



The Role of Social Conversation in Strengthening Social Media Literacy Among Gen Z

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Abstract

Generation Z is a cohort of young people raised in the digital era, with social media playing a significant role in their social interactions and information consumption. This proximity creates opportunities for self-development, but also poses challenges in the form of exposure to unverified information, social pressure, identity formation in online spaces, and shifting patterns of social relationships. This Community Service (PkM) activity aims to facilitate students' reflective awareness of life goals, career plans, social media literacy, and healthy social relationships through social conversation techniques. The activity was conducted at the Indonesian School of Kota Kinabalu (SIKK), Sabah, Malaysia, involving 30 students aged 15–17 years and 8 facilitators over 120 minutes. A participatory method was used through small group discussions, reflective questions, and open dialogue. The implementation of the social conversation approach provided a dialogic, safe, and participatory atmosphere that facilitated students' critical reflection on their digital experiences. Students demonstrated emerging awareness of digital footprints, information verification, the relationship between social media and identity formation, and the psychosocial impact of social media use. These findings suggest that social media literacy is more meaningfully developed through a contextual, dialogic, and experience-based approach, rather than a one-way delivery of material. This social conversation model offers a replicable reference for community service practices aimed at strengthening digital literacy among Gen Z youth.

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INTRODUCTION

Background

Digital transformation has reshaped nearly every dimension of adolescent life from learning and communication to identity formation and future planning. Social media occupies a central space in the daily lives of Generation Z (Gen Z), a cohort born between the mid-1990s and the early 2010s

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who grew up immersed in internet-connected devices and online communication platforms (Prensky, 2001; Francis & Hoefel, 2018). Recent data underscore the scale of this engagement: according to the Pew Research Center (2023), 95% of teenagers in the United States own or have access to a smartphone, approximately 90% use YouTube, and around two-thirds regularly use TikTok. Nearly half of adolescents report being online “almost constantly” throughout the day. Globally, similar trends are documented, reflecting the pervasive integration of social media into adolescents’ social and informational ecosystems. In practice, social media functions not only as a space for entertainment but also as a social arena where young people seek recognition, build networks, follow trends, and access information (Elkatmı̇s, 2024; Sultrayansa et al., 2025).

However, Gen Z’s familiarity with social media is not always accompanied by adequate literacy skills. Adolescents are often technically proficient in navigating platforms without necessarily being able to critically assess the validity of information, understand the implications of their digital footprint, or maintain healthy relationships in online spaces. The consequences of insufficient social media literacy are well-documented: exposure to hoaxes and disinformation, cyberbullying, manipulation through algorithmic content, and deterioration of psychosocial well-being (Keles et al., 2020; Wendt et al., 2023). A cross-sectional study of adolescents aged 16–22 across eight European countries found that participatory-moral social media literacy skills remain underdeveloped, particularly regarding harmful content such as hate speech, misinformation, and online harassment (Wendt et al., 2023). These findings confirm that social media literacy is no longer optional it is a critical competency for navigating contemporary digital life.

Social media literacy encompasses not only the ability to use digital applications, but also skills to analyze messages, evaluate content, understand digital ethics, manage digital footprints, and cultivate responsibility as media participants (Buckingham, 2003; Livingstone, 2004). Tirocchi (2024), examining Gen Z’s relationship with media, emphasized that this generation seeks authenticity and meaningful connection online while simultaneously being vulnerable to conformity pressures and social comparison.

During adolescence, individuals are in a critical stage of identity exploration and future orientation, where they actively construct their sense of self, values, and social roles (Erikson, 1968). In the context of pervasive social media use, this identity formation process becomes closely intertwined with online environments. The images, narratives, and social comparisons encountered on digital platforms can shape how adolescents perceive themselves and others, amplify social pressure, and reinforce dependence on external validation. A systematic review by Kolotouchkina et al. (2024) found that active not merely passive participation in social media correlates more strongly with adolescents’ identity exploration. Boyd (2014) characterized social media as a new public space where adolescents negotiate identity, relationships, and social status. These dynamics underscore why strengthening social media literacy is not merely about digital safety: it is fundamentally connected to supporting healthy identity development and psychosocial wellbeing in adolescence.

