

Use of facebook as a media for developing student digital literacy competence

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ABSTRAK

Pemanfaatan Facebook sebagai media pengembangan kompetensi literasi digital siswa menjadi topik penelitian yang menarik untuk diangkat agar dapat mengetahui bagaimana pemanfaatan Facebook dapat membantu siswa dalam mengembangkan kompetensi literasi digital. Metode yang digunakan metode kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pemanfaatan Facebook sebagai media pengembangan kompetensi literasi digital dapat membantu siswa dalam meningkatkan kemampuan mengakses, menganalisis, mengevaluasi, dan menggunakan informasi dengan menggunakan media Facebook sebagai teknologi informasi dan komunikasi secara kritis dan kreatif, serta sebagai media promosi, seperti promosi pendaftaran siswa baru, profil madrasah, prestasi siswa, kegiatan madrasah, dan keterlibatan orang tua siswa dengan memperhatikan etika dan tata cara penggunaan media sosial. Siswa MI Ma'arif NU Banjarsari kecamatan Ajibarang kabupaten Banyumas harus memastikan bahwa setiap konten yang diposting adalah akurat, relevan, dan bermanfaat bagi masyarakat. Selain itu, MI Ma'arif NU Banjarsari juga harus memperhatikan hak cipta dan privasi orang lain saat mengunggah konten di Facebook. Selain itu, siswa juga memahami implikasi etika dan sosial dari penggunaan media digital. Oleh karena itu, disarankan agar penggunaan Facebook sebagai media pembelajaran dan promosi dapat dilakukan dengan memperhatikan konten yang disajikan, memberikan pengarahan dan pengawasan kepada siswa, serta mengembangkan kemampuan kritis dan etika dalam menggunakan media digital.

ABSTRACT

The utilization of Facebook as a medium for developing students' digital literacy competence is an interesting research topic to explore in order to understand how Facebook can assist students in enhancing their digital literacy skills. The research employed a qualitative method with data collection through observation, interviews, and documentation. The findings of the study indicate that utilizing Facebook as a medium for developing digital literacy competence can help students improve their abilities to access, analyze, evaluate, and utilize information critically and creatively, while also serving as a platform for promotional purposes, such as promoting new student registrations, showcasing the school's profile, student achievements, school activities, and involving parents in the process, all while adhering to ethical guidelines and social media protocols. Students from MI Ma'arif NU Banjarsari in Ajibarang sub-district, Banyumas regency, need to ensure that every content they post on Facebook is accurate, relevant, and beneficial to the community. Additionally, MI Ma'arif NU Banjarsari should pay attention to copyright issues and respect others' privacy when uploading content on Facebook. Furthermore, students should comprehend the ethical and social implications of using digital media. Therefore, it is recommended that the utilization of Facebook as a medium for learning and promotion be conducted while considering the presented content, providing guidance and supervision to students, and fostering critical thinking skills and ethical behavior in using digital media.

1. Introduction

Information and Communication Technology (ICT) has become an integral part of our daily lives, including in the field of education. One widely used form of ICT is social media, such as Facebook. In the context of education, Facebook can be utilized as a platform to develop digital literacy competencies among students at MI Ma'arif NU Banjarsari. Additionally, it serves as a critical and creative information and communication technology, as well as a promotional tool for activities such as new student enrollment, showcasing the school profile, student achievements, school events, and parental involvement.

Digital literacy (Alfiyaturrahmah, 2023) refers to the ability to use information and communication technology effectively, efficiently, and critically. Digital literacy has become increasingly important as technology has become an integral part of our daily lives and the working world (Pahlevi & Ginting, t.t.). Therefore, as an educational institution, it is crucial to equip students with adequate digital literacy competencies.

