



Digital Literacy and Privacy Resilience: Navigating Data Vulnerability among University Students

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ABSTRACT

The rapid growth of social media among university students has led to an escalation of data exploitation and privacy breaches. This study aims to investigate how digital literacy functions as a proactive resilience strategy among students of Universitas Muhammadiyah Riau, focusing on how the four pillars of digital skills, ethics, safety, and culture contribute to safeguarding personal information. Using a descriptive qualitative approach with purposive sampling, data were collected through documentation, observations, and in-depth interviews with four active Instagram users, including campus influencers. The findings reveal that students demonstrate strategic resilience by actively applying digital literacy as a defense mechanism. They utilize advanced security settings, such as two-factor authentication, perform critical source verification to mitigate misinformation, and maintain boundaries between personal and professional digital identities to manage their online reputation. Furthermore, students display ethical responsibility and data security practices, enhancing their adaptive capacity against systemic privacy threats. This study concludes that digital literacy serves as a crucial strategic instrument to maximize internet benefits while mitigating unanticipated privacy risks. The novelty lies in redefining digital literacy as a performative resilience strategy rather than a passive skill set for navigating modern data vulnerabilities.



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INTRODUCTION

Social media has evolved into a fundamental social platform for the Indonesian people. At the beginning of 2024, data revealed there were 185.3 million internet users in Indonesia, with penetration reaching 66.5 percent. Active social media users reached 139.0 million, equivalent to 49.9 percent of the total population, with an average daily internet usage of 7 hours and 48 minutes. Social media also contributes to 41.9% of the total time spent browsing the internet (Simon Kemp, 2022). Indonesia ranks fourth globally in terms of Instagram and Facebook users, with common activities including searching for information, connecting with friends, sharing multimedia content, broadcasting locations, and seeking entertainment (Heinonen, 2014). This ubiquitous connectivity is heavily driven by platform features that encourage users to share personal information spontaneously.

However, this intensive digital presence creates complex communication privacy vulnerabilities. A study by (Kaspersky Lab, 2017) found that 93% of users share information digitally, and 44% make personal data publicly available. This content is shared online on visual-centric platforms like Instagram and can be viewed by any internet user, presenting systemic risks.

The historical precedent of the 2018 Cambridge Analytica data scandal highlighted these algorithm-driven dangers, where personal data from 87 million Facebook profiles were harvested without consent for political micro-targeting. While structural data breaches involve major tech conglomerates, individual users can mitigate these threats by learning to manage their private boundaries, expression, and data access protocols (Ho et al., 2023)

To understand how individuals navigate these risks, it is essential to reframe how users interact with technology. Digital literacy is no longer defined merely as a technical ability to operate hardware but as a complex set of cognitive and social competencies required to function safely in a digital society. According to (O'Neill & Dinh, 2012), digital literacy involves the strategic ability to understand and use information in multiple formats from a wide range of sources via computers. In a contemporary digital landscape characterized by algorithmic curation and surveillance capitalism, (Prakasam Geetha Rani, 2025) emphasizes that digital literacy must encompass the critical evaluation of information and the ethical use of digital tools. This critical capacity must incorporate technological advancements and innovations to match



the increasing intensity of device usage across various social strata (Dinie Anggraeni Dewi, 2021).

To operationalize digital competency in the Indonesian context, this study adopts the framework of the Four Pillars of Digital Literacy initiated by the Ministry of Communication and Informatics (2024). These pillars Digital Skills, Digital Ethics, Digital Culture, and Digital Safety serve as a taxonomy of vital competencies (Tugu Utara et al., 2024). Digital Safety provides the foundational knowledge for users to recognize digital risks, while Digital Ethics guides the normative boundaries of what information is appropriate to share, directly influencing how privacy is managed in public social spaces. Without these four pillars, digital communication often results in severe data breaches, turning personal data into valuable commodities for irresponsible actors.

