THE EFFECT OF SOCIAL MEDIA USE ON THE WRITING ABILITY OF STUDENTS OF STIEBI PRANA PUTRA LUBUKLINGGU CAMPUS

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Abstract
The digital era has transformed student communication patterns through social media platforms, yet its impact on academic writing abilities requires empirical investigation. This study aims to analyze the influence of social media usage on writing abilities of STIEBI Prana Putra Lubuklinggu students. The research employed a quantitative approach with cross-sectional survey design involving 50 Management Study Program students from semesters 3-8. Data were collected through structured online questionnaires and validated writing ability assessment instruments. Data analysis utilized Pearson correlation and multiple regression with SPSS version 25 software. Results revealed significant negative influence of social media usage intensity on academic writing abilities (r=-0.412, p<0.01) with 38.7% variance contribution. Instagram and TikTok platforms negatively correlated with linguistic accuracy, while writing activities on social media showed positive influence on writing creativity. These findings indicate that undirected social media usage may hinder formal writing skill development, yet structured writing activities on digital platforms can support learning. This research provides important contributions for developing writing learning strategies that effectively integrate digital technology.
Keywords: Social Media, Writing Ability, Digital Literacy, Higher Education, Academic Communication.

INTRODUCTION

The digital era has fundamentally changed the landscape of communication and learning, especially in the context of higher education in Indonesia. Social media as a platform *Digital Communication* has become an integral part of student life, not only as a means of entertainment but also as a medium of learning and academic interaction (Astleitner & Schlick, 2025). Platforms such as Instagram, Facebook, Twitter, WhatsApp, and TikTok have changed the way students communicate, interact, and even write in academic and social contexts. This phenomenon raises important questions about how the intensity of social media use affects students' academic writing skills, especially in terms of language structure, grammar, and the quality of argumentation required in scientific writing.

Previous research has shown that social media has a complex impact on students' academic abilities. On the one hand, social media supports educational activities by facilitating interaction, collaboration, active participation, resource sharing, and critical thinking (Pubmedia, 2024). But on the other hand, the intensive use of social

media can have a negative impact on students' *academic writing skills*. This is related to the characteristics of communication on social media that tend to use informal language, abbreviations, and non-standard sentence structures, which can then affect students' ability to write academically which requires a formal and systematic structure.

The context of STIEBI Prana Putra Lubuklinggu as a higher education institution is relevant to be studied considering that students in the era of *Digital Native* It spends significant time interacting through social media. Research shows that the intensity of social media use has an influence on student learning productivity (Safitri et al., 2025). This phenomenon shows the importance of understanding how *Social Media Engagement* Influencing the ability to write as one of the fundamental competencies in higher education. Good writing skills are not only needed for the completion of academic assignments, but also as a provision for students to communicate professionally in the world of work.

Furthermore, the integration of social media into educational practice has gained momentum in recent years, with a particular influence on students' writing proficiency and writing anxiety (Jin, 2025). This research indicates that the relationship between social media and writing skills is multidimensional, involving psychological, linguistic, and pedagogical aspects. In the context of STIEBI Prana Putra Lubuklinggu students, understanding this dynamic is crucial to develop effective learning strategies and optimize the use of digital technology in supporting students' academic writing skills.

Based on the background that has been described, this study formulates the following problem: "How does the use of social media affect the writing ability of STIEBI Prana Putra Lubuklinggu students?" The formulation of this problem includes several important dimensions, namely the intensity of *social media use*, the type of platform used, and its impact on various aspects of academic writing skills such as writing structure, use of standard language, argumentative skills, and creativity in writing. This study aims to analyze and identify the influence of social media use on the writing ability of STIEBI Prana Putra Lubuklinggu students. Specifically, this study will measure the correlation between *social media engagement patterns* and the quality of students' academic writing, identify the social media platforms that have the most influence on writing skills, and formulate recommendations for optimizing the use of social media as a support for writing learning. This goal is expected to contribute to the development *of digital literacy* and *academic writing skills* in the higher education environment.

This research is expected to provide theoretical benefits in the form of contributing to the development of theories about *digital communication* and *academic writing* in the context of Indonesian higher education. Practically, the results of the research can be the basis for the development of curriculum and writing learning methods that effectively integrate digital technology. For the STIEBI Prana Putra Lubuklinggu institution, this research can provide *important insights* to formulate

policies for the use of social media that supports learning, as well as provide guidance for lecturers in guiding students to use social media productively in developing academic writing skills.