There are three relevant studies that demonstrate the originality of your research, along with their similarities and differences: a) The learning process involves the interconnectedness of various learning components, including students, educators, media, learning materials, and the learning environment (Jayanti dkk., 2021). This study shares similarities and differences with the current research. Both studies focus on the utilization of social media, specifically Facebook, as a learning tool in elementary schools, and both highlight the use of Facebook in developing students' digital literacy competencies. The difference lies in the involvement of MI Ma'arif NU Banjarsari students and parents in the present research, whereas the previous study only involved students. The current study focuses on the general development of digital literacy competencies, while the previous study concentrates on the use of Facebook for learning in elementary schools. b) The involvement of the community in improving the quality of madrasah education (Astarina & Asnafiyah, 2019). This study also involves the community or parents, and social media is used as a tool for promotion and parental involvement in the educational context. The difference lies in the use of Facebook as a platform to develop students' digital literacy competencies in the current research, while the previous study focuses on the use of Facebook to enhance student participation in extracurricular activities. c) Marketing Strategies to Improve Sales of Al-Batsit Bread through Social Media (Harmadji dkk., 2022). This study shares similarities in terms of marketing strategies, community involvement, and increased use of digital media. The difference lies in the focus on students, parents, and the community in the current research, while the previous study focuses on the community.

In this study, the researcher explores how Facebook can be utilized as a platform to develop digital literacy competencies among students at MI Ma'arif NU Banjarsari in Ajibarang, Banyumas Regency. The utilization of Facebook as a medium for developing students' digital literacy competencies can be explained based on the perspectives of experts in the field of digital literacy and education.

According to Yustina Trihoni (Yuniar dkk., t.t.), digital literacy is the ability to understand, process, and use information in the digital world effectively and appropriately. Digital literacy skills are crucial in this digital era where information is easily accessible and widely disseminated. However, not all information available is accurate, and not everyone is capable of discerning accurate and useful information.

In the field of education, the use of Information and Communication Technology (ICT) is essential. Slameto emphasized that technology should be utilized to enhance the quality of the learning process and outcomes. Therefore, the utilization of Facebook as a platform to develop students' digital literacy competencies is highly relevant and beneficial (Roh dkk., 2022).

A study by Wahyu Setyowati (A'ini dkk., 2017) states that Facebook can enhance students' reading and writing skills. Additionally, the use of Facebook can also improve students' critical thinking skills in discerning accurate and useful information. The same study found that using Facebook as a learning platform also increases students' motivation to learn.

Based on these expert perspectives, it can be concluded that the utilization of Facebook as a platform to develop digital literacy competencies (Rahmanita Ginting, n.d.) among students at MI

Ma'arif NU Banjarsari Ajibarang is highly relevant and beneficial in enhancing technological skills, critical thinking skills, reading and writing skills, active student participation, and creativity.

In recent years, there has been a growing body of literature on the utilization of social media platforms, particularly Facebook, in the field of education. (Gustini dkk., 2022) emphasized the increasing importance of Information and Communication Technology (ICT), including social media, in everyday life, including the realm of education. They highlighted Facebook as a widely popular and extensively used social media platform that holds great potential in educational contexts.

Digital literacy has been recognized as a crucial competency in the digital age. (Alfiyaturrahmah, 2023) defined digital literacy as the ability to effectively, efficiently, and critically use information and communication technology. This skill set is essential due to the pervasive nature of technology in modern society and the workforce (Pahlevi & Ginting, t.t.). It is, therefore, imperative for educational institutions to equip students with adequate digital literacy competencies.

Several studies have explored the role of Facebook in developing digital literacy competencies among students. Yustina Trihoni (Yuniar dkk., t.t.) highlighted the importance of understanding, processing, and utilizing information in the digital world accurately and effectively. They argued that Facebook, as a social media platform, can contribute to enhancing students' digital literacy skills.

Slameto (cited in the current research) emphasized the necessity of utilizing technology, including Facebook, to improve the quality of the learning process and outcomes. (Roh dkk., 2022) further supported this notion, highlighting the relevance and benefits of using Facebook as a medium to develop students' digital literacy competencies.

Moreover, Wahyu Setyowati (Urgensi kompetensi literasi digital dalam pembelajaran pada masa pandemi Covid-19 | Ningsih | Jurnal Inovasi Teknologi Pendidikan, t.t.-a) conducted a study that demonstrated how Facebook can enhance students' reading and writing skills while also promoting critical thinking abilities. The research revealed that the use of Facebook as a learning platform increased students' motivation to engage actively in the educational process.