This competency gap is highly visible among university students. While students are generally perceived as tech-savvy digital natives, their actual digital literacy is frequently performative rather than critical (Ayu Rizqi Mahanani et al., 2024). Students often lack sufficient operational awareness and systemic knowledge regarding comprehensive digital literacy, especially in managing personal information and maintaining boundary sovereignty while communicating online (Qadri Tanjung et al., 2024). Privacy management aims to protect users from data misuse. While social media platforms offer

sophisticated privacy settings, many users do not know how to implement them and rarely pay attention to security features. Furthermore, this critical layer of digital literacy is inadequately promoted or structured within higher education institutions.

The lack of critical literacy creates significant social and psychological burdens. Some personal messages shared on social media, such as posts asking for support or financial help, often become a source of social fatigue, creating an excessive burden that compels other users to respond (Anggreni et al., 2023). Moreover, while platforms offer options to limit content sharing, structural loopholes and peer behaviors often result in information spreading beyond the user's control. Social media users, including Gen Z, share substantial amounts of sensitive information to achieve peer validation and self-expression (Dos Santos Brito et al., 2013), exposing what they publish to thousands of unknown entities (Pangrazio & Selwyn, 2018). As noted by (Amherst et al., 2018), the indiscriminate delivery of information on social media severely jeopardizes user privacy through phishing and commercial exploitation.

Protecting private data is essential because it allows individuals to maintain boundaries from others and remain the rightful owners of their personal identities. Unclear boundaries between private and public spaces inevitably produce negative consequences, creating vulnerabilities



due to poor information management. This research is theoretically grounded in the Communication Privacy Management (CPM) theory developed by Sandra Petronio. CPM posits that individuals believe they own their private information and have an inherent right to control it (Petronio & Altman, 2012). This control is exercised through "privacy rules" that manage the shifting boundaries between private and public information. In the context of social media, these boundaries become highly fluid, requiring users to constantly negotiate "privacy ownership" and navigate "privacy turbulence" a volatile condition where personal information is disclosed without the owner's consent or pushed beyond the intended social boundary (Petronio & Child, 2020). Humans always strive to balance situational needs and meet the expectations of others while safeguarding themselves.

Unfortunately, many students still do not understand the structural implications of privacy, leading to widespread disclosure that invites digital abuse and cybercrime (Akram Gdc Mendhar, 2018). They display proficiency in basic media consumption but fail to understand the long-term risks of exposing their digital footprints. Previous studies emphasize the urgent need for users to acquire deliberate skills to protect data. (John N. Gathegi, 2014) established that social media users require specific literacy skills to balance open sharing activities with personal

privacy needs. Similarly, it proved that digital literacy plays a crucial role in reducing risks by increasing structural awareness of online security. Connected this to critical thinking; users with advanced media literacy are more analytical regarding content consumption and less susceptible to manipulation.

Consequently, there is a clear conceptual intersection between literacy and privacy behavior. Higher digital literacy, specifically in the Digital Safety and Ethics domains, acts as a precursor to effective privacy rule-setting. (Choi et al., 2019) suggests that "privacy literacy" is a specialized subset of digital literacy that enables users to understand both the technical security settings and the wider social implications of disclosure. Thus, this study argues that digital literacy is the performative tool that allows university students to implement CPM rules effectively to mitigate digital risks. Currently, students still face major difficulties in translating literacy into practice, often failing to comprehend complex privacy policies or activate available protection mechanisms (Park, 2013).

While research on new media literacy exists in Indonesia, little attention has been given to how literacy transforms into practical actions regarding social media privacy among university students. Most recent studies focus strictly on high school students (Sari & Prasetya, 2022), ignoring higher education demographics. According to APJII (2024), 79.5% of internet users in



Indonesia are young adults (ages 19-34), a bracket heavily represented by university students.

The novelty of this research lies in the shift in focus from passive literacy knowledge to performative literacy resilience. Previous studies in Indonesia, such as those by (fauzi, 2018) and (Kurnia et al., 2019) mostly focused on broad, cognitive mappings of literacy levels. On the other hand, studies on digital privacy by (Anggen Suari & Sarjana, 2023) emphasize the technical aspects of data security without connecting them to the user's literacy competencies. There is a visible lack of systematic studies examining how social media literacy transforms into concrete actions within communication privacy management.

