar's introduction webpage on 2005 it stated that:

Google Scholar enables you to search specifically for scholarly literature, including peer-reviewed papers, theses, books, preprints, abstracts and technical reports from all broad areas of research, articles available across the web. Use Google Scholar to find articles from a wide variety of academic publishers, professional societies, preprint repositories and universities, as well as scholarly.
(See <http://scholar.google.com/scholar/about.html>)

By the time flies, it has so many updated features. Nowadays, Google Scholar is not only an academic source search engine but also an academic social networking sites since the author be able to make an academic profile, the other author or reader also be able to contact the author through email or any other social media that linked in the profile. The

reader also be able to get a notification of the newest publishing from certain publishers or authors (Google, 2018).

Picture 2.1. Google Scholar Homepage

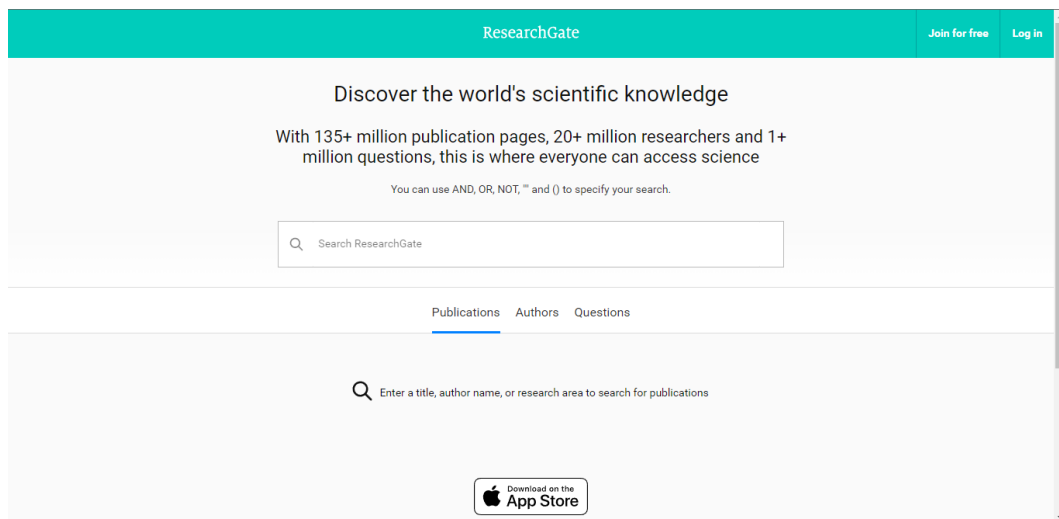


2) ResearchGate

ResearchGate allow users to upload the paper, join a discussion and follow other research activities. In the current version it provides users to have an online group discussion, so the users will be able to discuss current issues, and exchange material with the experts or fellow users. The main purposes of ResearchGate enable users to communicate with other researchers around the world to share the same idea and interests, it also facilitate users to ask a question directly to the researcher that created the paper. ResearchGate users can perceive score on their publication including how many times their paper has been viewed and cited by other users. In order to make it easier, ResearchGate also allow users to download

multiple different papers in the same time, and the users will not download the same paper but the users have to purchase the premium package to use the feature. In ResearchGate impact's measurement called as "RG Score", it shows the amount of publications downloads, citations, participation in discussion board and number of views (Espinoza-Vasquez & Caicedo-Bastidas, 2015).

Picture 2.2 ResearchGate Homepage

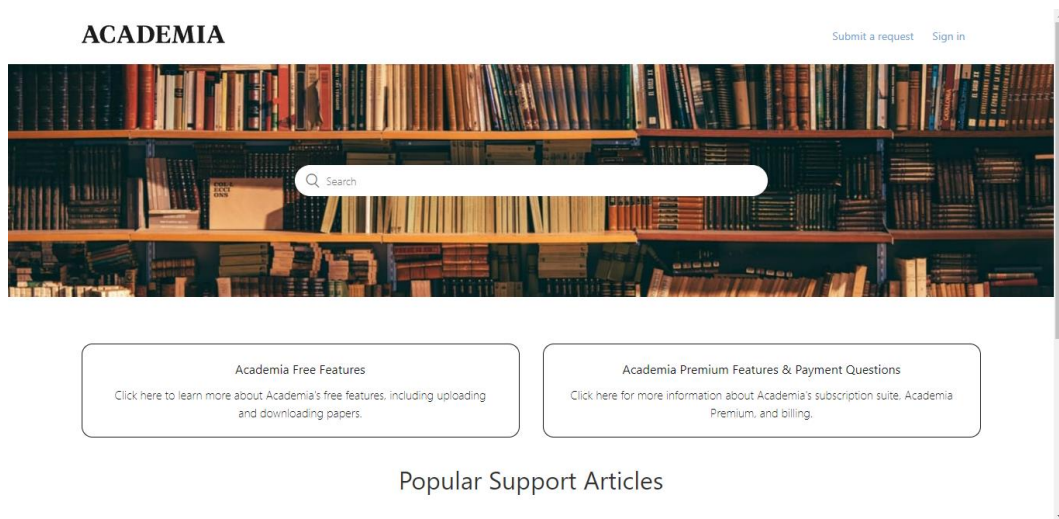


3) Academia

Academia (Academia.Edu) is a platform that provides academic papers that can be shared among users, so the research can be accelerated. Users can create their profile and upload a list of their research output. Academia provides academicians (users) to share their research or article with over billion researchers around the world (Mohammad, Lazim, & Rosle, 2018). It also can monitor how impactful the users'

research. In addition, Academia allow linking users' non-academic social media accounts like Twitter, and Facebook so that the other researcher be able to communicate easier (Espinoza-Vasquez & Caicedo-Bastidas, 2015).

Picture 2.3 Academia Homepage

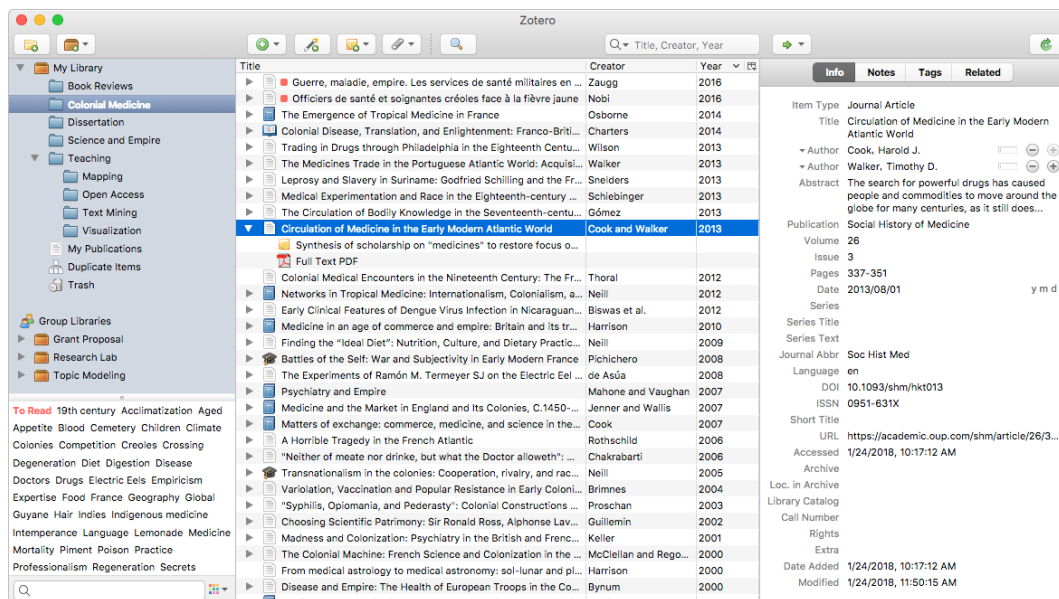


4) Zotero

According to Trinoskey (2009) in Ray and Ramesh (2017), Zotero is a free and open-source browser plug-in produced by the Center for History and New Media at George Mason University that can be used in Firefox browser that allows researchers to collect, manage, store, and cite resources in a single location. Many people know Zotero as reference manager since it can be used to store, manage, and cite bibliography references. Moreover, Zotero be able to do automatic capture of citation information from web pages, storage of portable document format (PDF), files, images,

links, and whole web pages, including saved searches and tag them for better understanding and identification, it is also offers the note-taking feature that allows user to do annotation easier in one place (Mueen-Ahmed & Dhubaib, 2011).

Picture 2.4 Zotero Homepage



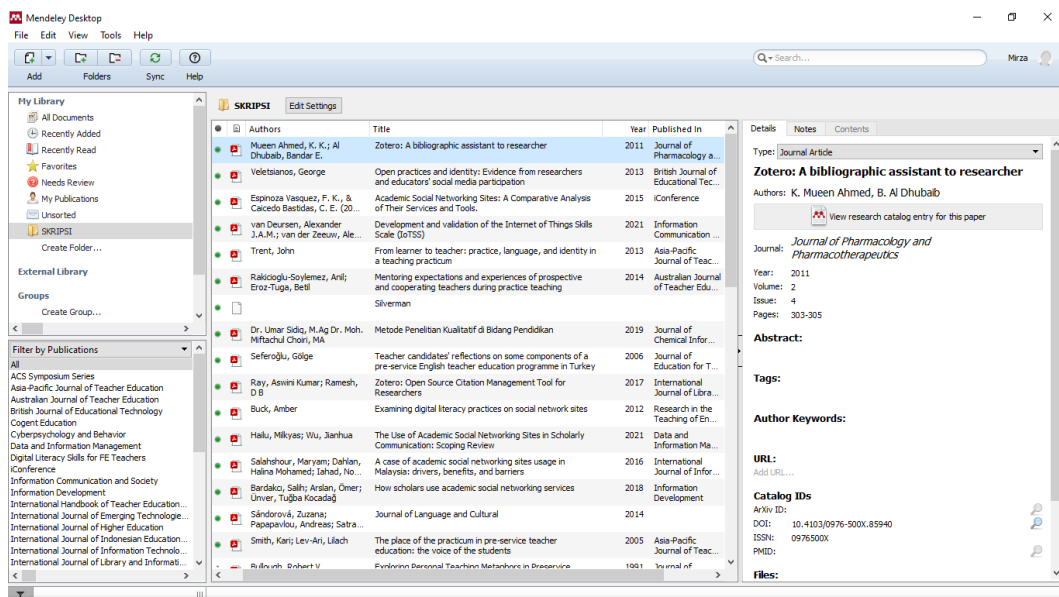
5) Mendeley

Mendeley is a platform to cite the scientific source like an academic report, research paper, and book easily, it also known as the sites that help users to create bibliography, it facilitates the user to cite the source with some styles like APA, MLA, and Chicago/Turbian style. In addition, it is also one of the platforms which helps the users to avoid plagiarism. The other features of Mendeley are unique options for organizing and annotating PDFs, connect with other users and discover research though Mendeley's online interface, even

Mendeley gives users to create or join groups to connect with other users with similar interest. In order to make it more concise, it also provide users to export the scientific journal directly from Scopus, and Science Direct (Mendeley, 2019). Mendeley is the only site that provides advanced group collaboration features like, a shared library, and collaborative document processing so far.

According to Espinoza-Vasquez and Caicedo-Bastidas (2015) it stated that Mendeley is the only site that facilitates upload and manage a library of documents, import libraries and references from the other platforms. It also offers a reference and citation management desktop app that directly linking to the writing software.

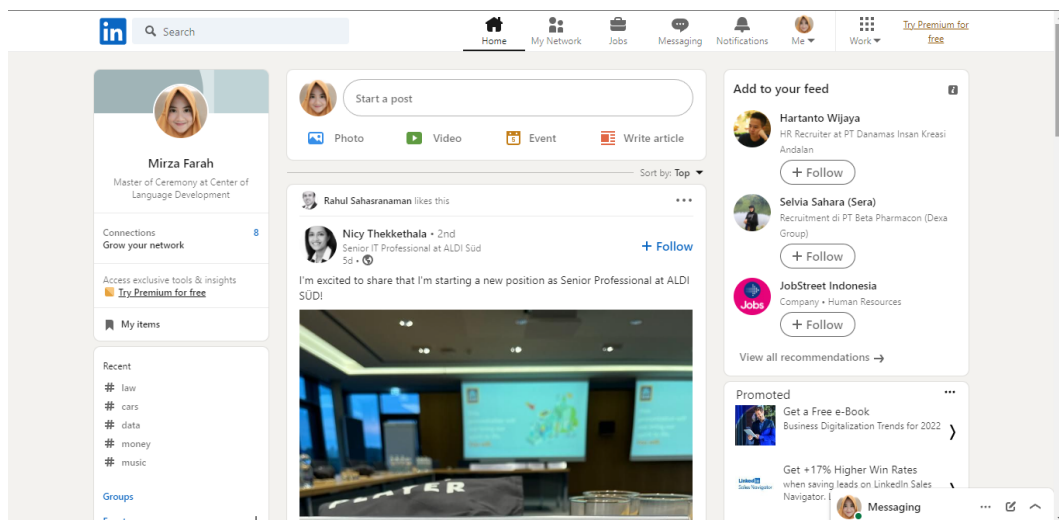
Picture 2.5 Mendeley Dekstop Homepage



6) LinkedIn

LinkedIn's major features are allow users to create an academic biography and academic profile. According to Barbour and Marshall (2012), online personal management is an important feature that provide user to create a short biography, list of publication, and experiences for their professional reputation. It shows all user's interests, network of contacts and followers, capabilities, ideas, and the user's number of article. LikedIn shows the users' skills, experience in job and organization, background study, so that the users can be endorsed by the others or employee seeker.

Picture 2.6 LinkedIn Homepage



7) Customize Academic Social Networking Sites (ASNS)

According to Atieh, et al., (2016), the university or school/institution be able to create an ASNS for internal usage which meet certain goals and needs. Usually, the ASNS that created

by a university or school only allow students from certain institution to access. Nowadays, numerous university or school create an ASNS for their personal use such as e-learning, tracking attendance, tracking academic states, posting official announcement, etc.

Picture 2.7 Customize ASNS (SIKAD of Raden Mas Said State Islamic University of Surakarta) Homepage



To conclude, the platform that consider as ASNS have similar features and benefits in general. However, every ASNS have its own specialty in providing the features to help the users, like Mendeley with the direct citation to the writing software, and it has the most complete collaboration tools. LinkedIn that focused more on users' biography and personal profile. While all of ASNS be able to publish a document or researchers' publications, ResearchGate provides academically focused impact measurement more, Google Scholar focus on open access national and international journal, and Academia focus on

learning material and e-books. In addition, a ton of ASNS may make the users confuse to manage several profiles since it can waste time. Thus, the users should strategically select the ASNS that meet their goals.

c. Importance of Academic Social Networking Sites (ASNS) for Pre-Service Teacher

ASNS play a major role in providing scientific, valid, reliable and recent issues source since the content was published by the experts with some scientific requirements that control the quality of content. Although the users are not only the experts, but the users must be an academician that concern in certain study.

In this era, scholars, especially pre-service teachers must gain knowledge from various experts to mastery competence. They must upgrade their knowledge from the experts around the world and view the other perspective too. However, pre-service teachers must understand the current issues of education in the specific subject based on their passion.

According to a study in Turkey (Seferoğlu, 2006), the pre-service teachers (students) sometimes found out that the correlation between theoretical knowledge in the pre-service teacher education and their practical implementation in real classroom seems missing. It implies that they have no idea which theory that they should use when they face the real classroom in certain situation. From that study also stated that

pre-service teachers wanted more knowledge and practice since their knowledge was limited only from the class that they got in their education. The study also stated that beside the very limited teaching experience, there is a lack of continuity in observation and teaching, a pointless observation of one single teacher, being limited to one school setting only, and not being able to change the co-operating teacher in case of disinterest or personality clash.

In conclusion, the existence of Academic Social Networking Sites will help the pre-service teachers face all of the problem that they may have now or in the future. Moreover, it can helps them in conducting their research, research paper, or even assignments. Thus, pre-service teachers have to know how to use ASNS and its features since it may help them a lot in the future. After they have knowledge about ASNS, they will be able to strategically choose the best ASNS suit them most.

3. Digital Literacy

a. Definition of Digital Literacy

According to The American Library Association (ALA) on the Digital Literacy (Task Force)'s report (2013) defines digital literacy as the ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills as digital literacy. DigEuLit project proposed that digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools (Martin, 2006, p.135) that is not solely

about technical proficiency but the issues, norms and habit of mind surrounding technologies used for a particular purpose (Belshaw, 2014, p.208) that entailed for live, learn, and work in a society which communication and information access through digital technologies; internet platforms, social media and mobile devices (Western Sydney University, 2020).

To conclude, digital literacy identifies a person's ability to perform tasks effectively in a digital environment; digital mean the information exposed that primarily use by a computer; and literacy includes the ability to read and interpret media, to reproduce data or images and evaluate also apply the new knowledge gained from digital environments In addition, digital literacy is an ability to use digital media ethically also be responsible for obtaining information and communication.

b. The Importance of Digital Literacy for Student

The ease of technology and information access shifts the new generation differently from the previous generation. Nowadays, almost everyone be able to use internet then unconsciously depend on the internet so much. According to Saputra, Siddiq, and Huda, (2020, p.159), it is also makes the citizens of this century have to face two sides of a technological blade –if the citizens be able to use it appropriately, it'll bring advantage, and if they do it otherwise, it'll bring disadvantage for their lives.

Therefore, the citizens need to scale up the ability. It is not only about how to use the internet but also how to use it wisely in order to support and help their lives. They have to look more carefully on opportunity and challenge in using internet. That is also the reason digital literacy has become a survival skill nowadays (Alkali & Amichai-Hamburger, 2004 in Van-Deursen, Helsper & Eynon, 2016, p.809).

In reality, the information on the internet is not 100% correct, it may be false (Saputra, Siddiq & Huda, 2020, p.159) and sometimes consist of negative content (Kurniawan, 2018, p.158). From the authentic to the suspicious information are easy and free to access by the students. Based on Kurniawan (2018, p.155), the internet nowadays increasingly filled with the false news, hate speech, radicalism, cybercrime, fraud practices, etc. The negativity on internet makes digital literacy is a new important skill in education (Belshaw, 2014, p.109).

In line with that, Kurniawan (2018, p.155) exposed that digital literacy will help students to think more creatively in order to critically observe or solve everyday problems with confidence. Moreover, the students that have good digital literacy will be able to sort information on the internet, they'll be more responsible to use technology for interacting, and use the ICT effectively and safely (Hadzristic, 2017,

p.28). It implies that digital literacy will help student to use internet effectively during the classroom activity.

c. The Essential Elements of Digital Literacy

Digital literacy is not only a knowledge but also a skill. Just like any other knowledge and skill that consists of several layers in order to make it a complete understanding. Just as certain minimum core ingredients in bread that usually required such as flour, yeast, and water. Therefore, in order to improve digital literacy there are several pivotal elements that need to be developed (Belshaw, 2014, p.43).

According to Douglas Belshaw (2014), there are eight essential elements of digital literacy, such as:

1) Cultural (Cu)

As devices become easier to use, it decreases the barrier of technology but it has more to do with cultural and social factors. In digital or traditional communication, understanding the context is really important, thus context can't be separated with culture. According to Belshaw (2014, p.44) digital literacy is not solely about technical proficiency but about the issues, norms and habits that surround the user. Therefore, it is best acquired by engage in a range of digital environments. The nature of literacy in a culture is repeatedly redefined as the result of technological changes (Hannon, 2000 in Belshaw, 2014).

2) Cognitive (Cg)

Cognitive or logic play the big part in digital literacy since it is important to someone be able to use certain digital tools, range of device and platforms (Belshaw, 2014, p.16). Therefore, this element is improved by encouraging 'habits of mind'. In line with that, based on Johnson (2008) in Belshaw (2014), digital literacy is not only the ability to use a set of technical tools but also the ability to use a set of cognitive tools.

3) Constructive (Cn)

Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools in order to enable constructive social action (Martin, 2006 in Belshaw, 2014). The internet user must be 'creating' or 'constructing' something through the internet. Therefore, to develop the constructive element of digital literacy involve the understanding about knowing how and what purposes content can be appropriated, reused and remixed (Belshaw, 2014, p.16).

4) Communicative (Co)

Literacy always involves communicating for a certain purposes. Especially, almost everyone using digital tools for communication, it make easier to communicate across the

world. Therefore, digital literacy must involve a systematic awareness of how digital media are constructed and the unique interactive communication (Buckingham, 2010 in Belshaw, 2014). Thus, communicating effectively using a particular digital technology involves knowing, understanding, and applying certain norms and assumptions since communication element always involve in every other elements (Belshaw, 2014, p.18).

5) Confident (Cf)

Modern society is increasingly looking to people who can confidently solve problems and manage their own learning throughout their lives, the very qualities of which ICT supremely is able to promote (OECD, 2001 in Belshaw, 2014). According to Belshaw (2014) improving the confident element involves solving problems and managing one's own learning in digital environments. The confident can be developed by peer-to-peer in or out of school, self-reviewing, team up with mentoring, and supportive communities.

6) Creative (Cr)

According to Belshaw (2014) creativity is a direct concept involving the making of something new that added some kind of value, it is not certainly engage with new, valuable, or original since it depends upon the context. It is also about using

digital technologies and techniques to create or achieve things previously impossible or out-of-reach to most people. Creativity also everyday act, it is not annual or seasonal.

The creative adoption of new technology requires teachers who are willing to take risks, a professional culture that is dominated by a prescriptive curriculum, routine practices, and a tight target setting regime is unlikely to be helpful (Conlon & Simpson, 2003 in Belshaw, 2014).

7) Critical (Ct)

Once we see that online texts are not exactly written or spoken, we begin to understand that cyber literacy requires a special form of critical thinking. Involve in the online world is not quite like anything else (Gurak, 2001 in Belshaw, 2014).

Based on Belshaw (2014), critical is about analyzing the power structures and assumptions behind literacy practices, it involves the written text than spoken communication more. In addition, critical in digital literacy involves reflecting about someone own literacy practices such as how it have come about, what is the thing that influenced someone, and how someone respond or action affect others, it concern beyond the thinking in the surface.

8) Civic (Ci)

The ability to understand and make use of ICT –digital literacy, is providing essential to employment success, civic participation, accessing entertainment, and education (Mehlman 2007). In line with that, Belshaw (2014) stated that digital literacy, digital interaction or communication always involve many people, the civic element is also important to be managed.

B. Previous Related Studies

In reviewing the theories related with the study the researchers used some previous studies to help her understand the foundations already built in the field. As a researcher, she likes to review previous work and related research work to see what has been done on the topic or what needs to be done. This should ensure that research gaps on a topic are better areas and provide a more complete picture of a particular subject.

The first study conducted from Buck (2012), “*Examining Digital Literacy Practices on Social Network Sites.*” The purpose of this study is a case study that wanted to find out how Ronnie use Social Networks toward digital literacy practices. The subject of this study is Ronnie (A Midwestern Research University student). The study found out that the awareness of valid information in the social network is increasing day by day. The respondents explain that they are afraid with the shared information in social network, they did not believe it 100% in first place. The study also found out that the digital literacy is unarguable important things to have in digital era. Digital literacy helps the users to look deeper on the information that they share or get. The similarity with this study lied on the purpose, both study wanted to know the digital literacy practices on internet, and how the user use it.

Moreover, the difference lied on the object and subject of the study, where the previous study use Social Network Sites as the object, but this study will use Academic Social Networking Sites (ASNS). The subject also different, the previous study used Ronnie –A common university student while this study will use pre-service teachers as the subjects.

The second study was conducted by Salahshour, Dahlan, and iahad (2016) entitled “*A Case of Academic Social Networking Sites Usage in Malaysia: Divers, Benefits and Barriers.*” The purpose of this study is to explore the ASNSs usage among Malaysian academic researchers and to investigate benefits, specific purpose, drivers and barriers of using ASNS. The subject of this study consist of the academic researchers consist of Postgraduate Students, Research Fellow and Academic Staff of UTM. The study found out that the most popular ASNS are ResearchGate and Academia.edu which used to collaborate in research and peer-to-peer learning also share documents. The respondents admit that ASNS enables them to communicate with the other researchers or experts, and find relevant verified materials about their research. The similarity with this study lied on the purpose and the variable that is Academic Social Networking Sites (ASNS). Both of study use ASNS as the object, and university academician as the subject and both of study also wanted to find out the usage of ASNS among the university academician. However, the difference with this study lied on the subjects, in previous study the subjects consist of 210 respondents from many layers of university academician, meanwhile this study only focus on 60 third year students in English Language Education Study Program, Faculty of Cultures and Languages,

Raden Mas Said State Islamic University of Surakarta. The detailed purpose also different The previous study focus only on usage of ASNS along with the benefits, purposes and barriers, but this study focus on the use of ASNS toward digital literacy.

The third study is form Bardakcı, Arslan and Unver (2018) with the title “*How Scholars Use Academic Social Networking Services.*” The purpose of the study is to investigate how scholars use academic social networking sites (ASNS). The subjects were 95 scholars from 34 different universities and 29 different departments in Turkey. The result is the respondents frequently use ASNS’ search engine to achieve their study’s accurate resources like downloading research paper, accessing scientific journal, ask a copy of a journal, and following current studies, issues or key trends. They are also use the feature that enables them to communicate with the researchers and experts around the world. The communication brought them to collaborate with the other researchers and academician that conduct a new research, or being an academic referee that analyze the others’ research. Some of them also use ASNS for their self-actualization like introduce themselves and their academic studies, following their citations, sharing on social media accounts, and profile analysis. The similarity with this study lied on the purpose. Both study’s purpose is investigate how scholars use academic social networking sites (ASNS). However, the difference lied on the purpose and subjects of the study. In the previous study, the subjects were 95 scholars from 34 different universities and 29 different departments in Turkey. Meanwhile in this study the subjects will be 60 third year students in English Language Education Study Program, Faculty of

Cultures and Languages, Raden Mas Said State Islamic University of Surakarta. The detailed purpose also different The previous study focus only on usage of ASNS in general, but this study focus on the use of ASNS toward digital literacy.

