

Understanding Digital Literacy Using Film: Case Study of Netflix's The Social Dilemma

Aliva Pudyas Permata Putri ¹, Hersinta ^{2*}

^{1,2*} Broadcasting and Digital Media Communication Study Program, Faculty of Communication, LSPR Communication & Business Institute, Central Jakarta City, Special Capital Region of Jakarta, Indonesia.

article info

Article history:

Received 4 April 2024

Received in revised form
15 May 2024

Accepted 30 July 2024

Available online October
2024.

DOI:

<https://doi.org/10.35870/jtik.v8i4.2390>

Keywords:

Glorification of Social Media;
Dark Side of Social Media;
Digital Literacy.

Kata Kunci:

Glorification of Social Media;
Dark Side of Social Media;
Literasi Digital.

abstract

Social media may have been glorified as something helpful, easy and convenient but as we all know it must have two sides of a coin. Social media does have quite a lot of bad sides. Unfortunately, the majority of mass media only share the good and glorify it, without telling the dark side of it that is even more complex than it explained. This study uses a qualitative approach with Stuart Hall's reception analysis theory to understand the audience's role in generating meaning of digital literacy. The literature review highlights the previous research on the spread of misinformation and the solutions proposed by tech giants and experts, which aligns with the current research on digital literacy for social media. Through this research participants show that they understand digital literacy better after watching "The Social Dilemma" documentary film. Digital literacy is a very important skill that people must understand. This film proves that digital literacy can be taught and understood by watching this film.

abstract

Media sosial mungkin diglorifikasi sebagai sesuatu yang bermanfaat, mudah dan nyaman, namun seperti yang kita ketahui, media sosial harus memiliki dua sisi mata uang. Media sosial memang mempunyai sisi buruk yang cukup banyak. Sayangnya mayoritas media massa hanya membagikan kebaikan dan mengglorifikasinya, tanpa menceritakan sisi gelap media sosial yang bahkan lebih kompleks dari yang dijelaskan. Penelitian ini menggunakan pendekatan kualitatif dengan teori analisis resepsi menurut Stuart Hall untuk memahami peran khalayak dalam membangkitkan makna literasi digital. Tinjauan literatur ini menyoroti penelitian sebelumnya mengenai penyebaran misinformasi dan solusi yang diusulkan oleh para pakar dan teknologi, yang sejalan dengan penelitian terkini mengenai literasi digital untuk media sosial. Melalui penelitian ini peserta menunjukkan bahwa mereka memahami literasi digital dengan lebih baik setelah menonton film dokumenter "The Social Dilemma". Literasi digital merupakan keterampilan yang sangat penting yang harus dipahami masyarakat. Film ini membuktikan bahwa literasi digital dapat diajarkan dan dipahami dengan menonton film ini.

Corresponding Author. Email: hersinta@lspr.edu ^{2}

© E-ISSN: 2580-1643.

Copyright © 2024 by the authors of this article. Published by Lembaga Otonom Lembaga Informasi dan Riset Indonesia (KITA INFO dan RISE'I). This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.



ACM Computing Classification System (CCS)

EBSCOhost

Communication and Mass Media Complete (CMMC)

1. Introduction

Social media is the most popular media for communication today. Approximately per 2023 there are 78,5% of social media users [1]. According to [2] social media is defined as a bunch of interactive applications on the internet that enable the process of creating, curating, and sharing of user-generated content (either individually or collaboratively). The presence of social media is known as a tool to fulfill communication and information needs. By using social media as our main tool to share and communicate with others, as the user they certainly need to know and could use social media fully. Social media may have been glorified as something helpful, easy and convenient but as we all know it must have two sides of a coin. It also has its good and bad sides. Unfortunately, many mass media only share the good and glorify it, without telling the dark side of it that is even more complex than it explained. Through the growth of social media and any forms of digital media communication it is important to understand digital literacy and applying digital literacy skills. To be a great nation it is important for the public to be literate. It is very important for a society to know the life skill to compete and balance with other nations [3].

