

The Relationship Between The Intensity Of Watching Tiktok Content And Audience Digital Literacy (A Study on the TikTok Account @fahrialimultazam)

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ABSTRACT

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This study examines the relationship between the intensity of watching TikTok content and audience digital literacy on the TikTok account @fahrialimultazam. The rapid development of social media, particularly TikTok, has transformed the way people access educational information, including scholarship-related content. However, the widespread circulation of information on social media also creates challenges related to misinformation, making digital literacy increasingly important. Therefore, this study aims to determine whether there is a significant relationship between the intensity of watching TikTok content and the digital literacy level of audiences. This research employed a quantitative correlational approach using a survey method. Data were collected through questionnaires distributed online to 119 respondents selected using purposive sampling from followers of the TikTok account @fahrialimultazam who had watched its content. Data analysis was conducted using the Spearman Rank correlation test with the assistance of SPSS. The findings reveal that the intensity of watching TikTok content was categorized as high, with a mean score of 3.43, while audience digital literacy was also categorized as high, with a mean score of 3.67. The results of the Spearman correlation test showed a correlation coefficient value of 0.663 with a significance value of 0.000 (< 0.05), indicating a strong and statistically significant relationship between the two variables. These findings suggest that the higher the intensity of watching TikTok content, the higher the level of audience digital literacy. In conclusion, TikTok has significant potential as an educational medium that can support the development of audience digital literacy, particularly through educational content related to scholarships and self-development.

INTRODUCTION

The digital era is often referred to as the Industrial Revolution 4.0, marked by the rapid development of information and communication technology in various aspects of life. The digital era is a period in which internet-based information and communication technology has become an inseparable part of daily life and is transforming the way people interact with one another and exchange information. According to Putri (2023), technology plays an important role in

creating various innovations that simplify people's daily lives and help reduce workloads that were previously considered difficult and stressful.

Social media has become a major tool that changes the way people access information in the digital era, especially in Indonesia. It has various positive impacts, one of which is making knowledge more accessible quickly and widely. According to Arini (2020), one of the impacts of social media is the ease of obtaining information. However, social media also

presents major challenges, such as the spread of misinformation that can damage public trust and influence people's decisions. One of the social media platforms that is currently widely used by Indonesian society is TikTok. TikTok is a short-video social media platform that allows users to create, edit, and share videos ranging from a few seconds to 60 minutes for uploaded videos, while videos recorded directly within the TikTok application have a maximum duration of 10 minutes. According to Ilahin (2022), TikTok is an application that provides various unique and attractive special effects, making it easier for users to create engaging short videos to share with friends and other users.

The TikTok platform facilitates the dissemination of educational content through influencers. According to Arianto and Risdwiyanto (2021), influencers are individuals on social media who actively spread messages or content to other users, thereby strengthening and expanding the reach of the messages or campaigns being delivered. Increasingly popular influencers play a significant role in promotional activities (Handayani, 2023).

Particularly in the education niche, influencers play a crucial role in helping equalize access to knowledge, especially in the post-pandemic era when online learning became dominant. Educational influencers use platforms such as TikTok to share study tips, motivation, and scholarship information, reaching Generation Z and millennials. One form of educational content that attracts considerable public interest is scholarship-related content.

Scholarship information has become an important need for students who wish to continue their education but face financial limitations. According to Firamadhina and Krisnani (2020), the use of TikTok as a medium for education and activism is an effective way to obtain new knowledge and information. One of the influencers who focuses on the education and scholarship niche on TikTok is @fahrialimultazam, widely known as Fahri Ali Multazam.

He is a 21-year-old university student and one of the recipients of the 2023 Beasiswa Unggulan scholarship award. He began his journey on TikTok in 2024 by initially sharing his personal experiences and struggles in obtaining scholarships, which later developed into content primarily focused on scholarship application tips, scholarship recipient

success stories, and career motivation for Indonesian youth. As an influencer from Yogyakarta, Fahri Ali Multazam is actively creating content on both TikTok and Instagram.