An effective educational approach for adolescents goes beyond one-way information delivery. Adolescents require dialogue spaces that allow them to speak, be heard, and critically reflect on their own lived experiences. From Freire’s (2000) perspective, dialogue is a process that builds critical consciousness and humanizes learners, in contrast to the “banking” model of education in which passive recipients simply receive information. Vygotsky (1978) similarly emphasized that understanding develops through meaningful social interaction. Dialogic and participatory approaches have been shown to be more effective than conventional didactic methods for developing media literacy, because they create conditions for participants to examine, question, and reconstruct their own digital experiences rather than merely receiving abstract information (Lee & Lee, 2025; Wendt et al., 2023).

Social conversation, as employed in this study, draws on communication theory and social work practice to describe purposeful, guided dialogue designed to build rapport, explore experiences, and facilitate reflective thinking (Reith-Hall & Montgomery, 2019; Šip, 2025). Unlike spontaneous conversation, social conversation is structured around empathetic communication, active listening, and open-ended inquiry that creates a safe space for participants to voice their experiences and collectively construct meaning (Koprowska, 2024; Hargie, 2021). Key microskills such as reflective questioning, paraphrasing, and summarizing enable facilitators to guide dialogue in depth without directing or prescribing responses (Ivey & Daniels, 2016). This approach is

especially relevant for community service contexts where facilitators aim to foster critical awareness and behavior change through collaborative, participant-centered interaction rather than top-down instruction.

From a social constructivist perspective, knowledge is not transmitted but actively constructed through social interaction (Sarwar et al., 2025). Social conversation operationalizes this principle by creating conditions in which participants clarify information together, evaluate digital content through shared reflection, and collectively build an understanding of complex media phenomena. When adolescents engage in facilitated dialogue about their own social media experiences, discussing the content they consume, the emotions it evokes, and its effects on their relationships and self-concept, they engage in precisely the kind of critical, contextual, and experiential learning that social media literacy research identifies as most effective (Lee & Lee, 2025; Maisuroh et al., 2024).

Based on this background, this community service activity designed and implemented the Social Conversation Technique (SCT) in small groups at the Indonesian School of Kota Kinabalu (SIKK), Sabah, Malaysia. The activity was structured as a facilitated dialogue space addressing four interrelated themes: life goals and future orientation, career plans and self-potential, social media literacy and digital information management, and healthy social relationships in the digital era. The specific objectives of this article are: (1) to describe the process and implementation stages of the social conversation activity; (2) to document observable indicators of student engagement, reflection, and emerging digital literacy awareness during the activity; and (3) to analyze the relevance of the social conversation approach as a strategy for strengthening social media literacy in community service contexts.

Framework of Thinking

Social media has become an integral part of the lives of Generation Z. Interactions through social media serve not only as a means of communication but also as a primary source of information and often of misinformation. However, high levels of social media engagement are not automatically accompanied by adequate media literacy skills, increasing adolescents' vulnerability to disinformation, identity pressures, and psychosocial harm (Anisti et al., 2024; Keles et al., 2020; Mukhlisa et al., 2025).