This shows how digital literacy skills play a significant role in this digital era. According to the Madureira (2023), on Global World Digital Competitiveness Index stated that Indonesia ranked 45 th out of 63 countries in digital literacy quality. Digital literacy is a knowledge and ability of the user to utilize digital media as a communication tool, network, and others. It also consists of the ability of the user to find, do, evaluate, use, create and utilize it wisely, smartly, carefully and exact to its use [4]. Film is an art form with an aesthetic and a language on one [5]. Film as part of the mass media that shows the social reality that rises and grows. Documentary film is a medium to record a scene or a fact that happens in real life. Same with social media, this is also an interesting media to be discussed. Seeing how social media became popular, even caused several problems in some societies. It is a media that can record our life, habits, and even social realities from human beings.

Combining two interesting topics into one, film and social media, a docudrama directed by Jeff Orlowski

“The Social Dilemma” was released by Netflix on 9 September 2020. This movie got a 7.6/10 rating and was viewed by 38 million Netflix subscribers [26]. This film also has a very interesting yet scary tagline “The technology connects us also controls us” this explains how social media can simply connect us but they can also control what we do. This movie also explains how social media is designed to be very addictive, they provide like, share and unlimited scroll. It was not only designed to be addictive when using it, the platform will always push notifications even when we are not using it to make people come back and keep scrolling. The algorithm is also designed to match each one of the user's preferences to make it addictive and could potentially change how people see and decide something [6].

The research question for this study is: How does the audience receive the messages of digital literacy in the documentary film "The Social Dilemma"? This study aims to understand how film can provide an understanding of digital literacy in social media. Researchers use the reception analysis theory framework to provide a more in-depth perspective of the media audience. The main point of reception analysis is the audience's active role, and in this study context, the audience has an active role in generating the meaning of digital literacy from the film. This research is expected to contribute to increasing digital literacy competence, especially for Indonesians.

Living in 2024 it is almost impossible to not know what social media is, as something that almost becomes our new needs daily. According to [7], for some people social media is not only for sharing information, stories, photos of our own videos to friends and family, it can also build and maintain a community and network. Social media existence has become a new way to connect new or even lost family and friends. Social media is used to stay connected to their family, friends, and workers to stay in touch with their house life [8]. Which is why it has become our new need, the sense of comfort to stay connected with our loved one makes it even harder to part from social media. According to [9] how we read today actually changes over time because of social media and digital technologies. It is considered a way for the readers and writers to merge into digital communities to create new works. This makes the information spread easily and faster between writers and readers. Social

network sites or mainly known as social media are several internet websites that allow and encourage their users to start networks of people they know and share messages and audiovisual contents publicly [10]. The amount of social media users that share information makes it even harder to control the information, right and wrong have to be decided by their own user. However, it is still debated who holds the responsibility to control or filter the information. It is partly the users' responsibility to choose what should and should not be shared in social media, but sometimes the social media itself makes unclear terms and regulations about privacy.

Social media is a product of technological development especially on the internet. This media makes people communicate and interact with others easily through networks that makes it easier for people to interact without having to be face to face [11]. It is getting easier now to know what people do and where they are now, because social media makes the boundaries between the real world and digital world thinner. One of the dark impacts that concerns social media is the surveillance factor, where social media may know our interests better than people who actually know us in real life.

Literacy broadly means the ability to read and write. Digital literacy is the ability to identify, understand, interpret, create, communicate, calculate and appropriately through digital technology [12]. Another similar definition also says that digital literacy is part of computer literacy and information literacy, it is related to the ability to access, understand, and broaden information [13]. This also aligns with what [14] says that digital literacy is far beyond ability to use computer, it is the ability of being able to navigate and interact to information digitally, which are to find it evaluate, and use it as part of many aspects of life such as school, works and life. This is why digital literacy is an important skill in this digital age. Unfortunately, the amount of information about the importance of digital literacy was too low. As social media develops, it is important for people to understand and have digital literacy skills. Digital literacy is a person's ability to use information in various forms from a computer or mobile phones [15]. A digital literacy competencies was formulated by JAPELIDI (*Jaringan Pegiat Literasi Digital*) is divided into 10 competencies, (a) Accessing