The last study is done by Hailu and Wu (2021) entitled "*The Use of Academic Social Networking Sites in Scholarly Communication: Scoping Review.*" The purpose of this study is to find out the use of ASNS in scholarly communication in the space between social interactions and the technologies themselves. The study is a scoping review study, so that the researcher used 115 previous literatures on the use of academic social networking sites (ASNs) in scholarly communication as the subject. The study found out that the need to share is the primary motivation of the scholar using ASNS. The respondents use ASNS often to share their academic works, looking for collaborators and gain some fame. According to the study, the respondents choose the ASNS based on their need, it is not stick only in one or two ASNS. However, Academia.edu, ResearchGate and Mendeley are often considered mostly. The study also found out that the respondents do not communicate and interact in a particular situation, it is just a random thing they do while using ASNS. The similarity with this study lies on the purpose. Both study is investigate the use of ASNS among academician. However, the difference lied on the purpose and subjects of the study. The previous study is scoping review, it is used 115 previous literatures on the use of academic social networking sites (ASNs) in scholarly communication as the subject. Meanwhile this study is qualitative research that will use 60 respondents to fill the semi-open questionnaire and do interview. The detailed purpose also different, the previous study focus on the use of ASNS for

communication and the motivation using ASNS, but this study focus on the use of ASNS toward pre-service teacher digital literacy.

In conclusion, the previous related studies more focus on the usage of Academic Social Networking Sites (ASNS) to communicate among scholars/ academicians. Meanwhile, this research more focus on the use of ASNS toward digital literacy, specifically the pre-service teachers' digital literacy. Then, most of the previous related studies used general university students as the subject. However, this research use only the pre-service teacher (students) in English Language Education Study Program, Raden Mas Said State Islamic University of Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative method. This study collected the data, analyzed, and concluded based on the data. According to Creswell (2017, p.502), descriptive research provides accurate current practice, such as learners' learning, teachers' teaching, classroom management, particular situation at classroom. Based on Creswell (2017, p.501), qualitative research explores certain phenomenon from the subjective perspective of subjects and fully subject-centered study. Based on Miles, Huberman and Saldana (2014, p.24), qualitative method focus on naturally occurring, the ordinary events in natural settings, so that the actual fact will be exposed. Therefore, data collection in qualitative research consists words or pictures rather than numbers, the research based on descriptive data and procedure. In this study, the researcher focus to figure out the use of ASNS in supporting pre-service teachers' digital literacy.

B. Research Setting

The research was conducted in a certain place and time, as follows:

1. The Place of the Research

The research was conducted at English Language Department, Faculty Cultures and Languages, Raden Mas Said State Islamic University of Surakarta that located at Pandawa Street, Pucangan, Kartasura, Sukoharjo. The reason of choosing the place of research was

because English Language Department of Raden Mas Said State Islamic University of Surakarta quite often use ASNS in the classroom. The university also has customized ASNS that frequently by the students.

2. The Time of Research

Below is the research schedule that shows the times of all the process in conducting study start from pre-research to report the research. This study started from August 2022, and finished in February 2023.

Table 3. 1. Timetable Schedule

No.	Project Activities	Aug 2022	Sept 2022	Oct 2022	Nov - Dec 2022	Jan - May 2023	June 2023
1.	Do Pre-research						
2.	Guidance and Consultation						
3.	Proposal Seminar						
4.	Collect and Analyze Data						
5.	Draw the Finding and Conclusion						
6.	Writing thesis, guidance and consultation						
7.	Report the research (Munaqosyah)						

C. Research Subject

The subjects of this study are 2019 year (third year) students of English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta which have attended the microteaching class. From A to G classes, there are total of 200 students, the researcher chose 60 students randomly for the semi-open questionnaire including 10 students for the in-depth interview. The reason why the researcher chose those subject was because of the total number, seven class in third year with 200 students, so those 60 students represents half of the population and those 10 students represents half of the total subjects.

D. Data and Source of the Data

Ary, Jacobs, Irvine & Walker (2018) stated “in descriptive qualitative study, the researcher deals with data that are in the form of words or pictures rather than numbers and statistics, even though occasionally, some numeric data may be collected” (p.426). Handling large amounts of descriptive data generated from interview observations and document collection is an important consideration in qualitative studies. The source of data in the study is the subjects from which the data can be collected for the purpose of research (Creswell, 2017, p.201).

The data are information related to the use of Academic Social Networking Sites (ASNS) toward pre-service teacher’s digital literacy. In this study, the data was a form of questionnaire and interview transcription. The data sources will be informant. Informant is the man that gives about information (Patton, 2014, p.846). In this study, the informant referred to 60 pre-service teachers (students) of third

year students (or above) in English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University who will act as the research subjects and gave ‘key information‘ to the data.

E. Research Instrument

Miles, Huberman & Saldana (2014) stated, “instrumentation comprises specific methods for collecting data: They may be focused on qualitatively organized information and may be loosely to tightly structured.” (p.51). According to Xu and Storr (2012), research instruments are used as tools to objectify and measure a variable or phenomenon.

According to Sugiyono (2008) in Sidiq, Choiri and Mujahidin (2019, p.72), documentation can be in the form of written text or pictures that can be used to obtain information. Document can be an evidence, easy to find, stable source that reliable (Sidiq, Choiri, & Mujahidin, 2019, p.74). In this study, the researcher used a questionnaire guide and interview guide to obtain the data from research subjects as documentation research instrument.

F. Techniques of Collecting the Data

The technique of collecting data refers to the way the researcher obtaining the data which will be observed. These are some techniques of collecting data that the research applied for this study:

1. Semi-Open Questionnaire

The first technique of collecting the data will be semi-open questionnaire. Cohen, Manion and Marrison (2018, p.317-318) describes questionnaire as a list of question given to others who are willing to

respond in accordance with user requests. According to Glerum, Atasoy, and Bierlaire (2014, p.13), in semi-open questionnaire, the subjects are required to reply to a more precise question by giving them more structured answer.

The advantages of using this type of questionnaire are many. In open questionnaire, the answers can get too heterogeneous and difficult to sort out. In closed questionnaire the answers are too narrow, it disables the respondents to answer based on their experience, it is also related to the certain number that usually use in quantitative study. Then in semi-open questionnaire the responses scale are wide enough yet structured as well. The researcher will use this kind of questionnaire because of the effectiveness that can be provided by this type. Questionnaire with a combination like this means the researcher has prepared answer choices but the researcher also gives freedom to the respondents if they had their own answer, the respondents be able to answer with their own term. According to Bailey (1994) in Patton (2014, p.1152), semi-open questionnaire is so useful while the possible answers are unknown or the questionnaire is exploratory, it is also enable respondents to answer as much as they want and are particularly suitable for investigating complex issues that simple answer cannot be provided.

In the table below is the blueprint of the semi-open questionnaire that will be used by the researcher. The questions were based on Douglas

Beshaw's eight essential elements of digital literacy: cultural; cognitive; constructive; communicative; confident; creative; critical; and, civic.

Table 3.2. Questionnaire Blueprint

Concept	No.	Elements	Questions
Digital literacy is not solely about technical proficiency but about the issues, norms and habits that surround the user. Therefore, it is best acquired by engage in a range of digital environments. The nature of literacy in a culture is repeatedly redefined as the result of technological changes (Hannon, 2000 in Belshaw, 2014).	1.	Cultural	1) Do you find it difficult to understand the context while using ASNS? 2) When do you find it difficult to understand the context while using ASNS? 3) Do you find it easier to understand the certain issues after using ASNS? 4) How do you do when you face a difficulty in understanding the context while using ASNS?
Digital literacy is not only the ability to use a set of technical tools but also the ability to use a set of cognitive tools (Johnson, 2008 in Belshaw, 2014).	2.	Cognitive	5) Do you find it difficult to understand the features on ASNS? 6) Do you often find it difficult to operate the new ASNS that you use for the first time? 7) What is ASNS' feature that help you to achieve goal the most? 8) What is the hardest ASNS' feature to use?
The internet user must be 'creating' or 'constructing' something through the internet. Therefore, to develop the constructive element of digital literacy involve the	3.	Constructive	9) Do you often use ASNS to support your study or research? 10) When do you often use literature from ASNS? 11) How do you use the ASNS to support your study or research?

<p>understanding about knowing how and what purposes content can be appropriated, reused and remixed (Belshaw, 2014, p.16).</p>			
<p>Communicating effectively using a particular digital technology involves knowing, understanding, and applying certain norms and assumptions since communication element always involve in every other elements (Belshaw, 2014, p.18).</p>	4.	Communicative	<p>12) Do you often use ASNS to communicate with fellow friends or experts? 13) Do you often join community events or issues about your study on ASNS? 14) How do you communicate with fellow friends and experts through ASNS? 15) What kind of topic that you often talk with your fellow friends or experts on ASNS?</p>
<p>Improving the confident element involves solving problems and managing one's own learning in digital environments (Belshaw, 2014).</p>	5.	Confident	<p>16) Do you feel confident to solve educational problem using ASNS? 17) Do you feel confident to solve educational problem in the future using ASNS? 18) How do you use ASNS to help you solve your educational problem? 19) How ASNS help you to gain your confident in solving educational problem?</p>
<p>Using digital technologies and techniques to create or achieve things previously impossible or out-of-reach to most people (Belshaw, 2014).</p>	6.	Creative	<p>20) Do you often get new idea/s while using ASNS? 21) Does the idea/s always supporting your study? 22) When do you often get new idea/s while using ASNS? 23) What do you do on the new idea/s?</p>

Critical is about analyzing the power structures and assumptions behind literacy practices, it involves the written text than spoken communication more (Belshaw, 2014).	7.	Critical	<p>24) Do you often reflect your influence toward the other ASNS' users?</p> <p>25) How do you affect the other ASNS' users?</p> <p>26) How does ASNS affect your academic performance?</p> <p>27) How is the result of the impact of ASNS toward your study?</p>
Digital literacy, digital interaction or communication always involve many people, the civic element is also important to be managed (Belshaw, 2014).	8.	Civic	<p>28) Do you agree with the statement that "ASNS is one of the platforms that will beneficial for society in the future"?</p> <p>29) Do you agree to use ASNS for the better society in the future?</p> <p>30) How will you use ASNS to give positive influence to the society in the future?</p>

2. In-Depth Interview

The second technique of collecting data that will be used by the researcher is in-depth interview. The researcher used open-ended data using interview. According Cohen, Manion and Marrison (2018, p.269), interview has some ubiquitous with self-administered questionnaire while interview is a conversation or a discussion between interviewer and interviewee with particular purposes without any intervention. The conversation has a specific purpose of obtaining relevance in research information and only focus on particular content by research objectives of systematic description, prediction or explanation (Sidiq, Choiri, & Mujahidin, 2019, p.61). Tuckman (1972) in Cohen, Manion and Marrison

(2018) stated that interview provide access to explore a person's way of thinking, preference, values, knowledge, attitude, and information. Creswell, (2017, p.535) states that interview provide actual words of people in the study, offer many different perspectives on the study topic, and provide a complex picture of the situation. In line with that, Patton (2014, p.883) stated that interview provide interviewees to explore their thought without bias because it stick on the objectives of study. In addition, Silverman (2018, p.195) explained that gathering information while talking face to face with a prepared instrument (interview guide) to someone called as interview.

According to Patton (2014, p.914) standardized in-depth interview is the same wording and sequence of questions are determined in advanced. All the interviewees are asked the same basic questions in the same order using the same pattern (wording) so that the interviewees can answer it freely based on their thought without any intervention.

In this study, the researcher will use personal interview. This method requires a person known as the interviewer asking questions generally in contact to other person. In this case, the researcher acted as the interviewer and the students as the interviewee. Since this interview had a role as the supporting evidence of the questionnaire result, so the researcher asked 30 out of 60 subjects to strengthen the data. The questions were also based on Douglas Belshaw's eight essentials elements of digital literacy, but each question is not transfixed to the same items. The researcher will follow the

interview guide and blueprint but the questions will going with the flow, depending on the subjects' answer—some questions would not be necessary to asked, while some are necessary. In the table below is the blueprint of in depth interview that will be used by the researcher:

Table 3.3. In-Depth Interview Blueprint

Concept	No.	Elements	Questions
Digital literacy is not solely about technical proficiency but about the issues, norms and habits that surround the user. Therefore, it is best acquired by engage in a range of digital environments. The nature of literacy in a culture is repeatedly redefined as the result of technological changes (Hannon, 2000 in Belshaw, 2014).	1.	Cultural	1) When do you find it difficult to understand the context while using ASNS? 2) How do you do when you face a difficulty in understanding the context while using ASNS?
Digital literacy is not only the ability to use a set of technical tools but also the ability to use a set of cognitive tools (Johnson, 2008 in Belshaw, 2014).	2.	Cognitive	3) What is ASNS' feature that help you to achieve your goal the most? (Ask for the reason) 4) What is the hardest ASNS' feature to use? (Ask for the reason)
The internet user must be 'creating' or 'constructing' something through the internet. Therefore, to develop the constructive element of digital literacy involve the understanding about knowing how and what purposes content can be appropriated, reused	3.	Constructive	5) When do you often use literature from ASNS? 6) How do you use the ASNS to support your study or research?

and remixed (Belshaw, 2014, p.16).			
Communicating effectively using a particular digital technology involves knowing, understanding, and applying certain norms and assumptions since communication element always involve in every other elements (Belshaw, 2014, p.18).	4.	Communicative	7) How do you communicate with fellow friends or experts through ASNS?
Improving the confident element involves solving problems and managing one's own learning in digital environments (Belshaw, 2014).	5.	Confident	8) How ASNS help you to gain your confident in solving educational problem?
Using digital technologies and techniques to create or achieve things previously impossible or out-of-reach to most people (Belshaw, 2014).	6.	Creative	9) Does the idea/s always supporting your study? (Ask for example) 10) What do you do on the new idea/s?
Critical is about analyzing the power structures and assumptions behind literacy practices, it involves the written text than spoken communication more (Belshaw, 2014).	7.	Critical	11) Do you often reflect your affect to others ASNS' users? Then, how do you affect the other ASNS' users? 12) How does ASNS affect your academic performance?
Digital literacy, digital interaction or communication always involve many people, the civic element is also important to be managed (Belshaw, 2014).	8.	Civic	13) Do you agree with the statement that "ASNS is one of the platforms that will beneficial for society in the future"? (Ask the reason) 14) How will you use ASNS to give positive influence

			to the society in the future?
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G. Trustworthiness of the Data

In getting the valid data, the researcher needs to analyze the validity of data source. The researcher will gather the data from open ended questionnaire and interview. Then, the data need to be checked both from internal or external validation. To get the validity and reliability of the data, the researcher will use triangulation theory by Cohen, Manion and Marrison (2018). In line with that, Creswell (2017, p.199) stated that triangulation of data collected through multiple sources that used in the research.

Cohen, Manion and Marrison (2018, p.112) describes triangulation as the implementation of two or more methods of data collection in the study of some aspect of human behavior where it is use to get the exact pattern from the data. There are several kinds of triangulation that can be used, such as;

1. **Time triangulation:** This type strives to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs. The data may be different by the time of data taken.
2. **Space triangulation:** This type seeks to overcome the dogmatism of studies conducted in the same country or within the same subculture by making use of cross-cultural techniques.
3. **Combined levels of triangulation:** This type uses more than one level of analysis from the three principal levels used in the social sciences,

namely, the individual level, the interactive level (groups), and the level of collectivities (organizational, cultural or societal).

- 4. Theoretical triangulation:** This type exposes upon alternative or competing theories in preference to utilizing one viewpoint only. It is also involves consideration of how the phenomenon under study might be explained by multiple theories. Considering different theories, the researcher may gain better insights.
- 5. Investigator triangulation:** This type involves more than one researcher, data are discovered and compared independently by more than one researcher (Silverman 2018, p.99). If multiple investigators (researchers) agree in their description of the context, in their description of events and in their reporting of what was said, the validity is enhanced.
- 6. Methodological triangulation:** This type uses either the same method on different occasions, or different methods (e.g., ethnography and document analysis) on the same object of study. The assumption is that the combination of methods results in better evidence.

From those types of triangulation, the researcher decided to use methodological triangulation to enhance the trustworthiness of the data as this one type is the most relevant to the study itself. The researcher will be used semi-open questionnaire to get the data collected, then further will support by interview to validate the analysis and get a better result from such concrete evidence.

H. Techniques of Analyzing the Data

After getting all the data needed, the researcher used qualitative data technique to analyze the data. This study used the Miles, Huberman and Saldana as the method of data analysis. According to Miles, Huberman & Saldana (2014, p.24) there are three steps to analysis the data, as follows:

1. Data Reduction

Reduction of the data is a process about data classification which focusing on reduction and transformation of the raw data gained from observation, interview. The process includes selecting, focusing, simplifying, and abstracting the data into field notes. The researcher selects some important points and ignore the less important.

In this study, the researcher will do the selecting the collected data activity, the research will only focus on simplifying the data from transcription and questionnaire result, basically from the open-ended questionnaire and interview process.

2. Data Display

Display of the data is arranged information which gives description about conclusion of the research. The process of display the data is arranged the points or information needed into description and narration. The data are data which have been made summary from observation, interview. By presenting the important data, the researcher considers what should do next and makes the analysis based their own understanding.

In this study, the researcher will display the data after the data reduction done. The researcher will analyze it by checking and organizing the data in place and order until it become compactly described, so that the researcher can be able to see the actual facts.

3. Data Verification

The last step of data analysis technique is data verification, the activity is conclusion drawing and verification. The researcher writes down the conclusion based on data observation, interview and questionnaire. The researcher also making interpretation of the data observation to make the conclusion. The conclusion is write down based on the data, what the researcher had been observe about, then analyze all and make a conclusion.

In this study, the researcher will analyze the data thoroughly then draw the data in an enough length of review along with all short and compact statement.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented the research findings and discuss them to get answers to the problem statement. The objective of this study is to find out how pre-service teachers use Academic Social Networking Sites (ASNS) to support their digital literacy. The data that have been collected were presented based on the methods used in this study, they were questionnaires and in-depth interviews.

A. Research Findings

In the research findings, the researcher presented the result of the research question: “**How do the pre-service teachers use Academic Social Networking Sites (ASNS) to support their digital literacy?**” The results are divided into two; questionnaire and interview results. Those are:

1. Result of Questionnaire

Data for this research objective were collected from the questionnaire that has been distributed to the 60 research subjects via *Google Forms*. The research subjects are 2019 year students (pre-service teachers) from seven classes in the English Language Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta which have attended the microteaching class. The questionnaire is a semi-open type of questionnaire so the answer choices for the questions are all a combination of varied yet structured options. There are 30 questions based on Douglas Belshaw’s

(2014), eight essential elements of digital literacy: Cultural; cognitive; constructive; communicative; confident; creative; critical; and, civic. The result of the subjects' questionnaire serves in the form of the pie chart that can be seen below:

a. Cultural Element

Digital literacy is not solely about technical proficiency but about the issues, norms, and habits that surround the user. Therefore, it is best acquired by engaging in a range of digital environments. The nature of literacy in culture is repeatedly redefined as the result of technological changes (Hannon, 2000 in Belshaw, 2014).

Part 1 (Cultural Element)



Chart 4.1 Cultural Elements 1

The first question is 'Do you often find it difficult to understand the context while using ASNS?' From 60 respondents, there were 4 (four) answers; 30 subjects with *jarang* (rarely), 25 subjects with

kadang-kadang (sometimes), 4 subjects with *tidak pernah* (never), and the other 1 subject with *sering* (often). The answer that got the most number was rarely (*jarang*).

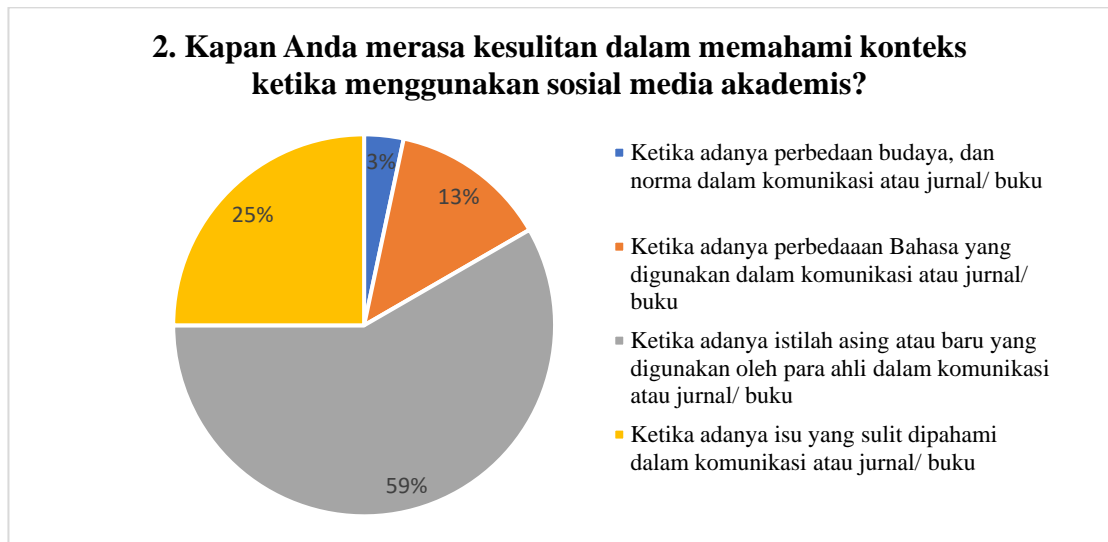


Chart 4.2 Cultural Element 2

The second question is ‘When do you find it difficult to understand the context while using ASNS?’ From 60 respondents, there were 4 (four) answers; 35 subjects with *ketika adanya istilah asing (baru) dalam sebuah buku atau jurnal* (when there is a new terms in available journals or books), 15 subjects with *ketika adanya isu yang sulit dipahami* (when there are elusive issues), 8 subjects with *ketika adanya perbedaan bahasa yang digunakan dalam jurnal/ buku* (when there are differences in language use), and the other 2 subjects with *ketika adanya perbedaan budaya dan norma dalam komunikasi atau jurnal/ buku* (when there are differences in cultures and norms in communication or journals/ books). The most answer was *ketika adanya*

istilah asing (baru) dalam sebuah buku atau jurnal (when there is a new terms in available journals or books).

3. Apakah setelah menggunakan sosial media akademis Anda jadi lebih mudah memahami konteks dalam sebuah isu?

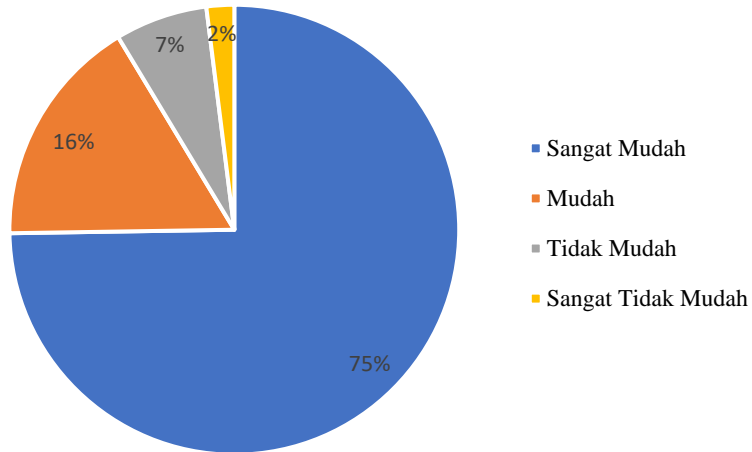


Chart 4.3 Cultural Element 3

The third question is ‘Do you find it easier to understand certain issues after using ASNS?’ From 60 respondents, there were 4 (four) answers; 45 subjects with *sangat mudah* (very easy), 10 subjects with *mudah* (easy), 4 subjects with *tidak mudah* (not easy), and the other 1 with *sangat tidak mudah* (hard). The answer that got the most number was *sangat mudah* (very easy).

4. Bagaimanakah cara Anda menghadapi kesulitan dalam memahami konteks?

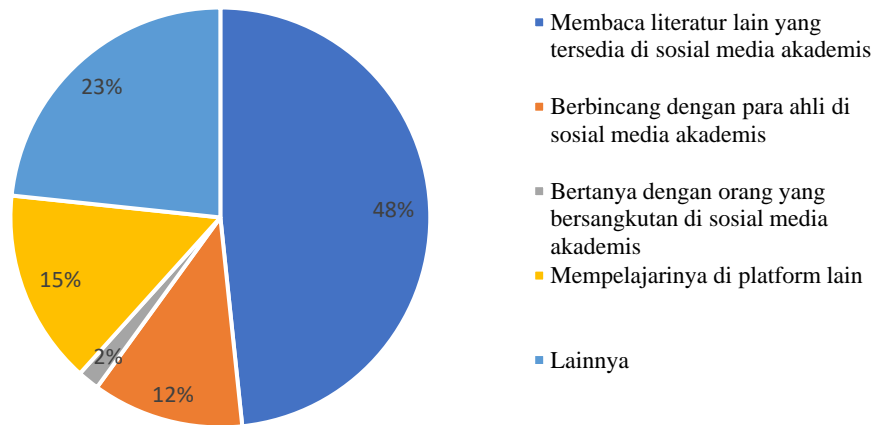


Chart 4.4 Cultural Element 4

The fourth question is 'How do you do when you face difficulty in understanding the context while using ASNS?' From 60 respondents, there were 5 (five) answers; 29 subjects with *membaca literatur lain yang tersedia di sosial media akademis* (read other literature available on ASNS), 14 subjects with *Lainnya* (other answers), 9 subjects with *mempelajarinya di platform lain* (using another platforms), 7 subjects with *berbincang dengan para ahli di sosial media akademis* (talk to the experts on ASNS), and the other one subject with *bertanya dengan orang yang bersangkutan pada sosial media akademis* (ask the related person on ASNS). The answer that got the most number was *membaca literatur lain yang tersedia di sosial media akademis* (read other literature available on ASNS).

b. Cognitive Element

Digital literacy is not only the ability to use a set of technical tools but also the ability to use a set of cognitive tools (Johnson, 2008 in Belshaw, 2014).

