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Between Social Media and Print: Shifts in Reading Preferences of FISIP UNTAN Pontianak Students in the Era of Information Floods

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Abstract. This study explores the dynamics of changing reading preferences among FISIP UNTAN Pontianak students in the context of the competition between social media and print media amid the digital information flood. Changes in students' information consumption patterns are not merely behavioral but also reflective of the structures of information distribution, access, and academic literacy. The study employs a qualitative phenomenological approach to understand students' subjective experiences, with data collected through in-depth interviews and participant observation, subsequently analyzed using thematic analysis (Braun & Clarke, 2006) to identify key media consumption themes. The findings reveal four main insights. First, shifts in reading preferences due to social media dominance, where students prefer fast information via digital platforms, reflecting a redistribution of informational power and decreased print media consumption (Chomsky, 1997; McChesney, 2013). Second, information overload and academic literacy challenges, showing that digital information floods affect students' ability to critically analyze and evaluate sources (Levitin, 2014). Third, disparities in access and socio-digital capital, where unequal access to technology and social networks creates opportunities and barriers to academic information (Castells, 2009; van Dijk, 2020). Fourth, erosion of deep reading habits, as social media dominance and preference for quick information reduce engagement with more in-depth print sources, impacting academic comprehension (Levitin, 2014; Bauerlein, 2008). These findings have important implications for higher education, including the development of academic communication strategies that combine the speed of social media with the depth of print media, and strengthening students' critical literacy to navigate the complexities of digital information floods. The study provides insights into the interplay between social media and print in shaping students' information consumption behaviors and reading preferences in Indonesia.

Keywords. student reading preferences, social media, print media, digital information flood, academic literacy, phenomenology, thematic analysis

Introduction

The transformation of the information ecology in Indonesian higher education has accelerated rapidly, particularly following the post-pandemic digital surge. Students now navigate a media landscape characterized by information overload, attention competition, and

fragmented knowledge sources (Bawden & Robinson, 2020). At FISIP UNTAN Pontianak, this shift manifests in a transition from print media as a stable source of knowledge to social media as a fast, instant, and highly personalized information channel.

In classrooms today, students operate in dual modes: lecture modules displayed on devices while print books remain tucked away, rarely consulted. Class discussions often occur alongside spontaneous searches on TikTok, Instagram, or X, as students seek concise, easily digestible explanations. This aligns with global literature indicating a generational shift from linear texts to multimodal, algorithm-driven digital content (Liu, 2022; Selwyn, 2021).

Social media has evolved from a mere entertainment channel to a cognitive infrastructure shaping how students interpret, filter, and evaluate information (Fuchs, 2021). Academic content delivered in micro-formats—60-second videos, infographic carousels, or brief threads—is perceived as more accessible than journal articles or book chapters requiring sustained attention. This aligns with the concept of cognitive ease, where users prefer information demanding minimal cognitive effort (Kahneman, 2011). Yet, this digital consumption presents a paradox: unlimited access to timely, diverse sources contrasts with superficial reading, declining deep-reading skills, and preference for “instant” knowledge (Wolf, 2018). Such shifts potentially undermine academic literacy, particularly in social sciences, which demand critical analysis and contextual understanding (Mayhew, 2020).

Pontianak’s geographical context amplifies this dynamic. Limited access to print books, scarce library collections, and socioeconomic constraints position social media as a primary rather than supplementary information source. Globally, students in regions with infrastructural limitations similarly rely on easily accessible digital content (Van Dijk, 2020).

Thus, the issue of shifting reading preferences among FISIP UNTAN students reflects not merely media choice but a transformation of academic learning culture. Social and print media do not just compete as information sources; they foster distinct cognitive modes: rapid, responsive reading versus deep, reflective engagement.