(getting the informations by operating digital media; (b) Selecting (choosing information from many sources that can be accessed and seen worthy for digital media users; (c) Understanding (understanding the information that has been selected before); (d) Analyzing (analyzing what are the good and the bad side from the information that has been understood before); (e) Verifying (cross confirming with other similar information); (f) Evaluating (considering and mitigating the risk before distributing the information by examine how and in what platform will be used); (g) Distributing (sharing information by considering who will access the information); (h) Producing (ability to compile new information that is accurate, clear and ethically); (i) Participating (actively sharing good and ethically right information through social media or any online communication); (j) Collaborating (initiate to distribute honest, accurate, and ethically right information with others). By having these skills, the user will be able to protect themselves from hoax, misinformation, information overload, and their privacy rights (JAPELIDI, 2020).

2. Method

This research data is collected by using a Focus Group Discussion (FGD) method. FGD was chosen because it is an effective and efficient method to obtain insights into social processes and gives the ability for the participant to be actively engaged in the research [16]. The participants involved are ten selected undergraduate and postgraduate students, that were chosen according to their response through pre-survey google form that has been broadcasted, to decide if they matched the criteria for this research.

- 1) Audiences aged 18-25 years old
- 2) Have watched "The Social Dilemma"
- 3) Audiences will come from various educational backgrounds from undergraduate and postgraduate. Providing that they will be familiar with the meaning of digital literacy.
- 4) Have a social media account.
- 5) An active user of social media.
- 6) Audiences that willingly be interviewed and allow the research to be published.
- 7) Audiences that agree to watch the whole documentary movie that were published by Netflix, which will be the research references.

In this research the focus group discussion participants are asked to discuss to share their experience while they watched the film and what they got, that were moderated by the researcher. The goal was to get a thorough understanding of how participants viewed "The Social Dilemma" and how it affected their understanding about digital literacy in the film. In addition, the digital literacy competencies come from Jaringan Pegiat Literasi Digital (JAPELIDI), an Indonesian digital literacy network that focused on digital literacy that were established by researchers, lecturers and activist since 2017 ("About Japelidi," n.d.).

Focus group discussion was done by using google meet in three formats with different groups. First group contained postgraduate's students. The second group contained undergraduate students. The third group contained both undergraduate and postgraduate students. This method is done to gather thorough data from each group. Questions asked by the moderator are initials, perception on digital literacy, effectiveness of messaging, awareness,

concerns and closed by personal reflection. During focus group discussion the moderator encourages participants to be actively involved in the discussion, gives a safe space for them to agree and disagree in each other's opinions, and do not give an order in answering. Participants' view will be the main data source and qualitative data analysis is the only method to process and analyze the data. According to [17], qualitative research is used to explain the phenomena on what is experienced by the subject of the research, including attitudes, motivation, perceptions as well as acts which are holistically carried out. The film content will be analyzed from "The Social Dilemma" by Jeff Orlowski on Netflix.

Furthermore, this research utilizes a reception analysis theory by Stuart Hall. He explains the meaning and makes experiences through interacting by seeing videos, films, and TV programs. It will focus on the audience's experiences and the meaning based on the audience experience. In this research, the focus unit of analysis is based on input, analysis and sub-analysis.

Table 1. Focus Unit Analysis

Input	Analysis	Sub Analysis
Understanding Digital Literacy Using Documentary Film "The Social Dilemma"	Reception Theory of Stuart Hall	Dominant Position

It will be supported by relevant literature studies related to digital literacy and documentary films. Digital literacy competencies aspects of the film will be the analysis unit of this research. The analysis and all the movie itself hopefully will give a relevant context to analyze the significance and its digital literacy competencies on educating the audience through watching the film. Specifically, to know how the audience receives and experiences each scene of the film.