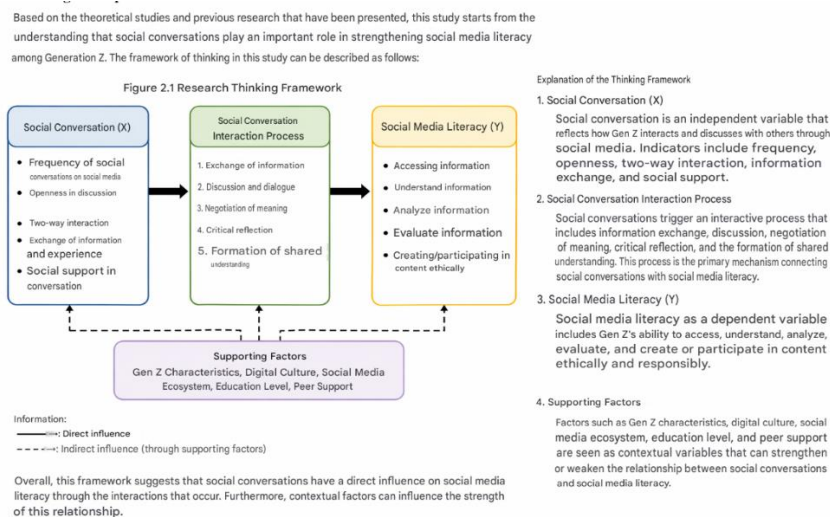


Figure 1. Community Service Research Framework

Social media literacy, understood as the ability to access, understand, analyze, and critically evaluate digital information, is acquired not only through formal education but also through social interactions and lived digital experiences (Maisuroh et al., 2024; Buckingham, 2003). Several community service studies have demonstrated that digital communication and media literacy training can improve Generation Z's understanding of responsible social media use (Simbolon & Simamora, 2024; Lestari & Makmur, 2025).

However, existing research on social media literacy has predominantly emphasized cognitive and skills-based training models, with limited attention given to dialogic and participatory approaches such as social conversation techniques. As a result, there is insufficient empirical evidence on how guided, facilitated conversation grounded in social constructivist and reflective practice frameworks can function as a vehicle for developing social media literacy among Gen Z adolescents. This community service activity addresses that gap by implementing and documenting a social conversation-based approach in a real educational setting (see Figure 1)

Partner Issues

Before designing the activity, the community service team conducted preliminary observations of students at SIKK and consulted with school teachers and counselors to identify the specific challenges faced by this student population. Based on these observations and the developmental context of Gen Z youth in the digital era, four main issues formed the foundation for the program design.

First, students at SIKK as Gen Z adolescents embedded in an information-dense social media ecosystem dominated by YouTube, TikTok, Instagram, and WhatsApp did not yet fully possess the skills to sort, evaluate, and critically respond to information. Teachers reported that students frequently encountered and shared unverified content without questioning its validity, and several students admitted to having been confused or misled by viral information. [Riswandi \(2023\)](#) noted that improving digital media literacy skills among Gen Z requires adaptive and contextual strategies, given their rapid and visually based information consumption patterns.

Second, social media use was not connected by students to identity formation, social relationships, or personal futures. Adolescents tended to interact with social media reactively without recognizing the long-term implications of the digital footprints they leave behind. [Aguiar \(2024\)](#) found that less than 28% of adolescents regularly review their privacy settings and most do not fully understand what a digital footprint entails or how it can affect future opportunities.

Third, there were limited safe dialogue spaces for students to discuss their social media experiences, including social comparison, cyberbullying, and platform dependency. School counselors at SIKK noted that students rarely initiated conversations about their online experiences in formal settings, and that peer pressure and fear of judgment inhibited open reflection. [Elkatmıř \(2024\)](#) similarly identified that the majority of young social media users are passive and unaccustomed to expressing their critical perspectives openly.

Fourth, methods for strengthening social media literacy needed to be dialogic, reflective, and aligned with the learning preferences of Gen Z students who favor interactive, personal, and contextual approaches ([Chan & Lee, 2023](#)) rather than patronizing or lecture-based.

Solutions and Output Targets

The proposed solution was the implementation of Social Conversation Techniques with a participatory-reflective approach. Activities were designed in a small-group format so that each student had sufficient space to speak, ask questions, and reflect on personal experiences openly and meaningfully. This format is supported by research showing that adolescents are more likely to engage critically in informal, trust-based discussion environments ([Freire, 2000](#); [Wendt et al., 2023](#)).

The observable output targets of this activity were: (1) students actively participated in small group discussions and openly shared their social media experiences; (2) students demonstrated reflective awareness of the role of social media in their daily lives, including its connection to identity, digital footprints, and psychosocial wellbeing; (3) students articulated an understanding of the importance of information verification and digital footprint management; and (4) the documentation of a community service model that can be replicated and adapted for strengthening social media literacy among Gen Z youth in diverse educational contexts.