This research fills this gap by positioning digital literacy not merely as a passive understanding, but as a performative function implemented concretely in students' actual actions when securing their privacy boundaries. Digital literacy initiatives must be integrated into the learning processes of higher education to ensure systematic oversight of digital media usage (Stefany & Nurbani, 2017). Therefore, the purpose of this research is to address this gap by investigating the implementation of digital media literacy as a performative privacy strategy among students at Universitas Muhammadiyah Riau, allowing them to navigate data vulnerability in a complex digital landscape.

METHODOLOGY

This study adopted a descriptive qualitative approach to explore real-world digital behaviors within natural settings, where the researcher acts as the key instrument (Sugiyono, 2022). To capture deep behavioral variations, a purposive sampling method was utilized based on the principle of theoretical saturation. Data saturation is achieved when new informants no longer yield fresh conceptual insights (Saunders et al., 2018). Accordingly, four primary informants from Universitas Muhammadiyah Riau were selected using maximum variation criteria to represent two contrasting profiles: Campus Influencers (minimum 5,000 followers, active in commercial endorsement, and facing high public exposure) and Regular Students (representing localized, closed interpersonal networks).

In-depth interviews, digital trace observations, and archival documentation were conducted between February and March 2026 within an academic environment integrated with digital platforms. Data were processed through Thematic Analysis following (Braun & Clarke, 2006) structured protocols: familiarization through transcription, initial systematic coding (e.g., "privacy settings" or "tagging anxiety"), theme aggregation, thematic review, and final theme definition.

To ensure the trustworthiness, validity, and credibility of the findings, this study implemented Source Triangulation and Member Checking.



The researchers triangulated the interview data with direct observations of the informants' public social media profiles to cross-verify the consistency between their verbal claims and actual digital footprint behaviors. Furthermore, member checking was performed by returning the interview transcripts and initial interpretive coding to the informants, ensuring the resulting analytical narrative accurately reflected their lived experiences in the field.

RESULT AND DISCUSSION

The ability to understand digital literacy is very important in this new media era, especially when we transact on social media or when conveying sensitive information that will be uploaded. Building digital literacy skills is a shared responsibility. To synthesize the qualitative findings, the following table compares how digital literacy shapes privacy management strategies between the two student groups through the lens of CPM theory."

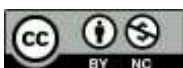
Table 1. The Interplay Between Digital Literacy and CPM Boundaries

Aspect of CPM	Campus Influencers (High Exposure)	Regular Students (Low Exposure)
Privacy Ownership	Viewed as a "commodity" for branding.	Viewed as a personal "right" and "secret."

Boundary Permeability	High (intentional thinning for engagement).	Low (thick boundaries for protection).
Boundary Coordination	Strategic (clear rules on what to monetize).	Informal (assumed rules among peers).
Source of Turbulence	Public scrutiny and context collapse.	Unintentional tagging and peer oversharing.
Literasi Adaptive	Performative (active boundary shifting).	Reactive (closing boundaries after incidents).

Source: Authors' elaboration, 2025

As illustrated in table 1, digital literacy serves as the cognitive foundation for the Boundary Coordination process. The findings suggest that literacy does not lead to a uniform outcome; rather, it enables students to navigate between Boundary Permeability for social capital and Boundary Protection for personal safety. Table 2 further highlights that the difference in privacy management between influencers and regular students lies in how they perceive their Privacy Ownership, with influencers being more strategic in managing Privacy Turbulence as a part of their digital presence.



The Dynamics of Privacy Boundaries: Literacy as a Performative Tool

The findings of this study reveal a significant tension between digital literacy knowledge and actual privacy behavior, a phenomenon that suggests "privacy literacy" is not a linear predictor of "privacy protection." While informants demonstrated a high level of awareness regarding the Four Pillars of Digital Literacy, their implementation of Communication Privacy Management (CPM) rules was not driven solely by technical skill, but rather by the perceived value of their digital persona.

