

## **Political Learning through a Social Media Network**

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### **Abstract**

This study tries to fill the knowledge theory gap on the impact of social media use in political discourse. This research examines social media's performance in political learning where it does not exist as part of classroom learning. Social media is differentiated between activities that do not involve political interaction directly and discussion with other users. This study develops a cross-sectional survey on undergraduate college students' representatives of the five biggest campuses in Bandung, Indonesia. A total of 977 students filled questionnaires. The results show political discussion through social media networks providing students' political learning. The more students discuss related politics through social media, the higher their level of political awareness becomes. Social media activities do not impact political learning, where these activities do not involve discussion with other users. This study shows that students obtain political learning through political discussion through their networks, not just through social media activities. Political learning through social media requires discussion related to politics. Besides, sex, age, and expenditure also affect students' political knowledge acquisition. The results have implications for conducting studies on specific platforms to confirm social media activities' impact according to each platform's characteristics.

### **Keywords**

Social Media, Political Learning, Knowledge, Political Discussion, Network.

### **Introduction**

Nowadays, it is unavoidable for academics to experiment with social media as a learning and teaching tool. Social media is a means of distributing information, introducing new forms of education, and providing access to various types of sources, which in everyday life begins with reading news through Internet-based media and ends with virtual communication with communal (Votnova & Votinov, 2019). Social media platforms like Facebook, Twitter, WhatsApp, and Instagram, can enhance active student learning.

Moreover, Twitter promotes better academic results (Junco et al., 2011). Social media studies in education indicate that incorporating social media in teaching and learning environments can give rise to new forms of communication, cooperation, identity function, or constructive cognitive and social impacts (Gao, Luo, & Zhang, 2012).

Technology-based social networks offer great potential to support student learning in higher education. The nature of interactive and participatory social media can create the desired learning environment that allows users to achieve greater insight and personal experience. Social media has been likened to a participatory and collaborative mode of sharing information and producing knowledge. Users can quickly produce and distribute their work, get in touch with a network of like-minded people, and comment on other users' contributions. Social media strengthens communication between students concerning assignments, sharing knowledge, and motivating learning. Wang and Cai (2018) found a significant percentage of college students in China aware of foreign and domestic politics when using social media.

Using social media platforms as OCC (out-of-class communication) tools allows students and instructors through a virtual group to post and reply to messages related to learning content (Junco, 2012). These groups can be an effective learning environment for students who are less involved in an active learning classroom and connect teachers and students. According to Prescott et al. (2013), students were less likely to use social media as a structured learning method, suggesting communication relating to the course.

Learning through social media platforms has been carried out in various fields, including learning about politics. Social media have developed into relevant for the dissemination of political knowledge (McAllister, 2015). Social networking sites' impact on social and political learning is significant, particularly for youth (Khan & Shahbaz, 2015). Students regularly use social media to provide political information like distributing opinions and debating policy issues with community members. Boukes (2019) had findings that extend the knowledge gap theory to a domain online; there are differences in Facebook and Twitter. In a similar study, Fletcher et al. (2015) explained that Netherlands citizens use Facebook for news-tracking purposes less than other countries (Turkey and Portugal), so it differs from results based on the country's interested citizens. Besides, Twitter is a social media platform representing a potential political communication scene that fosters a more enlightened public forum (Beers, 2014). Social media's function as instruments of political learning for the millennial generation during the 2019 Indonesian Presidential Election is considered very impressive because all activities covering aspects of democracy are expressed to be influential; it needed to hone their thinking.

Given its cognitive effect, the issue of how political impact can occur and whether social media and discussion play a role in causing political implications should be an important one. To better understand students' political learning outside of formal education, this study aims to examine the role of social media use in political learning. Social media use distinguishable between activities that do not involve discussion and political discussion from students.

Active social media users in Indonesia reached 160 million. While dispensing informative and mobilizing messages, social media also facilitates disseminating incorrect information, data divide, and political polarization (Zúñiga & Chen, 2019). This condition motivated this study to confirm the role of social media as a learning medium that applies to the sample of this study. The problem to be evaluated is whether the activity of using social media and political discussions conducted by students through social media affects political knowledge. Based on the motivation to answer the existing problem, the objectives of this research are; knowing the role of activities using social media and political discussion through social media on students' political knowledge.