He is recognized for his engaging content and communication style, which often feels relatable and relevant to his audience. In addition to providing entertainment, Fahri also delivers educational content in the field of education for both high school and university students, making his content inspirational and relevant to a wide range of audiences. Easy access to information through TikTok also brings its own challenges.

Not all information circulating on social media can be guaranteed to be accurate. Invalid, incomplete, or even fraudulent scholarship information may cause harm to audiences. Therefore, digital literacy has become an essential skill in the context of social media usage. Digital literacy refers to the ability to understand and use information in various formats from multiple sources when such information is presented through digital devices. According to Pitrianti et al. (2023), digital literacy is expected to help create an intelligent society that is responsive to technological developments and social change.

Although previous studies have discussed TikTok as an educational medium and digital literacy separately, research examining the relationship between the intensity of watching educational TikTok content and audience digital literacy, particularly on scholarship-focused TikTok accounts, remains limited. Therefore, this study seeks to address this gap by examining the relationship between the intensity of watching content on the @fahrialimultazam TikTok account and audience digital literacy.

LITERATURE REVIEW

Social Media and the TikTok Platform

Social media is part of the development of the internet that has transformed communication from being one-way into interactive communication. According to Qadir and Ramli (2024), social media is defined as an internet-based platform that facilitates users in interacting, collaborating, and exchanging various forms of information such as text, images, videos, and audio interactively. TikTok is one of the

most popular short-video-based social media platforms.

According to Sangadji et al. (2024), the main characteristic of TikTok is its emphasis on short-video content, which is considered engaging and easy for users to consume. The relevance of TikTok to digital literacy is very significant because this platform requires users to understand and utilize technology effectively. Users with a high level of digital literacy can use TikTok as a learning medium, such as by watching scholarship-related influencer content, while users with lower digital literacy may be more vulnerable to misleading or fake content.

In this study, TikTok serves as the primary platform for analyzing the content intensity of @fahrialimultazam, audience engagement, and audience digital literacy. For example, a high intensity of content uploads can increase audience engagement through the platform's algorithm, which in turn may improve audience digital literacy through educational content.

Influencers in Digital Communication

According to Sangapan (2025), influencers are essentially individuals who possess credibility and social influence across various digital platforms and play an important role in shaping audience perceptions and preferences. Influencers are individuals who have significant influence on social media and the ability to shape the opinions and behaviors of their followers through the content they create. According to Athaya and Irwansyah (2021), influencers are individuals who possess significant influence within social media communities.

The relevance of influencers to digital literacy lies in their ability to encourage users to learn independently. Good influencers can teach audiences how to use technology for learning purposes, such as searching for information on TikTok. In this study, the role of influencers such as @fahrialimultazam are analyzed in this study to examine how the intensity of their content is related to audience engagement and the improvement of digital literacy. For example, frequently uploaded content may increase audience interaction, which in turn helps audiences gain a better understanding of scholarship-related information.

Intensity of Watching TikTok Content

According to Ajzen (as cited in Afrelia & Khairat, 2022), intensity refers to the amount of effort exerted by an individual in carrying out an activity. The level of seriousness in using something can be observed through duration, frequency, attention, and appreciation given to the activity. The intensity of watching content refers to the level of individual involvement in consuming media content, which can be measured through the frequency and duration of viewing within a certain period.

Watching intensity also refers to the amount of time a person spends viewing media content that contains audio and visual elements (Tikuasa et al., 2023). Intensity indicates how often and how long a person is exposed to messages delivered through media. In the context of TikTok, watching intensity can be interpreted as the audience's habit of opening the application, watching videos, following content updates, and allocating time to consume certain content.

The Concept of Digital Literacy

Digital literacy refers to an individual's ability to understand, use, and interact with digital technology such as the internet and social media. According to Naufal (2021), digital literacy is an essential ability in obtaining, understanding, and utilizing information presented through various digital sources. This concept involves not only technical knowledge about devices but also how technology can be utilized for learning, communication, and decision-making. Digital literacy is closely related to social media and education.