Part 2 (Cognitive Element)

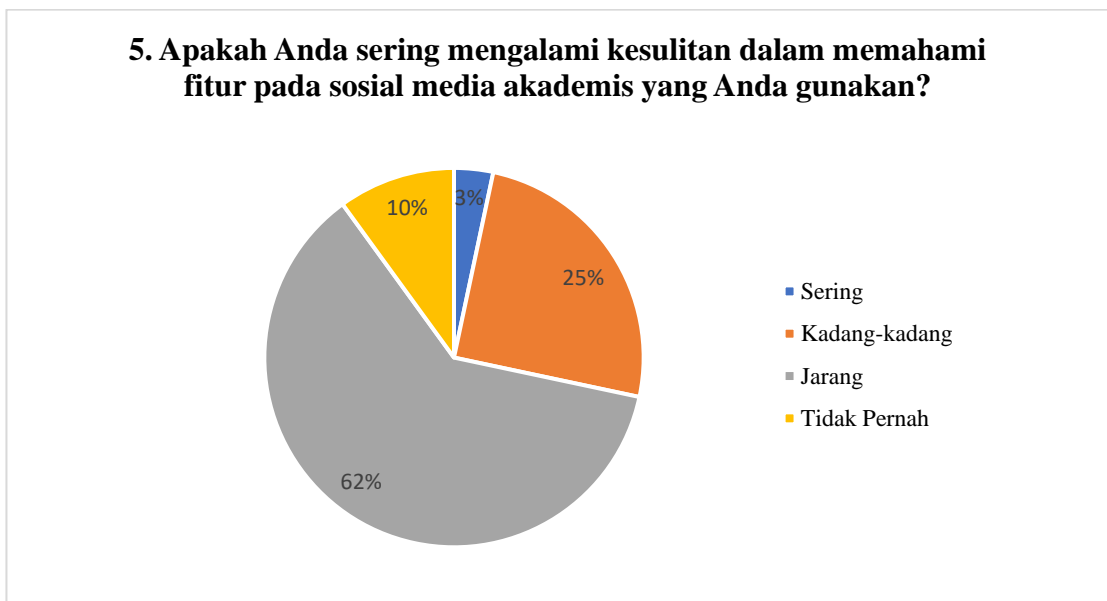


Chart 4.5 Cognitive Element 1

The fifth question is ‘Do you often find it difficult to understand the features of ASNS?’ From 60 respondents, there were 4 (four) answers; 37 subjects with *jarang* (rarely), 15 subjects with *kadang-kadang* (sometimes), 6 with *tidak pernah* (never), and the other 2 with *sering* (often). The answer that got the most number was *jarang* (rarely).

6. Apakah Anda sering merasa kesulitan ketika mengoperasikan sosial media akademis yang baru pertama kali Anda pakai?

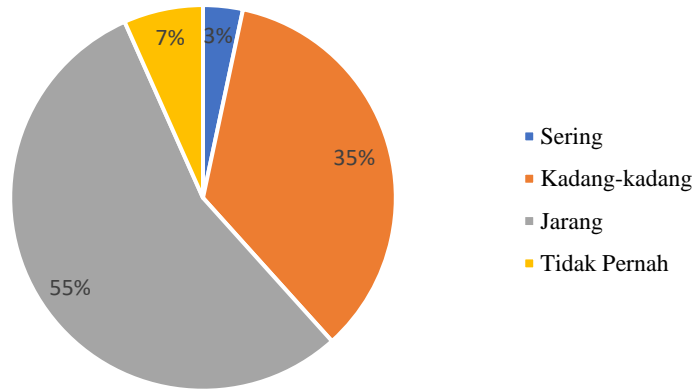


Chart 4.6 Cognitive Element 2

The sixth question is ‘Do you often find it difficult to operate the new ASNS that you use for the first time?’ From 60 respondents, there were 4 (four) answers; 33 subjects with *jarang* (rarely), 21 subjects with *kadang-kadang* (sometimes), 4 subjects with *tidak pernah* (never), and the other 2 subjects with *sering* (often). The answer that got the most number was *jarang* (rarely).

7. Apa fitur yang paling sering Anda gunakan dalam membantu performa akademik Anda dalam sosial media akademis?

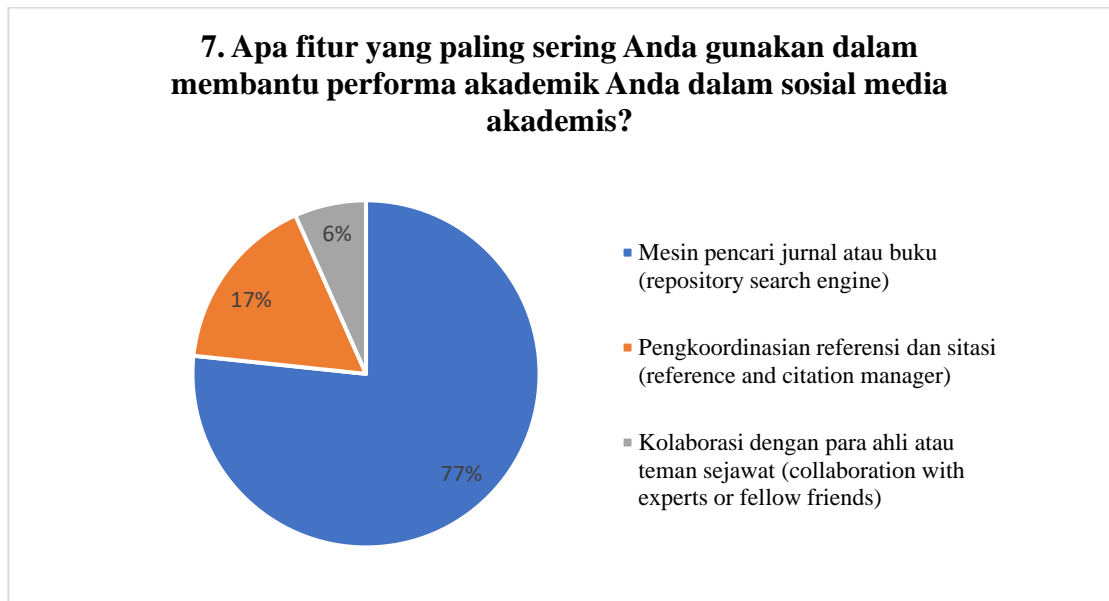


Chart 4.7 Cognitive Element 3

The seventh question is ‘What is ASNS’ feature that helps you to achieve your goal the most?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *mesin pencari jurnal atau buku* (repository search engine), 10 subjects with *pengkoordinasian referensi dan sitasi* (reference and citation manager), 4 subjects with *kolaborasi dengan para ahli atau teman sejawat* (collaboration with the experts or fellow friends). The answer that got the most number was *mesin pencari jurnal atau buku* (repository search engine).

8. Apa fitur dalam sosial media akademis yang paling jarang Anda gunakan karena kurang membantu atau sulit dalam memahaminya ketika menggunakan social media akademis?

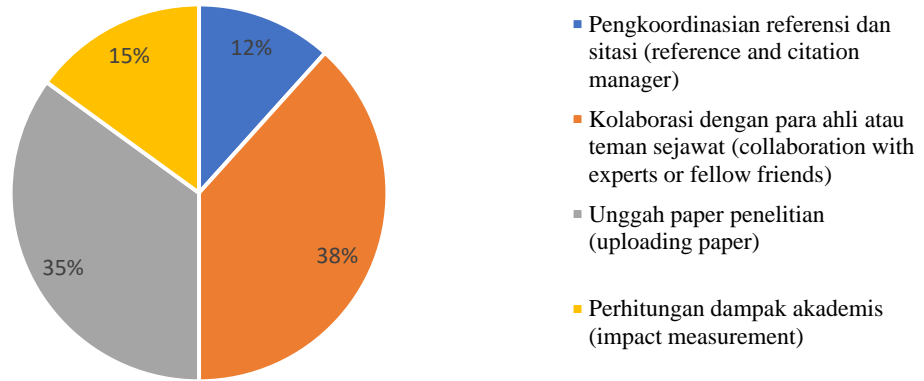


Chart 4.8 Cognitive Element 4

The eighth question is ‘What is the hardest ASNS’ feature to use?’ From 60 respondents, there were 4 (four) answers; 23 subjects with *kolaborasi dengan para ahli atau teman sejawat* (collaboration with the experts or fellow friends), 21 subjects with *unggah paper penelitian* (uploading paper), 9 with *perhitungan dampak akademis* (impact measurement), and the other 7 subjects with *pengkoordinasian referensi dan sitasi* (reference and citation manager). The answer that got the most number was *kolaborasi dengan para ahli atau teman sejawat* (collaboration with the experts or fellow friends).

c. Constructive Element

The internet user must be ‘creating’ or ‘constructing’ something through the internet. Therefore, developing the constructive element of digital literacy involves understanding about knowing how and for what purposes content can be appropriated, reused, and remixed (Belshaw, 2014, p.16).

Part 3 (Constructive Element)

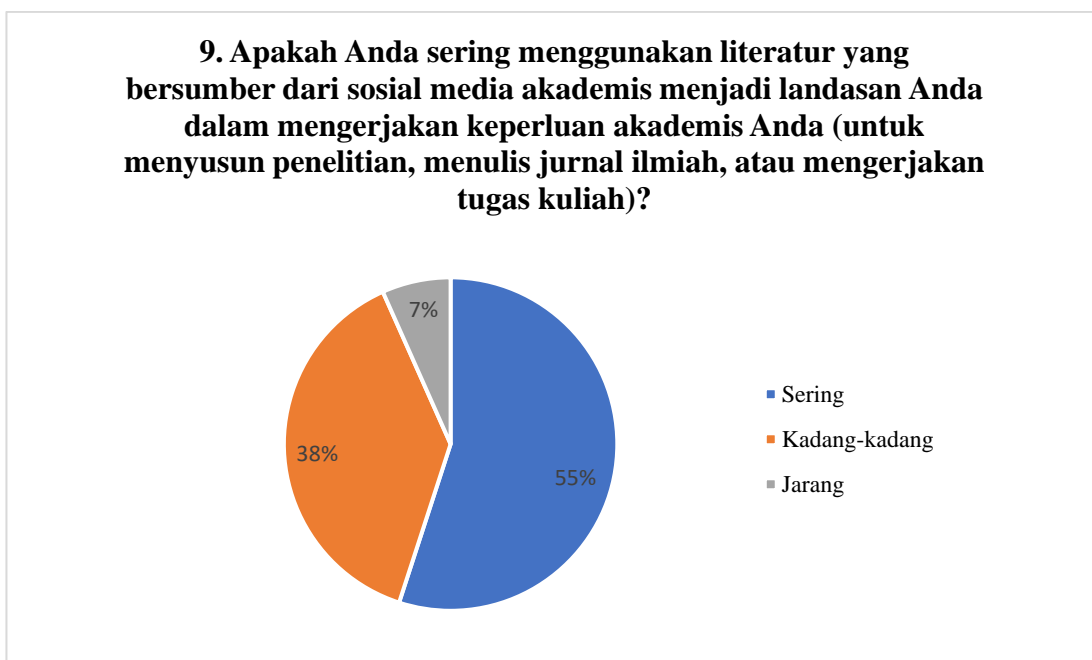


Chart 4.9 Constructive Element 1

The ninth question is ‘Do you often use ASNS to support your study or research?’ From 60 respondents, there were 3 (three) answers; 33 subjects with *sering* (often), 23 subjects with *kadang-kadang* (sometimes), and the other 4 subjects with *jarang* (rarely). The answer that got the most number was *sering* (often).

10. Kapankah Anda paling sering menggunakan literatur yang bersumber dari sosial media akademis?



Chart 4.10 Constructive Element 2

The tenth question is ‘When do you often use literature from ASNS?’ From 60 respondents, there were 3 (three) answers; 44 subjects with *saat mengerjakan tugas kuliah* (when working on coursework), 15 subjects with *saat menulis karya tulis ilmiah* (when writing scientific papers), and the other 1 with *mencari sumber literatur tambahan untuk menambah pengetahuan di bidang lain* (looking for additional literature resources to improve knowledge in other fields). The answer that got the most number was *saat mengerjakan tugas kuliah* (when working on coursework).

11. Bagaimanakah cara Anda menggunakan literatur yang bersumber dari sosial media akademis untuk menunjang keperluan akademik Anda?

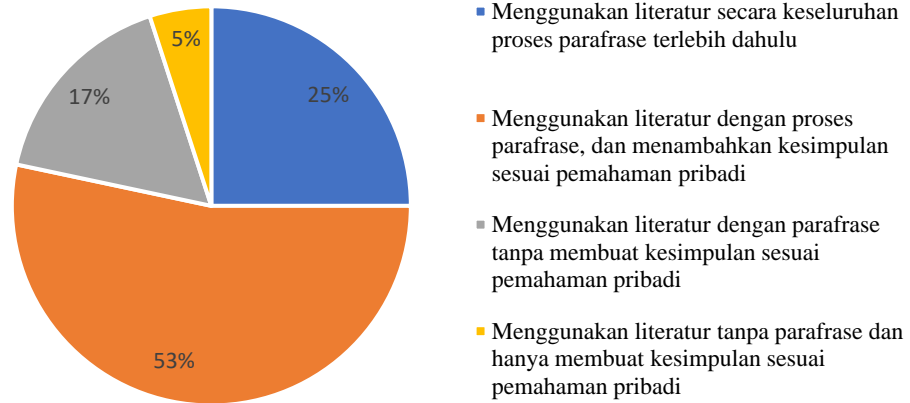


Chart 4.11 Constructive Element 3

The eleventh question is ‘How do you use the ASNS to support your study or research?’ From 60 respondents, there were 4 (four) answers; 32 subjects with *menggunakan literatur dengan proses parafrase dan menambahkan kesimpulan sesuai pemahaman pribadi* (using the literature after paraphrase and conclusion), 15 subjects with *menggunakan literatur secara keseluruhan tanpa parafrase terlebih dahulu* (using the literature without paraphrase), 10 subjects with *menggunakan literatur dengan parafrase tanpa membuat kesimpulan sesuai pemahaman pribadi* (using the literature after paraphrase, without conclusion), and the other 3 subjects with *menggunakan literatur tanpa parafrase dan hanya membuat kesimpulan sesuai pemahaman pribadi* (using the literature without paraphrase only a conclusion). The answer that got the most number was *menggunakan literatur dengan proses sunting atau parafrase dan menambahkan*

kesimpulan sesuai pemahaman pribadi (using the literature after paraphrase and conclusion).

d. Communicative Element

Communicating effectively using a particular digital technology involves knowing, understanding, and applying certain norms and assumptions since the communication element always involves every other element (Belshaw, 2014, p.18).

Part 4 (Communicative Element)

12. Apakah Anda sering berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

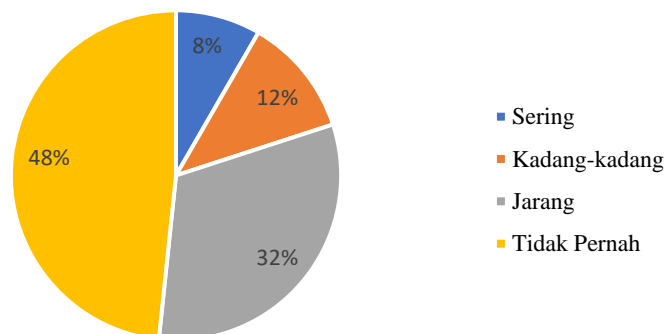


Chart 4.12 Communicative Element 1

The twentieth question is ‘Do you often use ASNS to communicate with fellow friends or experts?’ From 60 respondents, there were 4 (four) answers; 29 subjects with *tidak pernah* (never), 19 subjects with *jarang* (rarely), 7 subjects with *kadang-kadang* (sometimes), and the other 5 subjects with *sering* (often). The answer that got the most number was *tidak pernah* (never).

13. Apakah Anda sering mengikuti isu atau kegiatan dalam sebuah komunitas yang sesuai dengan bidang studi melalui sosial media akademis?

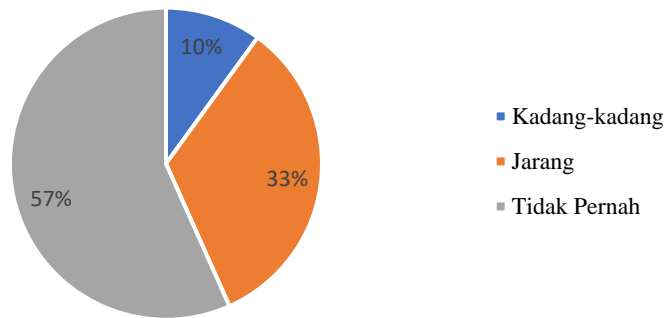


Chart 4.13 Communicative Element 2

The thirteenth question is ‘Do you often join community events or issues about your study on ASNS?’ From 60 respondents, there were 3 (three) answers; 34 subjects with *tidak pernah* (never), 20 subjects with *jarang* (rarely), and the other 6 subjects with *kadang-kadang* (sometimes). The answer that got the most number was *tidak pernah* (never).

14. Bagaimanakah cara Anda berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

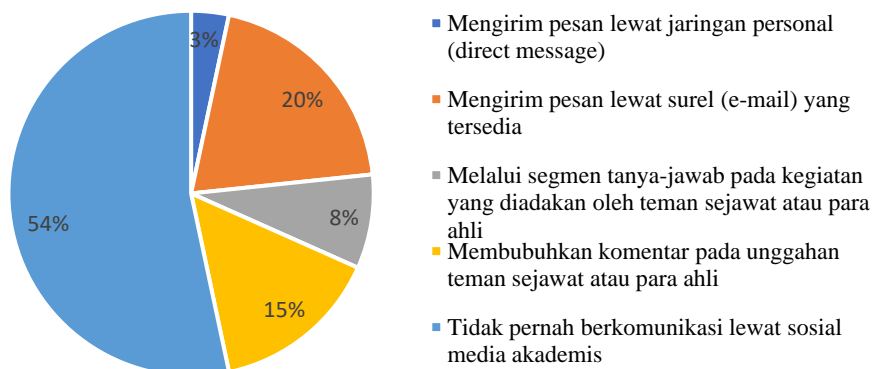


Chart 4.14 Communicative Element 3

The fourteenth question is ‘How do you communicate with fellow friends or experts through ASNS?’ From 60 respondents, there were 5 (five) answers; 32 subjects with *tidak pernah berkomunikasi lewat social media akademis* (never communicate through ASNS), 12 subjects with *mengirim pesan lewat surel yang tersedia* (send messages through available e-mail), 9 subjects with *membubuhkan komentar pada postingan teman sejawat atau para ahli* (put comment on fellow friends or experts’ posts’ comment section), 5 subjects with *melalui segmen tanya-jawab pada kegiatan yang diadakan oleh teman sejawat atau para ahli* (communicating through question-and-answer segments on activities held by fellow friends or experts), and the other 2 subjects with *mengirim pesan lewat jaringan personal* (send messages through direct message). The answer that got the most number was *tidak pernah*

berkomunikasi lewat social media akademis (never communicate through ASNS).

15. Apakah topik yang paling sering Anda komunikasikan dengan teman sejawat atau para ahli saat menggunakan social media akademis?

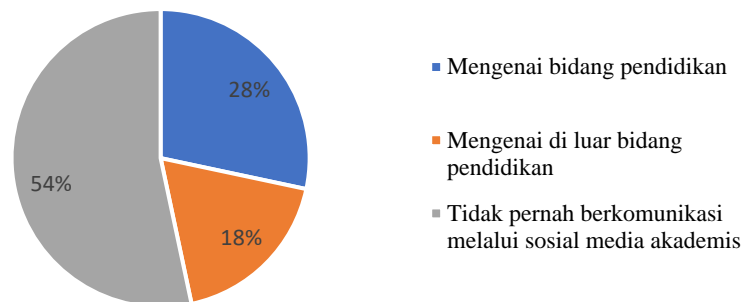


Chart 4.15 Communicative Element 4

The fifteenth question is ‘What kind of topic that you often talk about with your fellow friends or experts on ASNS?’ From 60 respondents, there were 3 (three) answers; 32 subjects with *tidak pernah berkomunikasi lewat social media akademis* (never communicate through ASNS), 17 subjects with *mengenai dunia pendidikan* (talk about education), and the other 11 subjects with *mengenai di luar bidang pendidikan* (talk about the other fields, not education). The answer that got the most number was *tidak pernah berkomunikasi lewat social media akademis* (never communicate through ASNS).

e. Confident Element

Improving the confident element involves solving problems and managing one's learning in digital environments (Belshaw, 2014).

Part 5 (Confident Element)

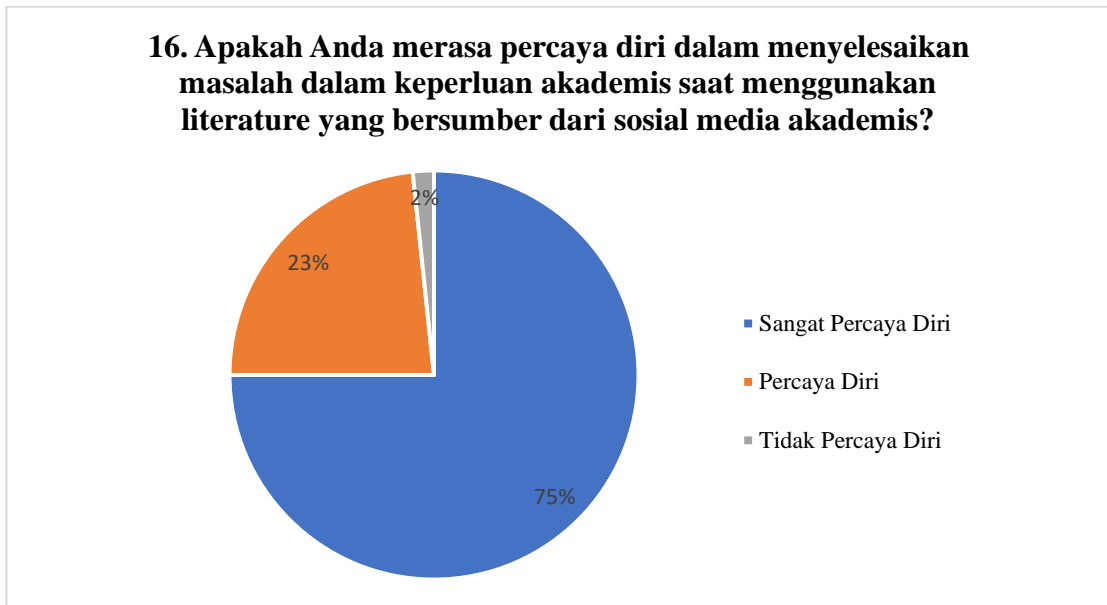


Chart 4.16 Confident Element 1

The sixteenth question is ‘Do you feel confident to solve the educational problem using ASNS?’ From 60 respondents, there were 3 (three) answers; 45 subjects with *sangat percaya diri* (very confident), 14 subjects with *percaya diri* (confident), and the other one with *tidak percaya diri* (not confident). The answer that got the most number was *sangat percaya diri* (very confident).

17. Apakah Anda merasa percaya diri dalam menyelesaikan masalah pendidikan di masa depan dengan berlandaskan literatur yang bersumber dari sosial media akademis?

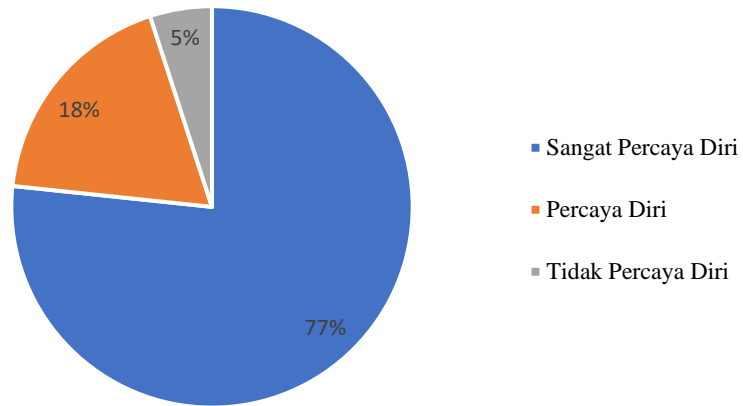


Chart 4.17 Confident Element 2

The seventeenth question is ‘Do you feel confident to solve educational problems in the future using ASNS?’ From 60 respondents, there were 3 answers; 46 subjects with *sangat percaya diri* (very confident), 11 subjects with *percaya diri* (confident), and the other 3 with *tidak percaya diri* (not confident). The answer that got the most number was *sangat percaya diri* (very confident).

18. Bagaimanakah cara Anda menggunakan sosial media akademis untuk meningkatkan rasa percaya diri dalam memecahkan masalah studi?