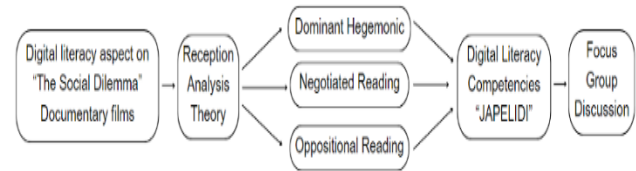


Figure 1. Methodology

3. Results and Discussion

The Social Dilemma film shows boundaries between technology, society, and individual concern blur. In conducting this research, the first step is to determine the respondents' answers. The answers were transcribed and tagged to analyze. In addition, the audience is divided later into three positions: dominant-hegemonic, negotiated, and oppositional positions. Through their point of view, researchers can gather interpretations and ideologies about digital literacy in the context of social media, offering an insight into how popular culture and social media can influence collective awareness and concerns. By doing focus group discussions, researchers wanted to know the participant's position according to the reception theory by Stuart Hall. Through this method the researcher asked all the participants and based on their answers, it can be summarized as follows.

Initial Impression

The participant knows about “The Social Dilemma” film from varied sources such as TikTok, YouTube, Netflix home page, and from their acquaintances.

The spread of information from social media is much faster than mainstream mass media. The following table describes the answers from participants.

Table 2. Participant Distribution

Source	Amount of people (S1)	Amount of people (S2)
Netflix	(1)	(1)
Tiktok/other social media	(1)	(2)
Youtube	(1)	(0)
Friends Recommendation	(2)	(2)

Further, what triggers them to watch “The Social Dilemma” film because it opens important facts about social media from an unpopular side. The general concept of social media is about communication platforms, digital marketing tools, education tools and many positive sides about social media. On the other hand, “The Social Dilemma” investigates the other side of social media: the economy and politics power of social media, referring to the business and corporation behind it. In this this movie, the narrations and interviews with people who used to work with major social media platforms, provide explanations, including visually, how social media takes all the data from their user.

P3. "I know about the film The Social Dilemma, from YouTube, a YouTuber... Tara Arts, ... At that time, I found out when he was live streaming, and he discussed the algorithm on YouTube which was getting more and more complicated. It's crazy. And from there I was interested, finally watched it and it was mind blowing." The participant said that he got a new perspective on how they see and use social media, they become more careful when using it, because they know that they must protect their private information.

P6. "...after I watched it, I became more aware that, for example, however fun social media is and how exciting it is. I now realize that I must be able to divide how many hours I can be on social media. Then I also become more aware of my data and the security of my data. Because previously I was the type who was just bare minimum for safety, ... not double protecting it. And after I watched the film, it turned out that there were a lot of things that I thought were the aspects of security on social media, but it turned out to be one of the ways of how the company stole

our data." Some of the participants know this movie through social media such as TikTok, YouTube and others get recommendations from their acquaintances. They were interested in how the movie explained social media from a different point of view with unpopular perspectives. Because the social media that we use today was mainly polarized and designed to only show our likings. According to [38], people pay attention to a limited range of opinions on social media due to selective exposure and the influence of individuals' choices. Participants' experiences and impression on this movie varied but mostly they were surprised and said that it opened up a new perspective on how they see social media.

P2. "...it opens a new perspective for me...I can see how the algorithm works, so that we can understand, from the other point of view there are some bad things behind it. There is stolen data and many more. This makes me more aware..."

P6. "...it came across on my TikTok... After that I asked my friend, apparently, he had already watched it...when I watched the film, I could tell that this film was about social media... Overall, what I see in this film is that it really shows how social media tracks us. Or like it controls us, you know. Like, oh, we are more aware of how we use social media..."

The answers from the participants, both undergraduate and postgraduates, are the same most of them said that it opens new perspectives for them. All the participants showed that they are active social media users, and gain most of their information from social media.

P1. "... a few days after I watched it. I thought, wow, this opens up a new perspective. It's like social media

is something that is toxic if we can't control it. Until I did at that time...I stopped using Instagram for a few days, which in my opinion was a new experience, so we didn't think too much about anything because we focused on ourselves. And yes, that was because of the social dilemma.”