On platforms such as TikTok, digital literacy helps users understand influencer content, such as scholarship-related videos shared by @fahrialimultazam. Individuals with high digital literacy tend to be more actively engaged, for example by commenting on or sharing videos, which increases engagement. The Ministry of Communication and Information Technology launched the Digital Literacy Roadmap 2021–2024 as an effort to create an Indonesian society with strong digital competencies. Together with Siberkreasi and Deloitte (2020), the Ministry formulated four main pillars of digital literacy, namely : Digital Skill, Digital Culture, Digital Ethics, Digital Safety.

Uses and Gratifications Theory

Uses and Gratifications (U&G) Theory is one of the theories in mass communication studies that focuses on how and why individuals use media to fulfill certain needs. This theory was further developed by Katz, Blumler, and Gurevitch in 1974. They stated that audiences play an active role in the communication process because they consciously choose specific media to satisfy their needs and interests. According to Katz, Blumler, and Gurevitch, audience needs in using media can be categorized into several groups, including:

1. Cognitive Needs
2. Affective Needs
3. Personal Integrative Needs
4. Social Integrative Needs

The development of social media has strengthened the relevance of Uses and Gratifications Theory. On social media platforms, audiences have the freedom to choose content, follow certain accounts, and determine how long they want to engage with specific content. Uses and Gratifications Theory is relevant to this study because it explains that the intensity of watching TikTok content does not occur by chance, but is driven by certain needs and motivations, particularly informational needs.

METHOD

Research Approach

This study employs a quantitative approach using a correlational research design. The quantitative approach was chosen because the data used in this study are numerical and can be measured objectively. According to Sugiyono (2019), quantitative research is a research method based on the philosophy of positivism, used to examine specific populations or samples, and utilizes research instruments to collect quantitative data that are subsequently analyzed statistically. The quantitative approach was selected because this study aims to examine the relationship between two variables measured through questionnaires. The type of research used in this study is correlational research. Correlational research aims to determine whether there is a relationship between two variables without manipulating or applying any treatment to those variables. This study does not aim to establish a cause-and-effect relationship, but rather to determine whether there is a significant relationship

between audience perceptions of TikTok content intensity and audience digital literacy. The method used by the researcher to address the research questions and hypotheses is an associative survey method. According to Sanjaya et al. (2022), the survey method refers to the collection of information from a portion of the population. The data or information used in survey methods are obtained from a number of respondents through instruments such as questionnaires. Data are collected from a portion of the population (sample) considered to represent the overall population.

Definition and Operationalization

An operational definition is the elaboration of research variables into more concrete and measurable forms. The purpose of developing operational definitions is to ensure that each variable has clear boundaries so that it can be observed, measured, and analyzed objectively. According to Sugiyono (2019), operational definitions serve as guidelines for researchers in collecting data in accordance with theoretically established concepts.

Independent Variable (X): Intensity of Watching TikTok Content

In this study, the intensity of watching TikTok content refers to the level of audience involvement in accessing and consuming video content on the @fahrialimultazam account. This concept refers to the study conducted by Adinegoro et al. (2025), which examined the relationship between the intensity of watching TikTok content from @thesadewa and the creativity of Generation Z university students. In that study, viewing intensity was measured through viewing frequency, viewing duration, and the level of attention given to the content. This intensity describes how often, how long, and how much attention audiences devote to watching the presented content.

Dependent Variable (Y): Audience Digital Literacy

Digital literacy is defined as an individual's ability to access, understand, evaluate, and use digital information critically and responsibly. In the context of this study, digital literacy is related to the audience's ability to receive, process, and evaluate scholarship information delivered through TikTok. In this research, audience digital literacy is the variable

assumed to have a relationship with the intensity of watching TikTok content.