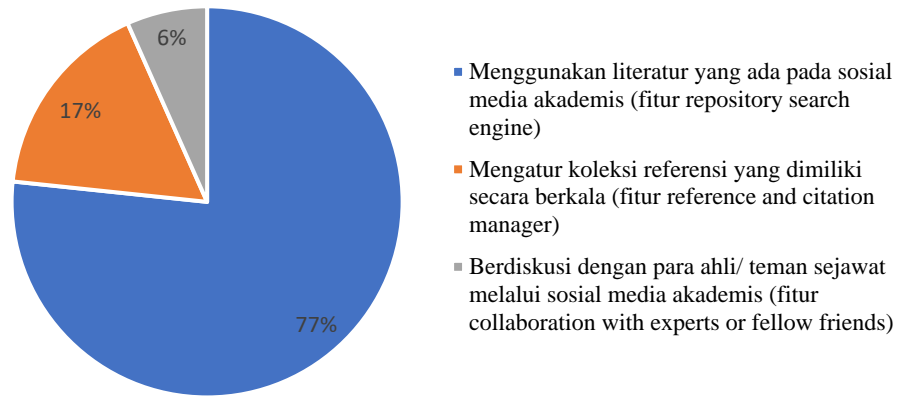


Chart 4.18 Confident Element 3

The eighteenth question is ‘How do you use ASNS to help you solve your educational problem?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *menggunakan literatur yang ada pada social media akademis* (use available literature on ASNS), 10 subjects with *mengatur koleksi referensi yang dimiliki secara berkala* (manage the reference collection frequently), and the other 4 with *berdiskusi dengan para ahli/ teman sejawat melalui social media akademis* (discuss with the experts or fellow friends on ASNS). The answer that got the most number was *menggunakan literatur yang ada pada social media akademis* (use available literature on ASNS).

19. Mengapa sosial akademis membantu Anda dalam meningkatkan rasa percaya diri dalam memecahkan masalah yang berkaitan dengan studi?

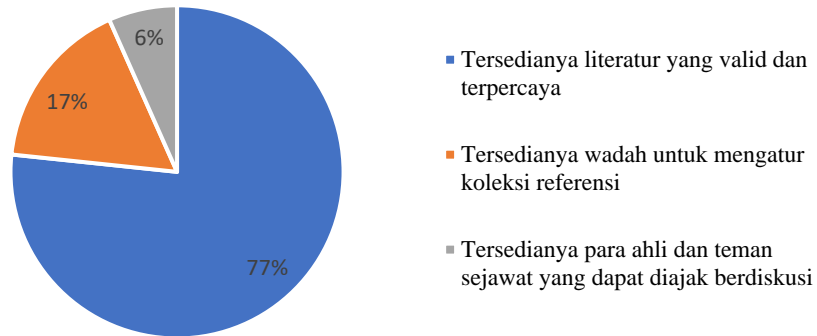


Chart 4.19 Confident Element 4

The nineteenth question is ‘How does ASNS help you to gain confidence in solving the educational problem?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *tersedianya literatur yang valid dan terpercaya* (availability of valid and reliable literature), 10 subjects with *tersedianya wadah untuk mengatur koleksi referensi* (availability of the place to manage references collection), and the other 4 with *tersedianya para ahli dan teman sejawat yang bisa diajak berdiskusi* (availability of the discussion between the experts and fellow friends). The answer that got the most number was *tersedianya literatur yang valid dan terpercaya* (availability of valid and reliable literature).

f. Creative Element

Using digital technologies and techniques to create or achieve things previously impossible or out-of-reach to most people (Belshaw, 2014).

Part 6 (Creative Element)

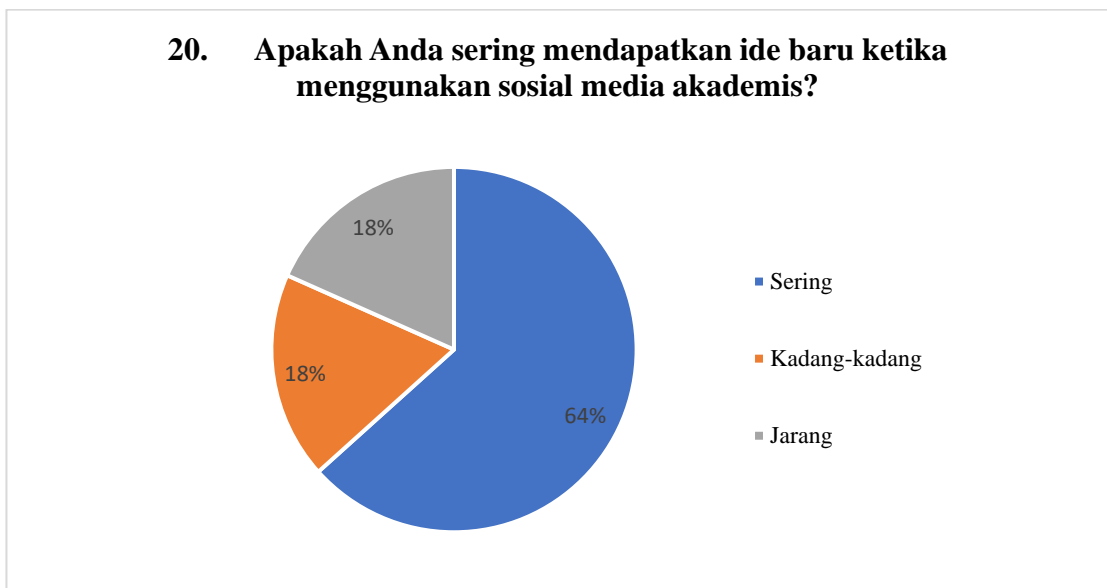


Chart 4.20 Creative Element 1

The twentieth question is ‘Do you often get new idea/s while using ASNS?’ From 60 respondents, there were 3 (three) answers; 38 subjects with *sering* (often), 11 subjects with *kadang-kadang* (sometimes), and the other 11 subjects with *jarang* (rarely). The answer that got the most number was *sering* (often).

21. Apakah ide baru yang Anda dapatkan ketika menggunakan sosial media akademis selalu dapat menunjang studi Anda?

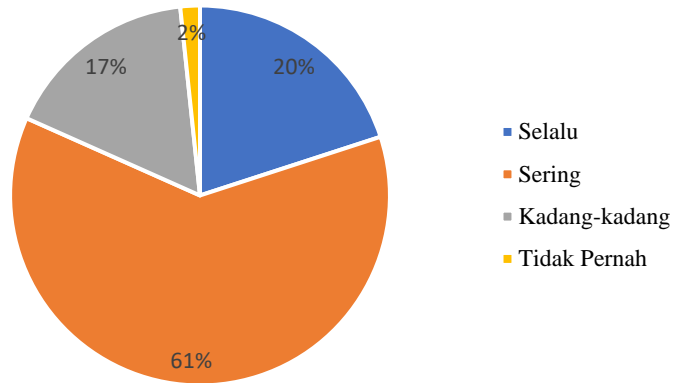


Chart 4.21 Creative Element 2

The twenty-first question is ‘Does the idea/s always support your study?’ From 60 respondents, there were 4 (four) answers; 37 subjects with *sering* (often), 12 subjects with *selalu* (always), 10 subjects with *kadang-kadang* (sometimes) and the other 1 with *tidak pernah* (never). The answer that got the most number was *sering* (often).

22. Kapankah Anda biasanya mendapatkan ide saat menggunakan sosial media akademis?

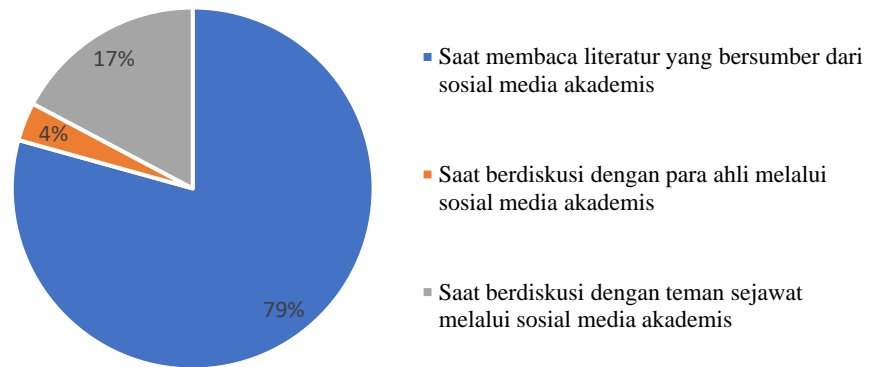


Chart 4.22 Creative Element 3

The twenty-second question is ‘When do you often get new idea/s while using ASNS?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *saat membaca literatur yang bersumber dari social media akademis* (when reading available literature on ASNS), 10 subjects with *saat berdiskusi dengan teman sejawat melalui social media akademis* (when discuss with fellow friends through ASNS), and the other 4 subjects with *saat berdiskusi dengan para ahli yang ada di social media akademis* (when discuss with the experts through ASNS). The answer that got the most number was *saat membaca literatur yang bersumber dari social media akademis* (when reading available literature on ASNS).

23. Apa yang Anda lakukan setelah mendapatkan ide baru tersebut?

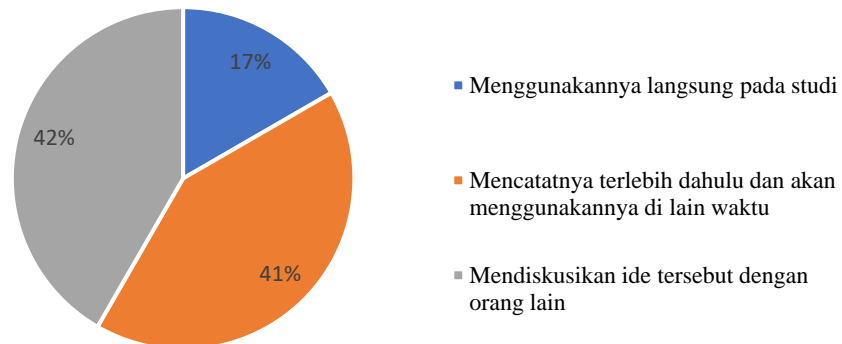


Chart 4.23 Creative Element 4

The twenty third question is ‘What do you do on the new idea/s?’ From 60 respondents, there were 3 (three) answers; 25 subjects with *mencatatnya terlebih dahulu dan akan menggunakannya di lain waktu* (do annotation then use it later), 25 subjects with *mendiskusikan ide tersebut dengan orang lain* (do brainstorming), and the other 10 with *menggunakannya langsung pada studi* (use it directly on the study). There were two answers with same results; *mencatatnya terlebih dahulu dan akan menggunakannya di lain waktu* (do annotation then use it later), *mendiskusikan ide tersebut dengan orang lain* (do brainstorming).

g. Critical Element

Critical is about analyzing the power structures and assumptions behind literacy practices, it involves the written text than spoken communication (Belshaw, 2014).

Part 7 (Critical Element)

24. Apakah Anda sering memikirkan atau merefleksikan mengenai pengaruh yang Anda berikan pada pengguna sosial media akademis lain?

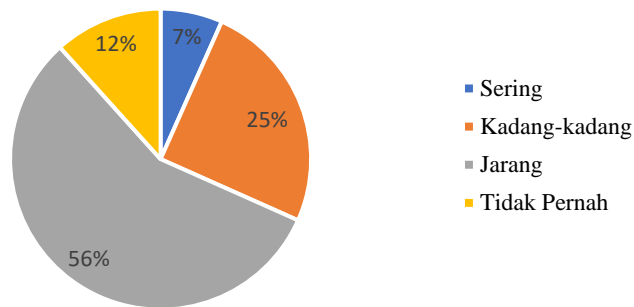


Chart 4.24 Critical Element 1

The twenty fourth question is ‘Do you often reflect your influence toward the other ASNS users?’ From 60 respondents, there were 4 (four) answers; 34 subjects with *jarang* (rarely), 15 subjects with *kadang-kadang* (sometimes), 7 with *tidak pernah* (never), and the other 4 subjects with *sering* (often). The answer that got the most number was *jarang* (rarely).

25. Bagaimanakah Anda memberikan pengaruh pada pengguna sosial media akademis lain?

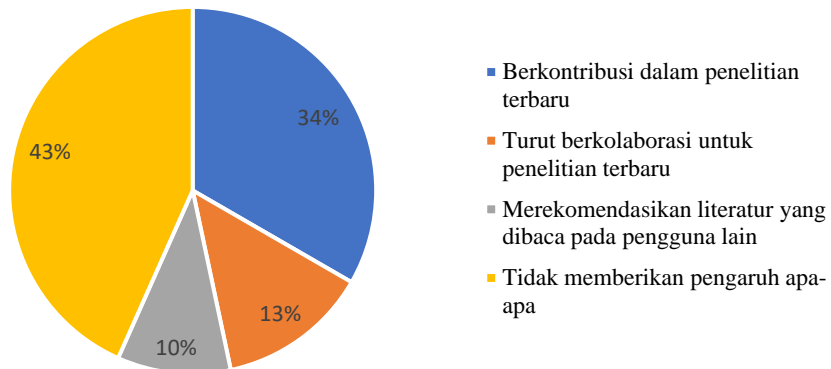


Chart 4.25 Critical Element 2

The twenty fifth question is ‘How do you affect the other ASNS’ users?’ From 60 respondents, there were 4 (four) answers; 26 with *tidak memberikan pengaruh apa-apa* (does not affect others), 20 subjects with *berkontribusi dalam penelitian terbaru* (contribute on the newest study), 8 subjects with *turut berkolaborasi untuk penelitian baru* (collaborate on the new research), and the other 6 subjects with *merekomendasikan literatur yang dibaca pada pengguna lain* (recommend the literatures on ASNS). The answer that got the most answer was *tidak memberikan pengaruh apa-apa* (does not affect others).

26. Bagaimanakah cara sosial media akademis mempengaruhi performa akademik atau studi Anda?

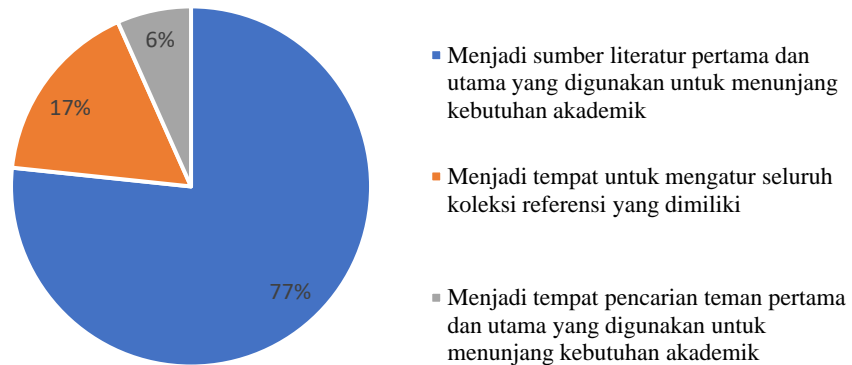


Chart 4.26 Critical Element 3

The twenty sixth question is ‘How does ASNS affect your academic performance?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *menjadi sumber literatur pertama dan utama yang digunakan untuk menunjang kebutuhan akademik* (become the first and main source of literature to support study), 10 subjects with *menjadi tempat untuk mengatur seluruh literatur yang dimiliki untuk menunjang studi* (become the first place to manage collection of references to support study), and the other 4 subjects with *menjadi tempat pencarian teman pertama dan utama yang digunakan untuk menunjang kebutuhan akademik* (become the first and main friend-making place to support study). The answer that got the most result was *menjadi sumber literatur pertama dan utama yang digunakan untuk menunjang kebutuhan akademik* (become the first and main source of literature to support study).

27. Bagaimanakah hasil dari pengaruh sosial media akademis pada performa akademik Anda?



Chart 4.27 Critical Element 4

The twenty-fifth question is ‘How is the result of the impact of ASNS on your study?’ From 60 respondents, there were 3 (three) answers; 46 subjects with *memberikan pengaruh yang sangat baik* (excellent impact), 12 subjects with *memberikan pengaruh baik* (good impact), and the other 2 subjects with *tidak terlalu memberikan pengaruh* (not very impactful). The answer that got the most number was *memberikan pengaruh yang sangat baik* (excellent impact).

h. Civic Element

Digital literacy, digital interaction, or communication always involve many people, the civic element is also important to be managed (Belshaw, 2014).

Part 8 (Civic Element)

28. Apakah Anda setuju dengan pernyataan “sosial media akademis adalah salah satu wadah untuk dapat merubah masyarakat menjadi lebih baik di masa depan”?

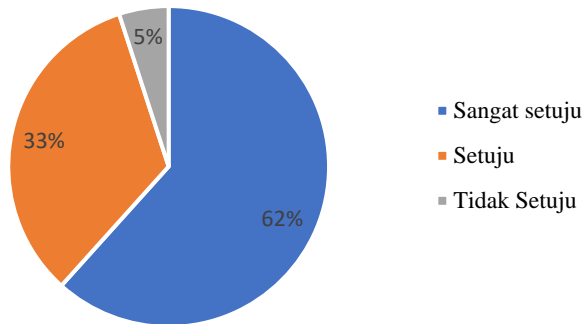


Chart 4.28 Civic Element 1

The twenty-eighth question is ‘Do you agree with the statement that “ASNS is one of the platforms that will be beneficial for the society in the future”?’ From 60 respondents, there were 3 (three) answers; 37 subjects with *sangat setuju* (very agree), 20 subjects with *setuju* (agree), and the other 3 subjects with *tidak setuju* (not agree). The answer that got the most number was *sangat setuju* (very agree).

29. Apakah Anda setuju untuk menggunakan sosial media akademis dalam membuat masyarakat menjadi lebih baik di masa depan?

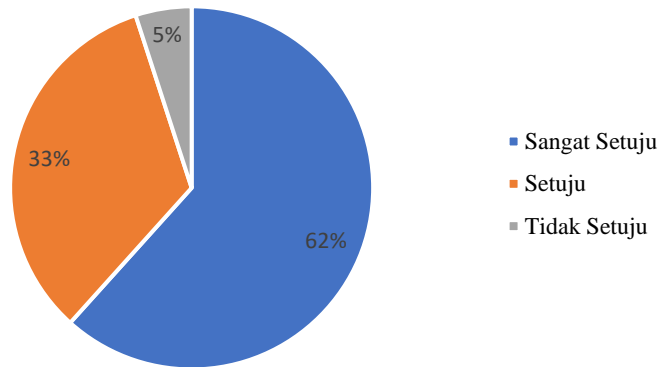


Chart 4.29 Civic Element 2

The twenty-ninth question is ‘Do you agree to use ASNS for a better society in the future?’ From 60 respondents, there were 3 (three) answers; 37 subjects with *sangat setuju* (very agree), 20 subjects with *setuju* (agree), and the other 3 subjects with *tidak setuju* (not agree). The answer that got the most number was *sangat setuju* (very agree).

30. Bagaimanakah Anda akan menggunakan sosial media akademis agar dapat memberikan pengaruh baik pada masyarakat di masa depan?



Chart 4.30 Civic Element 3

The thirtieth question is ‘How will you use ASNS to give positive influence to the society in the future?’ From 60 respondents, there were 3 (three) answers; 35 subjects with *menggunakan social media akademis sebagai tempat dalam mencari literatur yang valid baik untuk kebutuhan akademik maupun keseharian* (will use ASNS as the major platforms of literature source not only for academic purposes but also daily activity), 15 subjects with *mempromosikan social media akademis agar lebih banyak lagi orang yang tahu dan menggunakannya* (promote ASNS so that it have more users), 7 subjects with *mengunggah karya ilmiah di social media akademis terkait dengan studi terbaru* (uploading research paper on ASNS), and the other 3 with *tidak akan menggunakan social media akademis untuk memberikan pengauruh baik pada*

masyarakat di masa depan (will never use ASNS). The answer that got the most number was *menggunakan social media akademis sebagai tempat dalam mencari literatur yang valid baik untuk kebutuhan akademik maupun keseharian* (will use ASNS as the major platforms of literature source not only for academic purposes but also daily activity).

2. Result of Interview

Data for this research objective were collected from interviews with 10 out of 60 participants via *Voice Notes* on WhatsApp. The interview was conducted to support the questionnaire data. The type of interview was a personal in-depth interview, so the researcher did it by personally asking questions related to how the subjects use Academic Social Networking Sites. There were at least 14 questions that were based on Douglas Belshaw's eight essential elements of digital literacy as well. The result of the subjects' interview serves in the form of an interview transcript that can be seen below:

a. Cultural Element

Digital literacy is not solely about technical proficiency but about the issues, norms, and habits that surround the user. Therefore, it is best acquired by engaging in a range of digital environments. The nature of literacy in culture is repeatedly redefined as the result of technological changes (Hannon, 2000 in Belshaw, 2014).

- 1) The first question for the interview is ‘When do you find it difficult to understand the context while using ASNS?’ From 10 respondents, the researcher took 3 (three) most relatable with the questionnaire result:

ASR: Ya, menurut saya, saya merasa kesulitan ketika ada terms atau istilah yang asing buat saya dan disematkan oleh para ahli di dalam jurnal atau buku tersebut. (October 18th, 2022, 4:21 P.M).

FAP: Untuk kesulitannya, kesulitannya itu menurut pengalaman saya pas bagian ada istilah yang apa ya, yang gak familiar, yang dipakai para ahli. Terutama kan anak Pendidikan Bahasa Inggris itu kan jurnalnya Bahasa Inggris gitu kan. Istilah-istilah susah yang jarang ditemuin itu banyak, soalnya kan bahasanya tuh lebih tinggi apalagi dalam Bahasa asing. (October 18th, 2022, 8:19 P.M).

OOS: Iya Kak, kadang ada istilah-istilah baru yang asing yang gak tahu maksudnya. (October 19th, 2022, 5:28 P.M).

- 2) The second question for the interview is ‘How do you do when you face difficulty in understanding the context while using ASNS?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

APN: Kalau untuk istilah yang belum dipahami biasanya saya baca literatur lain di sosial media akademis. Misalnya belum tahu tentang istilah X, nanti cari dulu tentang istilah X di jurnal lain, kalau sekiranya udah paham nanti balik lagi ke yang belum dipahami tadi, dibaca lagi, tapi kalau itu benar-benar diperlukan, misal jurnal itu penting banget buat saya, jadi saya benerbener bakal cari istilah itu sampai paham dari jurnal yang lain yang menjelaskan tentang istilah yang belum saya pahami (October 19th, 2022, 5:32 PM).

FDA: Saya menghadapi masalah tersebut, saya biasanya membaca literature lain yang tersedia di social media akademis, dan saya biasanya men-translate jurnal tersebut apabila terdapat kata-kata dalam Bahasa Inggris yang belum pernah saya jumpai Kak, seperti itu (October 18th, 2022, 2:27 PM).

OOS: *Biasanya cari literatur lain Kak, tapi kalau misal gak ketemu cari di sumber lain, misalnya saya gak nemu di Google Scholar nanti saya cari di ResearchGate atau lainnya itu, atau tanya temen Kak (October 19th, 2022, 6:06 PM).*

b. Cognitive Element

Digital literacy is not only the ability to use a set of technical tools but also the ability to use a set of cognitive tools (Johnson, 2008 in Belshaw, 2014).

3) The third question for the interview is ‘What is ASNS’ feature that helps you to achieve your goal the most?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FA: *Fitur mesin pencari jurnal atau buku karena saya sebagai mahasiswa sering mencari jurnal atau buku di sana (October 19th, 2022, 10:20 AM).*

OBP: *Pastinya mesin pencari jurnal atau buku Kak, itu yang menurut saya paling membantu karena bisa langsung mencari jurnal atau buku yang paling saya butuhkan (October 19th, 2022, 7:19 PM).*

SAA: *Untuk fitur yang paling saya gunain, saya paling sering mencari referensi jurnal pakai fitur itu. Dan tentunya fitur itu sangat menunjang studi saya (October 19th, 2022, 4:29 PM).*

4) The fourth question for the interview is ‘What is the hardest ASNS’ feature to use?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FDA: *Fitur dalam social media akademis yang menurut saya paling susah digunakan adalah fitur collaboration karena biasanya saya mencari dan membuat jurnal sendiri Kak,*

sehingga saya tidak pernah dan merasa kesulitan dalam menggunakan fitur tersebut (October 18th, 2022, 2:48 PM).

OBP: Kalau untuk itu fitur kolaborasi Kak. Soalnya saya pribadi pun gak pernah menggunakan fitur itu (October 19th, 2022, 7:24 PM).

APN: Kalau itu mungkin kolaborasi ya Kak, saya belum pernah pakai sama sekali, saya belum paham tentang fitur itu (October 19th, 2022, 5:37 PM).

c. Constructive Element

The internet user must be ‘creating’ or ‘constructing’ something through the internet. Therefore, developing the constructive element of digital literacy involves understanding about knowing how and for what purposes content can be appropriated, reused, and remixed (Belshaw, 2014, p.16).

5) The fifth question for the interview is ‘When do you often use literature from ASNS?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

OOS: Untuk membantu saya dalam mengerjakan tugas-tugas dari dosen Kak (October 19th, 2022, 5:28 PM).

IA: Biasanya sih ketika kalau ada tugas sih Kak, mengenai tentang yang harus pakai literatur yang valid. Termasuk skripsi juga iya Kak, pokoknya tugas apapun itu yang termasuk membutuhkan literatur sih Kak (October 19th, 2022, 6:21 PM).

SAA: Biasanya saya cari buat tugas kuliah, kaya cari literatur atau referensi tambahan untuk pembahasan lebih lanjut terkait topik yang mau saya bahas (October 19th, 2022, 7:51 PM).

6) The sixth question for the interview is ‘How do you use the ASNS to support your study or research?’ From 10

respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FDA: Saat mengerjakan tugas dengan menggunakan social media akademis, saya akan memilih literature yang paling dibutuhkan, lalu saya membaca literature tersebut sepenuhnya, lalu saya mem-parafrasekannya dan membuat kesimpulan yang saya pahami, dan kesimpulan tersebut saya cantumkan dalam tugas saya (October 18th, 2022, 3:10 PM).

ASR: Biasanya saya memakai literature tersebut dengan cara saya paraphrase lalu saya berikan kesimpulan sesuai dengan pemahaman yang saya pahami seperti itu (October 18th, 2022, 4:54 PM).

FA: Kalau saya cara pakainya saya paraphrase terlebih dahulu baru ditambahin kesimpulan sendiri Mba (October 19th, 2022, 10:31 AM).

d. Communicative Element

Communicating effectively using a particular digital technology involves knowing, understanding, and applying certain norms and assumptions since the communication element always involves every other element (Belshaw, 2014, p.18).