P7. “... There seems to be a dark side to what social media is like. And this film was also a documentary when I saw it. And overall, what I saw in this film really shows how social media tracks us.

Both participants from undergraduates and postgraduates experienced the almost the same rising concern, but while the undergraduates tried to control themselves and try to prevent addiction, they also realize that social media can distract our focus. On the other side, postgraduate students were more concerned about being tracked and the privacy invasion from social media. In this case, “The Social Dilemma” raised both students’ concern about self-control and privacy.

Perception on Digital Literacy:

Afterwards, researchers asked the participant about how they see and what they know regarding digital literacy. The participants explain that before watching “The Social Dilemma” film they already have their understanding on digital literacy. But after watching the movie they understand more on the role of social media in critical perspective.

P1. “... before watching this I thought digital literacy means it is enough for us to know what social media is, then how to use it and follow and follow, block people who bother us, and it is just a tool, after watching this, it turns out that the tools on social media were just tools. After watching this, I know that the tools on social media are not just made, but they have a purpose. Why, for example, while we open the screen, the clock on the cell phone can't be seen or why the like button is made there, or the interface is made so that we are getting more and more addicted. What I understand now is that people have to be smart about social media. Digital literacy is that we can understand what is good for us and what is not good for us. So, it's not just playing around. Wow, this is true. Wow, this is cool. But it affects our psychology. So, we understand the digital world, the world of social media. And we also

understand our psychology.”

The undergraduate student stated their understanding of digital literacy is improving after watching “The Social Dilemma”. On the other hand, postgraduate students have different perspectives. They said their understanding has not changed much after watching it, but their opinions changed. Previously they understood digital literacy is a skill for the user only, but after watching it they agree that the developer of the apps and platforms also have the responsibility of knowing and understanding it.

P8. “...my understanding of digital literacy. After and before watching the film...hasn't changed because it's still the same. But maybe it's more on the focus. In my opinion, in the past it was more focused on the user. If it's digital literacy. But from this film I learned that companies and social media creators must also be aware of the existence of digital literacy today.

The lack of literacy in Indonesia is one of the reasons why digital literacy understanding is also lacking and leads to low quality of human resources. This strengthened by the previous research on Indonesian literacy index in 2020, which is still low, at 0.54 It highlights the need for efforts to increase digital literacy education to improve the quality of Indonesia's human resources (Harmoko, 2021). Film, on the other hand, may help people to understand things better because film is a form of integrated media. According to Leaning (2019), integrating media and information literacy can enhance digital literacy by addressing their deficiencies and providing a more comprehensive approach to digital technology and communication practices.

Through this research the participants also explain that by watching this film they can understand digital literacy better. It also stated that digital literacy was not only the ability to use social media ethically yet understanding and knowing what happened behind it and how the algorithm works. There are several scenes from this film that show how social media can track what we do in social media whether when we fully aware and not. Just like how they listen to us just talking, it can change and affect the algorithm.

P3. “From me after watching this, I am more concerned about data theft. The thing is, actually the

existence of advertising is really for a company selling products like ours, right? That's what advertising is like. As time goes by, there are several companies and people who abuse this algorithm. This algorithm takes data from us. The story goes like this. This is a bit scary for me. The thing is, at that time I was chatting (face to face) with a friend. Chatting about motorcycles...my cell phone was off the whole time. Even though my cell phone was off. Suddenly, the algorithm in my Tokopedia contained motorbikes. That means, we are roughly like being tapped. Indirectly."

A technological researcher also stated that the proposed machine learning and algorithm method accurately predicts personality based on social media digital footprints, outperforming existing methods and traditional approaches (Valanarasu, 2021). Researchers also asked the participants to decide which digital literacy aspect from Jaringan Pegiat Literasi Digital (JAPELIDI) that are included and covered throughout the movie. Digital literacy aspects from JAPELIDI includes Accessing, Selecting, Understanding, Analyzing, Verifying, Evaluating, Distributing, Producing, Participating, Collaborating. The following is their opinions about which aspects of digital literacy are included in the film:

Table 3. JAPELIDI Aspect Discussion

Undergraduates Student	Postgraduates Student	Undergraduates and Postgraduate Student
• Accessing • Selecting • Understanding • Participating • Collaborating • Evaluating • Analyzing • Distributing	• Accessing • Selecting • Understanding • Participating • Collaborating • Verifying	• Accessing • Verifying • Analyzing • Participating • Distributing • Understanding • Producing • Evaluating

All groups of participants agree that understanding was covered throughout the film, and they think that this movie can help them understand digital literacy better.