The Ministry of Communication and Information Technology of the Republic of Indonesia, together with Siberkreasi and Deloitte (2020), formulated four pillars of digital literacy as the basis for measuring people's ability to use digital media. In this study, audience digital literacy is measured through four indicators: Digital Skill, Digital Culture, Digital Ethics, and Digital Safety.

Variable Measurement

According to Ismunarti et al. (2020), measurement is a process that produces a set of values or characteristics from the observed objects, which are then referred to as research variables. In this study, variable measurement was conducted to determine the relationship between the intensity of watching TikTok content as the independent variable (X) and audience digital literacy as the dependent variable (Y). The measurement was carried out using a questionnaire as the research instrument with an ordinal scale. An ordinal scale is a measurement category arranged from lower to higher levels. According to Maskhuliah et al. (2025), an ordinal scale is based on the assumption that the values of a variable can be arranged or ranked according to the level of attributes or characteristics possessed by the observed object.

Table 1. Variable Measurement

Score	Category
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Instrument Validity and Reliability Testing Validity Test

A validity test is conducted to determine the extent to which a research instrument is capable of accurately measuring the variables being studied. The validity test was applied to all questionnaire items used to measure the variables of TikTok content viewing intensity and audience digital literacy. The purpose of the validity test was to ensure that each statement item in the questionnaire was truly capable of measuring the indicators of each research variable. To test the

validity of the instrument in this study, the researcher used the Pearson Product Moment correlation technique with the assistance of the Statistical Product and Service Solutions (SPSS) application.

Validity Test Results for Variable X

Table 2. Validity Test Results for Variable X

Statement	r Count	r Table	Description
X.P1	0.698	0.349	Valid
X.P2	0.620	0.349	Valid
X.P3	0.742	0.349	Valid
X.P4	0.536	0.349	Valid
X.P5	0.602	0.349	Valid
X.P6	0.666	0.349	Valid
X.P7	0.870	0.349	Valid
X.P8	0.749	0.349	Valid
X.P9	0.812	0.349	Valid
X.P10	0.856	0.349	Valid
X.P11	0.840	0.349	Valid
X.P12	0.650	0.349	Valid

Based on the table above, with a sample size of 32 respondents and referring to the Product Moment r-table at a 5% significance level, the statements are considered valid because all calculated r-values are higher than 0.349. Therefore, all 12 statement items tested in the instrument were declared valid

Validity Test Results for Variable Y

Table 3. Validity Test Results for Variable X

Statement	r Count	r Table	Description
Y.P1	0.433	0.349	Valid
Y.P2	0.654	0.349	Valid
Y.P3	0.476	0.349	Valid
Y.P4	0.597	0.349	Valid
Y.P5	0.779	0.349	Valid
Y.P6	0.754	0.349	Valid
Y.P7	0.720	0.349	Valid
Y.P8	0.612	0.349	Valid
Y.P9	0.743	0.349	Valid
Y.P10	0.889	0.349	Valid
Y.P11	0.802	0.349	Valid
Y.P12	0.725	0.349	Valid

Based on the table above, with a sample size of 32 respondents and referring to the Product Moment r-table at a 5% significance level, all statements are considered valid because the calculated r-values are higher than 0.349. Therefore, all 12 statement items tested in the instrument were declared valid.

Reliability Test

A reliability test is conducted to determine the level of consistency of the research instrument in measuring the variables being studied. The purpose of the reliability test is to ensure that the research instrument has a good level of reliability so that it can produce consistent data. The reliability test in this study was conducted using the Cronbach's Alpha method with the assistance of the Statistical Product and Service Solutions (SPSS) program.

Reliability Test Results for Variable X

Table 4. Reliability Statistics Variable X	
Cronbach's Alpha	Number of Items
0.913	12

Based on the results of the Cronbach's Alpha reliability test, all statement items obtained a Cronbach's Alpha value greater than 0.60, namely 0.913. Therefore, all questionnaire items for Variable X are considered reliable.