7) The seventh question for the interview is ‘How do you communicate with fellow friends or experts through ASNS?’

From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FDA: Saya tidak pernah berkomunikasi melalui social media akademis, karena menurut saya berkomunikasi melalui social media akademis kuranglah menarik, tidak seperti saat berkomunikasi lewat social media pada umumnya yang memiliki fitur jauh lebih banyak dan jauh lebih menarik Kak (October 18th, 2022, 4:02 PM).

EN: Belum pernah si Mbak, gak tahu caranya (October 18th, 2022, 8:50 PM).

FA: *Belum pernah juga itu Kak, soalnya pake social media lain (October 19th, 2022, 10:31 AM)*

e. Confident Element

Improving the confident element involves solving problems and managing one's learning in digital environments (Belshaw, 2014).

- 8) The eighth question for the interview is 'How does ASNS help you to gain confidence in solving the educational problem?' From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FAP: *Karena kalau sumbernya dari kaya misal jurnal artikel itu soalnya itu tuh menurut saya informasi yang valid dan bisa dibuktikan kalau misalnya ada pertanyaan gitu, maksudnya kalau ditanya dosen atau temen ini tuh informasinya benar atau enggak, terus nanti tinggal nunjukkin bukti aja kalau itu tuh udah ada di penelitian atau jurnal dari para ahli yang meneliti (October 18th, 2022, 8:53 P.M).*

OOS: *Iya Kak, soalnya kan ada sumber literatur yang valid dan terpercaya di sana, jadi saya percaya diri kalau mengerjakan tugas yang sumber datanya itu saya dapatkan dari jurnal atau buku yang ada di social media akademis (October 19th, 2022, 6:18 PM).*

APN: *Kalau menurut saya bakal bisa ningkatin rasa PD (percaya diri) sih, karena dengan banyaknya literasi itu tuh bisa membuat argument kita lebih berbobot dan itu bikin PD. Kalau literasinya sedikit kan argumennya kurang berbobot menurut saya Kak (October 19th, 2022, 7:59 PM).*

f. Creative Element

Using digital technologies and techniques to create or achieve things previously impossible or out-of-reach to most people (Belshaw, 2014).

9) The ninth question for the interview is ‘Does the idea/s always support your study? (Ask for example). From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

ASR: Jadi ide baru tersebut biasanya sangatlah membantu dan menunjang studi saya, dan justru malah menambah knowledge saya, yang tadinya ndak tahu sama sekali jadi tahu (October 18th, 2022, 6:17 P.M).

FA : Iya jadi kebanyakan ide baru itu menunjang studi saya Kak. Contohnya waktu saya mencari judul skripsi, pengennya kan neliti guru, terus ternyata banyak macamnya kaya teachers’ strategy, reflection dan lain-lain (October 19th, 2022, 10:40 AM).

OBP: Untuk contohnya sejauh ini baru ide untuk mengerjakan tugas aja sih Mbak, jadi ya sangat menunjang studi (October 19th, 2022, 8:01 PM).

10) The tenth question for the interview is ‘What do you do with the new idea/s?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

EN : Biasanya setelah dapat ide itu saya menuliskannya dulu, terus habis itu saya cari dulu referensi yang mendukung ide saya itu, baru saya konsulkan dengan beberapa dosen, kayak gitu sih Mbak (October 18th, 2022, 9:02 P.M).

FDA: Saat saya menggunakan social media akademis biasanya saya mendapatkan ide baru, contohnya ide untuk judul skripsi atau tugas jurnal, nah ide baru tersebut biasanya saya memodifikasi dulu dari literature yang saya dapat, lalu mengubah metodenya, samplenya atau respondennya. Setelah mendapat ide baru tersebut biasanya akan saya catat dulu dan akan saya gunakan pakai saat dibutuhkan, seperti itu Kak (October 18th, 2022, 3:23 P.M).

FAP: Iya Kak, banyak. Kalau mendapatkan ide itu biasanya saya kayak ngobrol dulu sama temen, nanya dulu menurut temen-temen itu gimana, kalau semisal pada bilang oke, nanti baru ditaruh di tugas kuliah gitu (October 18th, 2022, 9:33 A.M).

g. Critical Element

Critical is about analyzing the power structures and assumptions behind literacy practices, it involves the written text than spoken communication (Belshaw, 2014).

11) The eleventh question for the interview is ‘Do you often reflect your effect on other ASNS users? Then, how do you affect the other ASNS users?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FAP: *Menurut saya belum Kak, saya belum berkontribusi apa-apa* (October 18th, 2022, 9:46 A.M).

IA : *Gak pernah Kak* (October 19th, 2022, 8:17 PM).

SAA: *Enggak Kak, enggak pernah kepikiran dan enggak pernah kasih pengaruh juga. Mungkin karena tujuan awal saya kan cuma cari literatur tambahan, jadi untuk ke yang lebih dalam saya enggak kepikiran sama sekali* (October 19th, 2022, 7:02 PM).

12) The twentieth question for the interview is ‘How does ASNS affect your academic performance?’ Then, how do you affect the other ASNS users?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

ASR: *Sangat-sangat berpengaruh terhadap akademik saya, dimana hal ini bisa dibuktikan dengan Allhamdulillah nilai akademik saya bagus. Namun hal ini bukan jadi yang utama karena dalam hidup saya yang penting saya mendapatkan*

pengetahuan dan ilmu yang bisa menunjang studi saya kedepannya dan nantinya bisa saya terapkan di kehidupan ini (October 18th, 2022, 10:22 P.M).

APN: Untuk performa akademik sangat berpengaruh baik Mba. Karena menurut saya dengan adanya social media akademis itu dapat membantu dalam pencarian jurnal dan sitasi itu sangat menunjang akademis saya (October 19th, 2022, 8:10 PM).

OBP: Kalau menurut saya itu memberikan pengaruh yang baik ya tentunya. Berkat social media akademis saya dapat mencari sumber yang valid karena itukan bersumber dari jurnal atau buku, tidak hanya sekedar dari web atau internet yang menyediakan informasi sembarangan, entah itu valid atau tidaknya informasi tersebut (October 19th, 2022, 9:39 PM).

h. Civic Element

Digital literacy, digital interaction, or communication always involve many people, the civic element is also important to be managed (Belshaw, 2014).

13) The thirtieth question for the interview is ‘Do you agree with the statement that “ASNS is one of the platforms that will be beneficial for society in the future? (Ask the reason)’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

ASR: Sangat setuju Mbak Mirza. Untuk di masa depan sepertinya platform social media akademis ini akan memberikan pengaruh sangat besar untuk menjadikan masyarakat lebih baik lagi melalui ilmu dan pengetahuan yang mana ini akan membentuk human resource yang berkualitas dan bermutu yang siap memajukan negara ini (October 18th, 2022, 10:33P.M).

EN: Menurut saya, saya setuju sebab dari informasi ataupun referensi yang kita terima itukan sudah tervalidasi. Karena social media akademis kan sebenarnya sebuah jejaring social, apalagi peradaban sekarang kan jadi lebih maju, buku cetak udah gak jaman lagi karena semuanya berubah

jadi e-book, jadi ya social media akademis juga bisa dijadikan landasan terpercaya (October 18th, 2022, 10:50 A.M).

SAA: Setuju sih Kak, soalnya social media akademis kan bisa dipakai oleh semua kalangan sebenarnya, gak hanya akademisi aja (October 19th, 2022, 9:04 PM).

14) The fourteenth question for the interview is ‘Do you agree with the statement that ‘How will you use ASNS to give a positive influence on society in the future?’ From 10 respondents, the researcher took 3 (three) most relatable answers with the questionnaire result:

FA: Saya akan menggunakannya tidak hanya untuk menunjang akademik tapi juga sehari-hari (October 19th, 2022, 11:48 AM).

EN: Saya akan pakai tidak hanya untuk menunjang akademik tapi juga sumber informasi sehari-hari, saya juga akan meng-share soal social media akademis supaya lebih banyak orang yang pakai (October 18th, 2022, 10:55 A.M).

APN: Kalau saya sih akan pakai untuk jadi platform utama saya ya Mbak, untuk cari informasi yang akurat gitu (October 21th, 07:48 AM).

B. Discussions

In the discussions, the researcher explains the result of the interpretation of the obtained data related to theories or previous related studies. This sub-chapter also discusses the problem statement of this study: The pre-service teachers use ASNS for their digital literacy. Based on the data analysis that has been done previously. The explanations were presented as follows:

According to the result of the research findings, the researcher found that pre-service teachers had various ways to use Academic Social Networking Sites to support their digital literacy. The elements of digital literacy were specified in Douglas Belshaw’s (2014) theory on the eight essential elements

of digital literacy, consisting of cultural, cognitive, constructive, confident, communication, creative, critical, and civic elements.

The first element is cultural. Based on the questionnaire and interview results, the pre-service teachers found it easy to understand the context while using Academic Social Networking Sites (ASNS), but they mostly found it hard when there are new terms in available journals or books that they got on ASNS. When they found a new term that is hard to understand, they will read the other literature on ASNS to gain their understanding. Moreover, they found it easier to understand the context after using ASNS. In line with Belshaw (2014), it implies that they knew how to handle the difficult contextual understanding that might happen while using ASNS, and it involved their digital literacy –especially the cultural element. It also implies that the pre-service teachers used ASNS for specific purposes. Social network sites frequently impose a lot of limitations on users' behavior, which each user modifies for their purposes and interpretations (Buck, 2012).

The second element is cognitive. Based on the questionnaire and interview results, the pre-service teachers rarely found difficulty in understanding or using the features on ASNS, they also rarely found difficulty in understanding or using the new feature or the new variety of ASNS. According to Belshaw (2014), it implies that they did not face difficulty to use the new digital tools, they were accustomed easily. Then, the repository search engine was the most used feature among the pre-service teacher since it helped their study a lot. ASNS offers one of the most effective and simple methods for

doing so, they are extensively employed for literature access (Bardakcı, Arslan & Ünver, 2018). Oppositely, collaboration was the least used feature among them since they do not know how to use it, they thought that they do not yet need the feature for their study. In other words, it wasn't considered that ASNS would serve as a platform for encouraging collaboration. This suggests that although ASNS are still in their infancy as a new way to collaborate with other academics, they are recognized as a new means of scholarly communication for numerous stages of the research cycle (Bardakcı, Arslan & Ünver, 2018).

The third element is constructive. Based on the questionnaire and interview results, the pre-service teachers often used ASNS to support their study or research. According to Belshaw (2014), the constructive element doesn't literally about constructing something from scratch, it can be building upon someone else's work, elaborating it with the own need or words, then giving the credit. The way pre-service teachers used ASNS mostly was by using the available literature on ASNS since they used the repository search engine feature the most. In using the literature, they did paraphrase and made a conclusion based on their understanding. In line with Bardakcı, Arslan, and Ünver (2018), academicians mostly use ASNS to access scientific paper or to download it –precisely, then use the paper for their study. They are also participating in remote collaboration using the paper. It implies that the pre-service teachers were able to construct something according to their ASNS utilization, it also involved their digital literacy.

The fourth element is communication. Based on the questionnaire and interview results, the pre-service teachers never communicate with fellow friends or experts as well as never join the community events or issues about their study through ASNS. That was because they never used ASNS to communicate with fellow friends or experts, they preferred to use the general instant messaging service or social media instead of Academic Social Networking Sites (ASNS). According to Camilleri (2016) in Zheng et al (2019), all academics should take advantage of the easy way to communicate with other researchers through ASNS, but junior scholars, in particular, should do so because they are still building their peer networks, their professional identities, and their portfolios of work and experience. However, based on Belshaw (2014), implies that they were not completely using these particular digital tools, and they need to learn more about them in the future.

The fifth element is confidence. Based on the questionnaire and interview results, the pre-service teachers felt very confident to solve academic problems using ASNS. Salahshour, Dahlan & Iahad (2016) stated that most ASNS users agree that the platform gains their self-esteem and well-being with the available features. Usually, they used available literature on ASNS to gain their confidence in solving educational problems or improving their academic performance. The reason for their confidence was because of the availability of valid and reliable literature on ASNS. They also stated that they will feel very confident to solve education problems in the future by using ASNS. In

line with Belshaw (2014), it implies that, in terms of academics, ASNS take a part in gaining confidence for today and the future.

The sixth element is creativity. Based on the questionnaire and interview results, the pre-service teachers often got new idea/s while using ASNS. The idea/s often supports their study. Mostly, they got new idea/s when read the literature from ASNS. After getting the new idea/s, they stated that they will do annotation and then discuss it with their friends or lecturers. It implies that they have an academic problem (the idea for their study work or research –in this term), then they used ASNS to get the solution (the idea). According to Belshaw (2014), the creative element of digital literacy do not about creating new things creatively, but it's about giving the solution to a problem. In line with that, Hailu, and Wu (2021) stated that the users of ASNS particularly looking for new ideas by using the available literature on ASNS.

The seventh element is critical. Based on the questionnaire and interview results, the pre-service teachers rarely reflected their effect on the other ASNS users. That made they did not affect the other ASNS users. The most intriguing thing about that situation is that the users do not concern about the flow of information, whether the information that they got or gave (Buck, 2012). Besides that, according to Belshaw (2014), it implies that the pre-service teachers did not aware enough of their surround. However, the pre-service teachers got an excellent impact on their academic performance while using ASNS. That was because ASNS became their first and main source of literature to support their study, and it elevated their knowledge.

The eighth element is civic, based on the questionnaire and interview results, the pre-service teachers very agreed with the statement ‘ASNS will become one of the platforms that will improve society in the future’ because it will be beneficial for the citizen. They also very agreed to use ASNS for a better society in the future. The pre-service teachers stated that they will use ASNS as the major platform of literature sources not only for academic purposes but also for their daily information. According to Belshaw (2014), the civic element is not only involving the citizen but also what the citizens write.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and suggests the problem statement of the pre-service teachers' usage of ASNS towards their digital literacy at the English Language Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University.

A. Conclusion

Based on the problem statements and result of this study, the researcher concludes that digital literacy depends on the situation, it is neither a verge nor a threshold. Therefore, the use of ASNS toward the pre-service teachers' digital literacy depends on the condition. In this research, the pre-service teachers used the features of ASNS based on their needs or problems (for example, a valid literature for their study, an expert to discuss with, a free source of valid information, a place to manage the literature, etc). It implies that the pre-service teachers used ASNS according to their needs and situation which sometimes indicated their digital literacy, and they did not indicate it at other times.

B. Suggestion

After conducting the study and finding the result, the researcher would like to propose some suggestions that can be taken into consideration in the teaching and learning process, specifically in using ASNS for academic purposes, as follows:

1. For the pre-service teachers

- a. Pre-service teachers are expected to be more aware of their digital literacy, especially when they use digital tools such as Academic Social Networking Sites (ASNS).
- b. When using ASNS, pre-service teachers should use all of the features to support their needs completely.
- c. Pre-service teachers should be aware of their condition or their needs to know which ASNS that convenient for them.

2. For the lecturers

- a. The lecturers should be more aware of the importance of digital literacy, especially in this era.
- b. The lecturers should engage ASNS to be used in the classroom more frequently.
- c. The lecturers should recommend the ASNS that may accessible for the pre-service teachers.

3. For the university

- a. The university has to provide unlimited access to ASNS so that it can complete pre-service teachers' needs.
- b. The university that has a customized ASNS should frequently update the features of the ASNS.

4. For the other researcher

The researcher suggests that this study can guide other researchers who want to conduct research with such a concept of

digital literacy and education, they can improve the theme of their study with more extensive analysis and present more recent phenomena in the academic world.

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APPENDIX 1
Questionnaire
Guidelines

KUISIONER

A. Cultural

1. Apakah Anda sering merasa kesulitan untuk memahami konteks ketika sedang menggunakan sosial media akademis?
 - Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
2. Kapan Anda merasa kesulitan dalam memahami konteks ketika menggunakan sosial media akademis?
 - Ketika adanya perbedaan budaya, dan norma dalam komunikasi atau jurnal/ buku
 - Ketika adanya perbedaan Bahasa yang digunakan dalam komunikasi atau jurnal/ buku
 - Ketika adanya istilah asing atau baru yang digunakan oleh para ahli dalam komunikasi atau jurnal/ buku
 - Ketika adanya isu yang sulit dipahami dalam komunikasi atau jurnal/ buku
 - Lainnya:...
3. Apakah setelah menggunakan sosial media akademis Anda jadi lebih mudah memahami konteks dalam sebuah isu?
 - Sangat mudah
 - Mudah
 - Tidak mudah
 - Sangat tidak mudah
4. Bagaimanakah cara anda menghadapi kesulitan dalam memahami konteks ketika sedang menggunakan sosial media akademis?
 - Membaca literatur lain yang tersedia di sosial media akademis
 - Berbincang dengan para ahli di sosial media akademis
 - Bertanya dengan orang yang bersangkutan pada sosial media akademis
 - Mempelajarinya di *platform* lain
 - Lainnya:...

B. Cognitive

5. Apakah Anda sering mengalami kesulitan dalam memahami fitur pada sosial media akademis yang Anda gunakan?
 - Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
6. Apakah Anda sering merasa kesulitan ketika mengoperasikan sosial media akademis yang baru pertama kali Anda pakai?

- Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
7. Apa fitur yang paling sering Anda gunakan dalam membantu performa akademik Anda dalam sosial media akademis?
- Mesin pencari jurnal atau buku (*repository search engine*)
 - Pengkoordinasian referensi dan sitasi (*reference and citation manager*)
 - Kolaborasi dengan para ahli atau teman sejawat (*collaboration with experts or fellow friends*)
 - Unggah paper penelitian (*uploading paper*)
 - Perhitungan dampak akademis (*impact measurement*)
 - Lainnya:...
8. Apa fitur dalam sosial media akademis yang paling jarang Anda gunakan karena kurang membantu atau sulit dalam memahaminya ketika menggunakan social media akademis?
- Mesin pencari jurnal atau buku (*repository search engine*)
 - Pengkoordinasian referensi dan sitasi (*reference and citation manager*)
 - Kolaborasi dengan para ahli atau teman sejawat (*collaboration with experts or fellow friends*)
 - Fitur untuk mengunggah karya ke dalam sosial media akademis (*uploading paper*)
 - Fitur untuk mengukur tingkat dampak akademis (*impact measurement*)
 - Lainnya:...

C. Constructive

9. Apakah Anda sering menggunakan literatur yang bersumber dari sosial media akademis menjadi landasan Anda dalam mengerjakan keperluan akademis Anda (untuk menyusun penelitian, menulis jurnal ilmiah, mengerjakan tugas kuliah)?
- Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
10. Kapanakah Anda paling sering menggunakan literatur yang bersumber dari sosial media akademis?
- Saat mengerjakan tugas kuliah
 - Saat menulis karya tulis ilmiah (skripsi, jurnal, prosiding, dsb)
 - Saat memvalidasi informasi yang didapatkan sehari-hari
 - Saat mencari sumber literature tambahan untuk menambah pengetahuan di bidang lain
 - Lainnya:...

11. Bagaimanakah cara Anda menggunakan literatur yang bersumber dari sosial media akademis untuk menunjang keperluan akademik Anda?

- Menggunakan literatur secara keseluruhan tanpa proses parafrase terlebih dahulu
- Menggunakan literatur dengan proses parafrase, dan menambahkan kesimpulan sesuai pemahaman pribadi
- Menggunakan literatur dengan parafrase tanpa membuat kesimpulan sesuai pemahaman pribadi
- Menggunakan literatur tanpa parafrase dan hanya membuat kesimpulan sesuai pemahaman pribadi
- Lainnya:...

D. Communicative

12. Apakah Anda sering berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

- Sering
- Kadang-kadang
- Jarang
- Tidak pernah

13. Apakah Anda sering mengikuti isu atau kegiatan dalam sebuah komunitas yang sesuai dengan bidang studi melalui sosial media akademis?

- Sering
- Kadang-kadang
- Jarang
- Tidak pernah

14. Bagaimanakah cara Anda berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

- Mengirim pesan lewat jaringan personal (direct message)
- Mengirim pesan lewat surel (e-mail) yang tersedia
- Melalui segmen tanya-jawab pada kegiatan yang diadakan oleh teman sejawat atau para ahli
- Membubuhkan komentar pada unggahan teman sejawat atau para ahli
- Tidak pernah berkomunikasi lewat sosial media akademis
- Lainnya:...

15. Apakah topik yang paling sering Anda komunikasikan dengan teman sejawat atau para ahli saat menggunakan social media akademis?

- Mengenai bidang pendidikan
- Mengenai di luar bidang pendidikan
- Mengenai kegiatan sehari-hari
- Tidak pernah berkomunikasi melalui sosial media akademis
- Lainnya:...

E. Confident

16. Apakah Anda merasa percaya diri dalam menyelesaikan masalah dalam keperluan akademis saat menggunakan literature yang bersumber dari sosial media akademis?
- Sangat percaya diri
 - Percaya diri
 - Tidak percaya diri
 - Sangat tidak percaya diri
17. Apakah Anda merasa percaya diri dalam menyelesaikan masalah pendidikan di masa depan dengan berlandaskan literatur yang bersumber dari sosial media akademis?
- Sangat percaya diri
 - Percaya diri
 - Tidak percaya diri
 - Sangat tidak percaya diri
18. Bagaimanakah cara Anda menggunakan sosial media akademis untuk meningkatkan rasa percaya diri dalam memecahkan masalah studi?
- Menggunakan literatur yang ada pada sosial media akademis (fitur *repository search engine*)
 - Mengatur koleksi referensi yang dimiliki secara berkala (fitur *reference and citation manager*)
 - Berdiskusi dengan para ahli/ teman sejawat melalui sosial media akademis (fitur *collaboration with experts or fellow friends*)
 - Mengunggah sebanyak mungkin karya ilmiah di social media akademis (fitur *uploading paper*)
 - Meningkatkan dampak akademik secara berkala (fitur *impact measurement*)
 - Lainnya:...
19. Mengapa sosial akademis dapat membantu Anda dalam meningkatkan rasa percaya diri dalam memecahkan masalah yang berkaitan dengan studi? Karena,...
- Tersedianya literatur yang valid dan terpercaya
 - Tersedianya wadah untuk mengatur koleksi referensi
 - Tersedianya para ahli dan teman sejawat yang dapat diajak berdiskusi
 - Tersedianya wadah untuk dapat mengunggah karya ilmiah
 - Tersedianya wadah untuk dapat mendapatkan dampak akademis yang baik
 - Lainnya:...

F. Creative

20. Apakah Anda sering mendapatkan ide baru ketika menggunakan sosial media akademis?
- Sering
 - Kadang-kadang

- Jarang
 - Tidak pernah
21. Apakah ide baru yang Anda dapatkan ketika menggunakan sosial media akademis selalu dapat menunjang studi Anda?
- Selalu
 - Sering
 - Kadang-kadang
 - Tidak pernah
22. Kapankah Anda biasanya mendapatkan ide saat menggunakan sosial media akademis?
- Saat membaca literatur yang bersumber dari sosial media akademis
 - Saat berdiskusi dengan para ahli melalui sosial media akademis
 - Saat berdiskusi dengan teman sejawat melalui sosial media akademis
 - Lainnya:...
23. Apa yang Anda lakukan setelah mendapatkan ide baru tersebut?
- Menggunakannya langsung pada studi
 - Mencatatnya terlebih dahulu dan akan menggunakannya di lain waktu
 - Mendiskusikan ide tersebut dengan orang lain
 - Memberikan ide tersebut pada orang lain
 - Lainnya:...

G. Critical

24. Apakah Anda sering memikirkan atau merefleksikan mengenai pengaruh yang Anda berikan pada pengguna sosial media akademis lain?
- Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
25. Bagaimanakah Anda memberikan pengaruh pada pengguna sosial media akademis lain?
- Berkontribusi dalam penelitian terbaru
 - Turut berkolaborasi untuk penelitian terbaru
 - Merekomendasikan literatur yang dibaca pada pengguna lain
 - Tidak memberikan pengaruh apa-apa
 - Lainnya:
26. Bagaimanakah cara sosial media akademis mempengaruhi performa akademik atau studi Anda?
- Menjadi sumber literatur pertama dan utama yang digunakan untuk menunjang kebutuhan akademik
 - Menjadi tempat untuk mengatur seluruh koleksi referensi yang dimiliki

- Menjadi tempat pencarian teman pertama dan utama yang digunakan untuk menunjang kebutuhan akademik
 - Menjadi tempat pertama dan utama yang digunakan untuk menampilkan profil akademik untuk menunjang studi
 - Menjadi tempat pertama dan utama yang digunakan untuk menghitung dampak akademis yang dimiliki
 - Lainnya:...
27. Bagaimanakah hasil dari pengaruh sosial media akademis pada performa akademik Anda?
- Memberikan pengaruh yang sangat baik
 - Memberikan pengaruh yang baik
 - Tidak terlalu memberikan pengaruh
 - Memberikan pengaruh buruk

H. Civic

28. Apakah Anda setuju dengan pernyataan “sosial media akademis adalah salah satu wadah untuk dapat merubah masyarakat menjadi lebih baik di masa depan”?
- Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
29. Apakah Anda setuju untuk menggunakan sosial media akademis dalam membuat masyarakat menjadi lebih baik di masa depan?
- Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
30. Bagaimanakah Anda akan menggunakan sosial media akademis agar dapat memberikan pengaruh baik pada masyarakat di masa depan?
- Menggunakan social media akademis sebagai tempat (*platform*) dalam mencari literature yang valid baik untuk kebutuhan akademik maupun keseharian.
 - Mengunggah karya ilmiah di social media akademis terkait dengan studi terbaru
 - Mempromosikan sosial media akademis agar lebih banyak lagi orang lain yang tahu dan menggunakannya 5
 - Tidak akan menggunakan social media akademis untuk memberikan pengaruh baik pada masyarakat di masa depan
 - Lainnya:....