Awareness and Concerns:

Because they have a deeper understanding about digital literacy after watching "The Social Dilemma"

it raises their concern and awareness about privacy and mental health issues. They think that what social media has done to them is something against their privacy. It is said that one of the participants once experienced some of the examples that were described in the movie surveillance through their private conversation outside social media.

P3. "From me after watching this, I am more concerned about data theft. The thing is, actually the existence of advertising is really for a company selling products like ours, right? That's what advertising is like. As time goes by, there are several companies and people who abuse this algorithm. This algorithm takes data from us. The story goes like this. This is a bit scary for me. The thing is, at that time I was chatting (face to face) with a friend. Chatting about motorcycles...my cell phone was off the whole time. Even though my cell phone was off. Suddenly, the algorithm in my Tokopedia contained motorbikes. That means, we are roughly like being tapped. Indirectly."

P6. "This really changed my perspective on social media. Previously, before I watched this film, I was really like, well, social media was normal, which indirectly turned out to be like I was really addicted to social media. I also spend a lot of time on social media, so it seems like I'm less productive in the end. Then, after I watched this film, I became more aware, my mind was more open. Because, oh it turns out social media really does move like that... Then I am also more concerned about my data and the security of my data. Because previously I was the type who was just safe, like not double protection like that. And after I watched the film, it turned out that there were a lot of things that I thought were important in social media, it turned out to be data that the company stole. So the stolen data is controlled and ultimately manipulated so that we can continue being addicted to social media."

Both participants from the two groups, undergraduates and postgraduates, were concerned about their privacy being invaded by the social media company. The undergraduates also mentioned e-commerce also invaded their privacy and took profit from our data. While the postgraduate students were also concerned about their data being stolen, they thought deeper into thinking that the stolen data can be used to control, manipulate and polarize people.

Effectiveness of Messaging:

The opinion that shows a deeper understanding of digital literacy among participants is due to the effectiveness of the way *The Social Dilemma* conveys messages. They said that "The Social Dilemma" is different because it is rare for documentaries to include drama in it and has an element of familiarity/relatability to everyday life, such as a scene where a family has a child who is addicted to social media.

P1. "... It's very rare that there are documentaries that are mixed with drama. From the dramas we can understand social and psychological issues in human psychology today. Which represents something they want to convey, that's how people nowadays can't be separated from gadgets and social media. So, I say a mix of documentary and drama was very effective in conveying the statement they wanted to convey."

P8. "...what makes this documentary more effective is that they include scenes that are really like films in general where it's like there's a family whose children are addicted to playing on their cell phones, scrolling social media...there is also a live action video that directly explains it visually..."

Both participant undergraduate and postgraduate think that the drama and visualization throughout the film was the main reason why this movie is effective. Human perception-based contextual representation in video understanding improves understanding of actors, objects, and the surrounding environment (Vo-Ho *et al.*, 2022). This way, the audience can easily understand the complex messages from the film. Another research also says that psychologically, cinematic films are an effective adult learning tool for cultivating an appreciation of moral and ethical values among graduate-level university students, providing a human connection and insight into human psychology (Abidi, Madhani, Pasha, & Ali, 2017).

4. Conclusion

According to the research findings, through focus group discussion, the audience receives messages about the importance of digital literacy in the documentary film "The Social Dilemma." The

audience receives it similarly. All ten participants are in the dominant hegemonic position towards the initial impression, where the audience can understand digital literacy better, become more careful, and know that they must protect their private information on social media. On the other hand, all ten participants' responses are similarly answered, being in the dominant hegemonic position towards their perception of digital literacy. They agree that by watching "The Social Dilemma" film, they understand more about the role of social media from a critical perspective. The participants can also understand that digital literacy was not only the ability to use social media ethically but also understanding and knowing what happened behind it and how the algorithm works. The participants also agree that most of the digital literacy aspects from Jaringan Pegiat Literasi Digital (JAPELIDI) are included in the film.