Reliability Test Results for Variable Y

Table 5. Reliability Statistics Variable Y	
Cronbach's Alpha	Number of Items
0.913	12

Based on the results of the Cronbach's Alpha reliability test, all statement items obtained a Cronbach's Alpha value greater than 0.60, namely 0.895. Therefore, all questionnaire items for Variable Y are considered reliable.

Research Location

This study was conducted online through the distribution of questionnaires to audiences who had watched content from the TikTok account @fahrialimultazam. The online research setting was chosen because the object of the study is located on the TikTok social media platform, which can be accessed by users from various regions across Indonesia.

Research Time

This study was conducted over a period of two months, from March to May. During this period, the research activities focused on distributing

questionnaires to respondents and processing the research data.

Population and Sample

Population in this study consisted of all followers of the TikTok account @fahrialimultazam. Based on data obtained from the account, the number of followers reached more than 164,000 as of March 4, 2026. The followers of this TikTok account were selected as the research population because they are users who follow the account and therefore have a greater possibility of viewing and watching the content uploaded by @fahrialimultazam.

A sample is a portion of the population considered to represent the characteristics of the entire population. Since the population size in this study was relatively large, not all members of the population were included as research respondents. The determination of the sample size in this study used a non-probability sampling technique with purposive sampling. Purposive sampling was employed because this study required respondents who had direct experience watching content from the TikTok account that became the object of the research.

Sampling Technique

In this study, samples were selected using a non-probability sampling technique with purposive sampling, which is a sampling technique based on specific considerations. According to Arikunto (2019), purposive sampling is used when researchers have specific objectives and only select objects considered most relevant to the research topic. Based on calculations using the Slovin formula with a 10% margin of error, the minimum sample size required in this study was 100 respondents.

Data Collection Technique

Data collection is an important step in research to obtain information relevant to the problem being studied. According to Sugiyono (2019), data collection is a systematic process of obtaining the data needed to answer research questions. In this study, questionnaires were used to obtain data regarding the intensity of watching TikTok content and audience digital literacy.

The questionnaires were developed based on the indicators of each research variable. The variable of TikTok content viewing intensity was measured through indicators such as viewing frequency, viewing duration, and level of attention toward the content. Meanwhile, the digital literacy variable was measured based on the four pillars of digital literacy formulated by the Ministry of Communication and Information Technology, namely digital skill, digital culture, digital ethics, and digital safety.

Data Analysis Technique

Data analysis is an important stage in research for transforming raw data into meaningful information that can be used to answer research questions. In this study, the data obtained from the questionnaires were processed using the SPSS program. The data analysis in this study employed a non-parametric statistical method using the Spearman Rank correlation test. The Spearman Rank test was used to determine the relationship between the variable of TikTok content viewing intensity (X) and the variable of audience digital literacy (Y).

Spearman Rank Correlation Analysis

To determine whether there is a relationship between content intensity and the level of audience digital literacy, the Spearman Rank correlation analysis (rs) was used. This method was chosen because the data used in this study are ordinal and do not need to be normally distributed. According to Santoso (2020), Spearman correlation is used to measure the strength and direction of the relationship between two ranked variables that do not meet parametric assumptions.

RESULT

Profile of the TikTok Account @fahrialimultazam

This study was conducted on the audience of the TikTok account @fahrialimultazam, an educational content creator focusing on scholarship-related information. The account was selected because it consistently publishes scholarship and educational content with relatively high engagement, making it relevant for examining the relationship between the intensity of watching TikTok content and audience digital literacy.

Types of Content

The TikTok account @fahrialimultazam presents educational content primarily related to scholarship information, application strategies, personal experiences, and educational motivation. These content characteristics support the selection of the account as the research subject because they are relevant to audiences seeking educational information.

Audience Characteristics

The audience of the TikTok account @fahrialimultazam is primarily composed of high school and university students seeking scholarship and educational information. The account was selected because its audience matches the target population of this study and actively engages with educational content relevant to digital literacy.