Study results contribute to students and young people in general that discussing politics through social media can increase their political knowledge by expanding political information obtained through their social networks. The government and political institutions responsible for increasing political knowledge among young people can provide a forum for discussion on social media with access to competent people in the political field.

## **Literature Review**

### **Social Media and Political Learning**

As an element of Internet-based media, social media have characteristics that are not usually discussed in traditional media. According to Stoycheff et al. (2017), social media is an online site that is not institutionalized and relies mainly on user-generated content and complex aspects that promote two-way interaction. This definition excludes instant messaging, email, online news outlets, and online opinion sharing or interactive blogs. Fair, accurate, and timely information through social media networks can provide useful information for students. Liburd & Christensen (2013) said that social media platforms inspire students to participate and engage in meaningful learning interactions online. Social media help build a collaborative learning atmosphere, thus increasing students' overall academic success. Murire et al. (2018) emphasized that social media adoption in learning results in increased throughput rates, student and instructor interaction, student participation, and student-centered learning.

Social media provides types, sources, and diverse information related to politics. The platform provides various networks, accounts, and groups that continuously disseminate information about politics, current events, and the latest news. Social media activities can be useful in the process of political learning. The use of social media with other mass media interactions can increase students' political involvement (Intyaswati, et al., 2021). Activities through social media can create online content such as participating in online conversations and writing comments online; besides that, it can also be only by consuming content, viewing videos, or reading comments online. Interaction with emotive political messages through social media such as Facebook creates further interactions for users (Tarullo, 2020). Active social media use as a part of learning allows interactive communication, such as participating in online discussions related to politics (Gibson & Cantijoch, 2011). Passive use consists of actions that only one-way concern communication, such as reading political issues online.

Previous studies showed that internet access positively influences knowledge of politics. More precisely, reading sites with campaign information raises knowledge of politics. Posting information sent by friends or retweeting by others in the group also appears in the timeline of users who are not interested, which opens the possibility for passive learning (Zukin & Snyder, 1984). Learning occurs without obtaining the latest information simply because the media present it without choosing it. Iskhakova et al. (2020) said that political learning includes knowledge of political figures, state symbols, and understanding the norms that apply in the political process. Social media offer youth available entries to political information in which democratic culture is becoming ingrained.

There is a knowledge gap in social media studies. Social networking sites have a different impact on knowledge acquisition. Dimitrova et al. (2014) state that knowledge acquisition is based on its resources for learning. The increased option of political content provided by social media, on the other hand, is a possible diversion (Yoo & Gil de Zuniga, 2014). Park (2017) states that social media capacity casts doubt to foster political learning. Regarding the news that students are (accidentally) exposed to on social networking sites, the student concerned will interpret, process, and memorize.

Therefore, the following first hypothesis proposed:

H1: Social media activities influence the political knowledge of students.

## **Discussion through Social Networks**

Interactions that occur between students can provide spaces for students to improve their knowledge. Interactions that occur on social media through discussion show that students have better involvement and understanding of their subject matter content than those who participate less in social media (Dyson et al., 2014). When students discuss an issue, they will process, retrieve, repeat verbal information, and listen to others. Information exchange in conversation can consolidate appropriate material in long-term memory and encourage knowledge development through this process. Individuals involved in interpersonal discussion allow the most complex concepts, make strong logical relationships between them, and initiate reasoned and consistent arguments. Sophisticated thinking creates a robust political orientation, leading to increased political knowledge.