By reviewing the existing literature, it is evident that Facebook holds potential as a platform for developing students' digital literacy competencies. However, there is a need for further research to explore its specific impact on students' digital literacy skills at MI Ma'arif NU Banjarsari Ajibarang and to understand how it can effectively enhance technological skills, critical thinking abilities, reading and writing proficiency, active student participation, and creativity.

This literature review sets the stage for the current research, highlighting the significance of the topic, summarizing relevant previous studies, and identifying the gaps that the present study aims to address.

2. Research Methods

In this study, the researcher adopts a qualitative approach with data collection methods through observation, interviews, and documentation. The qualitative approach allows the researcher to gain an in-depth understanding of the use of Facebook as a media for developing students' digital literacy competence in MI Ma'arif NU Banjarsari. Through observation, the researcher can directly observe how students use Facebook and interact with the available content. Interviews will provide the researcher with insights into students' perceptions and experiences in using Facebook as a tool for digital literacy. Meanwhile, documentation will assist the researcher in collecting concrete evidence regarding the use of Facebook as a medium for promoting and developing digital literacy.

This research can be categorized as descriptive research. Descriptive research aims to describe and analyze existing phenomena in a systematic and detailed manner. In this study, the researcher aims to describe and analyze the utilization of Facebook as a medium for developing students' digital literacy competence.

In descriptive research, the researcher will directly collect data from the research subjects (students in MI Ma'arif NU Banjarsari) through observation, interviews, and documentation. The

obtained data will be analyzed and interpreted to provide a clear overview of how students utilize Facebook to develop their digital literacy competence.

Descriptive research is often used to answer the questions of "how" and "what." In this case, the research questions could be "How is the utilization of Facebook as a medium for developing students' digital literacy competence in MI Ma'arif NU Banjarsari?" and "What are the benefits and challenges faced in using Facebook for digital literacy development?"

By employing a descriptive approach, the researcher can provide a comprehensive picture of the utilization of Facebook as a tool for developing digital literacy in the school context. This research is conducted in MI Ma'arif NU Banjarsari, located in the Ajibarang sub-district of Banyumas Regency. MI Ma'arif NU Banjarsari serves as the research site where the researcher conducts the study and collects the required data. The researcher chooses MI Ma'arif NU Banjarsari as the research site for the following reasons: 1) Relevance: MI Ma'arif NU Banjarsari is an educational institution that utilizes Facebook as one of the media for developing students' digital literacy competence. Hence, this research has direct relevance to the context and activities carried out in MI Ma'arif NU Banjarsari. 2) Accessibility: The researcher may have easier access to MI Ma'arif NU Banjarsari, either through collaboration with the school, personal networks, or prior involvement with the institution. This facilitates the researcher in data collection and interaction with students, teachers, and school staff. 3) Stakeholder involvement: MI Ma'arif NU Banjarsari might have an interest and willingness to participate in this research, considering its topic related to the development of students' digital literacy competence. Active involvement from the school can support the smooth progress of the research, including the data collection process and collaboration in implementing research recommendations. 4) Representativeness: MI Ma'arif NU Banjarsari can be seen as a representation or example of an educational institution utilizing Facebook as a medium for digital literacy development. The research findings in MI Ma'arif NU Banjarsari can provide broader insights into the utilization of Facebook in the educational environment in general, enabling the research results to be more easily applied and have wider implications.

By selecting MI Ma'arif NU Banjarsari as the research site, the researcher can gain a deeper understanding of the utilization of Facebook in the educational context and make a more significant contribution to the development of students' digital literacy competence.

The students serve as the research subjects. They are the individuals who are the primary focus of the research and will be observed, interviewed, and documented in the context of using Facebook as a medium for developing digital literacy competence.

The research object is the utilization of Facebook as a medium for developing students' digital literacy competence. The researcher will investigate how students use Facebook to enhance their abilities to access, analyze, evaluate, and critically and creatively use information. Additionally, the researcher will examine the use of Facebook as a promotional medium, such as promoting new student enrollment, the school's profile, student achievements, school activities, and parental involvement in the context of MI Ma'arif NU Banjarsari.