Respondent Characteristics

The characteristics of respondents in this study were analyzed based on the results of questionnaires distributed to the respondents. The respondents in this study consisted of 119 individuals who were followers of the TikTok account @fahrialimultazam and had watched its content. Based on the questionnaire data collected from 119 respondents, more than half of the respondents were female, accounting for 59.7%, while male respondents accounted for 40.3%. Based on the total of 119 respondents, the majority of respondents were 18 years old, accounting for 53.8%, followed by respondents aged 17 years at 20.2%, and respondents aged 19 years at 16.0%. This indicates that the content presented is highly relevant to young people who are currently in the stage of planning their educational future.

Based on the results of the questionnaire data processing, it was found that the majority of respondents in this study were high school students, totaling 109 respondents or 91.60% of the total respondents. Meanwhile, respondents who were university students totaled 10 individuals or 8.40%. This composition indicates that the audience involved in the study was dominated by individuals who were still at the secondary education level. This finding is consistent with the characteristics of the content presented by the TikTok account @fahrialimultazam, which frequently discusses scholarship information,

tips for continuing education, and preparation for entering university, all of which are highly relevant to high school students as the primary target audience.

An overview of the intensity of TikTok usage per day was obtained. The majority of respondents used TikTok for 1–3 hours per day, accounting for 48.7%, indicating that most audiences have a relatively high level of platform usage in accessing content. Furthermore, respondents who used TikTok for 3–5 hours per day accounted for 26.1%, indicating the presence of users with a higher usage intensity who tend to spend considerable time consuming content. Meanwhile, respondents who used TikTok for less than 1 hour per day accounted for 16.0%, indicating that a smaller portion of the audience had a relatively low level of usage. In addition, 7.6% of respondents used TikTok for more than 5 hours per day, reflecting the existence of users with very high usage intensity. Respondents with uncertain usage patterns accounted for 1.7%, indicating variations in inconsistent usage behavior

Results of Descriptive Analysis of Variables

Based on the results of the descriptive analysis, it was found that the majority of respondents demonstrated a high level of viewing intensity, as indicated by the dominance of “agree” and “strongly agree” responses across almost all indicators. This high level of viewing intensity indicates that the audience has strong engagement with the presented content. This finding is consistent with the concept of intensity proposed by Ajzen (as cited in Afrelia & Khairat, 2022), which states that intensity reflects the amount of effort and involvement an individual puts into an activity, as observed through frequency, duration, and attention. Therefore, the higher the frequency and duration of watching, the higher the level of audience involvement in consuming the content.

Average Scores of Variable X Statements (Intensity of Watching TikTok Content)

In this study, the data obtained from the questionnaires were processed using a Likert scale ranging from 1 to 4. This scale was used to measure respondents’ levels of agreement with each statement, ranging from “strongly disagree” to “strongly agree.”

Table 6. Average Scores of Variable X Statements

State ment	N	Mini mum	Maxi mum	Mean	Std. Deviation
X1	119	1	4	3.62	0.651
X2	119	1	4	3.48	0.675
X3	119	1	4	3.71	0.653
X4	119	1	4	3.64	0.647
X5	119	1	4	3.54	0.635
X6	119	1	4	3.82	0.567
X7	119	1	4	3.18	0.659
X8	119	1	4	3.55	0.673
X9	119	1	4	3.34	0.786
X10	119	1	4	3.27	0.870
X11	119	1	4	3.96	0.817
X12	119	1	4	3.43	0.787

Based on the results of the descriptive analysis of the variable measuring the intensity of watching TikTok content, all indicators were found to have mean values within the high range. The highest mean value was found in indicator X3 at 3.71, followed by indicator X4 at 3.64 and indicator X1 at 3.62. These findings indicate that respondents demonstrated a very high level of attention and engagement toward the content presented by the @fahrialimultazam account.