Studies show that using social networking enables students to learn together without time and place. According to Jumaat et al. (2019), the interaction between students and student-instructors is essential for meaningful learning, but interactions that occur without any guidelines or goals can cause little intellectual growth among students. Facebook helps students diagnose appropriate resources by envisioning their social relationships with friends with the same focus (Jeon et al., 2016). Besides, according to the students' opinion, a Facebook group dedicated to chemistry promotes its skills and encourages learning online. Facebook has become a social network that impacts students' campaigning for leadership elections on campus (Chininga et al., 2019). Intyaswati, et al., (2021a) found that online political discussions on various platforms function as a mediation of social media on political knowledge in online education students. Online discussion can improve the higher education learning process, considering the discussion group's size. Social media provided students with the opportunity to broaden their professional networks over direct and indirect relationships with practitioners, in which the exposure of this practitioner made students aware of their work (Dragseth, 2020).

The following second hypothesis proposed:

H2: Political discussion through social media increases students' political knowledge.

## **Methodology**

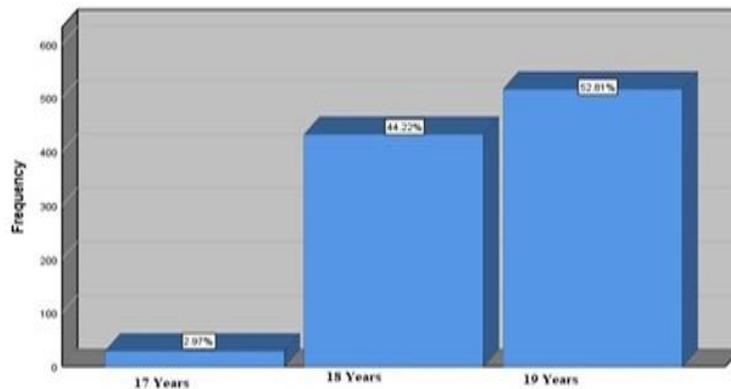
### **Respondent**

We developed this study through a cross-sectional survey conducted at Bandung, Indonesia, on undergraduate college students' representatives, from January 2, 2020, to February 14,

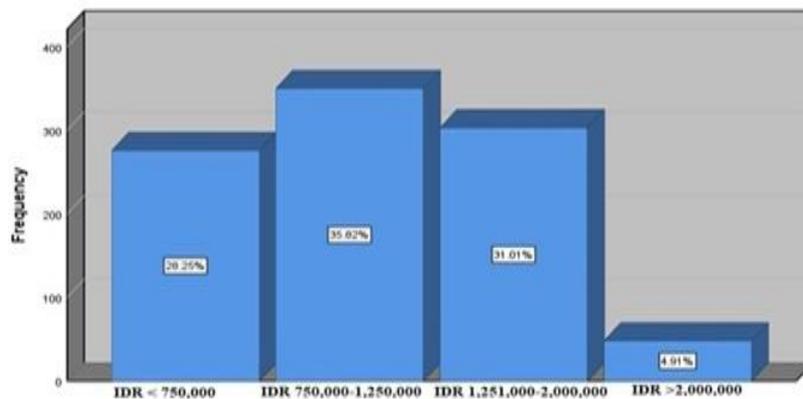
2020. The campus selection is based on the five campuses in Bandung with the highest number of students (Ministry of Education and Culture, 2019). These colleges are Universitas Pendidikan Indonesia (UPI), Universitas Padjadjaran (Unpad), Universitas Telkom (Tel-U), Institut Teknologi Bandung (ITB), and Universitas Pasundan (Unpas). Data were gathered with questionnaires and handled by field researchers.

The sample is the proportional number of students from the Department selected from those five colleges and randomly selected based on their names. Furthermore, field researcher distributed their questionnaires on their respective campuses to the selected student. A total of 977 students were surveyed at all five colleges.

The sample comprised 323 males (33.06%) and 654 females (66.94%) and age composition with an average age of 18.5 years (SD=0.56), as shown in Figure 1. This study uses expenditure to portray the economic status of the respondents. Figure 2 showed that IDR < 750,000 (28.25%), IDR 750,000-1,250,000 (35.82%) and IDR 1,25,000-2,000,000 (31.01%) were consumed students monthly.



**Figure 1 Age of students**



**Figure 2 Expenditure of students**

## **The Questionnaire**

The research questionnaire consisted of two parts. The first part asks respondents for information about the age, gender, and monthly consumption of students and information about their favorite social media use. The second part aims to collect quantitative data. The second part consists of 15 statements to which participants answer 10 of them using a five-point Likert scale, a measurement tool widely used in social science research (Groshek & Krongard, 2016).