RESEARCH METHOD

This study uses a quantitative approach with *Quantitative Survey Design* which aims to analyze the influence of the use of social media on the writing ability of students of the Management Study Program of STIEBI Prana Putra Lubuklinggu. The quantitative method was chosen for its ability to objectively measure the relationships between variables and generate statistically analyzeable numerical data to understand patterns and trends in social media use and their impact on academic writing ability (Li et al., 2025). *Research design* used are *Cross-sectional survey* which allows the collection of data from a sample at a specific point in time to provide a comprehensive picture of the phenomenon being studied.

The data in this study is primary data obtained directly from respondents through structured questionnaire instruments. The research population is all active students of the Management Study Program STIEBI Prana Putra Lubuklinggu with sampling techniques using *purposive sampling*. The research sample consisted of 50 students who were selected based on certain criteria, namely active students in semesters 3-8 who have used social media for at least 2 years and have taken courses involving academic writing. The sample size of 50 respondents was considered adequate for basic statistical analysis and corresponded to recommendations for small-scale quantitative research focusing on a single course of study (Herwanis et al., 2025).

The data collection technique was carried out through the distribution of questionnaires *Online* using a digital platform that facilitates respondent access and ensures efficiency in data collection. The research instrument consists of two main parts: a social media use questionnaire and a writing ability test. Social media usage questionnaire adopts scale *Likert* 5 points (1=strongly disagree to 5=strongly agree) to measure the intensity of use, frequency of access, type of platform used, and interaction patterns on social media (Arias-Gundín et al., 2021). Meanwhile, writing ability is measured using an assessment rubric that includes aspects of writing structure, grammar, cohesion and coherence, as well as the quality of argumentation on a scale *Interval* 1-100.

The variables in this study consist of independent variables, namely the use of social media which is operationalized through the dimensions of daily use intensity, the diversity of platforms accessed, and the level of participation in activities *Writing-related* on social media. Dependent variables are writing skills that are measured through four main indicators: organizational skills, linguistic accuracy, creativity in writing, and argumentative competence. The data analysis techniques used were descriptive analysis to describe respondent characteristics and data distribution, as well as

inferential analysis using *Correlation Analysis* and *Multiple Regression* to test relationships and influences between variables (Rubio et al., 2023). Statistical analysis was carried out using SPSS software version 25 with a significance level of α = 0.05 to ensure the validity and reliability of research results according to quantitative research standards in the field of education.

RESULT AND DISCUSSION
Result
Respondent Characteristics

This study involved 50 students of the Management Study Program of STIEBI Prana Putra Lubuklinggu as respondents. Based on the results of data collection, the characteristics of the respondents showed a representative distribution for the analysis of the influence of social media use on writing skills. The demographic profile of respondents showed that 62% (31 people) were female and 38% (19 people) were male. The semester distribution showed that 24% of respondents came from semester 3, 28% from semester 4, 22% from semester 5, 16% from semester 6, and 10% from semesters 7-8.

Table 1. Characteristics of Respondents by Demographics

Characteristic	Category	Sum	Percentage (%)
Gender	Man	19	38.0
	Woman	31	62.0
Semester	Semester 3	12	24.0
	Semester 4	14	28.0
	Semester 5	11	22.0
	Semester 6	8	16.0
	Semesters 7-8	5	10.0
Social Media Experience	2-3 years	15	30.0
	4-5 years	22	44.0
	>5 years	13	26.0

Description of Research Variables
Social Media Use

The results of the analysis showed that students of the Management Study Program had varying intensities of social media use. The average daily social media usage time is 4.2 hours with a standard deviation of 1.8 hours. The most dominant platform used was Instagram (94% of respondents), followed by WhatsApp (92%), TikTok (78%), Facebook (64%), and Twitter (32%). The participation rate in *writing-related* activities on social media shows that 68% of respondents write comments frequently, 54% create *long captions*, and 42% are active in *online* discussions. The diversity of platforms accessed shows that 76% of respondents actively use 3-4 platforms, 18% use 1-2 platforms, and 6% use more than 4 platforms.

Table 2. Description of Social Media Use

Aspects of Use	Category	Sum	Percentage (%)	Mean	SD
Daily Intensity	1-2 hours	8	16.0	4.2	1.8
	3-4 hours	18	36.0		
	5-6 hours	16	32.0		
	>6 hours	8	16.0		
Dominant Platform	Posted on Instagram	47	94.0	-	-
	Posted by E	46	92.0		
	TikTok	39	78.0		
	Posted on Facebook	32	64.0		
	Twitter	16	32.0		

Academic Writing Skills

Students' academic writing ability is measured through four main indicators with a score range of 1-100. The results showed that the average score of organizational *skills* was 72.4 (SD=8.6), linguistic *accuracy* reached 68.9 (SD=9.2), creativity in writing (*creative expression*) was 75.1 (SD=7.8), and argumentative *competence*) reached 70.6 (SD=8.4). Overall, the average academic writing ability of students is at the level of 71.8 with a standard deviation of 6.9.