Distribution Results of Variable Y Statements (Audience Digital Literacy Level)

The results show that audiences are not only capable of accessing information, but also possess critical thinking skills in evaluating information obtained from social media. This finding is consistent with the concept of digital literacy proposed by UNESCO (2018), which states that digital literacy includes the ability to access, understand, evaluate, and use information effectively and responsibly. Therefore, the high level of digital literacy found in this study indicates that respondents already possess strong competencies in utilizing digital media.

Table 7. Average Scores of Variable Y Statements

State ment	N	Mini mum	Maxi mum	Mean	Std. Deviation
Y1	119	1	4	3.67	0.678
Y2	119	1	4	3.53	0.699
Y3	119	1	4	3.68	0.623
Y4	119	1	4	3.67	0.684
Y5	119	1	4	3.70	0.618
Y6	119	1	4	3.64	0.621
Y7	119	1	4	3.69	0.607
Y8	119	1	4	3.76	0.582

Y9	119	1	4	3.73	0.592
Y10	119	1	4	3.76	0.578
Y11	119	1	4	3.76	0.582
Y12	119	1	4	3.68	0.581

The average mean score of the digital literacy variable was 3.67, indicating that the respondents' level of digital literacy falls within the high category. This shows that audiences possess strong abilities in managing digital information, including accessing, understanding, evaluating, and utilizing information effectively. This finding is in line with the concept of digital literacy proposed by UNESCO (2018), which emphasizes that digital literacy is not limited to technical abilities, but also includes cognitive and critical skills in understanding and evaluating information in digital spaces.

The findings are also consistent with the digital literacy framework developed by Kominfo together with Siberkreasi and Deloitte (2020), which divides digital literacy into four main pillars: digital skill, digital culture, digital ethics, and digital safety. The high average scores indicate that respondents not only possess skills in using digital media (digital skill), but also demonstrate awareness in behaving ethically in digital spaces (digital ethics), understanding digital social norms (digital culture), and maintaining personal data security (digital safety). Thus, audiences not only act as consumers of information, but also as critical, responsible, and adaptive users in responding to the flow of information in the digital era.

Spearman Correlation Test

Based on the results of the analysis using the Spearman Rank correlation test with the assistance of SPSS, the correlation coefficient value (rs) between the variable of TikTok content viewing intensity and audience digital literacy was found to be 0.663, with a significance value (Sig. 2-tailed) of 0.000 and a total number of respondents (N) of 119. The correlation coefficient value of 0.663 indicates that the relationship between the two variables falls within the strong category, according to the interpretation criteria stating that coefficient values between 0.60–0.79 are categorized as strong relationships. In addition, the significance value of 0.000 is smaller than 0.05 (Sig < 0.05), which means that the relationship between the intensity of watching TikTok content and audience digital literacy is statistically significant.

DISCUSSION

The results of this study indicate that there is a strong and significant relationship between the intensity of watching TikTok content and audience digital literacy, as shown by the Spearman correlation coefficient value of 0.663 with a significance value of 0.000 (< 0.05). These findings indicate that the higher the intensity of watching TikTok content, the higher the level of audience digital literacy. A high viewing intensity reflects a high level of audience exposure to messages delivered through digital media, thereby enabling a deeper process of information comprehension.

According to the theory of intensity proposed by Ajzen (as cited in Afrelia & Khairat, 2022), intensity is an indicator of individual involvement in an activity, which can be observed through frequency, duration, and attention. The results of this study show that respondents had a high level of viewing intensity, meaning that audiences did not merely watch content passively, but were also actively involved in consuming information. This involvement enables audiences to more easily understand and remember the information delivered, particularly educational scholarship-related information. This means that the higher an individual's intensity in watching TikTok content, the higher their level of digital literacy.

These findings are further supported by the descriptive analysis results of the viewing intensity variable, which show that audiences had a high viewing frequency, relatively long viewing duration, and a high level of attention and engagement with the presented content. These findings can also be explained through Uses and Gratifications Theory, which states that individuals actively use media to fulfill certain needs, including informational or cognitive needs. In this study, audiences used TikTok as a medium to obtain scholarship-related information, meaning that a high viewing intensity reflects a strong need for information. Respondents' need to obtain timely and relevant scholarship information likely encouraged them to watch educational content more frequently, as repeated exposure increased their opportunities to access updates and deepen their understanding of the information presented. Therefore, media usage in this context is not passive,

but rather active and selective according to the needs of the audience.