METHOD

The community service activity was conducted at the Indonesian School of Kota Kinabalu (SIKK), Sabah, Malaysia. The participants comprised 30 secondary school students aged approximately 15 to 17 years, representing early to late adolescence a developmental stage

characterized by identity exploration, peer influence, and heightened engagement with digital media. Participants were recruited from the available student body with teacher facilitation; no specific exclusion criteria were applied, making the group representative of the school's general student population. Eight facilitators, trained in social conversation techniques, accompanied the students, with the activity conducted over 120 minutes.

The method employed was a participatory approach grounded in social conversation a structured, facilitated dialogue method that positions participants as active subjects rather than passive recipients of information. This approach was selected not only because it aligns with Gen Z's preference for interactive and contextual learning (Lee & Lee, 2025), but more importantly because its dialogic structure directly supports the development of social media literacy: by creating conditions for participants to critically examine their own digital experiences, question the information they consume, and construct shared understanding of responsible media use, the social conversation method operationalizes a social constructivist approach to literacy education (Hohman, 2021; Sarwar et al., 2025; Vygotsky, 1978).

The activity proceeded through four sequential stages, as illustrated in the activity flowchart (see Figure 2).

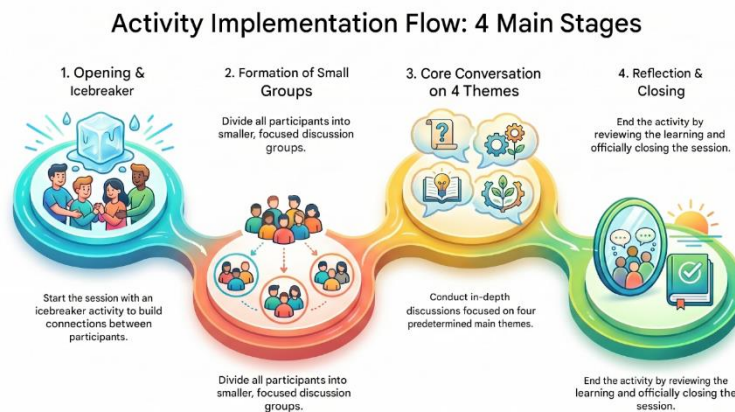


Figure 2. Activity Implementation Flowchart

The first stage was the opening and icebreaker. The facilitator opened the activity with introductions, a brief explanation of the activity's objectives, and a short participatory game designed to establish a comfortable, safe, and egalitarian atmosphere conducive to open dialogue.

The second stage involved forming small groups. Participants were divided into groups of four to five students per facilitator. This group size was selected based on evidence that smaller groups in educational and community settings promote greater individual participation, reduce social inhibition, and allow facilitators to attend to each participant's contributions more closely (Freire, 2000; Higham, 2019; Lee & Lee, 2025). Each facilitator accompanied one group, enabling more intensive, personal, and responsive conversation.

The third stage was the core conversation, structured around four themes: (1) life goals and future orientation, (2) career plans and self-potential, (3) social media literacy and digital information management, and (4) social relationships and relational health in the digital era. These themes were selected because they represent the primary domains in which social media intersects with adolescent development and well-being (Boyd, 2014; Erikson, 1968; Kolotouchkina et al., 2024), and they reflect the specific needs identified through preliminary observations at SIKK. The reflective trigger questions used in each group, such as: "What do you most often do on social media, and how do you feel afterward?"; "Has social media ever affected your self-confidence or mood?"; and "How do you verify whether information you see online is true?" were developed through adaptation of established social conversation microskills frameworks (Ivey & Daniels, 2016) and informed by prior research on dialogic media literacy education (Wendt et al., 2023; Lee & Lee, 2025). This grounding supports the content validity of the conversational instrument.

The fourth stage was reflection and closure. Students were invited to share key takeaways and one simple personal commitment they could make after the activity. Facilitators documented these

oral reflections using structured field notes completed immediately after each session, capturing direct student statements, observable engagement indicators, and emerging themes from the discussion. These documented reflections served as the primary data source for analysis.