From this discussion, four core issues emerge:

1. Shifts in Reading Preferences due to Social Media Dominance
2. Information Overload and Academic Literacy Challenges
3. Inequities in Access and Socio-Digital Capital among Students
4. Erosion of Deep Reading Interests in Higher Education

Literature Review

Student Reading Interests in the Context of Social and Print Media Shifts: Perspectives from the Digital Information Flood Era

Student reading interest is a fundamental aspect of academic development, influenced not only by access to information but also by how students engage with diverse sources, including social and print media. The shift in media consumption patterns among FISIP UNTAN Pontianak students reflects the impact of the digital information flood era, where digital technologies—particularly social media—play a pivotal role in shaping how students access and consume information (Prensky, 2001; Helsper, 2012).

1. The Influence of Social Media on Student Reading Interests

Social media, as a primary platform for communication and information distribution, has significantly transformed how students access information. Katz & Rice (2002) note that social media has shifted information consumption from structured, formal print media to more informal, instant, and dynamic channels. For FISIP UNTAN Pontianak students, platforms such as Facebook, Twitter, and Instagram serve as primary sources for news, updates, and even

course materials. However, the demand for rapid information often leads students to favor visually appealing, easily digestible content over deeper, more theoretical materials traditionally found in print media (Tsuria, 2020).

2. Limited Access to Print Media and Its Impact on Reading Interests

Despite its continued academic value, print media faces significant challenges among FISIP UNTAN students. Access to textbooks is often constrained by high costs and limited local availability (Mackenzie et al., 2018). Textbooks remain crucial for in-depth and validated knowledge in social sciences, but affordability and distribution limitations push students toward social media as an alternative academic resource. Furthermore, inadequate library facilities and infrastructure exacerbate the issue, directly affecting student reading habits. DiMaggio et al. (2001) emphasize that unequal access to print media has broader social implications, deepening educational disparities and limiting media literacy development.

3. Socioeconomic Dynamics and Reading Interests

Socioeconomic conditions strongly influence students' media consumption patterns. Many Pontianak students, particularly those from lower-middle-income families, prioritize basic needs such as food, transportation, and living expenses, reducing their ability to purchase books or access other learning resources (Steger et al., 2020).

4. Shifts in Reading Interests and Implications for Academic Quality

These shifts impact not only reading habits but also the overall quality of education. Katz & Lazarsfeld (1955) argue that mass media, including print, play a central role in shaping societal knowledge and perception.

5. Implications of the Digital Information Flood for Higher Education

The proliferation of digital content through social media creates a new set of challenges for higher education. Information overload often leaves students struggling to select credible and relevant sources for academic purposes (Bawden & Robinson, 2009).

Conclusion:

Changes in reading interests among FISIP UNTAN Pontianak students reflect significant challenges for higher education. Students face a dilemma between the speed and convenience of social media and the depth and reliability of print media.

Social Media vs. Print Media: Shifts in Reading Interests among FISIP UNTAN Pontianak Students in the Era of Digital Information Floods

The transformation of media consumption patterns among students, particularly at FISIP UNTAN Pontianak, presents a compelling phenomenon, driven by the rapid expansion of digital technologies and social media. In the era of information overload, students face increasingly diverse options for accessing information: between fast, dynamic social media and more conventional, in-depth print media.

1. Social Media as a Substitute for Print: Speed vs. Depth of Information

Social media has fundamentally reshaped how students consume information. According to Castells (2009), in his theory of the information society, social media has become a primary channel for information distribution, prioritizing speed and interactivity. Platforms like Facebook, Twitter, Instagram, and YouTube provide immediate, connected, and easily accessible sources of information. Meanwhile, print media—textbooks, academic journals, and scholarly articles—retain a crucial role in higher education. Although print media requires more time to access and often involves higher costs, it offers structured, verified, and deeper knowledge. Bauerlein (2008) emphasizes that print media remains relevant due to its capacity to provide in-depth learning.