The results of the study regarding digital literacy indicate that respondents possessed a high level of digital literacy, with a mean score of 3.67. This demonstrates that the audience has strong abilities in accessing, understanding, evaluating, and utilizing digital information effectively. These findings are consistent with the concept of digital literacy proposed by UNESCO (2018), which states that digital literacy includes both cognitive and technical abilities in understanding and critically evaluating digital information. This can be seen from the high level of caution respondents showed in sharing information, their ability to verify information sources, and their awareness in using social media wisely. Therefore, it can be concluded that the audience does not merely act as passive consumers, but also actively processes digital information.

The findings of this study are also in line with the digital literacy framework developed by the Ministry of Communication and Information Technology (Kominfo), together with Siberkreasi and Deloitte (2020), which divides digital literacy into four main pillars: digital skill, digital culture, digital ethics, and digital safety. The high scores across all indicators show that respondents not only possess technical skills in using digital media, but also demonstrate awareness in behaving appropriately in digital spaces, maintaining communication ethics, and protecting personal data. This indicates that audience digital literacy is not only technical in nature, but also normative and reflective.

These findings are also consistent with Uses and Gratifications Theory, which states that individuals actively use media to fulfill certain needs, particularly informational or cognitive needs. In the context of this study, audiences used TikTok as a medium to obtain scholarship-related information. The high intensity of watching content reflects a strong need for information, encouraging audiences to continuously access and consume relevant content. In addition, repeated exposure to information through high viewing intensity enables audiences to better understand the information being delivered. The more frequently audiences are exposed to educational content, the greater their opportunity to develop digital

literacy skills, such as understanding, evaluating, and utilizing information critically. This explains why there is a strong relationship between viewing intensity and digital literacy.

However, the relationship identified in this study is correlational in nature and therefore cannot be interpreted as a direct cause-and-effect relationship. In other words, although a strong relationship exists, this study cannot confirm that viewing intensity directly causes an increase in digital literacy. These findings are generally consistent with previous studies reporting that greater exposure to educational content on digital platforms is associated with higher levels of digital literacy, although several studies have also emphasized that demographic characteristics, educational background, and prior digital experience may influence this relationship. Other factors, such as educational background, learning interest, and prior experience in using digital media, may also influence the level of audience digital literacy.

Thus, it can be concluded that the intensity of watching TikTok content plays an important role in supporting the improvement of audience digital literacy, particularly in the context of educational content such as scholarship information. The higher the intensity of watching TikTok content, the greater the opportunity for audiences to develop their digital literacy skills.

CONCLUSION

Based on the results of the study conducted on the relationship between the intensity of watching TikTok content and audience digital literacy on the @fahrialimultazam account, it can be concluded that the level of intensity in watching TikTok content falls within the high category, with a mean score of 3.43. This indicates that respondents actively watched the content in terms of frequency, duration, and attention given to the presented content. In addition, the audience's level of digital literacy was also categorized as high, with a mean score of 3.67, indicating that respondents possessed strong abilities in understanding, evaluating, and using digital information wisely.

The results of the Spearman correlation test showed that there is a strong and significant relationship between the intensity of watching TikTok

content and audience digital literacy, with a correlation coefficient value of 0.663 and a significance value of 0.000 (< 0.05). This indicates that the higher the intensity of watching TikTok content, the higher the level of audience digital literacy. However, the relationship identified in this study is correlational in nature and does not indicate a direct cause-and-effect relationship. Therefore, it is possible that other factors also influence the level of audience digital literacy. Overall, the findings of this study indicate that social media, particularly TikTok, has the potential to serve as an educational medium that can support the improvement of digital literacy.

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