To obtain an unbiased measurement tool and get accurate and consistent answers. The questionnaire was validated through a pre-test to 30 undergraduate students. Furthermore, items that were considered vague or confusing were omitted from the final version provided to respondents. The respondents were informed about the research objectives; they were asked to complete a consent form to confirm that they were disposed to answer the questionnaire before participating in the survey. Also, they were assured that their information would be kept confidential.

## **Measurement**

The respondents replied to four questions on political knowledge: 1) the main party supporting the president, 2) the name of the leader parliament, 3) the year ending the term of President Jokowi, and 4) Retno Marsudi's position in President Jokowi's administration. Correct answers had a value of 1, while incorrect answers had a value of 0. For all four questions, the total value was measured. This attribute had a mean value = 3.17 and SD= 1.14.

Survey questions on the social media activity assessed the frequency of the respondent's behaviors as follows: 1) following politicians, 2) receiving information related to politics, 3) re-sharing other people's comments, 4) sharing opinions relevant to current events, 5) posting experiences relating to politics, 6) sharing photos, video, content, or current events, and 7) comment on others different opinions. These answers were ranked from 'never' (1) to 'always' (5) with a mean= 2.01 and SD= 0.73.

The political discussion frequently asked questions related to the political conversation between respondents and other people, such as 1) family, 2) people with different opinions, 3) friends, and 4) strangers that performed through social media. The responses were ordered from 1 (never) to 5 (always). Political discussion had a mean=1.81 and SD= 0.75.

Figure 3 shows CFA with maximum likelihood estimation (MLE) to support three construct measurement models. The Chi-square test is very sensitive for a large sample, more than 200 (Zainudin, 2012). Root Mean Square Error of Approximation (RMSEA) = .028 (less than .08), normed chi-square = 1.757 (less than 3), Comparative Index (CFI) = .991 (more than .90), and Tucker-Lewis Index = .986 (more than .90). The three constructs have met the established standards, so they are recommended for further analysis. To validate the fit of measurement, we investigate the Cronbach coefficient ( $\alpha$ ) of the three multi-item scales. Social media activity has  $\alpha = 0.839$ , political discussion has  $\alpha = 0.759$ , and political knowledge has  $\alpha = 0.731$ . The recommended minimum value for the reliability scale is 0.70. Thus the three measurement performance is satisfactory, and the reliability is accepted.