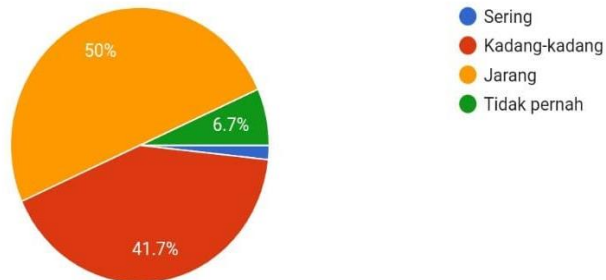
APPENDIX 2
Questionnaire
Results

Pertanyaan Penelitian *Cultural Element*

 Copy

Apakah Anda sering merasa kesulitan untuk memahami konteks ketika sedang menggunakan sosial media akademis?

60 responses



 Copy

Kapan Anda merasa kesulitan dalam memahami konteks ketika menggunakan sosial media akademis?

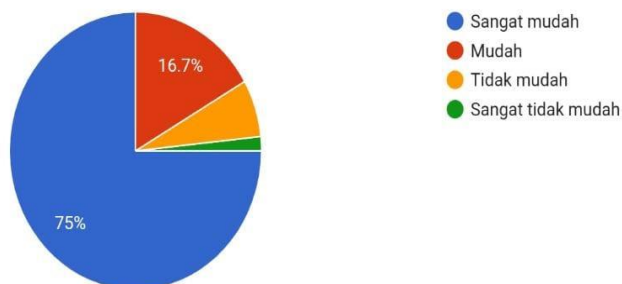
60 responses



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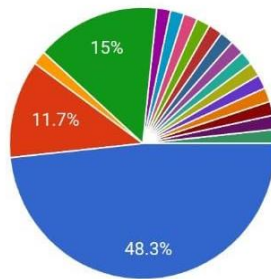
Apakah setelah menggunakan sosial media akademis Anda jadi lebih mudah memahami konteks dalam sebuah isu?

60 responses



Bagaimanakah cara anda menghadapi kesulitan dalam memahami konteks ketika sedang menggunakan sosial media akademis?

60 responses



- Membaca literatur lain yang tersedia di...
- Berbicang dengan para ahli di sosial...
- Bertanya dengan orang yang bersangk...
- Mempelajarinya di platform lain
- Bertanya ke temen
- Tnya ke dosen
- Beralih ke hal lainnya
- Tanya ke teman

▲ 1/3 ▼

- Tnya pd dosen
- Tanya pada teman atau dosen
- Bertanya kepada teman.
- Tanya ke teman/ dosen
- Bertanya kepada teman atau dosen
- Mengabaikannya
- Skip
- Membaca literatur lain yang tersedia di...

▲ 2/3 ▼

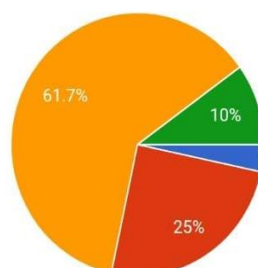
- Disimpen dulu terus di cari tau lain waktu
- Bertanya pada dosen

▲ 3/3 ▼

Pertanyaan Penelitian *Cognitive Element*

Apakah Anda sering mengalami kesulitan dalam memahami fitur pada sosial media akademis yang Anda gunakan?

60 responses

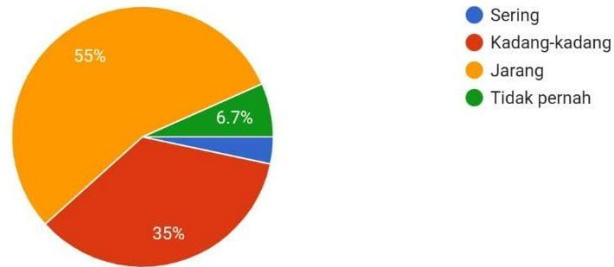


- Sering
- Kadang-kadang
- Jarang
- Tidak pernah



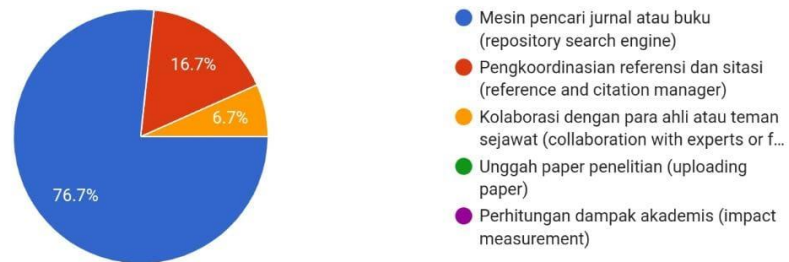
Apakah Anda sering merasa kesulitan ketika mengoperasikan sosial media akademis yang baru pertama kali Anda pakai?

60 responses



Apa fitur yang paling sering Anda gunakan dalam membantu performa akademik Anda dalam sosial media akademis?

60 responses



Apa fitur dalam sosial media akademis yang membuat Anda kesulitan dalam memahaminya?

60 responses

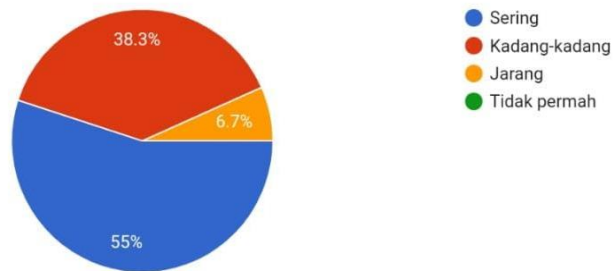


Pertanyaan Penelitian *Constructive Element*

 Copy

Apakah Anda sering menggunakan literatur yang bersumber dari sosial media akademis menjadi landasan Anda dalam mengerjakan keperluan akademis Anda (untuk menyusun penelitian, menulis jurnal ilmiah, mengerjakan tugas kuliah)?

60 responses



 Copy

Kapankah Anda paling sering menggunakan literatur yang bersumber dari sosial media akademis?

60 responses



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Bagaimanakah cara Anda menggunakan literatur yang bersumber dari sosial media akademis untuk menunjang keperluan akademik Anda?

60 responses

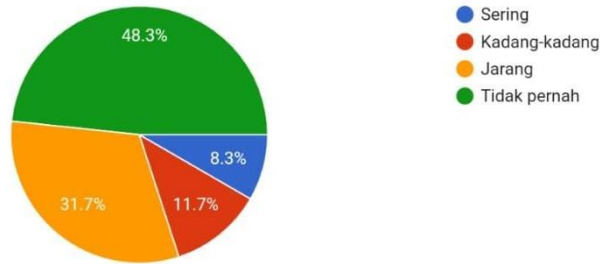


Pertanyaan Penelitian *Communicative Element*

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Apakah Anda sering berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

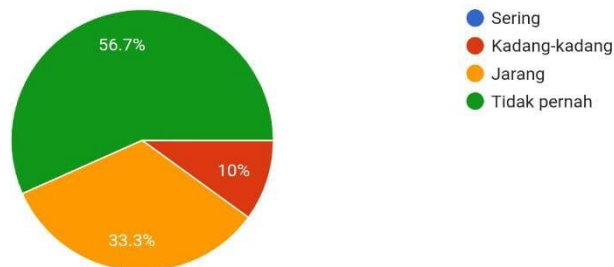
60 responses



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Apakah Anda sering mengikuti isu atau kegiatan dalam sebuah komunitas yang sesuai dengan bidang studi melalui sosial media akademis?

60 responses



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Bagaimanakah cara Anda berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

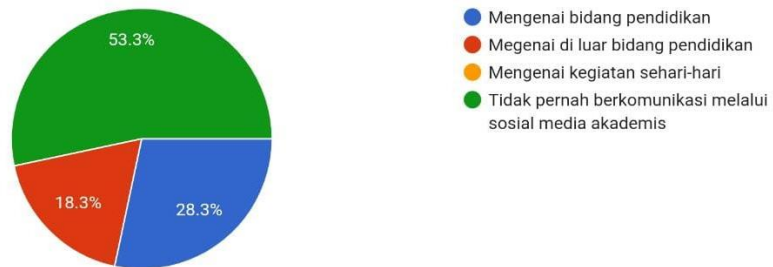
60 responses



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Apakah topik yang paling sering Anda komunikasikan dengan teman sejawat atau para ahli saat menggunakan social media akademis?

60 responses

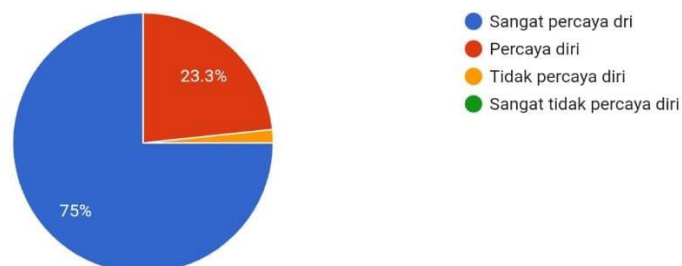


Pertanyaan Penelitian *Confident Element*

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Apakah Anda merasa percaya diri dalam menyelesaikan masalah dalam keperluan akademis saat menggunakan literature yang bersumber dari sosial media akademis?

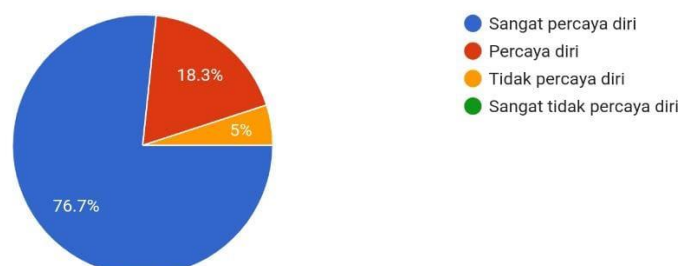
60 responses



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Apakah Anda merasa percaya diri dalam menyelesaikan masalah pendidikan di masa depan dengan berlandaskan literatur yang bersumber dari sosial media akademis?

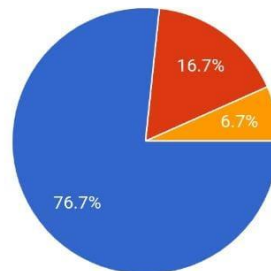
60 responses





Bagaimanakah cara Anda menggunakan sosial media akademis untuk meningkatkan rasa percaya diri dalam memecahkan masalah studi?

60 responses

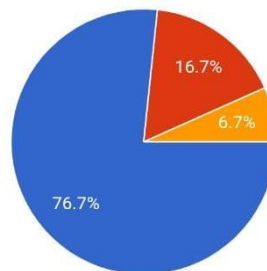


- Menggunakan literatur yang ada pada sosial media akademis (fitur repository...)
- Mengatur koleksi referensi yang dimiliki secara berkala (fitur reference and cita...)
- Berdiskusi dengan para ahli/ teman sejawat melalui sosial media akademi...
- Mengunggah sebanyak mungkin karya ilmiah di social media akademis (fitur...)
- Meningkatkan dampak akademik secara berkala (fitur impact measurement)



Mengapa sosial akademis dapat membantu Anda dalam meningkatkan rasa percaya diri dalam memecahkan masalah yang berkaitan dengan studi? Karena,...

60 responses



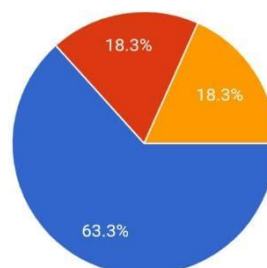
- Tersedianya literatur yang valid dan terpercaya
- Tersedianya wadah untuk mengatur koleksi referensi
- Tersedianya para ahli dan teman sejawat yang dapat diajak berdiskusi
- Tersedianya wadah untuk dapat mengunggah karya ilmiah
- Tersedianya wadah untuk dapat mendapatkan dampak akademis yang...

Pertanyaan Penelitian *Creative Element*



Apakah Anda sering mendapatkan ide baru ketika menggunakan sosial media akademis?

60 responses

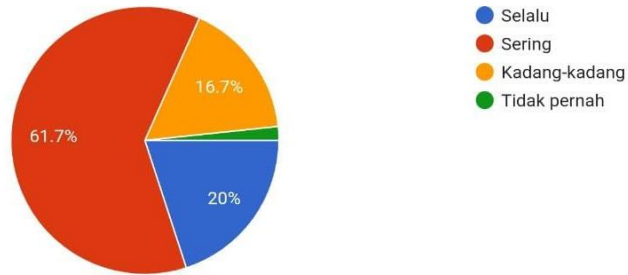


- Sering
- Kadang-kadang
- Jarang
- Tidak pernah

Apakah ide baru yang Anda dapatkan ketika menggunakan sosial media akademis selalu dapat menunjang studi Anda?

 Copy

60 responses



Kapankah Anda biasanya mendapatkan ide saat menggunakan sosial media akademis?

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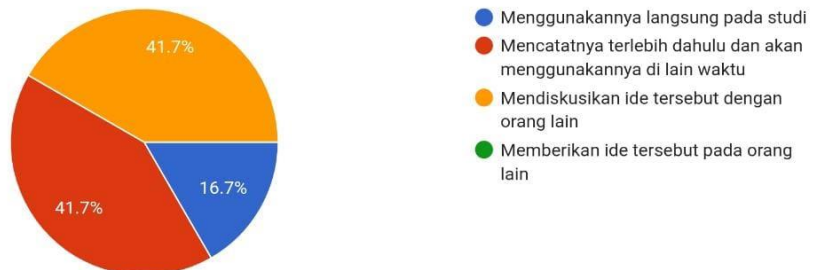
60 responses



Apa yang Anda lakukan setelah mendapatkan ide baru tersebut?

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60 responses

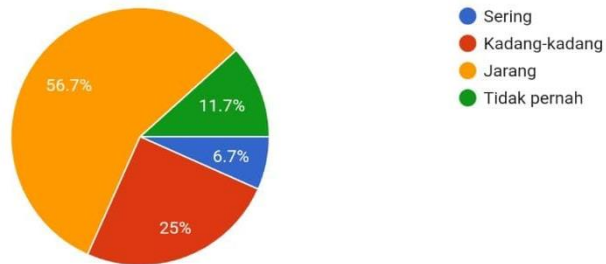


Pertanyaan Penelitian *Critical Element*

Apakah Anda sering memikirkan atau merefleksikan mengenai pengaruh yang Anda berikan pada pengguna sosial media akademis lain?

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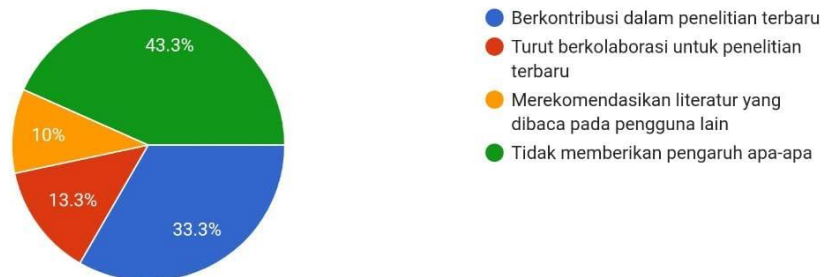
60 responses



Bagaimanakah Anda memberikan pengaruh pada pengguna sosial media akademis lain?

[Copy](#)

60 responses



Bagaimanakah cara sosial media akademis mempengaruhi performa akademik atau studi Anda?

[Copy](#)

60 responses



Bagaimanakah hasil dari pengaruh sosial media akademis pada performa akademik Anda?

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60 responses

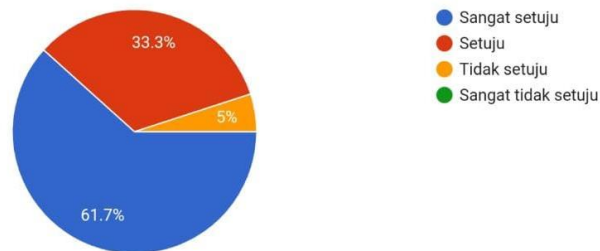


Pertanyaan Penelitian *Civic Element*

Apakah Anda setuju dengan pernyataan "sosial media akademis adalah salah satu wadah untuk dapat merubah masyarakat menjadi lebih baik di masa depan"?

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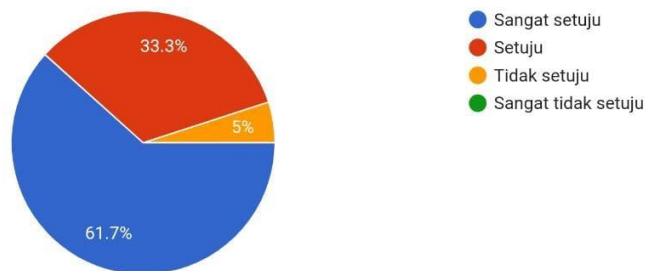
60 responses



Apakah Anda setuju untuk menggunakan sosial media akademis dalam membuat masyarakat menjadi lebih baik di masa depan?

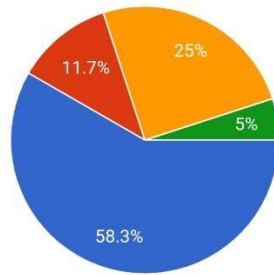
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60 responses



Bagaimanakah Anda akan menggunakan sosial media akademis agar dapat memberikan pengaruh baik pada masyarakat di masa depan?

60 responses



- Menggunakan social media akademis sebagai tempat (platform) dalam mencari literature yang valid baik untuk...
- Mengunggah karya ilmiah di social media akademis terkait dengan studi terbaru
- Mempromosikan sosial media akademis agar lebih banyak lagi orang lain yang t...
- Tidak akan menggunakan social media akademis untuk memberikan pengaruh...

Timestamps of Questionnaire:

12/10/2022 12:44:14 – 19/10/2022 12:02:03

APPENDIX 3

Interview Guidelines

INTERVIEW

A. Cultural

1. Kapan Anda merasa kesulitan dalam memahami konteks ketika menggunakan sosial media akademis?
2. Bagaimanakah cara anda menghadapi kesulitan dalam memahami konteks ketika sedang menggunakan sosial media akademis?

B. Cognitive

3. Apa fitur yang paling sering Anda gunakan dalam membantu performa akademik Anda dalam sosial media akademis?
4. Apa fitur dalam sosial media akademis yang paling jarang Anda gunakan karena kurang membantu atau sulit dalam memahaminya ketika menggunakan social media akademis?

C. Constructive

5. Kapankah Anda paling sering menggunakan literatur yang bersumber dari sosial media akademis?
6. Bagaimanakah cara Anda menggunakan literatur yang bersumber dari sosial media akademis untuk menunjang keperluan akademik Anda?

D. Communicative

7. Bagaimanakah cara Anda berkomunikasi dengan teman sejawat atau para ahli melalui social media akademis?

E. Confident

8. Bagaimana social media akademis membantu Anda dalam memecahkan masalah pendidikan/ studi Anda?

F. Creative

9. Apakah ide baru yang Anda dapatkan ketika menggunakan sosial media akademis selalu dapat menunjang studi Anda?
10. Apa yang Anda lakukan setelah mendapatkan ide baru tersebut?

G. Critical

11. Apakah Anda sering memikirkan atau merefleksikan mengenai pengaruh yang Anda berikan pada pengguna sosial media akademis lain? Lalu, Bagaimanakah Anda memberikan pengaruh pada pengguna sosial media akademis lain?
12. Bagaimanakah hasil dari pengaruh sosial media akademis pada performa akademik Anda?

H. Civic

13. Apakah Anda setuju dengan pernyataan “sosial media akademis adalah salah satu wadah untuk dapat merubah masyarakat menjadi lebih baik di masa depan”?
14. Bagaimanakah Anda akan menggunakan sosial media akademis agar dapat memberikan pengaruh baik pada masyarakat di masa depan?

APPENDIX 4

Interview

Transcripts

1. Initial : FDA

Timestamps : 18/10/2022 1:59 PM – 18/10/2022 4:04 PM

Me : Kapan Kakak merasa kesulitan dalam memahami konteks ketika menggunakan social media akademis?

FDA: Contohnya seperti apa Kak?

Me : Misalnya, apakah ketika Kakak sedang berbincang dengan para ahli melalui social media akademis, atau ketika Kakak membaca jurnal yang didapatkan dari social media akademis dan menemukan isu yang sulit dimengerti, atau yang lainnya mungkin Kak?

FDA: Ketika saya menemukan isu yang sulit dipahami atau isu yang sensitif dan ketika saya berbincang dengan para ahli melalui social media akademis, dan perbedaan norma, budaya dan Bahasa yang digunakan, seperti *anu*, kosakata baru, seperti kosakata yang belum pernah saya pahami sehingga saya kesulitan memahami konteks social media akademis tersebut.

Me : Baik Kak, pertanyaan selanjutnya, bagaimanakah cara Kakak menghadapi kesulitan dalam memahami konteks yang Kakak temukan di social media akademis?

FDA: Saya menghadapi masalah tersebut, saya biasanya membaca literature lain yang tersedia di social media akademis, dan saya biasanya men-translate jurnal tersebut apabila terdapat kata-kata dalam Bahasa Inggris yang belum pernah saya jumpai Kak, seperti itu.

Me : Nah, kalau begitu kira-kira fitur apa *sih* yang paling membantu Kakak ketika Kakak sedang menggunakan social media akademis? Dan kenapa fitur itu paling membantu Kakak dalam memenuhi kebutuhan akademik Kakak?

FDA: Fitur yang paling membantu saya saat menggunakan social media akademis adalah *repository search engine* dikarenakan sangat membantu saya untuk mengerjakan tugas dari dosen, dan jika saya ingin membaca jurnal atau buku-buku yang berkaitan dengan tugas dari dosen tersebut Kak, begitu.

Me : Kalau untuk fitur yang paling membuat Kakak bingung/ sulit untuk Kakak sampai Kakak akhirnya jarang atau bahkan gak pernah pakai fitur itu sama sekali, apa Kak?

FDA: Fitur dalam social media akademis yang menurut saya paling susah digunakan adalah fitur *collaboration* karena biasanya saya mencari dan membuat jurnal sendiri Kak, sehingga saya tidak pernah dan merasa kesulitan dalam menggunakan fitur tersebut.

Me : Nah, tadi kan Kakak bilang kalau social media akademis membantu dalam mengerjakan tugas. Kalau misalnya waktu Kakak mengerjakan tugas itu gimana cara Kakak pakai literaturnya?

FDA: Saat mengerjakan tugas dengan menggunakan social media akademis, saya akan memilih literature yang paling dibutuhkan, lalu saya membaca literature tersebut sepenuhnya, lalu saya mem-parafrasekannya dan membuat kesimpulan yang saya pahami, dan kesimpulan tersebut saya cantumkan dalam tugas saya.

Me : Kakak pernah gak *sih* pakai social media akademis ini untuk komunikasi? Misal sama *expert* atau teman?

FDA: Saya tidak pernah berkomunikasi melalui social media akademis, karena menurut saya berkomunikasi melalui social media akademis kuranglah menarik, tidak seperti saat berkomunikasi lewat social media pada umumnya yang memiliki fitur jauh lebih banyak dan jauh lebih menarik Kak.

Me : *Oh*, jadi tidak pernah sama sekali ya Kak? Tapi Kakak tahu caranya?

FDA: Iya, Kak. Saya tidak tahu caranya, dan saya kira untuk berkomunikasi lebih baik lewat social media biasa saja.

Me : Baik Kak, kalau begitu untuk pertanyaan selanjutnya, kira-kira gimana *sih* Kak social media akademis membantu Kakak dalam meningkatkan rasa percaya diri ketika Kakak menyelesaikan masalah –misalnya, ketika Kakak mengerjakan tugas. Nah, bagaimana Kak?

FDA: Rasa percaya diri saya bertambah ketika mengerjakan tugas dengan dasar literature yang saya dapatkan dari social media akademis karena social media akademis memiliki sumber literature yang valid dan terpercaya, sehingga tugas saya bisa terselesaikan dengan sumber yang valid. Dan juga fitur LinkedIn yang dapat menunjukkan profil akademis seseorang, sehingga bisa dijadikan relasi atau teman berdiskusi.

Me : Oke, berarti Kakak hampir selalu pakai social media akademis untuk mengerjakan tugas ya?

FDA: Iya, Kak.

Me : Kalau gitu, ketika Kakak sedang menggunakan social media akademis, misalnya sedang membaca jurnal dari social media akademis, biasanya Kakak dapat ide baru gak *sih* kak yang untuk menunjang studi gitu? Kalau iya, idenya apa *sih* Kak biasanya? Terus, idenya itu langsung dieksekusi atau gimana?

FDA: Saat saya menggunakan social media akademis biasanya saya mendapatkan ide baru, contohnya ide untuk judul skripsi atau tugas jurnal, nah ide baru tersebut biasanya saya memodifikasi dulu dari literature yang saya dapat, lalu mengubah metodenya, sampelnya atau respondennya. Setelah mendapat ide baru tersebut biasanya akan saya catat dulu dan akan saya gunakan pakai saat dibutuhkan, seperti itu Kak.

Me : Kalau gitu, apakah Kakak ada keinginan untuk memberikan pengaruh pada pengguna social media akademis lainnya di masa yang akan datang?

FDA: Di masa depan saya ingin berkontribusi dalam penelitian terbaru dan menjadi ahli dalam bidang yang saya geluti sekarang, alasan saya karena saya ingin pengguna social media akademis lainnya juga lebih berkontribusi di bidang penelitian yang mereka geluti. Dan tentunya social media akademis sangat berpengaruh positif karena bisa membantu memecahkan masalah akademis dan juga menambah wawasan saya.

Me : Nah, kalau tadi pertanyaan untuk pengguna social media akademis lainnya, pertanyaan selanjutnya, bagaimana Kakak akan menggunakan social media akademis yang bisa berpengaruh pada masyarakat yang lebih luas? Jadi mencakup selain pengguna social media akademis juga.

FDA: Menurut saya dengan cara mencari sumber literature yang valid dan juga mempromosikan social media akademis untuk dipakai masyarakat umum agar mereka dapat mengecek kevalidan informasi yang mereka dapatkan.