In contrast to previous studies by (Anggen Suari & Sarjana, 2023) which suggest that higher literacy leads to tighter privacy settings, this research identifies a contradiction particularly among campus influencers. Despite their deep understanding of Digital Safety, influencers intentionally maintain "permeable boundaries" (Petronio & Child, 2020) to maximize social capital and engagement. This suggests that in the digital economy, privacy is often "traded" for visibility, a process we define as Strategic Boundary Permeability. Here, the CPM theory's concept of privacy ownership is challenged; the influencers feel they own their data, yet they voluntarily relinquish control to their audience to maintain their "influencer" status.

Patterns of Privacy Turbulence and Literacy Gaps

A key pattern identified in this research is the occurrence of Privacy

Turbulence when collective boundaries are breached. For regular students, turbulence often occurs through "unintentional tagging" or "context collapse," where private circles overlap with academic ones. Our interpretation suggests that digital literacy in the Indonesian context is still largely practiced as a defensive mechanism rather than a proactive strategy. While regular students "understand" privacy, their management is often reactive only tightening boundaries after a turbulence occurs. This finding aligns with the "Privacy Paradox" observed in global studies but adds a unique cultural layer: the "Digital Culture" pillar often overrides "Digital Safety." The social pressure to be "digitally present" and "connected" among Indonesian students creates a tension where individuals feel compelled to disclose personal information despite knowing the risks. Therefore, this study argues that the implementation of the Four Pillars of Digital Literacy is heavily mediated by social boundary rules. Digital literacy does not function in a vacuum; it is filtered through the user's social goals and the specific affordances of the platform used.

Moving Beyond Descriptive Competency

By moving away from the repetitive claim that students "already apply" literacy well, this interpretation highlights a functional gap. There is a clear distinction between Cognitive Literacy (knowing the risks)



and Performative Literacy (the ability to negotiate boundaries in real-time). The "Campus Influencers" in this study exhibit a high level of performative literacy; they know exactly which parts of their private lives to "commodify" and which to shield. Meanwhile, "Regular Students" often struggle with Boundary Coordination, finding it difficult to manage how others (friends or family) share information about them. This nuance demonstrates that digital privacy management is a collective, rather than a purely individual, effort.

This section analyzes how digital literacy transforms from a mere technical proficiency into an active resilience strategy employed by students at Universitas Muhammadiyah Riau (UMRI). Based on the research findings from four informants who are active Instagram users, it was discovered that the implementation of the four pillars of digital literacy plays a crucial role as a defensive instrument in facing communication privacy vulnerabilities in the digital sphere. A summary of these resilience strategies is presented in the following table 2:

Table 2.
Mapping the Four Pillars of Digital Literacy as a Communication Privacy Resilience Strategy among UMRI Students.

Digital Literacy Pillars	Resilience Strategy (Actionable Steps)	Privacy Protection Objective
Digital Skills	Use of security features (2FA)	Preventing unauthorize

	& source verification.	d access & information pollution.
Digital Ethics	"Think before sharing" & limiting personal/family content.	Maintaining digital reputation & mitigating social conflict.
Digital Safety	Account separation (private/public) & periodic password updates.	Building systemic data defense layers.
Digital Culture	Internalization of local cultural norms & use of watermarks.	Maintaining content sovereignty & cultural identity.

Source: Authors' elaboration, 2025

Table 2 synthesizes how the Four Pillars of Digital Literacy are implemented as a privacy resilience strategy among the studied informants. The mapping demonstrates that Digital Skills and Safety serve as technical defenses to prevent unauthorized access, while Digital Ethics and Culture act as normative boundaries to protect reputation and cultural identity. Ultimately, this framework illustrates the transition of literacy from theoretical knowledge into actionable steps for maintaining data sovereignty in the digital sphere.

The ability to understand digital literacy is very important in this new media era, especially when we transact on social media or when conveying



sensitive information that will be uploaded. Building digital literacy skills is a shared responsibility.

This digital literacy skill is intended not only for children, but also for students as the younger generation, as well as parents, the surrounding community, organizations, and the government. Technology indeed makes us smarter, but what is more important is how we can use technology wisely, appropriately, and skillfully to face similar situations (Anggreni et al. 2023).