Data were collected through participant observation by facilitators during the activity and structured oral reflections at the closing session. Observation focused on three domains: verbal participation frequency and quality, evidence of critical reflection (e.g., students questioning prior assumptions or drawing connections between discussion themes and their own experiences), and affective engagement (e.g., spontaneous sharing, peer-to-peer dialogue). Analysis was conducted qualitatively using inductive thematic analysis. Facilitators' field notes were reviewed by the lead researcher to identify recurrent themes and representative examples. To strengthen credibility, a cross-facilitator comparison was conducted: findings from multiple groups were compared for convergence, and discrepant patterns were noted. Member checking was applied informally during the closing reflection session, where the lead facilitator summarized key themes from the discussions and invited students to confirm or expand upon them.

RESULTS AND DISCUSSION

Dynamics of Student Participation

Participant engagement increased progressively over the course of the activity. In the opening phase, approximately half of the students initially adopted a passive, observational stance a pattern commonly observed in structured group settings where participants assess the social dynamics before contributing (Tuckman & Jensen, 1977). Following the icebreaker activity, a visible shift occurred: students began making eye contact with facilitators, responding to questions with more than one-word answers, and initiating peer exchanges without prompting. By the core conversation stage, all groups exhibited active multilateral dialogue, with students spontaneously building on each other's responses and asking follow-up questions. Facilitators noted that quieter students began offering reflections when prompted by peers rather than solely by the facilitator an indicator of growing psychological safety within the group.

The small-group format with a facilitator-to-student ratio of approximately 1:4 to 1:5 supported this progression. Research on small-group dialogue-based learning suggests that ratios in this range allow facilitators to monitor individual dynamics, identify disengaged participants, and provide timely encouragement without disrupting the natural flow of peer conversation (Lee & Lee, 2025). This enabled close observation of individual contributions and responsive facilitation throughout the session. Elkatmış (2024) also noted that Gen Z adolescents are more cognitively and emotionally productive when engaged in small, non-hierarchical group discussions.

Reflective Awareness about the Role of Social Media

During discussions, facilitators observed qualitative shifts in how students articulated their relationship with social media from predominantly instrumental descriptions (using it for entertainment or staying in touch) to more reflective accounts that acknowledged its psychological and social effects. Observable indicators of this shift included: students using language that distinguished between intentional and passive use ("I just scroll without thinking" vs. "I want to be more selective about what I watch"); students identifying emotions triggered by social media content (boredom, envy, inspiration); and students articulating connections between social media habits and other areas of their lives, such as study concentration and mood.

One participant's reflection illustrates this emerging awareness:

"After this session, I think I need to control my phone use because it affects my focus in class."

Another shared:

"I didn't realize that comparing myself to others online made me feel worse about myself. I thought it was just normal."

These statements reflect the social comparison phenomenon documented by Boyd (2014), who describes social media as a platform amplifying social pressure among adolescents. Riswandi (2023) emphasized that overcoming the normalization of online social comparison is among the

central challenges of Gen Z media literacy. Importantly, these reflections emerged from the students' own articulation during dialogue, not from direct instruction, which is consistent with the dialogic learning principle underlying this activity.

Information Literacy and Digital Footprint Awareness

Facilitators assessed students' information literacy through open-ended questioning and by observing the quality of responses to questions about content verification and digital footprints. In the initial conversational exchanges, the majority of students (25 students) demonstrated a rudimentary understanding of hoaxes and misinformation, but described their verification practices as minimal or absent. Most reported that they tended to accept viral content as credible, with one student stating: "If many people share it, I think it must be true." Approximately two-thirds of students across the groups reported rarely or never checking the source of information before sharing it online.