Table 3. Description of Academic Writing Skills

Writing Ability Indicators	Mean	SD	Min	Max	Dominant Categories
Organizational Skills	72.4	8.6	58	89	Good (64%)
Linguistic Accuracy	68.9	9.2	52	85	Fair (52%)
Creative Expression	75.1	7.8	61	91	Good (70%)
Argumentative Competence	70.6	8.4	55	87	Fair (58%)
Total Writing Ability	**71.8**	**6.9**	**59**	**86**	**Good (60%)**

Instrument Validity and Reliability Test

The validity test was carried out using *Pearson Product Moment* with results showing that all social media use questionnaire items had an r-count value > r-table (0.279) with a range of 0.312-0.687, so it was declared valid. A reliability test using *Cronbach's Alpha* showed a value of 0.834 for the social media use questionnaire and 0.812 for the writing ability assessment instrument, indicating high reliability. The internal consistency of the measurement scale indicates the stability of the instrument which is good for use in further analysis.

Table 4. Validity and Reliability Test Results

Instruments	Number of Items	Range r-count	Cronbach's Alpha	Information
Social Media Questionnaire	24	0.312-0.687	0.834	Valid & Reliable

Writing Ability Instruments	16	0.289-0.612	0.812	Valid & Reliable	

Descriptive Analysis

Based on the descriptive analysis, the distribution of students' writing ability scores shows a curve that is close to normal with a slight *skewness* to the left. The categorization of social media usage levels based on daily intensity showed that 16% of students were in the low user category (1-2 hours/day), 36% in the medium category (3-4 hours/day), and 48% in the high category (≥5 hours/day). Descriptive statistics show that there are no significant *outliers* in the research data.

Table 5. Categorization of Social Media Usage Levels

Category	Time Range	Sum	Percentage (%)	Average Writing Score
Low	1-2 hours/day	8	16.0	75.3
Keep	3-4 hours/day	18	36.0	73.1
Tall	≥5 hours/day	24	48.0	69.4

Test Assumptions Analysis

The normality test using *the Kolmogorov-Smirnov* showed a significance value of 0.087 (p>0.05) for the social media use variable and 0.124 (p>0.05) for writing ability, indicating normal distributed data. The linearity test using *Test for Linearity* showed a significant linear relationship between independent and dependent variables (F=12.438, p<0.05). The multicollinearity test showed that the *Variance Inflation Factor* (VIF) value ranged from 1.234-2.876 (<10) and *tolerance* ranged from 0.358-0.810 (>0.1), so that multicollinearity did not occur.

Table 6. Results of the Assumption Test Analysis

Assumption Test	Test Statistics	Value	Sig.	Information
Normality	*Kolmogorov-Smirnov*	0.108	0.087	Usual
Linearity	*Test for Linearity*	12.438	0.001	Linear
Multicollinearity	FAST (max)	2.876	-	Not happening
	Tolerance (min)	0.358	-	Not happening

Inferential Analysis
Correlation Analysis

The results of Pearson's *correlation analysis* showed a significant negative relationship between the intensity of social media use and the ability to write (r=-0.412, p<0.01). Partial correlation with the control of demographic variables showed a consistent relationship (r=-0.389, p<0.01). The relationship between the type of platform and the aspect of writing ability showed that the use of Instagram and TikTok was negatively correlated with *linguistic accuracy* (r=-0.334 and r=-0.298, p<0.05), while

WhatsApp showed a weak positive correlation with *creative expression* (r=0.287, p<0.05).

Multiple Regression Analysis

Multiple regression analysis showed that the use of social media significantly affected students' writing skills (F=8,976, p<0.001). The coefficient of determination (R^2) is 0.387, meaning that 38.7% of the variance in writing ability can be explained by the use of social media. Daily usage intensity had the largest negative influence (β=-0.421, p<0.01), followed by platform diversity (β=-0.298, p<0.05), and *participation-related activities* (β=0.267, p<0.05).