Digital skills indicators include a basic understanding of the digital landscape, the internet, and cyberspace, mastery of information search engines and how to use and sift through data, knowledge of messaging applications and social media, as well as an understanding of digital wallets, marketplaces, and digital transactions. Meanwhile, digital culture encompasses an understanding of the values of Pancasila and Bhinneka Tunggal Ika, which serve as the foundation for digital skills in the context of cultural, national, and state life. The digitization of culture is also reflected in the use of information and communication technology (ICT), as well as knowledge that fosters love for domestic products and participation in other productive activities and digital rights.

Furthermore, digital ethics relates to the norms of internet use, which involves awareness of information that may contain false news, hate speech, pornography, bullying, and other negative content. Digital ethics

also encompasses ways to interact, participate, and collaborate in the digital space in accordance with ethical standards and applicable regulations.

Lastly, digital safety includes a fundamental understanding of hardware protection features, protection of digital identity and personal data on digital platforms, as well as digital security and safe behavior when interacting in the online world.

1. Digital Skill

Digital skills within modern digital literacy have evolved from basic hardware operation to complex cognitive competencies required to navigate social media safely and effectively. In this study, the digital skills demonstrated by students at Universitas Muhammadiyah Riau (UMRI) extend beyond creative content editing using applications like Canva and CapCut; they represent an active ability to manage technical risks and data privacy settings. Rather than passively consuming media, students utilize their technical proficiency as a primary defense mechanism to protect personal data integrity and information quality.

The empirical data reveal that informants deploy their technical skills to navigate systemic platform hazards. Jeje and Radit, who operate as campus influencers with high public exposure, demonstrate high technical resilience by activating multi-layered security configurations to maintain account credibility. Jeje explained her technical security routine: "I always activate Two-Factor Authentication (2FA) and change



my password every few months. Also, if there are suspicious links in my DMs or from unclear accounts, I immediately block or report them to avoid being hacked."

Furthermore, advanced technical proficiency is used to filter information and mitigate online threats such as hoaxes, phishing, and doxing. Informants engage in rigorous data management, source verification, and independent cross-checking before distributing content. Arif highlighted this information verification capacity:

"When there is viral news, I don't immediately believe or share it. I check official accounts or search on Google first to find the truth. I don't want to accidentally spread slander or someone's unverified data."

This capacity to verify information and cross-check sources aligns directly with Sri Sanityastuti et al. (2024), who emphasize that critical digital literacy acts as an indispensable communicative shield against the spread of disinformation in public social media interactions. Additionally, students apply a highly organized approach to managing their footprints by separating casual, closed personal profiles from public professional branding profiles. Ultimately, these findings prove that students continuously enhance their digital capabilities through self-learning to mitigate the complex challenges and privacy risks present in the contemporary social media landscape.

2. Digital ethics

Digital Ethics, also known as "digital ethics," refers to the moral principles and rules that govern interactions in the online world. Digital ethics on social media includes how users behave politely, respect others, and take responsibility for what they share. In this study, students from Universitas Muhammadiyah Riau demonstrate a good understanding of the importance of digital ethics when interacting and sharing information on social media. Students at Universitas Muhammadiyah Riau are very aware of the importance of applying digital ethics while using social media. To ensure that their posts do not offend or harm others, they usually think carefully before sharing something. In general, students exhibit polite attitudes, respect others, and take responsibility for their actions in the online world.

The actions taken by them against comments or content that violate ethics, such as hate speech, reflect their digital ethical responsibility. They report or block accounts that commit violations and also educate their followers about ethics in social media. This demonstrates their commitment to creating a positive digital environment. To prevent the spread of hoaxes and ensure that only credible information is disseminated, they also emphasize the importance of verifying the accuracy of information before sharing it.

Digital ethics are implemented as a form of moral responsibility toward oneself and the public to avoid social risks. Safira is highly cautious in



practicing self-disclosure. She expressed: "Before posting anything, I think, 'Is this appropriate?' Especially regarding my home location or family photos—I rarely share those in detail on Instagram for their safety as well."