Me : Wah, luar biasa. Nah, pertanyaan terakhir Kak. Apakah Kakak setuju dengan pernyataan sosial media akademis adalah salah satu wadah untuk dapat merubah masyarakat dengan lebih baik di masa depan dan sebutkan alasannya jika Kakak setuju atau tidak dengan hal tersebut?

FDA: Saya setuju kalau social media akademis bisa menjadi wadah untuk membuat masyarakat menjadi lebih baik di masa depan karena dengan adanya social media akademis masyarakat dapat menghindari hoax dan dapat mengecek kevalidan suatu berita melalui social media akademis.

2. Initial : ASR
Timestamps : 18/10/2022 4:21 PM – 18/10/2022 10:33 PM

Me : Kira-kira kapan *sih* Kakak mengalami kesulitan dalam memahami konteks ketika menggunakan sosial media akademis?

ASR: Ya, menurut saya, saya merasa kesulitan ketika ada *terms* atau istilah yang asing buat saya dan disematkan oleh para ahli di dalam jurnal atau buku tersebut.

Me : Nah, kalau gitu gimana cara memahami kesulitan itu?

ASR: Di dalam hal ini saya biasanya membaca literature lain untuk memberikan kemudahan untuk saya dalam memahami *terms* atau istilah yang diungkapkan oleh para ahli dalam suatu buku atau jurnal yang tentunya terdapat dalam social media akademis.

Me : Oke, kalau gitu fitur apa yang paling sering Kakak gunakan di social media akademis karena mungkin paling membantu menunjang kebutuhan akademis Kakak, dan kenapa fitur itu sangat membantu?

ASR: Baik, menurut saya untuk fitur yang paling bermanfaat itu *repository search engine* yang mana ini sangat-sangat membantu saya di dalam menemukan suatu buku atau jurnal yang ditulis oleh para ahli yangmana ini sangat-sangat membantu dalam penyusunan skripsi saya, kemudian fitur itu sangat membantu dalam menambah *insight* suatu pengetahuan.

Me : Untuk fitur yang paling sulit dipahami atau paling jarang –bahkan gak pernah Kakak pakai apa?

ASR: Fitur untuk *upload paper* Kak, saya tidak begitu paham caranya dan saya juga belum pernah mencoba.

Me : Oo begitu. Lalu berkaitan dengan yang fitur yang paling sering Kakak pakai yaitu *repository search engine*, kalau gitu kapan *sih* Kakak paling sering pakai literature yang bersumber dari social media akademis?

ASR: Ya, tentunya ketika saya mengerjakan tugas yang diberikan oleh dosen, dan saat ini juga saya gunakan dalam membantu mengerjakan skripsi saya.

Me : Gimana *sih* Kak cara Kakak pakai literature yang sudah Kakak dapatkan dari social media akademis itu?

ASR: Biasanya saya memakai literature tersebut dengan cara saya paraphrase lalu saya berikan kesimpulan sesuai dengan pemahaman yang saya pahami seperti itu.

Me : Kakak pernah gak berkomunikasi lewat social media akademis? Misal dengan para ahli atau teman.

ASR: Kadang, tapi saya tidak tahu bisa disebut komunikasi atau tidak.

Me : Kenapa Kak? Memang bagaimana caranya Kakak berkomunikasi dengan mereka?

ASR: Jadi untuk hal itu biasanya saya ikut berkomentar di suatu postingan seorang ahli terkait dengan apa yang mereka posting entah itu jurnal atau lainnya, biasanya saya bertanya terkait dengan studi saya, kadang juga di luar konteks studi saya. Sebenarnya saya juga tidak terlalu aktif ikut berkomentar atau bertanya dengan apa yang beliau posting. Saya lebih banyak jadi *viewer* atau *silent reader*.

Me : Wah, menarik banget. Nah, terus kalau menurut Kakak gimana *sih* social media akademis bisa menambah rasa percaya diri Kakak waktu Kakak gunakan untuk memecahkan studi? Misalnya ketika mengerjakan tugas atau skripsi?

ASR: Ya intinya karena sumber literature yang valid dan terpercaya, karena itu kan lebih mantep gitu, semua ditulis oleh para ahli.

Me : Ah, iya. Berarti Kakak kan sering ya baca jurnal atau buku atau berkomunikasi dengan para ahli menggunakan social media akademis, kira-kira Kakak pernah gak *sih* dapat ide yang menunjang studi waktu lagi pakai social media akademis? Idenya apa Kak? Lalu biasanya ide itu Kakak apain?

ASR: Jadi ide baru tersebut biasanya sangatlah membantu dan menunjang studi saya, dan justru malah menambah *knowledge* saya, yang tadinya ndak tahu sama sekali jadi tahu. Nah, kadang saya langsung menggunakan ide tersebut di dalam studi saya, dan kadang juga saya mendiskusikan ide tersebut dengan orang yang *expert* di bidangnya atau dengan teman saya, agar saya mendapatkan *something new* yang dapat memperkaya khasanah keilmuan saya ini.

Me : Baik. Pertanyaan selanjutnya Kak. Jika di awal tadi kan Kakak bilang kalau fitur yang paling sulit Kakak gunakan adalah *uploading paper*, kalau gitu apakah Kakak ingin memberikan pengaruh di masa depan untuk pengguna social media akademis? Apa alasannya?

ASR: Mudah-mudahan saya bisa memberikan sumbangsih dan pengaruh karena saya ingin menyumbangkan pemikiran untuk bangsa ini agar kedepannya lebih baik lagi.

Me : Bagaimana social media akademis memberikan pengaruh pada kemampuan akademik Kakak? Apakah memberikan pengaruh yang baik atau buruk? Apa alasannya?

ASR: Sangat-sangat berpengaruh terhadap akademik saya, dimana hal ini bisa dibuktikan dengan Allhamdulillah nilai akademik saya bagus. Namun hal ini bukan jadi yang utama karena dalam hidup saya yang penting saya mendapatkan pengetahuan dan ilmu yang bisa menunjang studi saya kedepannya dan nantinya bisa saya terapkan di Kehidupan ini.

Me : Kira-kira Kakak setuju gak *sih* kalau social media akademis ini bisa menjadi wadah merubah masyarakat menjadi lebih baik, dan kenapa?

ASR: Sangat setuju Mba Mirza. Untuk di masa depan sepertinya *platform* social media akademik ini akan memberikan pengaruh sangat besar untuk menjadikan masyarakat lebih baik lagi melalui ilmu dan pengetahuan yang mana ini akan membentuk *human resource* yang berkualitas dan bermutu yang siap memajukan negara ini,

Me : Pertanyaan terakhir *nih* Kak. Gimana *sih* Kakak akan menggunakan social media akademis di masa depan untuk memberikan pengaruh pada masyarakat?

ASR: Saya *prefer* penggunaan social media akademik untuk menunjang akademik dan Kehidupan sehari-hari, sebab dengan begitu akan terciptanya keseimbangan atau *balance* antara *intelligence quotion* atau IQ dengan *emotional quotion* atau EQ.

3. Initial : FAP

Timestamps : 18/10/2022 9:20 AM – 18/10/2022 10:17 PM

Me : Biasanya ketika Kakak menggunakan social media akademis itu kira-kira kapan *sih* Kakak merasa kesulitan ketika pakai social media akademis?

FAP: Untuk kesulitannya, kesulitannya itu menurut pengalaman saya pas bagian ada istilah yang apa ya, yang gak familiar, yang dipakai para ahli. Terutama kan anak Pendidikan Bahasa Inggris itu kan jurnalnya Bahasa Inggris gitu kan. Istilah-istilah susah yang jarang ditemuin itu banyak, soalnya kan bahasanya tuh lebih tinggi apalagi dalam Bahasa asing.

Me : Lalu gimana caranya Kakak menghadapi kesulitan itu Kak?

FAP: Untuk cara menghadapi kesulitannya itu kalau saya biasanya itu *sih* Kak, buka di internet dulu terus cari-cari ini apa *sih* maksudnya, kalau enggak kadang ke Bahasa Indonesia-in dulu gitu, terus juga kadang nyari sinonimnya kapan. Kalau udah agak paham-paham dikit baru baca literature lain di misalnya saya suka buka Google Scholar, nah nanti baru saya cari-cari di jurnal lain gitu di sana.

Me : Kalau gitu fitur social media akademis apa yang paling sering Kakak gunakan karena paling membantu dalam menunjang studi Kakak? Dan kenapa?

FAP: Untuk fitur yang paling membantu itu, menurut saya itu peng-koordinasian sitasi dan referensi karena kan pernah menggunakan Mendeley terus fitur itu lumayan membantu untuk mencari referensi yang saya punya.

Me : Lalu untuk fitur yang paling jarang atau tidak pernah Kakak gunakan karena dirasa terlalu sulit dipahami, apa Kak? Dan kenapa?

FAP: Kalau untuk fitur yang susah dipahami itu *repository search engine* itu karena kan pernah waktu memakai Google Scholar kadang tu yang keluar tu tidak sesuai keinginan, kadang ada yang di luar dari apa yang dibutuhkan. Enggak langsung dapat yang sesuai gitu.

Me : Tapi Kakak sering pakai fitur itu kan?

FAP: Kadang aja, seringnya saya minta ke teman kalau untuk cari-cari jurnal di Google Scholar gitu.

Me : Kalau gitu biasanya kapan *sih* Kakak pakai literatur yang bersumber dari social media akademis? Misalnya dari Google Scholar gitu.

FAP: Sumber social media akademis tu untuk tugas kuliah sama sumber buat skripsi sama jurnal. Kalau tugas kuliah kan semester 7 masih ada beberapa tugas dari makul gitu, dan dosennya tu kadang minta untuk sumbernya tu dari artikel jurnal gitu. Jadi paling sering buat tugas kuliah. Untuk yang skripsi itu juga, kan dosen pembimbing itu juga nyuruh buat nyari literturnya itu misal minimal lima, yang skripsi tiga yang jurnal dua. Jadi ya yang paling sering dua itu *sih* untuk akhir-akhir ini.

Me : Kalau gitu gimana cara Kakak pakai literature itu?

FAP: Untuk cara penggunaan literturnya, biasanya cuman untuk tugas kuliah aja itu suka saya paraphrase, tapi itu tergantung permintaan dosennya, kalau

semisal emang dicek kaya plagiasinya gitu nanti diparafrase, tapi kalau tugasnya itu gak terlalu berat ya cuma langsung saya *copy-paste* aja. Cuman akhir-akhir ini seringnya paraphrase soalnya kan kalau gak diparafrase masuknya ke plagiasi gitu. Nanti setelah diparafrase saya kasih kesimpulan di akhirnya gitu pakai kata-kata sendiri.

Me : Kalau gitu, gimana *sih* Kak cara social media akademis bisa membantu Kakak dalam meningkatkn rasa percaya diri saat Kakak mengerjakan tugas kuliah atau skripsi?

FAP: Karena kalau sumbernya dari kaya misal jurnal artikel itu soalnya itu tuh menurut saya informasi yang valid dan bisa dibuktikan kalau misalnya ada pertanyaan gitu, maksudnya kalau ditanya dosen atau temen ini tuh informasinya bener atau enggak, terus nanti tinggal nunjukkin bukti aja kalau itu tuh udah ada di penelitian atau jurnal dari para ahli yang meneliti.

Me : Nah, biasanya kalau Kakak lagi pakai social media akademis itu Kakak dapat ide baru untuk menunjang studi kah Kak? Biasanya ide barunya itu apa, dan apa yang Kakak lakukan dengan ide itu?

FAP: Iya Kak, banyak. Kalau mendapatkan ide itu biasanya saya kayak ngobrol dulu sama temen, nanya dulu menurut temen-temen itu gimana, kalau semisal pada bilang oke, nanti baru ditaruh di tugas kuliah gitu.

Me : Oh, *brainstorming* gitu ya Kak? Diskusi sama teman-teman, lalu apakah ide tersebut Kakak kasih ke teman?

FAP: Iya. Tapi contoh lain juga misalnya kayak tentang *Teaching English for Young Learner* gitu. Kadang suka dapat ide untuk pengajaran anak, nanti baru didiskusikan sama teman-teman, tapi ide itu gak aku kasih ke mereka, aku pakai sendiri untuk dipraktikkan atau dimasukkin ke tugas kuliah Kak.

Me : Oo begitu. Lalu Kakak sendiri pernah gak berkomunikasi sama para ahli atau teman pakai social media akademis?

FAP: Kalau untuk komunikasi lewat social media akademis saya belum pernah soalnya gak ada temen juga di situ, terus belum terlalu tertarik untuk kenal sama para ahli.

Me : Lalu apakah Kakak merasa kalau Kakak sudah memberikan pengaruh pada pengguna social media akademis yang lain?

FAP: Menurut saya belum Kak, saya belum berkontribusi apa-apa.

Me : Oke, kalau gitu kedepannya Kakak mau kasih pengaruh untuk pengguna social media akademis lainnya atau enggak? Apa alasannya?

FAP: Untuk saat ini kayaknya enggak, karena saya belum ada rasa minat atau ketertarikan dalam dunia akademik, jadi meskipun di masa depan, untuk saat ini saya rasa saya belum mau untuk memberikan kontribusi apa-apa.

Me : Kalau gitu apakah social media akademis berpengaruh baik atau buruk pada performa akademiknya Kakak?

FAP: Menurut saya berpengaruh baik karena menambah pengetahuan juga ilmu, apalagi kan informasi yang didapatkan valid.

Me : Oke, kalau gitu kira-kira Kakak setuju gak kalau social media akademis bisa jadi sebuah wadah untuk membuat masyarakat jadi lebih baik? Kenapa?

FAP: Saya setuju Kak karena di social media akademik itukan ada informasi-informasi yang cukup valid menurut saya, dan ada penelitian-penelitian dari para ahli juga.

Me : Pertanyaan terakhir Kak, nantinya gimana *sih* Kakak bakal pakai social media akademis untuk memberikan pengaruh baik pada masyarakat di masa depan?

FAP: Saya akan menggunakannya sebagai sumber utama literature saya, juga tempat saya melakukan *cross-check* informasi yang saya dapatkan valid atau tidak. Saya juga akan mempromosikan pada orang-orang yang belum menggunakan social media akademis supaya mereka menggunakannya.

4. Initial : EN

Timestamps : 18/10/2022 8:41 PM – 18/10/2022 10:54 PM

Me : Kapan Kakak merasa kesulitan dalam memahami konteks ketika sedang menggunakan social media akademis?

EN : Kalau biasanya *sih* Mba kesulitan saya ketika saya membaca sebuah jurnal, abis itu kayak menemukan sebuah *terms* yang itu sulit saya pahami, mungkin kendalanya itu karena saya kurang *update* sama isu yang lagi *happening* atau kurang literasi.

Me : Lalu Kakak sendiri bagaimana cara Kakak menghadapi kesulitan itu? Misalnya waktu Kakak kekurangan literasi atau kurang *up to date*?

EN : Kalau saya ya Mba, misalkan ya ada *terms* yang mungkin saya belum tahu, terkait pada, misalnya ada di jurnal atau literatur yang saya baca, saya akan bertanya pada yang bersangkutan, tapi bukan ke penulis atau peneliti jurnalnya langsung, tapi ke orang lain yang lebih ahli misalnya ke dosen atau kadang juga ke teman, cuma saya emang lebih sering ke teman *sih*. Tapi untuk bisa ngikutin isu yang lagi *happening* saya biasanya cari literatur lain tapi yang bahasanya lebih dipahami, misalnya dari berita atau artikel tapi bukan dari jurnal atau buku.

Me : Kalau gitu fitur apa yang paling sering Kakak gunakan karena paling membantu Kakak dalam menunjang kebutuhan akademik?

EN : Kalau saya mungkin lebih ke *repository search engine* sama *reference and citation manager*, karena saya sering pakai Google Scholar dan Mendeley, soalnya aksesnya gampang gitu gak ribet Mba.

Me : Terus, untuk fitur yang paling sulit dipahami jadi mungkin Kakak bahkan jarang memakainya, apa?

EN : Mungkin bukan susah ya Mba, tapi belum terbiasa aja, dan karena saya gak tahu banyak Mba.

Me : Nah, kira-kira fitur yang mana itu Kak?

EN : Yang *collaboration* sama *academic profile* Mba, saya jarang banget Mba.

Me : Untuk *uploading paper* pernah pakai Kak?

EN : Pernah Mba meskipun gak sering, tapi cuma kayak *upload* makalah gitu di academia.edu.

Me : Oke, kalau gitu kapan Kakak paling sering pakai literatur yang bersumber dari social media akademis?

EN : Pas tugas kuliah, bikin jurnal gitu-gitu Mba.

Me : Kalau gitu gimana *sih* cara Kakak pakai literaturnya?

EN : Kalau saya biasanya tergantung sih Mba, kadang kan kalau di semester sebelumnya kan agak kecampur, gak *full* Bahasa Inggris gitu, jadi kayak ada matkul tentang sejarah kaya gitu. Nah, karena saya minim sejarah, jadi kadang tinggal saya langsung *copy-paste* tanpa saya paraphrase, tapi kalau misal itu terkait jurusan saya, itu *sih* Mba, cari literatur yang sesuai kebutuhan saya, paling ada yang beberapa saya kutip, nanti saya paraphrase, kaya gitu, tapi saya jarang kalau langsung menyimpulkan sendiri. Ada untuk yang saya bikin kesimpulan sendiri, tapi kebanyakan hanya saya kutip lalu saya paraphrase sendiri gitu. Biasanya kalau literturnya sulit dipahami, saya bakal bikin kesimpulan pakai Bahasa sendiri biar gampang dipahami.

Me : Wah, baik Kak. Kakak sendiri pernah gak komunikasi sama *expert* atau temen lewat social media akademis?

EN : Belum pernah si Mba, gak tahu caranya.

Me : Bagaimana *sih* Kak social media akademis bisa membantu Kakak meningkatkan rasa percaya diri saat Kakak memecahkan masalah? Misal ketika mengerjakan tugas atau mengerjakan skripsi?

EN : Kalau saya dengan adanya fitur-fitur di social media akademis itu memudahkan saya untuk bisa mengakses informasi, terus kaya di dalam kehidupan sehari-hari juga lebih dimudahkan, kayak misal kalau saya mau ngerjain soal laporan, tugas, skripsi, pasti kita kan butuh sumber yang terpercaya gitu Mba. Nah sumber dari social media akademis kan sudah terjamin gitu Mba.

Me : Nah, kalau gitu apakah Kakak pernah dapat ide baru yang mendukung kebutuhan akademik Kakak saat menggunakan social media akademis? Apa idenya Kak? Dan bagaimana cara Kakak menggunakan ide itu?

EN : Kalau untuk idenya itu mungkin lebih disesuaikan dengan *major* saya dan peminatan yang saya ambil yaitu *teaching*, nah jadi lebih ke *terms* yang lagi *happening* yang dikaitkan dengan pembelajaran Bahasa Inggris. Biasanya setelah dapat ide itu saya menuliskannya dulu, terus habis itu saya cari dulu referensi yang mendukung ide saya itu, baru saya konsulkan dengan beberapa dosen, kayak gitu *sih* Mba.

Me : Wah, menarik. Kalau gitu selama Kakak menggunakan social media akademis selama ini, Kakak merasa udah memberikan pengaruh sama pengguna yang lain enggak?

EN : Kalau merasa memberikan pengaruh belum *sih* Mba, tapi kalau misal cuma kayak ngajakin temen untuk pakai iya, tapi untuk pengaruh misal bikin penelitian terus dijadiin jurnal belum pernah Mba.

Me : Kenapa?

EN : Soalnya gak pede *sih* Mba. Penelitiannya pernah, tapi malu untuk *publish*.

Me : Kalau gitu gimana pengaruh social media akademis ke performa akademiknya Kakak? Apakah memberikan pengaruh baik, atau malah buruk?

EN : *InshaAllah* baik *sih* Mba. Karena kan sumber pengetahuan saya lebih terjamin, habis itu bisa meningkatkan wawasan sama literasi saya, asalkan ada minat baca, tapi kalau saya banyak malesnya.

Me : Nah, kalau gitu kira-kira Kakak setuju gak *sih* Kak sama pernyataan bahwa social media bisa menjadi salah satu wadah untuk merubah masyarakat menjadi lebih baik di masa depan, dan alasannya?

EN : Menurut saya, saya setuju sebab dari informasi ataupun referensi yang kita terima itu kan sudah tervalidasi. Karena social media akademis kan sebenarnya sebuah jejaring social, apalagi peradaban sekarang kan jadi lebih maju, buku cetak udah gak jaman lagi karena semuanya berubah jadi e-book, jadi ya social media akademis juga bisa dijadikan landasan terpercaya.

Me : Lalu gimana *sih* Kakak akan menggunakan social media akademis agar berpengaruh baik pada masyarakat di masa depan?

EN : Saya akan pakai tidak hanya untuk menunjang akademik tapi juga sumber informasi sehari-hari, saya juga akan meng-*share* soal social media akademis supaya lebih banyak orang yang pakai.

5. Initial : FA

Timestamps : 19/10/2022 9:48 AM – 19/10/2022 12:18 PM

Me : Biasanya ketika pakai social media akademis itu kapan *sih* Kakak mengalami kesulitan saat menggunakannya? Bisa tolong sebutkan contohnya gak Kak?

FA : Biasanya ketika adanya isu yang asing atau sulit dipahami.

Me : Kalau gitu gimana *sih* cara Kakak menghadapi isu asing itu?

FA : Jadi kalau cara saya biasanya saya cari artinya di luar social media akademis tersebut Mba.

Me : Kalau gitu fitur apa yang paling sering Kakak pakai karena paling membantu dalam menunjang kebutuhan akademik Kakak?

FA : Fitur mesin pencari jurnal atau buku karena saya sebagai mahasiswa sering mencari jurnal atau buku di sana.

Me : Untuk fitur yang paling sulit dipahami sampai jarang dipakai apa Kak?

FA : Kalau untuk fitur itu fitur yang bisa berkolaborasi dengan para ahli, karena saya belum pernah coba dan tidak tahu sama sekali soal cara memakai fitur tersebut.

Me : Tapi Kakak sendiri pernah gak komunikasi sama temen lewat social media akademis?

FA : Belum pernah juga itu Kak, soalnya pake social media lain.

Me : Oo begitu. Lalu, kapan Kakak paling sering pakai literatur yang bersumber dari social media akademis?

FA : Saya paling sering itu untuk mencari jurnal yang dipakai untuk tugas atau acuan dalam mengerjakan skripsi.

Me : Kalau gitu gimana cara Kakak pakai literatur tersebut?

FA : Kalau saya cara pakainya saya paraphrase terlebih dahulu baru ditambihin kesimpulan sendiri Mba.

Me : Lalu, apakah social media akademis bisa membantu Kakak merasa percaya diri dalam memecahkan masalah?

FA : Kalau menurut saya iya Kak, biasanya sumber dari Google Scholar, ResearchGate, Academia itu udah valid gitu Kak. Terus fitur dari Mendeley juga bikin lebih gampang untuk mengatur referensinya.

Me : Nah, selama Kakak pakai social media akademis, pernah gak *sih* Kak dapat ide yang menunjang akademik Kakak? Apa idenya dan gimana cara Kakak pakai ide itu?

FA : Iya jadi kebanyakan ide baru itu menunjang studi saya Kak. Contohnya waktu saya mencari judul skripsi, pengennya kan neliti guru, terus ternyata banyak macamnya kaya *teachers' strategy, reflection* dan lain-lain, terus setelah itu saya diskusikan sama temen kak.

Me : Lalu selama Kakak pakai social media akademis, Kakak merasa sudah mempengaruhi pengguna yang lain gak Kak?

FA : Belum *sih* Kak.

Me : Oke berarti untuk sekarang belum ya, tapi di masa depan Kakak bakal kasih pengaruh baik gak Kak? Dan Kakak akan melakukan apa?

FA : Iya pastinya kedepannya mau *sih* Kak untuk kasih pengaruh baik ke orang lain, ke pengguna lain. Pengennya *sih* melakukan penelitian terbaru gitu Kak.

Me : Nah kalau menurut Kakak sendiri apakah social media akademis itu berpengaruh baik ke performa akademik Kakak?

FA : Berpengaruh baik bagi performa akademik saya, karena balik lagi karena social media akademis itu telah memberikan ide-ide baru, memberikan wawasan yang lebih luas. Jadi saya bisa memanfaatkan untuk kebetuhan akademik saya.

Me : Oke, kalau gitu kira-kira Kakak setuju gak kalau social media akademis bisa jadi salah satu wadah untuk membuat masyarakat lebih baik lagi di masa depan? Alasannya?

FA : Saya setuju Kak, karena ya memang social media akademis bisa dimanfaatkan untuk masyarakat luas yang mana bisa dipaai untuk sumber informasi terpercaya.

Me : Lalu, gimana cara Kakak akan menggunakan social media akademis supaya berpengaruh baik pada masyarakat di masa depan?

FA : Saya akan menggunakannya tidak hanya untuk menunjang akademik tapi juga sehari-hari.

6. Initial : OOS

Timestamps : 19/10/2022 5:21 PM – 19/10/2022 7:15 PM

Me : Saat menggunakan social media akademis kan Kakak pasti pernah mengalami kesulitan dalam memahami konteks, nah biasanya saat apa Kak?

OOS: Iya Kak, kadang ada istilah-istilah baru yang asing yang gak tahu maksudnya.

Me : Lalu gimana cara Kakak menghadapi kesulitan itu?

OOS: Biasanya cari literatur lain Kak, tapi kalau misal gak ketemu cari di sumber lain, misalnya saya gak nemu di Google Scholar nanti saya cari di ResearchGate atau lainnya itu, atau tanya temen Kak.

Me : Nah kalau gitu fitur apa *sih* Kak yang paling sering Kakak pakai karena paling membantu studi Kakak?

OOS: Fitur yang biasanya membantu itu yang mesin pencari jurnal atau buku Kak, soalnya biasanya langsung ketik topik atau judul yang mau dicari.