Thus, the research location is MI Ma'arif NU Banjarsari, the research subjects are students, and the research object is the utilization of Facebook as a medium for developing students' digital literacy competence. Data Validity Testing Techniques: 1) Internal Validity: The researcher employs triangulation to strengthen the internal validity of the data. Triangulation involves collecting data from multiple sources or using different data collection methods to verify and confirm the researcher's findings. 2) External Validity: To enhance external validity, the researcher can select a representative sample of students. This will help generalize the researcher's findings to a larger population. Additionally, maintaining transparency and documenting the research methods and steps taken are crucial for external validity. 3) Reliability: Data reliability can be strengthened through consistent and structured data collection methods. It involves using measurement instruments that are consistent and reliable. Moreover, retesting to ensure consistent and robust results.

The data analysis technique used for the qualitative data collected through observation, interviews, and documentation in this study is thematic analysis. Thematic analysis involves the process of coding and identifying themes that emerge from the research data. In this approach,

the researcher can use an inductive approach, where new themes are identified based on the collected data, or a deductive approach, where the researcher starts with a pre-existing framework or hypothesis. By applying thematic analysis, the researcher can uncover meaningful patterns and themes that emerge from the qualitative data to answer the research questions established.

3. Results and Discussion

Facebook MI Ma'arif NU Banjarsari is a Facebook page dedicated to Madrasah Ibtidaiyah (MI) Ma'arif NU Banjarsari, located in the Ajibarang sub-district of Banyumas Regency. This Facebook page is used as a communication and promotional media to introduce the madrasah to the community and foster engagement between the madrasah, students, parents, and the surrounding community.

Through this Facebook page, MI Ma'arif NU Banjarsari can share information about the madrasah's profile, school activities, student achievements, learning programs, and various other activities. This helps expand the reach of the madrasah's information and build a positive image.

Additionally, the Facebook page is also used for promoting new student enrollment. Information regarding the registration procedure, requirements, and the madrasah's advantages is conveyed to prospective students and parents through this platform. This facilitates access to information related to enrollment, allowing more potential students to become interested and enroll in MI Ma'arif NU Banjarsari.

The Facebook page of MI Ma'arif NU Banjarsari also contains various content relevant to digital literacy. Information about the use of information and communication technology in learning, digital literacy tips, or related educational articles can be shared with students and parents. This aims to develop students' digital literacy competence and provide a better understanding of the wise and safe use of technology.

In using Facebook as a medium for promotion and the development of digital literacy competence, MI Ma'arif NU Banjarsari also pays attention to ethics and proper use of social media. The posted content is carefully maintained to be accurate, relevant, and beneficial to the community. Copyright and privacy rights of others are also respected when uploading content on Facebook.

Overall, Facebook MI Ma'arif NU Banjarsari serves as a platform for interaction, promotion, and the development of digital literacy competence that is beneficial to students, parents, and the surrounding community.

The Role of Students in Utilizing Facebook MI Ma'arif NU Banjarsari

Students play an important role in the utilization of Facebook MI Ma'arif NU Banjarsari. Some significant roles of students in utilizing the Facebook page are as follows: 1) Access to Information: Students can use Facebook MI Ma'arif NU Banjarsari as a source of information related to the madrasah's profile, school activities, student achievements, learning programs, and other important information. They can easily access the latest information through this Facebook page. 2) Involvement in Madrasah Activities: Students can engage in madrasah activities announced through Facebook. They can participate in extracurricular activities, social activities, or competitions organized by the madrasah. Facebook serves as a platform for communication, idea sharing, and active participation in madrasah activities. 3) Sharing Achievements and Works: Students can share their achievements, such as academic awards, essays, or other accomplishments, through the Facebook page. This allows students to receive recognition and appreciation from peers, parents, and the community. Moreover, sharing achievements can also inspire other students. 4) Interaction and Collaboration: Students can interact with other students, both within and outside the madrasah, through Facebook MI Ma'arif NU Banjarsari. They can discuss, exchange ideas, and collaborate on projects or specific tasks. This can enhance social engagement and expand their network of friends. 5) Learning and Digital Literacy: Students can utilize Facebook as a medium for learning and developing digital literacy. They can access educational materials, digital literacy tips, or supporting learning resources shared through the Facebook page. Students can learn about the wise, safe, and creative use of technology. 6)

Providing Feedback: Students can provide input, feedback, or suggestions regarding activities and content shared through Facebook. This allows students to contribute to the development of the Facebook page and ensure that the content remains relevant and engaging for students (A'yuni, 2015).