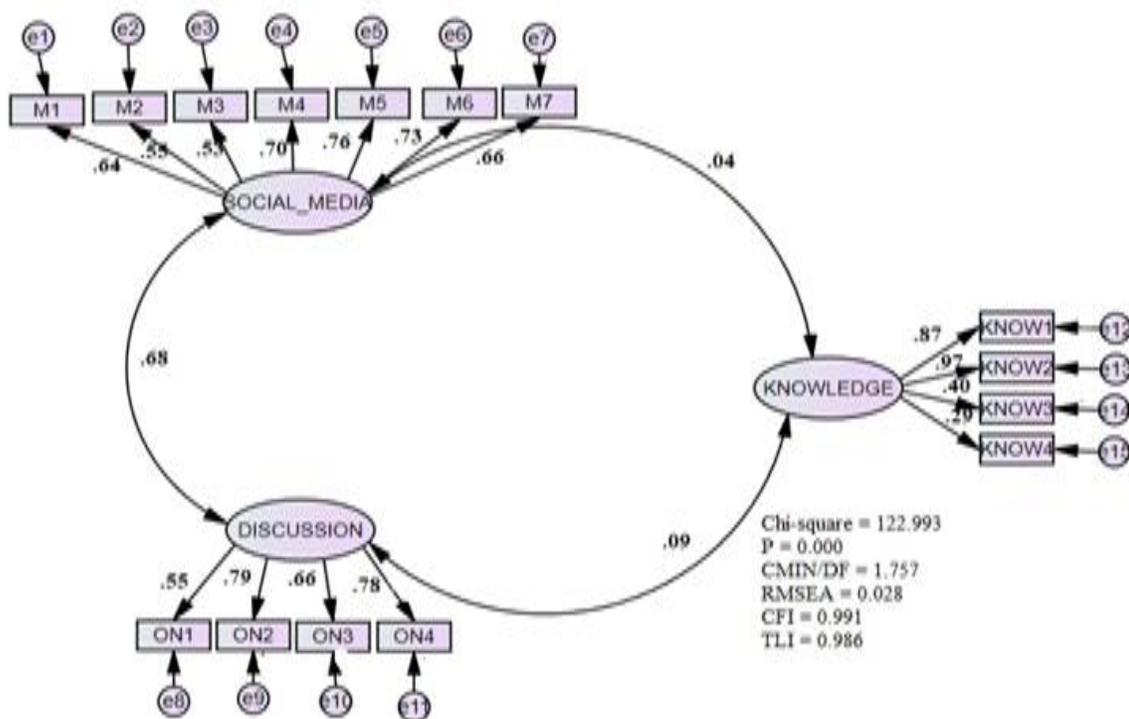
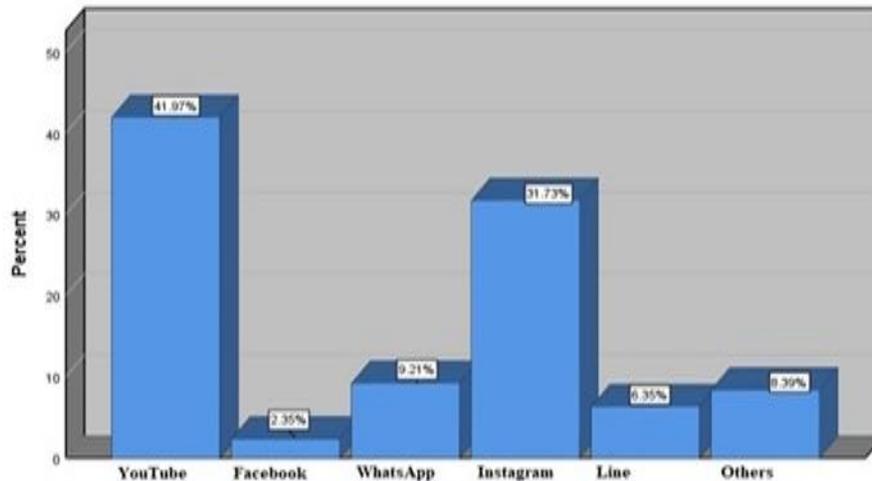


Figure 3 Confirmatory Factor Analysis model

## Results

The students consisted of 66.94% female and 33.06% male. Figure 1 shows students' age ranging from 17 years to 19 years, with more than half of the respondents aged 19 years. Figure 2 shows that most of the student consumption per month is not more than IDR 2,000,000 (95.08%). Based on Figure 4, YouTube is the type of social media that students mostly use (41.97%), followed by Instagram (31.73%) and WhatsApp (9.21%).



**Figure 4** Distribution of social media favorite

Table 1 shows that 69.3% of males could answer all questions related to the political knowledge provided, while only 51.5% of females could do the same. Otherwise, some students could not correctly answer any of the political knowledge questions, whose found among 0.9% of males and 5.8% of females. Overall, 57.4% of students answered all political knowledge questions correctly, and 4.2% did not answer all questions posed correctly.

**Table 1** Gender-based political knowledge score of students

	Political knowledge score					Total
	0	1	2	3	4	
Male	3 (0.9%)	6 (1.9%)	42 (13.0%)	48 (14.9%)	224 (69.3%)	323 (100%)
Female	38 (5.8%)	48 (7.3%)	118 (18.0%)	113 (17.3%)	337 (51.5%)	654 (100%)
Total	41 (4.2%)	54 (5.5%)	160 (16.4%)	161 (16.5%)	561 (57.4%)	977 (100%)

Source: Field research. N = 977.