Table 7. Multiple Regression Analysis Results

Variable Predictor	B	Beta (β)	t	Sig.	Information
Intensity of Use	-2.341	-0.421	-3.876	0.000	Significant
Platform Diversity	-1.789	-0.298	-2.542	0.014	Significant
Writing Activities	1.456	0.267	2.189	0.034	Significant
R^2 = 0.387, F = 8.976, sig. = 0.000					

Hypothesis Test

The testing of the research hypothesis showed that the alternative hypothesis (Ha) was accepted, namely that there was a significant influence of the use of social media on students' writing skills (p<0.001). The significance level of the influence of independent variables was at the level of α=0.01, indicating a very significant relationship. The interpretation of the strength of the relationship showed a moderate correlation with a negative direction, meaning that the higher the intensity of social media use, the lower the student's academic writing ability, with the exception of the aspect of writing activities on social media that showed a positive influence.

Discussion

Interpretation of Key Findings

The results of the study showed that there was a significant negative influence between the intensity of social media use and the academic writing ability of students of the Management Study Program of STIEBI Prana Putra Lubuklinggu. These findings indicate that the higher the intensity of daily social media use (average 4.2 hours), the lower the student's academic writing ability score (r=-0.412, p<0.01). This phenomenon can be explained through the characteristics of communication on social media that tend to use informal language, abbreviations, and non-standard sentence structures. In the context of higher education, effective and professional academic writing skills become very important skills for students, not only to write but also to convey ideas and arguments in a clear, logical, and credible way (Ertika Pasaribu et al., 2024).

The social media platforms that had the most influence on the decline in writing ability were Instagram and TikTok, which showed a significant negative correlation with *linguistic accuracy* (r=-0.334 and r=-0.298, p<0.05). This is due to the characteristics of both platforms which emphasize more on visual content with short and informal texts. In contrast, WhatsApp showed a weak positive correlation with *creative expression* (r=0.287, p<0.05), indicating that communication through WhatsApp that is more personal and long can make a positive contribution to writing creativity. The mechanism of influence *of digital communication* on *academic writing* occurs through the process of language adaptation where students tend to adopt communication patterns that are predominantly used in their daily lives.

An interesting finding from this study is the positive influence of participation in activities *Writing-related* on social media on writing skills (β=0.267, p<0.05). Students who actively write long comments, make *Caption* elaborative, and engage in discussions *Online* Indicates a better writing ability score. This is in line with the concept that social media can meet students' needs to express themselves and develop communication skills when used appropriately (Anisah et al., 2021). This phenomenon shows that not all activities on social media have a negative impact on academic writing skills.

Comparison with Previous Research

The results of this study show consistency with several previous studies that explored the relationship between digital technology and students' academic abilities. Research on the impact of educational technology on learning effectiveness shows a strong positive correlation between the frequency of technology use and perceived effectiveness, but notes that technology must be used strategically and integrated. (Mayasari et al., 2023). In the context of this study, the findings support the conclusion that the *Writing-related* on social media can provide benefits when directed to academic purposes. Significant differences were found in terms of the specific impact of social media platforms. Previous research has shown that Instagram can improve literacy in certain contexts, such as health literacy, where students have good conceptual knowledge and can improve understanding through the use of Instagram social media (Anisah et al., 2021). However, this study found that Instagram was negatively correlated with *Linguistic Accuracy*, indicates that the impact of social media is highly dependent on the context and purpose of its use. This difference is likely due to a different focus of research, where previous research focused more on information literacy while this study focused on academic formal writing skills.

The findings regarding the negative influence of the intensity of social media use on writing skills are also supported by research showing that communication technology has changed the way humans interact and can have an impact on traditional social interactions (Fajriah & Ningsih, 2024). In the academic context, this change in communication patterns can affect students' ability to formulate arguments in a formal

and systematic manner that is required in academic writing. A new contribution from this study is the identification that the diversity of platforms used also negatively affects writing ability (β=-0.298, p<0.05), indicating that *Multitasking* On various social media platforms can interfere with focus and consistency in developing writing skills.

Theoretical Implications

The results of this study make a significant contribution to the theory *Digital Literacy* and *Academic Writing* in the context of Indonesian higher education. The finding that the intensity of social media use has a negative effect on academic writing skills reinforces the theory that digital literacy involves not only the ability to use technology, but also the ability to use technology effectively for academic purposes. In the digital era, students' digital literacy skills are very important, but they must be accompanied by the ability to distinguish between informal and formal communication (Berta Dinata, 2021). The development of an understanding of the relationship between technology and language skills shows that the influence of technology is inherently *Multidimensional* and contextual. This research confirms that digital technology can provide benefits in learning when used strategically, as shown by the positive influence of activities *Writing-related* on social media. These findings support the theory *uses and gratuitifications* which states that the impact of media depends on how users utilize that media to meet their specific needs.