With active student participation in utilizing Facebook MI Ma'arif NU Banjarsari, the Facebook page can become a dynamic, interactive environment that supports students' development in various aspects of school life and digital literacy.

This can be followed by suggesting relevant future studies. The implications of the presence of Facebook for the development of literacy competencies in students at MI Ma'arif NU Banjarsari are significant. Here are some of these implications: 1) **Wide Access to Information:** Facebook enables students to access various information and educational resources. They can search for information on specific topics, read articles, watch educational videos, or join relevant discussion groups. This helps students broaden their perspectives and knowledge. 2) **Digital Literacy Skills:** The use of Facebook involves various digital literacy skills, such as the ability to search for information, analyze the truth and reliability of sources, and understand and interpret presented content. Students can actively develop these skills through interactions on the Facebook platform. 3) **Engagement and Participation:** Facebook provides opportunities for students to actively engage in madrasah activities and educational communities. They can participate in online discussions, express their opinions, and share ideas with fellow students, teachers, and parents. This helps increase student engagement in the learning process and build a solid learning community. 4) **Collaboration and Creativity:** Facebook provides a space for collaboration and sharing of students' work. Students can collaborate on projects, create creative content, and receive feedback from peers and teachers. This stimulates students' creativity and expands their abilities to produce innovative works. 5) **Ethics and Digital Safety Awareness:** When using Facebook, students also need to enhance their awareness of ethics and digital safety. They need to understand the importance of maintaining privacy, respecting copyright, and avoiding cyberbullying or the dissemination of unethical content. The use of Facebook can be an opportunity to discuss these issues and build awareness of the importance of acting responsibly in the digital world.

Taking these implications into account, MI Ma'arif NU Banjarsari can design an appropriate approach to utilize Facebook as a medium for developing students' literacy competencies. This will help students develop critical, creative, and responsible digital literacy skills to face the challenges of the digital era.

Digital Literacy Theory

Howard Rheingold suggests that digital literacy encompasses the ability to understand the dynamics of communication and collaboration in the digital world, as well as developing skills to effectively manage information and participate in digital culture (Waliyuddin & Sulisworo, 2022). There are several theoretical studies that can be used as a basis for thinking about this topic. Some relevant theoretical studies include:

The theory of digital literacy (Hanelahi & Atmaja, 2020) states that digital literacy is the ability to use information and communication technologies to search, evaluate, utilize, and share information effectively and efficiently. Digital literacy also includes awareness of the risks and opportunities associated with the use of digital technologies.

The theory of social media states that social media has the ability to shape social interaction patterns, provide new information and experiences, and facilitate collaboration and active participation from users. In the context of developing digital literacy competencies, this theory can be applied by utilizing Facebook as a medium that can facilitate collaboration and participation of students in developing their digital literacy skills, learning materials, and expanding their perspectives. In the context of digital literacy development (Pahlevi & Ginting, t.t.), this theory can be applied by utilizing Facebook as a medium that can facilitate collaboration and information exchange among students.

By considering the above theoretical studies, a better understanding of how Facebook can be effectively used as a medium for developing digital literacy competencies among students at MI Ma'arif NU Banjarsari Ajibarang can be achieved.

The use of Facebook as a medium for developing students' digital literacy competencies is an interesting research topic to explore, given the increasing number of Facebook users in Indonesia, especially among the youth. In this digital era, digital literacy has become an important requirement for students to prepare themselves for the constantly evolving changes in technology and information (Pahlevi & Ginting, t.t., hlm. 9).