Further, all ten participants show dominant hegemonic positions towards their awareness and concerns. Their perspectives, awareness, and concern rise after watching the film. They are now becoming more aware of protecting their data on the internet. The participants can now understand how the social media company uses their data. They agree that the other party can use stolen data to control, manipulate, and polarize people. Moreover, the participants were also on the dominant hegemonic towards the effectiveness of "The Social Dilemma" film. They agree that this film can effectively convey the message. Participants stated that this film is different because it is rare for documentaries to include drama and has an element of familiarity/relatability to everyday life. Both undergraduate and postgraduate participants think that the drama and visualization throughout the film are the main reasons this movie is compelling.

For a deeper understanding, further research with different methods can focus on how film can educate people on other essential aspects, such as literacy or media understanding. As this study does not measure the film's effectiveness in changing the audience's behaviour, it can be recommended to use a quantitative approach to measure the impacts of the film on the audience's perspectives. Another recommendation is to look at different age groups and various professions (for example, high school students, teachers/lecturers, and professional workers) to give broader descriptions of how viewers

can generate different understandings of a text (film). Such research could contribute to broader society and be a reference for practitioners, students, teachers, and academicians.

5. References

- [1] Davis, J. S., & Davis, J. S. (2016). Why Social Media?. *Building a Professional Teaching Identity on Social Media: A Digital Constellation of Selves*, 1-4.
- [2] Yonatan, A. Z. (2023). Menilik Pengguna Media Sosial Indonesia 2017-2026. *Data. Goodstats. Id*, 1-3.
- [3] Di Giovanni, E. (2020). Reception studies and audiovisual translation. *The Palgrave Handbook of audiovisual translation and media accessibility*, 397-413.
- [4] Diniasti, T. H., & Haqu, R. (2022, December). Receiving Messages of Technological Determinism in the Documentary Film "The Social Dilemma": Analysis of Receptions in Teenagers. In *7th International Conference on Social and Political Sciences (ICoSaPS 2022)* (pp. 74-85). Atlantis Press.
- [5] Kuhn, A., & Westwell, G. (2012). *A dictionary of film studies*. Oxford University Press, USA.
- [6] Lankshear, C., & Knobel, M. (Eds.). (2008). *Digital literacies: Concepts, policies and practices* (Vol. 30). Peter Lang.
- [7] Nasrullah, R., Aditya, W., Satya, T. I., Nento, M. N., Hanifah, N., Miftahussururi, M., & Akbari, Q. S. (2017). Materi pendukung literasi digital.
- [8] Seargeant, P., & Tagg, C. (2014). Introduction: The language of social media. In *The language of social media: Identity and community on the internet* (pp. 1-20). London: Palgrave Macmillan UK.
- [9] Spante, M., Hashemi, S. S., Lundin, M., & Algers, A. (2018). Digital competence and digital literacy in higher education research: Systematic review of concept use. *Cogent education*, 5(1), 1519143. DOI: <https://doi.org/10.1080/2331186X.2018.1519143>.
- [10] Monggilo, Z. M. Z. (2020). Analisis konten kualitatif hoaks dan literasi digital dalam@ komikfunday. *Interaksi: Jurnal Ilmu Komunikasi*, 9(1), 1-18.
- [11] Kurnia, N., Nurhajati, L., & Astuti, S. I. (2020). Kolaborasi Lawan (Hoaks) Covid-19: Kampanye, Riset dan Pengalaman Japelidi di Tengah Pandemi. *Yogyakarta: Program Studi Magister Ilmu Komunikasi UGM*.
- [12] Haqu, R. (2020). Era baru televisi dalam pandangan konvergensi media. *Rekam: Jurnal Fotografi Televisi*, 16(1), 15–20. <https://doi.org/10.24821/rekam.v16i1.3721>
- [13] Suherdi, D. (2021). *Peran literasi digital di masa pandemik*. Cattleya Darmaya Fortuna.
- [14] Assarroudi, A., Heshmati Nabavi, F., Armat, M. R., Ebadi, A., & Vaismoradi, M. (2018). Directed qualitative content analysis: the description and elaboration of its underpinning methods and data analysis process. *Journal of research in nursing*, 23(1), 42-55.
- [15] Miller, D., Sinanan, J., Wang, X., McDonald, T., Haynes, N., Costa, E., ... & Nicolescu, R. (2016). *How the world changed social media* (p. 286). UCL press.
- [16] Johnson, M. J. (2021). *Books and social media: How the digital age is shaping the printed word*. Routledge.
- [17] Iddianto, I., & Azi, R. (2022). SOCIAL EFFECT OF SOCIAL MEDIA REVEALED IN THE SOCIAL DILEMMA DOCUMENTARY MOVIE: POST-TRUTH PERSPECTIVE. *Seshiski: Southeast Journal of Language and Literary Studies*, 2(1), 37-50. DOI <https://doi.org/10.53922/seshiski.v2i1.3>.
- [18] Fajrin, S., Siregar, Y. D., & Monang, S. (2022). Audience's Perception of the Impact of Social