In line with this, Radit emphasized the importance of maintaining politeness as a long-term privacy protection strategy: "In social media, digital footprints are eternal. So, I am very careful in how I communicate, making sure not to offend others. If we are polite, the risk of others attacking our privacy or doxing us is much lower."

This analysis indicates that students use ethics as a strategic filter to separate private and public spheres.

The interview results show that the informants consistently apply clear boundaries when sharing their personal information on social media. In general, privacy boundaries are set to avoid sharing highly personal information, such as details about family, romantic relationships, and health issues. Furthermore, students are more cautious when sharing information that could influence others' views or jeopardize their personal security. They are aware that the information shared on social media can impact interpersonal relationships and professional reputation. These boundaries vary based on the audience. They tend to be more open with close friends on personal accounts, while being more selective with colleagues or the general following. For example, they may share relaxed and intimate moments with close friends, but

they might choose not to disclose personal information on more public platforms.

In addition, the main issue is the social pressure to share more and the push from social media algorithms to increase engagement. Often, they are forced to seek a balance between the desire to share and the need to maintain privacy. In such situations, students strive to remain consistent in sharing their experiences while being cautious of potential risks.

Overall, students of Muhammadiyah University of Riau recognize that social media is a public space that requires ethical awareness and responsibility. This reflects digital literacy that not only focuses on technical skills but also includes moral and social aspects in online communication. By applying digital ethics, they can create healthier and more positive interactions on social media platforms.

3. Digital Safety

Various actions taken to protect personal information and data from threats in the cyber world are called safety (digital security). This includes managing passwords, using privacy settings, and protecting against fraud and hacking. Due to the increasing number of cyber attacks and data breaches that can harm individuals, digital security has become very important.

Students from Muhammadiyah University of Riau who served as informants revealed that they are very concerned about digital security on



social media. Tight privacy settings and two-factor authentication are common protective methods used by students when sharing personal information. They don't always update their passwords, but they often do. These students understand the actions that need to be taken in case of hacking, such as reporting the incident to the platform and changing their passwords. They are also active in helping their friends who fall victim to hacking and teaching them about digital security. In terms of privacy, they avoid suspicious links and restrict access to personal data through social media features. They are also very sensitive to fake news, so they do not hesitate to report and warn others not to spread misinformation.

For the informants, digital safety revolves around strict access control. Radit explained the strategy of using multiple accounts (Second Accounts) for different purposes:

"I have a specific personal account that is private, only for close friends. My public account is more for branding or a portfolio. This way, if strangers ask invasive questions or try to stalk me, my privacy remains secure in the other account."

Jeje added the importance of vigilance regarding location features:

"I rarely use real-time location sharing features. Usually, I post after I have already left the place. It's my way of ensuring people cannot track my position at that exact moment."

The strategy of identity separation and concealing location data reflects an understanding of data vulnerability in the current era of digital surveillance.

In privacy management, students implement various strategies to protect their information. They use privacy settings on social media platforms, such as controlling who can see their content and utilizing blocking or reporting features if necessary. Additionally, they differentiate between private accounts and public accounts, where private accounts can only be accessed by close friends and public accounts are used to build personal branding. Overall, students at Universitas Muhammadiyah Riau understand the importance of privacy management on social media. They take careful and planned actions when sharing content and protecting their personal data, demonstrating the significance of maintaining personal data security in the digital era.

Radit's strategy of separating personal and public accounts mirrors the findings of (Fanaqi et al., 2025) who note that the boundary between public and private space on social media is increasingly blurred, requiring users to take proactive control over their data."

Students at Muhammadiyah University of Riau are very tech-savvy. They protect their personal data and privacy on social media by using strict privacy settings, regularly updating passwords, and employing two-factor authentication. They have a strong understanding and commitment to safe



digital practices, as evidenced by their proactive attitude in securing information and their contributions to educating the community about the importance of digital security. Overall, the students at Muhammadiyah University of Riau demonstrate adequate awareness and skills regarding data security, which is an important indicator of effective data literacy in the modern era.