The One-way Analysis of variance based on the school of students can be seen in summary in table 2. There are differences between school groups in social media activity ( $p = 0.040$ ) and political knowledge ( $p = 0.000$ ). Follow-up analysis with Tukey's post hoc to see the differences more specifically. The results showed differences in social media activities between UPI and Unpad students ( $p = 0.002$ ) and between UPI and ITB students ( $p = 0.047$ ). UPI students' social media activity was higher than Unpad students and also higher than ITB students. Meanwhile, UPI students' political knowledge was higher than Tel-U, ITB, and Unpas students ( $p = 0.000$  each). Meanwhile, the political knowledge of Unpad students was higher than that of Tel-U and ITB students ( $p = 0.000$  each).

**Table 2 One-way ANOVA by school groups**

Variables	UPI mean	Unpad mean	Tel-U mean	ITB mean	Unpas mean	F	df	p
Social media activity	2.17	1.90	1.98	1.97	2.01	3.921*	4	0.040
Political Discussion	1.89	1.84	1.83	1.68	1.80	2.217	4	0.065
Political Knowledge	3.59	3.39	2.85	2.88	3.07	18.04*	4	0.000

N = 977. UPI = 220. Unpad = 221. Tel-U = 198. ITB = 194. Unpas = 154. \*p < 0.05.

Table 3 shows the Independent samples t-test by sex, also the mean and standard deviation of each variable. There is no difference in social media activities and political discussions between males and females. However, the level of male political knowledge is higher than that of females.

**Table 3 Independent samples t-Test of variables by sex (equal variances not assumed)**

Variables	Mean	SD	Male Mean	Female Mean	t	df	p
Social media activity	2.01	0.73	2.07	1.98	1.823	605	0.069
Political Discussion	1.81	0.75	1.88	1.78	1.863	613	0.063
Political Knowledge	3.17	1.14	3.50	3.01	7.153*	868	0.000

SD: standard deviation. \*p < 0.05. Total N = 977. Male = 323. Female = 654.

Table 4 shows a summary of the One-way Analysis of Variance results by age group. There is a difference in the level of political knowledge between age groups (p=0.000). Further analysis was completed to provide specific information to identify existing differences. The Post hoc Tukey HSD (Honestly Significant Difference) test showed a difference in political knowledge between the 18 and 19 age groups (p = 0.001). The average political knowledge of the age group 18 is higher than that of the 19 age group.

**Table 4 One-way ANOVA by age group**

Variables	Age group 17 mean	Age group 18 mean	Age group 19 mean	F	df	p
Social media activity	3.12	2.03	1.98	1.185	2	0.306
Political Discussion	1.91	1.87	1.77	2.412	2	0.090
Political Knowledge	3.52	3.31	3.17	7.777*	2	0.000

N = 977. Age group 17 = 29. Age group 18 = 432. Age group 19 = 516. \*p < 0.05.

A summary of the One-way Analysis of Variance based on the expenditure group is shown in Table 5. In an expenditure group I have students with monthly consumption of less than IDR 750,000; the second expenditure group is IDR 750,000 - 1,250,000 per month. Expenditure group III students with monthly consumption of IDR 1,251,000 - 2,000,000. Meanwhile, expenditure group IV has a monthly consumption of more than IDR 2,000,000. There are differences in social media activity ( $p = 0.015$ ) and political knowledge ( $p = 0.002$ ) between the expenditure groups. Tukey's post hoc HSD is used to distinguish the contrasts more particularly. The results show differences between expenditure groups I and IV on social media activity. Students in the lowest monthly consumption group had lower social media activity than groups with the highest monthly consumption. Besides, there are differences between expenditure groups I and III on political knowledge. The student group with the lowest monthly consumption had lower political knowledge than students with higher monthly consumption (group III).

**Table 5 One-way ANOVA by expenditure group**

Variables	Expenditure group I mean	Expenditure group II mean	Expenditure group III mean	Expenditure group IV mean	F	df	p
Social media activity	1.92	2.06	1.99	2.23	3.493*	3	0.015
Political Discussion	1.75	1.81	1.85	2.01	1.924	3	0.124
Political Knowledge	2.96	3.21	3.31	3.31	5.093*	3	0.002

N = 977. Expenditure group I = 305. Expenditure group II = 374. Expenditure group III = 330. Expenditure group IV = 57. \* $p < 0.05$ .