- Media on Film “The Social Dilemma”. *International Journal of Cultural and Social Science*, 3(1), 106-112.
- [19] Augustine, R., & Xavier, M. S. (2021). A Critical Study On Netflix Docudrama ‘The Social Dilemma’. *Media, Culture and Society*, 22, 24.
- [20] Shuili, D. (2022). Reimagining the Future of Technology: “The Social Dilemma” Review. *Journal of Business Ethics*, 177(1), 213-215. DOI:10.1007/s10551-021-04816-1.
- [21] Law, N. W. Y., Woo, D. J., De la Torre, J., & Wong, K. W. G. (2018). A global framework of reference on digital literacy skills for indicator 4.4. 2.
- [22] Bawden, D. (2008). Origins and concepts of digital literacy. *Digital literacies: Concepts, policies and practices*, 30(2008), 17-32.
- [23] Hall, S. (2007). Encoding and decoding in the television discourse. In *CCCS selected working papers* (pp. 402-414). Routledge.
- [24] Moleong, L. J., & Edisi, P. R. R. B. (2004). Metodologi penelitian. *Bandung: Penerbit Remaja Rosdakarya*, 3(01).
- [25] Basnet, H. B. (2018). Focus group discussion: a tool for qualitative inquiry. *Researcher: A Research Journal of Culture and Society*, 3(3), 81-88.
- [26] Abidi, S. H., Madhani, S., Pasha, A., & Ali, S. (2017). Use of cinematic films as a teaching/learning tool for adult education. *Canadian journal for the study of adult education*, 29(1), 37-48.
- [27] McQuail, D. (2020). McQuail's media and mass communication theory.
- [28] Vo, K., Yamazaki, K., Nguyen, P. X., Nguyen, P., Luu, K., & Le, N. (2022, October). Contextual explainable video representation: Human perception-based understanding. In *2022 56th Asilomar Conference on Signals, Systems, and Computers* (pp. 1326-1333). IEEE. DOI: 10.1109/IEEECONF56349.2022.10052051.
- [29] Bakshy, E., Messing, S., & Adamic, L. A. (2015). Exposure to ideologically diverse news and opinion on Facebook. *Science*, 348(6239), 1130-1132.
- [30] Harmoko, D. D. (2021). Digital Literacy As A Solution To Improve The Quality Of Indonesia's Human Resources. *Research and Development Journal of Education*, 7(2), 413-423.
- [31] Leaning, M. (2019). An approach to digital literacy through the integration of media and information literacy. *Media and communication*, 7(2), 4-13.
- [32] Valanarasu, M. R. (2021). Comparative analysis for personality prediction by digital footprints in social media. *Journal of Information Technology*, 3(02), 77-91.