The appropriate research methods to understand the utilization of Facebook as a medium for developing digital literacy among students at MI Ma'arif NU Banjarsari Ajibarang include literature review, surveys, observations, and experiments. In the literature review, researchers can understand the basic concepts of digital literacy and the use of Facebook in an educational context. Survey results can be used to identify the strengths and weaknesses of using Facebook, such as the survey results showing that not all students' residences have access to internet networks and the lack of internet literacy among some parents. On the other hand, the strengths include that most students are tech-savvy, enthusiastic, and parents easily absorb information about students' learning development through social media such as Facebook. In the context of developing digital literacy as well as students' attitudes and perspectives towards the use of Facebook as a learning medium. Observations can help researchers understand the factors that influence the effectiveness of using Facebook as a medium for developing digital literacy. Experiments can be conducted to test the effectiveness of using Facebook as a medium for developing digital literacy.

The utilization of Facebook as a medium for developing students' digital literacy competencies (Kustanti, 2022) can provide benefits such as expanding students' knowledge, enhancing creativity and critical thinking skills, and improving the ability to filter relevant and accurate information. However, the use of Facebook also carries risks, such as security and privacy risks, the spread of inaccurate information, and dependency on technology. These risks can be anticipated through regular socialization regarding the necessary precautions.

When integrating Facebook as a medium for developing students' digital literacy competencies, teachers and educators should consider learning objectives and student characteristics. Teachers should also provide appropriate supervision and guidance to minimize risks and ensure that students can develop digital literacy effectively (Urgensi kompetensi literasi digital dalam pembelajaran pada masa pandemi Covid-19 | Ningsih | Jurnal Inovasi Teknologi Pendidikan, t.t.-b)(Ningsih, n.d.).

Overall, researching the utilization of Facebook as a medium for developing digital literacy competencies among students at MI Ma'arif NU Banjarsari Ajibarang is important to gain a deeper understanding of the benefits, risks, and factors that influence the effectiveness of using Facebook in developing students' digital literacy. Thus, it is expected to provide input for teachers and educational institutions in developing appropriate curricula and learning approaches to address the challenges of the digital era.

In conducting research on the utilization of Facebook as a medium for developing digital literacy competencies among students at MI Ma'arif NU Banjarsari Ajibarang, researchers adopt several methodological steps as explained below:

Firstly, researchers conduct a literature review to understand the theories and previous research findings relevant to the use of Facebook as a medium for developing digital literacy. Sources such as journal articles, books, and other documents are collected and analyzed to obtain a clear understanding of the use of Facebook in an educational context.

Next, researchers carry out surveys using questionnaires distributed to the students at MI Ma'arif NU Banjarsari Ajibarang. The questionnaires are designed to collect data on the use of Facebook and other social media platforms in the context of digital literacy development. Additionally, the questionnaires also include questions about students' attitudes and perspectives towards the use of Facebook as a learning medium.

By combining the literature review and survey, researchers can gather comprehensive data on the utilization of Facebook as a medium for developing students' digital literacy competencies.

The data from both sources will then be analyzed using thematic analysis techniques or other appropriate methods to identify patterns, themes, and students' views regarding the use of Facebook as a learning medium.

With these steps, researchers can gain in-depth insights into the use of Facebook in developing digital literacy among students at MI Ma'arif NU Banjarsari Ajibarang and present more diverse and rich research outcomes. The survey results can be used to identify the strengths and weaknesses of using Facebook in the context of developing digital literacy. Additionally, observations of how teachers integrate Facebook in their teaching practices and how students respond to the use of Facebook in the context of developing digital literacy can help researchers understand the factors that influence the effectiveness of using Facebook as a medium for developing digital literacy.

Digital literacy can be defined as the ability to use information and communication technology to seek, evaluate, utilize and share information effectively and efficiently. Digital literacy skills also include awareness of the risks and opportunities associated with using digital technology.

Use of Facebook as a Media for Developing Digital Literacy Competence

Facebook can be used as a medium for developing the digital literacy competencies of students at MI Ma'arif NU Banjarsari Ajibarang. The Facebook platform can assist students in developing critical thinking skills, identifying accurate sources of information, and understanding how to effectively and appropriately communicate information.

The use of Facebook as a medium for developing digital literacy competencies has several advantages, such as enabling students to access a wide range of information quickly and easily, as well as expanding their social networks. However, using Facebook also has its drawbacks, such as the risks to privacy and data security, as well as the tendency for distractions and difficulties in maintaining focus.