Table 6 shows the One-way Analysis of Variance of stepwise multiple regression, with the dependent variable being political knowledge and independent variables, including sex, age, expenditure, and political discussion. The results show the F-statistics have a value of 19.566 with a probability of 0.000 ( $p < 0.05$ ), which shows that the multiple regression model is significant.

**Table 6 Analysis of Variance Regression model**

Model	Sum of Squares	df	Mean Square	F	Significant
Regression	95.118	4	23.780	19.566	0.000
Residual	1181.301	972	1.215		
Total	1276.420	976			

Dependent Variable: Political knowledge

Predictors: (Constant), Sex, Political Discuss, Age, Expenditure

Table 7 shows the variables significantly included in the regression model: sex, age, expenditure, and political discussion, significantly influencing political knowledge. The minus value of the B-coefficient (-0.439) in sex (male) shows that males have a smaller effect than females on political knowledge. While the minus value of the B-coefficient (-0.224) at age illustrates the level of political knowledge decreases with increasing age. Expenditure (0.110) and political discussion (0.169) have a positive B-coefficient, meaning that the level of political knowledge increases with the increase in expenditure and political discussion. Table 8 shows that the variables that are not significantly included in the regression model; indicated that social media activity and the interaction between social media activity and political discussion do not affect political knowledge. Furthermore, it stated that H1 was rejected, and H2 was accepted. Political discussion has a significant positive effect, meaning that the more often students conduct political discussion through social media, the more they will increase their political knowledge. Each variable's tolerance value is more than 0.1, and the VIP value of each variable is less than 10, which shows no multicollinearity between independent variables.

**Table 7 Coefficients of multiple regression**

Model	B	Std. Error	$\beta$	t	Significant	Tolerance	VIP
1. (Constant)	3.983	.132		30.119	.000		
Sex (male)	-.485	.076	-.199	-6.357	.000	1.000	1.000
2. (Constant)	3.611	.161		22.376	.000		
Sex (male)	-.466	.076	-.192	-6.152	.000	.996	1.004
Political discuss	.188	.048	.124	3.966	.000	.996	1.004
3. (Constant)	7.877	1.194		6.599	.000		
Sex (male)	-.460	.075	-.189	-6.104	.000	.996	1.004
Political discuss	.177	.047	.116	3.738	.000	.992	1.008
Age	-.230	.064	-.112	-3.607	.000	.995	1.005
4. (Constant)	7.509	1.197		6.271	.000		
Sex (male)	-.439	.076	-.181	-5.805	.000	.985	1.015
Political discuss	.169	.047	.111	3.574	.000	.988	1.012
Age	-.224	.064	-.109	-3.520	.000	.993	1.007
Expenditure	.110	.040	.084	2.711	.007	.983	1.018
R <sup>2</sup>	.475						
N	977						

Dependent Variable: Political knowledge.  $p < 0.05$

**Table 8 Excluded Variables**

Model	$\beta$	t	Sig.	Partial Corr.	Tolerance	VIP	Min. Tolerance
4. Soc-Med act	.019	.499	.618	.016	.691	1.447	.689
Soc-Med act*Political discuss	-	-	.685	-.013	.253	3.960	.252

Predictors in the Model: (Constant), Sex, Political Discuss, Age, Expenditure

## **Discussion**

The use of social media has become a part of students' daily activities. This study identifies students' social media activities, which are not a part of the learning instruments at the undergraduate level, to examine the learning through social media regarding political knowledge. Mobile learning positively impacts knowledge acquisition, learner accomplishments, attitudes, and motivation, given the heavy cognitive load (O.F. Marzouki et al., 2017).