Me : Lalu untuk fitur yang gak pernah atau jarang dipakai apa Kak? Mungkin karena fiturnya sulit dipahami atau tidak menunjang studi.

OOS: Untuk fitur yang gak pernah dipakai itu fitur *collaboration* sama *uploading paper* soalnya belum pernah coba *collab* sama belum pernah *upload* jurnal artikel Kak.

Me : Oo begitu. Lalu biasanya Kakak pakai social media akademis itu untuk apa Kak?

OOS: Untuk membantu saya dalam mengerjakan tugas-tugas dari dosen Kak.

Me : Nah, biasanya gimana *sih* cara Kakak pakai literatur yang bersumber dari social media akademis itu?

OOS: Diparaphrase Kak biasanya tapi kadang gak dikasih kesimpulan sendiri karena keburu *deadline*, jadi cuma *ngrombak* kalimatnya biar ga *copy-paste* banget, tapi kadang juga saya kasih kesimpulan sendiri Kak kalau waktunya cukup.

Me : Kalau gitu selama Kakak pakai social media akademis, pernah gak *sih* Kak komunikasi lewat situ?

OOS: Belum pernah Kak.

Me : Kenapa Kak?

OOS: Saya gak tahu caranya, lagipula saya gak percaya diri mau ngobrol sama penelitinya Kak.

Me : Tapi dengan Kakak menggunakan social media akademis apakah membantu Kakak meningkatkan rasa percaya diri saat mengerjakan tugas kuliah?

OOS: Iya Kak, soalnya kana da sumber literatur yang valid dan terpercaya di sana, jadi saya percaya diri kalau mengerjakan tugas yang sumber datanya itu saya dapatkan dari jurnal atau buku yang ada di social media akademis.

Me : Nah, pas Kakak pakai social media akademis kan pasti Kakak pernah dapat ide, biasanya ide itu menunjang studi Kakak gak? Apa aja ide yang pernah Kakak dapatkan dan ide itu Kakak apakan?

OOS: Iya Kak, banyak, tapi biasanya saya langsung gunakan pada tugas kuliah Kak untuk referensi. Jadi ya biasanya ide baru itu berkaitan sama tugas yang lagi saya kerjakan.

Me : Lalu selama Kakak pakai social media akademis, Kakak pernah berpikir untuk mempengaruhi pengguna lain gak Kak?

OOS: Iya Kak.

Me : Nah itu gimana Kak, bisa tolong dijelaskan lebih detail?

OOS: Pengaruhnya itu, ketika temen bisa tau cari sumber jurnal atau buku dengan cara saya rekomendasikan social media akademis itu Kak, jadinya temen saya kan jadi pengguna juga.

Me : Nah, kalau gitu apakah Kakak merasa bahwa social media akademis memberikan pengaruh pada performa akademik Kakak? Pengaruhnya baik atau buruk Kak?

OOS: Memberikan pengaruh yang positif *sih* Kak. Karena melalui media social akademis tersebut saya bisa mendapatkan ide baru, menambah wawasan dan juga sangat membantu ketika mengerjakan tugas.

Me : Oke, kalau gitu Kakak setuju gak *sih* Kak kalau misalnya social media akademis itu bisa menjadi salah satu wadah untuk membuat masyarakat lebih baik di masa depan? Kenapa?

OOS: Setuju Kak, soalnya sekarang kan era modern yang apa-apa serba digital jadi lebih memudahkan kita untuk mencari literatur yang valid secara praktis bisa dicari dimana saja.

Me : Kalau gitu gimana cara Kakak pakai social media akademis di masa depan agar bisa berpengaruh baik pada masyarakat di masa depan?

OOS: Kemungkinan nantinya akan saya jadikan platform utama, juga untuk memastikan kevalidan informasi. Tapi kalau untuk masyarakat umum biasanya juga sesuai umur dan kebutuhan masing-masing Kak, kalau mungkin pas mereka membutuhkan dan tanya saya, saya akan rekomendasikan gitu Kak.

7. Initial : IA

Timestamps : 19/10/2022 4:45 PM – 19/10/2022 10:35 PM

Me : Ketika sedang menggunakan social media akademis kan biasanya kita menemukan kesulitan Kak, Kakak mengalami kesulitan apa?

IA : Kalau saya *sih* lebih merasa kesulitan mengenai *termsnya* dan terkadang juga apa *sih* yang dimaksud dari istilah di kalimat tersebut, gitu.

Me : Oo begitu, terus cara Kakak untuk menghadapi kesulitan itu gimana *sih* Kak?

IA : Kalau saya *sih* lebih mencoba untuk tanya ke teman terdekat dulu ya, kaya, ini bagaimana *sih*, lalu kalau memang dari teman juga gak ada yang tahu baru saya cari tahu melalui media yang lainnya.

Me : Lalu untuk fitur yang paling sering Kakak pakai karena menunjang studi Kakak apa?

IA : Kalau menurut saya *sih repository*.

Me : Lalu untuk fitur yang paling sulit Kakak pahami sehingga mungkin jarang atau tidak pernah dipakai, apa Kak?

IA : Kalau untuk yang itu *sih* juga *repository* Kak.

Me : Kenapa begitu Kak? Bisa tolong dijelaskan lebih detail?

IA : Karena *repository* itu bagian utama pokok yang biasa saya pakai *sih* Kak, dan bagian sulitnya dari itu ketika bagian itu kurang lengkap atau tidak *update* gitu Kak.

Me : Berarti lebih ke koleksinya ya Kak. Kalau gitu kapan Kakak paling sering pakai literatur yang bersumber dari social media akademis?

IA : Biasanya *sih* ketika kalau ada tugas *sih* Kak, mengenai tentang yang harus pakai literatur yang valid. Termasuk skripsi juga iya Kak, pokoknya tugas apapun itu yang termasuk membutuhkan literatur *sih* Kak.

Me : Oo begitu, lalu bagaimana cara Kakak pakai literatur tersebut?

IA : Kalau saya lebih ke kutipan *sih* Kak, cuma saya kutip aja gitu.

Me : Lalu, apakah Kakak pernah berkomunikasi menggunakan social media akademis? Kalau pernah biasanya topiknya apa Kak?

IA : Pernah Kak, lebih ke yang bidang pendidikan sama yang di luar itu juga *sih* Kak.

Me : Wah, biasanya Kakak komunikasi dengan cara apa Kak?

IA : Sebenarnya lebih sering via *whatsapp*, kalau kepepet memang yang udah ganti nomer tanpa sepengetahuan saya ya paling *direct message* itu. Biasanya bahas pendidikan atau yang lainnya, seimbang lah Kak.

Me : Nah, biasanya apakah ketika Kakak pakai literatur yang bersumber dari social media akademis itu bisa meningkatkan rasa percaya diri Kakak? Misalnya pas ngerjain tugas atau skripsi.

IA : Iya Kak.

Me : Kalau gitu, ketika Kakak memakai social media akademis kan pasti pernah dapat ide baru, apakah ide baru itu bisa selalu menunjang studi Kakak? Idenya apa Kak, bisa tolong diceritakan? Dan biasanya Kakak apain ide itu?

IA : Biasanya *sih* Kak untuk ide itu ya *random* aja gitu, gak hal terduga gitu, lalu ketika mendapatkan ide biasanya dicatet dulu baru nanti dipakai di kemudian hari.

Me : Oke, kalau gitu selama Kakak pakai social media akademis, Kakak pernah gak memberikan pengaruh pada pengguna lain? Atau terpikirkan untuk memberikan pengaruh pada mereka?

IA : Gak pernah Kak.

Me : Oo begitu. Kalau tadi kan pengaruh Kakak terhadap social media akademis. Nah, kalau menurut Kakak gimana pengaruh social media akademis terhadap pencapaian akademik Kakak? Memberikan pengaruh baik atau buruk?

IA : Ngasih pengaruh yang terbaik Kak sejauh ini.

Me : Kenapa bisa kasih pengaruh baik Kak? Boleh tolong dijelaskan lebih detail?

IA : Ya karena lebih menambah wawasan aja *sih* Kak.

Me : Oo oke. Kalau gitu Kakak setuju gak sama pernyataan yang menyatakan bahwa social media akademis itu bisa menjadi salah satu wadah yang membuat masyarakat lebih baik di masa depan?

IA : Setuju Kak.

Me : Lalu bagaimana Kakak akan menggunakan social media di masa depan supaya berpengaruh baik terhadap masyarakat?

IA : Saya akan *share* soal social media akademis ke orang banyak supaya orang awampun bisa pakai sesuai kebutuhan Kak.

8. Initial : OBP

Timestamps : 19/10/2022 6:44 PM – 19/10/2022 10:07 PM

Me : Kapan *sih* Kakak paling merasa kesulitan ketika sedang menggunakan social media akademis?

OBP: Waktu kesulitannya itu ketika menemukan sebuah istilah atau *terms* yang diungkapkan oleh para ahli di dalam jurnal Kak.

Me : Nah, kalau gitu gimana cara Kakak menghadapi kesulitan ketika menemukan *terms* itu?

OBP: Biasanya saya membaca dari sumber lain atau literatur lain, sama kadang juga tanya sama beberapa temen soal istilah yang saya gak tahu atau asing.

Me : Lalu, untuk fitur social media akademis yang paling sering Kakak pakai karena paling menunjang studi, apa Kak?

OBP: Pastinya mesin pencari jurnal atau buku Kak, itu yang menurut saya paling membantu karena bisa langsung mencari jurnal atau buku yang paling saya butuhkan.

Me : Kalau untuk fitur yang paling susah dipahami atau juga kurang menunjang studi sampai akhirnya Kakak jarang pakai, apa Kak?

OBP: Kalau untuk itu fitur kolaborasi Kak. Soalnya saya pribadi pun gak pernah menggunakan fitur itu.

Me : Nah, berkaitan sama itu, berarti kapan *sih* Kakak paling sering pakai literatur yang bersumber dari social media akademis?

OBP: Paling sering itu ketika, yang jelas, mengerjakan tugas kuliah ya Mbak. Kayak ketika mengerjakan laporan observasi, atau makalah atau ya intinya tugas kuliah gitu. Untuk skripsi ataupun karya tulis yang lain, belum Mbak, karena belum ambil skripsi juga ini.

Me : Oo begitu. Kalau gitu gimana cara Kakak pakai literatur yang dari social media akademis itu di tugas Kakak, misalnya?

OBP: Biasanya saya pakainya Cuma beberapa aja yang menurut saya perlu untuk tugas kuliah atau laporan saya, kemudian saya paraphrase dikit lalu saya resume, saya rangkum literatur itu.

Me : Lalu selama pakai social media akademis, Kakak pernah gak *sih* Kak komunikasi sama teman sejawat lewat situ?

OBP: Kayaknya gak pernah *sih* Kak, paling paling cuma diskusi soal hal yang gak dipahami, tapi juga gak pakai social media akademis gitu Mbak, biasanya ya di *whatsapp* atau ketemu langsung.

Me : Nah, selama Kakak mengerjakan tugas yang sumber literturnya dari social media akademis itu, rasa percaya diri Kakak meningkat gak *sih* Kak? Kenapa?

OBP: Iya, mungkin bisa dibilang agak PD ya pas pakai literatur dari social media akademis, karena bisa ngerjain tugasnya dengan baik. Dan karena sumber literatur dari social media akademis itu kan terpercaya dan valid Kak.

Me : Oo begitu. Lalu, selama ini kan ketika Kakak pakai social media akademis, misalnya saat baca jurnal atau buku yang bersumber dari sana, Kakak kan pasti pernah dapat ide baru. Nah, ide barunya tuh apakah selalu bisa menunjang studi Kak? Bisa tolong disebutin contohnya gak Kak?

OBP: Untuk contohnya sejauh ini baru ide untuk mengerjakan tugas aja *sih* Mbak, jadi ya sangat menunjang studi.

Me : Lalu biasanya kalau habis dapat ide gitu, idenya Kakak apain?

OBP: Palingan saya catet dulu itu idenya ketika baca jurnal atau buku, biasanya di *notes* handphone.

Me : Nah, selama Kakak pakai social media akademis, apakah Kakak pernah memberikan pengaruh atau berpikir soal pengaruh yang akan Kakak berikan pada pengguna lain?

OBP: Jujur aja gak pernah *sih* Kak.

Me : Nah, kalau social media akademis sendiri gimana *sih* Kak pengaruhnya pada performa akademik Kakak? Apakah memberikan pengaruh yang baik, atau malah buruk?

OBP: Kalau menurut saya itu memberikan pengaruh yang baik ya tentunya. Berkat social media akademis saya dapat mencari sumber yang valid karena itu kan bersumber dari jurnal atau buku, tidak hanya sekedar dari web atau internet yang menyediakan informasi sembarangan, entah itu valid atau tidaknya informasi tersebut.

Me : Kalau gitu Kakak setuju gak *sih* Kak dengan pernyataan bahwa social media akademis itu bisa menjadi salah satu wadah untuk membuat masyarakat jadi lebih baik di masa depan?

OBP: Setuju *sih* ya, apalagi di Indonesia minat baca dan literasinya masih tergolong rendah. Jadi saya rasa dengan adanya social media akademis ini bisa menjadi sebuah pilihan untuk mencari informasi yang valid. Jadi kalau masyarakat menggunakan media social akademis dengan baik, saya yakin akan menjadikan masyarakat lebih maju lagi.

Me : Lalu gimana *sih* Kak cara pakai social media akademis di masa depan agar bisa berpengaruh baik di masyarakat?

OBP: Kalau saya *sih* mungkin akan mengajak orang-orang untuk menggunakan social media akademis tadi agar bisa digunakan untuk mencari informasi, juga agar bisa digunakan oleh orang umum tidak hanya kita sebagai mahasiswa atau akademisi lain.

9. Initial : SAA

Timestamps : 19/10/2022 6:54 PM – 19/10/2022 09:10 PM

Me : Biasanya kan ketika sedang pakai social media akademis tuh pasti Kakak pernah menemukan kesulitan dalam memahami konteks. Nah, biasanya apa Kak?

SAA: Saya mengalami kesulitan Bahasa atau konteksnya, misalnya ketika saya menemukan kata atau istilah sulit, jadi saya mengalami kesulitan dalam memahami konteks tersebut. Selain itu ada lagi, apa yang saya cari terkadang tidak ada di social media akademis, dan itu cukup menyulitkan saya.

Me : Oo begitu, berarti kesulitan yang dihadapi juga berkaitan dengan koleksi yang dimiliki sebuah social media akademis ya Kak. Nah, kalau gitu gimana *sih* cara Kakak menghadapi kesulitan itu? Misalnya saat Kakak menemukan istilah asing yang susah dipahami.

SAA: Untuk itu saya biasanya baca berulang kali dan coba menelaah sendiri, karena saya untuk berinteraksi dengan penulisnya langsung itu saya belum pernah mencoba dan masih bingung caranya berkomunikasi atau menanyakan kesulitan yang saya alami.

Me : Berkaitan sama itu, fitur apa yang paling sering Kakak pakai di social media akademis? Dan apakah fitur itu menunjang studi Kakak?

SAA: Untuk fitur yang paling saya gunain saya paling sering mencari referensi jurnal pakai fitur itu. Dan tentunya fitur itu sangat menunjang studi saya.

Me : Kalau fitur yang paling sulit dipahami atau tidak menunjang studi sehingga paling jarang dipakai, apa Kak?

SAA: Untuk itu fitur lainnya Kak selain fitur mesin pencari jurnal itu, karena di situ saya sama sekali kurang paham cara penggunaannya, dan mungkin juga gak terlalu ada kebutuhan di situ, kecuali sebenarnya di LinkedIn itu sebenarnya saya ingin coba tapi belum ada kesempatan. Sebenarnya fitur lain itu gak sulit cuma saya kurang terbiasa karena memang belum ada kebutuhan di sana Kak.

Me : Nah, kalau gitu kapan *sih* Kakak paling sering pakai literatur yang bersumber dari social media akademis?

SAA: Biasanya saya cari buat tugas kuliah, kaya cari literatur atau referensi tambahan untuk pembahasan lebih lanjut terkait topik yang mau saya bahas.

Me : Lalu gimana cara Kakak pakai literatur tersebut, misalnya dalam tugas?

SAA: Biasanya kalau emang literturnya itu udah pas sesuai dengan kebutuhan saya, biasanya langsung saya simpulin lalu saya tulis di apa yang saya buat Kak, tapi kadang juga proses paraphrase saya lakuin. Jadi ya tergantung sama kebutuhan *sih* Kak. Cuma saya gak pernah kalau hanya copy paste gitu?

Me : Nah, ketika Kakak pakai social media akademis untuk membantu dalam pengerjaan tugas, apakah social media akademis meningkatkan rasa percaya diri Kakak, kenapa?

SAA: Iya Kak, jadi kita kan jadi tau dan paham atas apa yang kita sebelumnya belum tahu.

Me : Pastinya kan ketika Kakak sedang pakai social media akademis, Kakak pasti pernah mendapat ide baru. Apakah ide baru itu selalu dapat menunjang studi Kakak? Bisa disebutin gak kak ide apa aja yang pernah Kakak dapatkan? Dan apa yang Kakak lakukan setelah dapat ide itu?

SAA: Iya kak, selalu Kak. Biasanya ketika saya mengerjakan tugas dan pakai literatur yang bersumber dari social media akademis, saya kan bisa jadi lebih paham, lalu nanti saat presentasi atau ditanya dosen saya bisa menjawab. Saya juga jadi lebih PD karena sudah lebih paham sama materinya Kak.

Me : Oo gitu, berarti sangat menunjang studi ya Kak. Lalu Kakak pernah gak *sih* kepikiran pengaruh apa yang Kakak beri pada pengguna social media akademis lain? Atau malah Kakak sudah memberikan pengaruh itu, apa Kak?

SAA: Enggak Kak, enggak pernah kepikiran dan enggak pernah kasih pengaruh juga. Mungkin karena tujuan awal saya kan Cuma cari literatur tambahan, jadi untuk ke yang lebih dalam saya enggak kepikiran sama sekali.

Me : Lalu untuk pengaruh social media akademis ke performa akademik Kakak gimana kah? Apakah memberikan pengaruh baik atau buruk?

SAA: Sejauh ini baik Kak, karena benarbenar membantu saat pengerjaan tugas, juga menambah wawasan. Jika dilihat dari nilai, nilai saya juga cukup bagus, Allhamdulillah.

Me : Kalau gitu Kakak setuju gak *sih* Kak dengan pernyataan bahwa social media akademis itu bisa menjadi salah satu wadah untuk membuat masyarakat jadi lebih baik di masa depan?

SAA: Setuju *sih* Kak, soalnya social media akademis kan bisa dipakai oleh semua kalangan sebenarnya, gak hanya akademisi aja.

Me : Lalu untuk kedepannya gimana cara Kakak akan pakai social media akademis supaya berpengaruh baik pada masyarakat?

SAA: Kalau saya *sih* akan pakai untuk diri sendiri dulu, untuk mencari informasi di luar bidang yang saya geluti, lalu kalau memang perlu baru saya beritahukan pada keluarga dan orang banyak, gitu *sih* paling Kak.

10. Initial : APN

Timestamps : 19/10/2022 5:19 PM – 21/10/2022 08:05 AM

Me : Biasanya ketika Kakak sedang menggunakan jejaring sosial itukan pasti ada saat dimana mengalami kesulitan konteks. Nah, biasanya ketika Kakak sedang menggunakan social media akademis itu kapan Kakak mengalami kesulitan dalam memahami konteks?

APN: Biasanya saya kesulitan dalam memahami konteks itu karena adanya istilah asing atau isu yang sulit saya pahami Mbak, gitu.

Me : Biasanya saat menghadapi kesulitan itu apa yang Kakak lakukan?

APN: Kalau untuk istilah yang belum dipahami biasanya saya baca literatur lain di sosial media akademis. Misalnya belum tahu tentang istilah X, nanti cari dulu tentang istilah X di jurnal lain, kalau sekiranya udah paham nanti balik lagi ke yang belum dipahami tadi, dibaca lagi, tapi kalau itu benar-benar diperlukan, misal jurnal itu penting banget buat saya, jadi saya bener-bener bakal cari istilah itu sampai paham dari jurnal yang lain yang menjelaskan tentang istilah yang belum saya pahami.

Me : Oo begitu. Lalu fitur apa *sih* Kak yang paling sering Kakak gunakan karena sangat menunjang studi?

APN: Kalau untuk fitur yang sering saya gunakan itu fitur mesin pencarian jurnal atau buku, karena biasanya buat bantu tugas kuliah atau bantu buat ngerjain skripsi.

Me : Kalau untuk fitur yang sulit dipahami atau tidak menunjang studi sehingga jarang Kakak gunakan, apa Kak?

APN: Kalau itu mungkin kolaborasi ya Kak, saya belum pernah pakai sama sekali, saya belum paham tentang fitur itu.

Me : Nah, berarti kan Kakak sering pakai literatur yang bersumber dari social media akademis, gimana *sih* cara Kakak pakai fitur tersebut?

APN: Kalau untuk yang sekarang-sekarang ini biasanya diparafrase dulu baru dibuat kesimpulan, tapi kalau yang duludulu yang buat tugas biasa itu langsung dikutip tanpa membuat kesimpulan Kak, karena kalau yang dulu tuh Cuma buat tugas dan gak terlalu diperhatikan tentang hal itu, jadi tanpa saya simpulkan biasanya langsung saya masukin ke tugas Kak.

Me : Nah, meski tadi Kakak bilang belum pernah berkolaborasi, tapi Kakak pernah gak *sih* Kak sekadar berkomunikasi dengan para ahli atau teman lewat social media akademis?

APN: Kalau untuk sama expert belum pernah kak, tapi kalau sama temen sejawat udah pernah.

Me : Lalu gimana cara Kakak komunikasi dengan temen Kakak? Biasanya hal apa yang paling sering Kakak bicarakan sama mereka?

APN: Biasanya *direct message* itu kalau menurut saya ada istilah atau hal yang menurut saya menarik terus itu *relate* sama dia, tapi kalau yang postingan juga sering *sih* saya komentarin, biasanya kami diskusi soal hal itu, jadi gak melulu soal bidang studi saya.

Me : Oo begitu. Lalu menurut Kakak apakah social media akademis bisa membantu Kakak dalam meningkatkan rasa percaya diri saat, mungkin, mengerjakan tugas, skripsi atau lainnya? Dan kenapa Kak?

APN: Kalau menurut saya bakal bisa ningkatin rasa PD *sih*, karena dengan banyaknya literasi itu *tuh* bisa membuat argument kita lebih berbobot dan itu bikin PD. Kalau literasinya sedikit kan argumennya kurang berbobot menurut saya Kak.

Me : Wah, menarik. Nah saya yakin Kakak pasti kan pernah mendapatkan ide baru waktu lagi pakai social media akademis, biasanya ide baru itu selalu dapat

menunjang studi Kakak gak *sih*? Bisa tolong disebutkan contohnya Kak? Dan biasanya apa yang Kakak lakukan sama ide itu?

APN: Kalau untuk akhirakhir ini dapet idenya perihal *speaking* karena kebetulan saya ambil skripsi tentang *speaking*. Jadi biasanya kalau dapet ide dari jurnal atau buku atau diskusi gitu saya catet dulu, lalu saya buat simpulan yang versi saya, baru saya masukkan ke dalam studi saya.

Me : Oo begitu. Nah, selama Kakak memakai social media akademis apakah Kakak sering merefleksikan soal pengaruh yang Kakak berikan pada pengguna lain? Atau Kakak sudah memberikan pengaruh pada mereka?

APN: Iya *sih* Kak. Sering mikir, ini nanti gimana ya buat penulisnya, apakah akan pengaruh positif atau negative, soalnya gak tahu apa yang saya lakukan tu bisa berpengaruh ke penulis jurnal yang saya kutip. Kalau yang pengguna lain kan jelas bakal terbantu sama tulisan para peneliti itu, sedangkan penulis itu dapet apa kan saya gak tahu, jadi saya suka kepikiran efeknya ke mereka gitu *sih* Kak.

Me : Kalau gitu menurut Kakak social media akademis itu apakah berpengaruh baik atau buruk ke performa akademik Kakak? Kenapa?

APN: Untuk performa akademik sangat berpengaruh baik Mba. Karena menurut saya dengan adanya social media akademis itu dapat membantu dalam pencarian jurnal dan sitasi itu sangat menunjang akademis saya.

Me : Oo begitu. Lalu Kakak setuju gak *sih* kalau social media akademis bisa menjadi salah satu wadah untuk bisa membuat masyarakat jadi lebih baik lagi di masa depan? Kenapa?

APN: Kalau saya setuju karena semakin banyak literasi yang kita punya, itu pasti pemikirannya juga beda, jadi hal itu dapat mengubah pemikiran masyarakat yang mungkin kurang baik jadi lebih baik kedepannya.

Me : Lalu gimana *sih* cara Kakak akan pakai social media akademis agar masyarakat jadi lebih baik di masa depan?

APN: Kalau saya *sih* akan pakai untuk jadi *platform* utama saya ya Mbak, untuk cari informasi yang akurat gitu.

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Work Experience :

- Founder and Owner REIN Event Organizer (2016 – now)
- Private English and Korean tutor (2018 – now)
- Korean Teacher in SMAS Muhammadiyah 2 Surakarta (2018-2022)
- English mentor in BAFAS (Bahasa Asing Fakultas Syariah UIN Raden Mas Said Surakarta) (2020 – 2023)
- Surveyor in some research (2018)
- Master of ceremony, host, and moderator (2017 – now)
- Voice actress (2018 – now)
- Korean freelance translator (2022 – now)
- Head of Creative Team in Tuntas Studio (2023)

Organization :

- Masyarakat Sadar Wisata (MASATA) DPC Surakarta (2020 – now)
- World Clean Up Day Surakarta (2020 – now)
- Komunitas Solo Bersih (2021 – now)
- Komunitas Kresek Solo (2022 – now)
- Klub Literasi (2023)
- Komunitas Bersihin Sampah (2023)