Strategies for Optimizing the Use of Facebook as a Media for Developing Digital Literacy Competence

In order to optimize the use of Facebook as a medium for developing digital literacy competencies in students at MI Ma'arif NU Banjarsari Ajibarang, it is advisable to adopt strategies such as selecting reliable sources of information, developing awareness of issues related to privacy and data security, and building skills to manage time and overcome distractions while using Facebook.

Facebook as a medium for developing digital literacy competencies in students at MI Ma'arif NU Banjarsari Ajibarang also faces various opportunities and challenges. Some opportunities that can be utilized include fostering student creativity, expanding social networks, and facilitating more interactive learning processes. The challenges that need to be addressed include risks to privacy and data security, the tendency for distractions, and difficulties in selecting accurate and reliable sources of information.

This research demonstrates that the utilization of Facebook as a medium for developing digital literacy competencies has a positive impact. Students are able to enhance their ability to access information by using Facebook as a reliable source of information. They can also critically and creatively analyze and evaluate the information found on Facebook. Additionally, Facebook is utilized as a platform for promotion, such as promoting new student registrations, showcasing the school's profile, student achievements, school activities, and involving parents in the school community.

The utilization of Facebook as a medium for developing digital literacy competencies helps students improve their understanding of information and communication technology. By using Facebook, students can practice their skills in accessing, analyzing, evaluating, and utilizing information critically. They can also develop critical thinking skills in filtering relevant and trustworthy content on social media.

This research also highlights the importance of parental involvement in supporting the utilization of Facebook as a medium for developing digital literacy competencies. Parents are

engaged in school activities through Facebook and can obtain information regarding student achievements and activities. Positive parental involvement influences students' motivation to enhance their digital literacy competencies.

This research emphasizes the importance of paying attention to the ethics and proper usage of social media, particularly in an educational context. MI Ma'arif NU Banjarsari needs to ensure that every content posted on Facebook is accurate, relevant, and beneficial to the community. Additionally, attention should be given to copyright and others' privacy when uploading content on Facebook.

Based on the research findings, MI Ma'arif NU Banjarsari should a) ensure that the use of Facebook as a medium for learning and promotion is done with careful consideration of the content presented and provide guidance and supervision to students. b) It is important for the school to develop students' critical and ethical abilities in using digital media. Third, close collaboration between teachers, students, and parents needs to be enhanced to maximize the benefits of Facebook as a medium for developing digital literacy competencies.

4. Conclusions and Suggestions

Based on the conducted research, it can be concluded that the utilization of Facebook as a medium for developing digital literacy competencies has a positive impact and provides significant benefits. Students are able to enhance their abilities in accessing, analyzing, evaluating, and utilizing information by using Facebook as a reliable source of information.

The utilization of Facebook also helps students in developing their digital literacy skills, including critical and creative thinking skills in filtering relevant and trustworthy content on social media. This proves that Facebook can be an effective tool in supporting digital literacy learning in an educational environment.

Furthermore, this research also highlights the important role of parents in supporting the utilization of Facebook as a medium for developing digital literacy competencies. Parental involvement in school activities through Facebook provides additional motivation for students to improve their digital literacy skills.

However, in the utilization of Facebook as a medium for developing digital literacy competencies, attention must be given to the ethics and proper usage of social media. MI Ma'arif NU Banjarsari should ensure that every content posted is accurate, relevant, and beneficial to the community. Additionally, copyright and others' privacy should be protected when uploading content on Facebook.

Various recommendations have been proposed based on the findings of this research. MI Ma'arif NU Banjarsari should pay attention to the content presented and provide guidance and supervision to students in using Facebook. The development of students' critical and ethical abilities in using digital media should also be enhanced. Close collaboration between teachers, students, and parents should also be strengthened to maximize the benefits of Facebook as a medium for developing digital literacy competencies.

Thus, this article emphasizes the importance of utilizing Facebook in developing students' digital literacy competencies at MI Ma'arif NU Banjarsari, while emphasizing the significance of ethics and collaboration among various stakeholders. It is hoped that this research can contribute to the understanding of the benefits and challenges of using Facebook as an educational medium.

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