This study divided social media use into activities that do not require interpersonal communication directly and political discussion that require interaction with others. The students' answers to political knowledge questions showed that the percentage of correct answers from males was higher than that of females. The political knowledge of males is higher than that of females is strengthened based on the results of the t-test. These findings are in line with literature discussing gender gaps in knowledge (Ferrín et al., 2019). UPI students have the highest social media activity based on the school group compared to other school students. Besides, UPI and Unpad students' political knowledge was higher than that of other school students. Younger students (18 years) have more political knowledge than older students (19 years), although the age group interval between students in this study is relatively small. The results showed that students with low monthly consumption had lower social media activity and political knowledge than high consumption students. The monthly consumption in this study represents social-economic status.

The results show that a political conversation with others obtains political learning through social media. The findings are in line with earlier studies that online discussion mediates information to increase political knowledge (Park, 2017). The online network allows the recall of information that is already owned and then strengthened through discussion.

Political information obtained by students is vital in learning. Exposure obtained each day will accumulate into knowledge, although less attention is given. The results show that social media activities do not impact political learning, such as following politicians, re-sharing other people's comments, receiving information about politics, sharing opinions relevant to current events, and posting experiences relating to politics. The absence of political activity on social media on acquiring knowledge is possible because these activities do not involve conversation. Strengthened by most social media platforms used by students were YouTube and Instagram (73.7%). During the 2019 Indonesian Election, many young people expressed their political expression through YouTube (Intyaswati et al., 2019). This result is still relevant to previous studies where there are still differences in

outcomes concerning the impact of social media on knowledge acquisition (Boukes, 2019), depending on the type of platform used by and the social context of the user.

The study findings show differences in the level of political knowledge between male and female students, between different age groups, and between groups of students with different economic backgrounds. This study's results indicate the influence of gender, age, and economic background is in line with previous studies. The socioeconomic status predicting political engagement has been stated by traditional political science literature (Ridgeway, 2014). (Dolan, 2011) notes that females have a lower degree of political awareness than males and that this is a common and reliable political science finding. According to Malafaia et al. (2016), student civic learning reveals that younger community students are more likely to perform objective assessments of academic ideas and content.

The previous studies have used social networking sites that are implemented in the learning design. Facebook groups on the mass media used for the course content discussion room show higher scores for students who take group discussion than those who do not (Bowman & Akcaoglu, 2014). On the other hand, students perceived that learning through the Twitter platform is directed by other Twitter users from relevant disciplines or professionals (Lackovic et al., 2017). Further studies are expected to consider the specific use of existing social media platforms to observe the impact of political learning.

The results show the impact of social media discussion on politics, although social media is not part of the learning design. How to conceptualize learning through social media is suggested. The results represent that social media use is more than a choice of media and selective exposure, and completing passive learning represented that mobile learning systems have impacted student academic achievement, making these conceptual models of mobile learning suitable for college learning.

Social media networks allow students to be exposed to unwanted political information. However, the existing network motivates them to engage in discussions with their peer group. Students can gain learning from political conversations conducted and then actively process information that increases political knowledge. The current study results reinforced previous studies' findings by demonstrating that the discussion drive members to increase their political knowledge (Dragseth, 2020).

The limitations of the study identify the overall social media activity of the different platforms. Besides, undergraduate students' evidence as sample members makes the age range among respondents tend not to be large, ranging from age 17-19. Future research

intends to review activities and discussions based on social media platforms' types to give rise to the characteristics of each platform's activities and discussions. Each social media platform has its characteristics in terms of political content, ease of adding networking, and ease of communicating with groups.

## **Conclusion**

The study results show that political learning is obtained from discussion via social media networks. This finding confirms previous studies. Political discussion increases students' political knowledge, even though social media is not part of learning design. Regarding the differences in previous research results on knowledge acquisition, this study's results do not indicate social media activities' influence on political knowledge. This study's unique finding is that social media activities and political discussion activities have different impacts on students' political learning. Social media activities, such as re-sharing other people's comments, following politicians' accounts, receiving political information, posting political experiences, and sharing current events' opinions, showed no impact on political learning. These activities do not involve conversations among social media users. Political learning through social media requires discussion related to politics. These findings have practical democracy guarantees, which can involve youth in politics. Subsequent studies with an enormous demographic scope will further confirm the results of studies with broader generalizations.

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