4. Digital Culture

The role of social media and digital platforms in preserving, promoting, and enriching local culture and cultural diversity is called digital culture. In this context, digital culture includes how social media users spread information about culture, engage in cultural trends, and interact in a diverse cultural environment on the internet.

Students of Universitas Muhammadiyah Riau have a strong understanding of and actively use aspects of digital culture. They view social media as a very effective tool for introducing and celebrating the richness of local culture. They believe that social media serves as a global stage that allows local cultures, such as traditions, specialty foods, and traditional clothing, to be recognized by a larger audience. The students selectively utilize emerging cultural trends on social media. They are aware of the importance of cultural diversity and recognize how varied content can expand their horizons and enrich their own cultural experiences. They strive not only to follow trends but also to contribute to trends in ways that

align with their local values and culture. Social media is also considered useful in supporting and promoting the principles of local culture. Students often use their accounts to share content related to their culture, such as photos or videos about festivals and local clothing.

Finally, digital culture is reflected in how students maintain norms and respect the rights of others while interacting. Arif emphasized that asking for permission is a new cultural norm that protects collective privacy:

"If I want to post a photo with other people in it, I always ask them first or blur their faces if it's in a private setting or if they aren't ready to be photographed. It's my way of respecting other people's private space."

Safira added that literacy culture includes protecting personal work: *"I often add watermarks when posting my photos or designs. This prevents people from easily stealing them and misusing them as their own. It's how I protect my ownership and the privacy of my work."*

These actions demonstrate that privacy resilience is also collective. A culture of mutual respect and content sovereignty creates a safer and more sustainable communication ecosystem for students in the digital environment.

They also always ensure that the content is their own work or they give proper credit for the work of others. In maintaining ownership of their content, they add watermarks to important content to protect copyright. This arrangement helps them control the use



of the content and who can utilize it. Overall, students of Muhammadiyah University of Riau not only enjoy digital cultural content but also create and spread culture. They see social media as a useful tool to preserve local culture, as well as to contribute positively and inclusively to cultural diversity around the world. They believe that social media serves as a bridge connecting local cultures with communities worldwide, while also changing the way people view and appreciate culture in the modern era.

The research results show a correspondence with the findings of Wasisto's research in 2022, that social media users clearly pay attention to the rules before using social media to understand what is done with their personal data and how they pay attention to the personal data that is released. (Wasisto Aji et al. 2022). The same is also explained in the research results by Noerma in 2023, which states that based on an R-square value of 57.8%, this study concludes that digital literacy is a fairly dominant factor in determining the level of communication privacy. This means that the importance of internet security and comfort, people with strong digital literacy skills and understanding will have a higher standardization of privacy boundaries (Noerma Kurnia Fajarwati et al. 2023).

CONCLUSION

Based on the in-depth analysis of the participants' experiences, the findings suggest that digital literacy practices among the students involved in

this study exhibit a nuanced understanding of privacy management. Rather than suggesting a universal implementation, this indicates a tendency where students specifically the informants in this research possess a critical awareness of the risks associated with digital communication. Among the informants studied, there is a deliberate effort to navigate the complexities of social media through the lens of Communication Privacy Management (CPM), although these efforts are frequently challenged by prevailing social pressures.

Instead of asserting a definitive success across the entire university population, these results suggest that the informants have developed a significant, yet highly situational, adaptive capacity. Their ability to manage privacy boundaries is not uniform; it is heavily influenced by their specific social roles, as evidenced by the distinction between campus influencers and regular students. This study indicates that while digital literacy provides a foundational framework, the actual "navigation" of privacy remains a dynamic and collective process. Consequently, these findings serve as an exploratory insight into student behavior, and further research with a larger, more diverse sample is encouraged to determine if these patterns extend to the broader student population at UMRI.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT



Nazhifah: Conceptualization, Methodology, Investigation, Data Collection, Writing Original Draft, Project Administration.

Adri: Supervision, Methodology, Resources, Validation, Writing – Review and Editing.

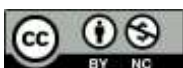
Nurdhini Tsabitulchusna: Formal Analysis, Data Curation, Visualization, Software, Writing– Review and Editing, Draft Compilation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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