The relevance to learning theory in the digital age shows that the integration of technology in education requires a careful and directed approach. This research provides *Evidence* It is empirical that the use of digital technologies without clear guidance can interfere with the development of traditional academic abilities. This is in line with research that shows that digital learning media can provide quality insights and experiences when used optimally and complement each other in learning activities (Ulfah et al., 2023). This theoretical contribution is important for the development of *Framework* learning that effectively integrates digital technology.

Practical Implications

Based on the findings of the research, there are several practical recommendations for the development of the writing curriculum at STIEBI Prana Putra Lubuklinggu. First, it is necessary to develop a digital literacy program that not only teaches the use of technology but also awareness about the impact of social media use on academic ability. The program should include training on the difference between informal communication on social media and academic formal writing, as well as strategies for utilizing social media as a productive learning tool. Strategies for the use of social media in learning can be developed by utilizing the positive aspects found in this study. *Writing-related* activities on social media that show positive influence can be integrated into the curriculum through assignments that require students to write

elaborate captions, create academic discussion *threads,* or participate in structured online discussion forums. This can be a bridge between digital communication that is familiar to students with the required academic writing skills.

Guidance for lecturers in guiding students' writing skills should include an understanding of the challenges faced by students in the digital age. Lecturers need to realize that current students are *digital natives* who are used to informal communication patterns on social media. Therefore, the approach to learning to write must be gradual, starting from communication patterns that are familiar to students and then gradually leading them to formal academic writing. The implementation of learning techniques that integrate digital elements, such as the use of *online* platforms for *peer review* or writing collaboration, can increase student engagement while developing their writing skills.

Research Limitations

This research has several methodological limitations that need to be acknowledged. First, the relatively small sample size (50 respondents) and limited to one study program can limit the generalizability of the results. Although this sample size is adequate for basic statistical analysis according to small-scale quantitative research standards, the results of this study may not be generalized to a broader student population or other courses of study that have different characteristics. This limitation is in line with research on validity and reliability which suggests that the number of respondents can influence the results of the analysis (Amalia et al., 2022). *Scope* research limited to students of the Management Study Program at one particular institution can also affect the external validity of the results. Students' social media usage patterns and writing skills can vary between institutions, geographic regions, and socioeconomic backgrounds. In addition, this study uses *Cross-sectional design* which only provides an overview of one specific point in time, so it cannot capture changes in social media usage patterns and the development of writing skills over a longer period of time. Aspects not yet covered in this study include mediator and moderator factors that may influence the relationship between social media use and writing ability. Variables such as learning motivation, individual learning style, family support, and teaching quality were not analyzed in this study. Similarly, this study has not explored differences in impact based on the type of content consumed on social media or the duration of use in more specific contexts.

Recommendations for Advanced Research

Follow-up research with a larger sample and involving multiple institutions is highly recommended to improve the generalizability of findings. Research by design *Multi-site* Involving a variety of courses and institutions of higher education can provide a more comprehensive picture of the relationship between social media use and

academic writing skills. This is in line with the research approach that uses data panel analysis to obtain more robust results (Rahayu et al., 2023). The possibility of longitudinal research is essential to understand the dynamics of students' changes in writing ability throughout their studies. Longitudinal research can identify whether the negative influence of social media is temporary or permanent, as well as how students adapt to the demands of academic writing as their digital literacy develops. *Longitudinal design* It can also reveal a clearer causal pattern between social media use and writing ability.

The exploration of mediator and moderator variables is a priority for future research. Variables such as *self-regulation*, intrinsic motivation, *metacognitive awareness*, and the quality of lecturer guidance can be factors that mediate or moderate the relationship between social media use and writing ability. Research integrating quantitative and qualitative approaches (*mixed-method*) is also recommended to provide a deeper understanding of the psychological and pedagogical mechanisms underlying the findings of this study. This approach can identify *best practices* in the use of social media to support academic writing learning.

CONCLUSION

This study succeeded in revealing a significant negative influence between the intensity of social media use on the academic writing ability of students of the Management Study Program STIEBI Prana Putra Lubuklinggu. The main findings showed that the higher the intensity of daily social media use, the lower the student's academic writing ability, with a correlation coefficient of $r=-0.412$ ($p<0.01$) and a contribution of variance of 38.7%. The Instagram and TikTok platforms have been proven to have the greatest negative impact on the accuracy of language use, while writing activities on social media actually show a positive influence on writing creativity. The theoretical implications of this study reinforce the concept that digital literacy requires the ability to distinguish between informal and formal communication, while the practical implications show the need to develop a curriculum that productively integrates social media in writing learning. The limitations of the study lie in the limited sample size and cross-sectional design, so further research with a longitudinal approach and a larger sample is urgently needed to validate the findings and explore the mediator variables that may influence the relationship between social media use and students' academic writing ability.

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