Through guided discussion, facilitators introduced the concept of digital footprints and the distinction between viral reach and factual accuracy. By the end of the session, facilitators observed that students in all groups could articulate at least one reason why they should verify information before sharing it with several students, referencing the potential long-term consequences of spreading misinformation. These responses suggest the beginning of a more critical media engagement, though the depth and durability of this awareness would require longitudinal follow-up to assess. This finding is consistent with [Aguiar \(2024\)](#), who found that only 42% of adolescents understand what a digital footprint is, and fewer than 28% regularly review their privacy settings. [Sürmelioglu & Seferoglu \(2019\)](#) found that integrated digital footprint education through open discussions and real-life case examples has proven effective in building more responsible digital awareness. This activity employed a similar approach, grounding discussion in students' own digital experiences rather than abstract information, and produced comparable preliminary outcomes.

Social Media, Identity, and Future Orientation

The theme of life goals and career plans broadened students' perspective on social media from risk-avoidance to potential-realization. Fifteen students shared that they actively followed educational accounts, professional content creators, and field-specific information relevant to their career interests. For example, students interested in animation, medicine, and business described using social media as a source of inspiration and informal learning. This indicated that students were beginning to identify purposeful, goal-directed ways of using social media alongside its passive, recreational uses.

This discussion is directly relevant to [Erikson's \(1968\)](#) framework on adolescent identity formation. [Kolotouchkina et al. \(2024\)](#) found that active social media participation correlates with more mature identity exploration. When students connect their digital habits to their personal aspirations and plans, they develop a more reflective and integrative sense of self demonstrating that social media literacy, when contextually approached, intersects with broader developmental processes of purpose formation and identity construction.

Social Media and Psychosocial Health

Discussions on social relationships revealed nuanced student perceptions of social media's influence on self-perception and interpersonal dynamics. When facilitators asked students whether social media had ever affected their mood or self-confidence, the majority responded affirmatively. Several students (17 students), particularly in groups with older participants (16–17 years), described feeling inadequate after viewing peers' posts showcasing achievements, appearance, or social activities. Others reported that digital-only communication sometimes led to misunderstandings due to the absence of tonal and non-verbal cues. Facilitators observed that students who initially hesitated to share these experiences became more willing to do so once a peer normalized the feeling, suggesting the value of group dialogue for reducing the stigma around social media-related emotional challenges.

These findings are consistent with [Keles et al. \(2020\)](#), who documented a correlation between unhealthy social media use and psychological distress in adolescents, and with [Elkatmış \(2024\)](#), who noted that passive content consumption without a critical perspective weakens self-regulation and

self-esteem over time. The social conversation format served as a space for normalizing students' experiences and introducing the concept of healthier digital coping strategies while staying within the reflective and dialogic scope of the activity (Gardner & Blake, 2023).

Observable Indicators of the Social Conversation Approach

Based on the overall implementation, the social conversation approach demonstrated several observable indicators of engagement and reflective learning in this community service context. These indicators were documented by facilitators during and after the session and included: (1) an increase in voluntary participation, as students in all groups began initiating responses without prompting and actively engaged in peer-to-peer dialogue during the core conversation stage; (2) emerging critical reflection, demonstrated by students' ability to distinguish between passive and intentional social media use, identify emotional triggers associated with digital content, and articulate at least one new understanding regarding information verification or digital footprint management; (3) integrative thinking, reflected in students' ability to connect their social media habits to broader life domains, including academic focus, career aspirations, self-image, and interpersonal relationships; and (4) closing commitments, with all groups producing at least one collective or individual commitment during the reflection stage, such as reducing mindless scrolling, verifying information before sharing it, or following more educational content.

These indicators suggest that the social conversation format created conditions for meaningful reflection within the scope of a single-session activity. From Freire's (2000) perspective, dialogue functions as an instrument for fostering critical awareness; in this activity, students were not simply informed about social media risks they were guided to reflect on their own experiences and construct their own understanding. Vygotsky (1978) emphasized that deep understanding develops through meaningful social interaction, and the peer-dialogue structure of this activity in which students built on each other's reflections operationalized this principle. From a social constructivist perspective, the collective construction of knowledge through conversation demonstrated that media literacy can be meaningfully approached through participatory methods rather than didactic ones (Sarwar et al., 2025).

Activity Evaluation

Evaluation of the activity was conducted qualitatively based on observable participation indicators, the quality and depth of student responses during discussions, and the content of closing reflections. The established success indicators, and the evidence supporting each, were as follows: (1) active participation in small group discussions achieved, with facilitators documenting that all 30 students contributed at least one substantive response during the session; (2) open and reflective articulation of social media experiences achieved, with students sharing personal accounts of social comparison, emotional triggers, and platform habits across all groups; (3) demonstration of emerging understanding of information verification and digital footprint management partially achieved, with students articulating conceptual understanding during discussion, though behavioral application could not be confirmed within the single session; and (4) recognition of the relationship between social media, self-identity, social relations, and future planning achieved, with multiple students connecting social media discussions to their personal goals and interpersonal experiences.

These outcomes reflect the depth of student engagement within the session's scope. A single-session activity of this nature cannot produce measurable long-term behavioral change. Still, it can and did produce meaningful shifts in students' reflective articulation of their digital experiences, which represents an appropriate and realistic output for community service interventions of this type.

Supporting Factors and Constraints

Supporting factors for this activity included the student group's participatory responsiveness (evidenced by increased voluntary contributions over the course of the session), the small-group facilitation structure, and the informal, egalitarian discussion atmosphere that enabled open sharing. The facilitator-to-student ratio of 1:4–5 proved adequate for maintaining close facilitation and responsive prompting throughout.

The primary constraint was time. With a 120-minute duration and four themes to address, not all students had an equal opportunity to explore each theme in depth. Some group discussions remained at a surface level on certain topics, particularly digital footprint management, due to time pressure. Additionally, because the activity comprised a single session, the durability of the reflective shifts observed cannot be determined without longitudinal follow-up. Future implementations should incorporate standardized pre- and post-activity reflection instruments, multiple sessions, and collaborative involvement of teachers, school counselors, and parents to support sustained outcomes.

CONCLUSION

The Social Conversation activity at the Indonesian School of Kota Kinabalu (SIKK), Sabah, Malaysia, demonstrated that a dialogic-participatory approach can create meaningful conditions for social media literacy reflection among Gen Z adolescents. Involving 30 students aged 15–17 years and 8 facilitators over 120 minutes, the activity created a safe, open, and reflective communication space in which students actively articulated their digital experiences and began to examine them critically.

Through the facilitated conversation process, students demonstrated reflective awareness of the functions and risks of social media, and articulated connections between social media use and identity formation, digital footprint management, psychosocial wellbeing, and future planning. These observable indicators suggest that social media literacy can be meaningfully approached through contextual, reflective, and dialogic methods—methods that engage learners as active participants in knowledge construction rather than passive recipients of information.

This social conversation model offers a replicable reference for community service practices aimed at strengthening digital literacy, character development, and socio-emotional well-being among adolescents in diverse educational contexts.

Based on the findings and reflections from this activity, several recommendations are offered for future development. *First*, similar activities should be implemented on a sustained, multi-session basis with more specific thematic focuses, such as information verification and hoax detection, digital footprint management and privacy, communication ethics on social media, and youth mental health in the digital age. *Second*, standardized pre- and post-activity reflection instruments should be developed to allow more systematic and measurable documentation of changes in participants' articulated understanding, attitudes, and digital literacy awareness. *Third*, the involvement of teachers, school counselors, and parents is essential for sustaining the outcomes of such activities within students' learning environments and daily lives. This social conversation model can be integrated into guidance and counseling programs or relevant subject curricula. *Fourth*, for Indonesian schools abroad, such as SIKK, the approach should also address cross-cultural dimensions of students' digital lives, including how social media functions as a bridge of diasporic cultural identity.

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AUTHOR CONTRIBUTION

The first author contributed to the design of the activities, drafted the manuscript, and analyzed the results. The second, third, fourth, fifth, and sixth authors contributed to the implementation of fieldwork, data collection, and process documentation. The fifth, sixth, seventh, and eighth authors contributed to the literature review and literature-based discussion. All authors read the final editing of the manuscript.

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