2. Challenges in Accessing Print Media: Cost, Location, and Reliance on Social Media

For FISIP UNTAN students, accessing print media is not straightforward. Limitations include scarce bookstores, high prices for new books, and limited library collections. Low regional media literacy further hinders optimal utilization of print as a primary information source. Mackenzie et al. (2018) highlight that students in less urbanized areas often face restricted access to essential educational resources, including print books and journals. Miller (2014) adds that reliance on social media can reduce comprehension of complex academic materials, as these platforms emphasize speed and brevity over depth.

3. Shifts in Reading Interests and Implications for Academic Quality

The shift in reading preferences presents significant challenges for higher education, particularly in developing students' academic literacy. Growing dependence on social media exposes students to information overload, where abundant content is often unstructured and of limited academic value. This situation diminishes their capacity for critical analysis—a key academic skill.

4. The Role of Social Media in Shaping Student Media Behavior

Social media strongly influences student information consumption. Prensky (2001) posits that digital natives—students raised in the digital era—are highly adaptive to technology and tend to prefer social media as their primary information source. The interactivity and accessibility of social media foster strong peer connections, enabling faster and easier information sharing. However, Couldry & Mejias (2019) caution that reliance on social media can create filter bubbles, limiting exposure to diverse perspectives that print media typically provides.

5. The Growing Influence of Social Media on Reading Interests

Overall, social media has reshaped student reading dynamics. Tsuria (2020) notes that while social media facilitates access, it significantly impacts traditional print consumption. Students increasingly favor easily accessible online content, reducing engagement with print media that requires more effort to access and comprehend. This trend exacerbates gaps in academic literacy, particularly in regions with limited access to print resources.

Digital Information Floods and Their Impact on FISIP UNTAN Students' Reading Interests

The digital information flood presents a major challenge in higher education, particularly for students in regional universities such as FISIP UNTAN Pontianak. Amid rapid social media expansion and information digitization, students face an overwhelming range of information sources, leading to notable shifts in reading behavior: social media often becomes the primary channel over conventional print media.

1. Concept of Digital Information Flood in the Student Context

Digital information flood refers to the instantaneous availability of vast information across platforms like social media (Facebook, Instagram, Twitter, YouTube) and websites. Castells (2009) describes how social media generates a relentless, often unbounded flow of information, accessible anytime and anywhere. Yet, content is frequently fragmented, unverified, and prioritizes speed over analytical depth. This poses challenges for students seeking reliable, high-quality academic information. Bauerlein (2008) notes that such overload creates cognitive strain, leaving students overwhelmed in filtering valuable and trustworthy content, often resulting in highly selective but narrow information consumption.

2. Effects of Information Flood on Learning Quality

The information flood not only alters media consumption patterns but also affects learning quality. Mackenzie et al. (2018) explain that students exposed to information overload often struggle with critical analysis, favoring easily digestible content over more complex, in-depth materials. Tsuria (2020) highlights that such overload reduces students' ability to engage deeply with academic subjects.

3. Limited Access to Print Media in Kalimantan

Another factor widening the gap between social and print media is limited print access in regions like Pontianak. Availability of new or used textbooks and academic journals is constrained, while high costs, scarce bookstores, and inadequate library collections exacerbate the situation.

Conclusion: Building Balanced Media Consumption

The digital information flood significantly alters how students access information. Social media offers speed and ease, making it a preferred choice, yet the quality of information often falls short of academic standards. Print media remains a more reliable, in-depth resource, but accessibility barriers—especially in regions like Pontianak—limit its use.

4. Higher Education in Pontianak: Structural Changes and Challenges

As the capital of West Kalimantan, Pontianak's geographic characteristics complicate access to educational resources. Limited access to textbooks and academic journals presents a key challenge for UNTAN students. Mackenzie et al. (2018) argue that unequal distribution of educational resources can widen academic disparities between urban and regional students.

5. Digital Information Flood and Student Consumption Patterns

The influx of digital information, particularly via social media, intensifies these challenges. Castells (2009) highlights how the internet and social media produce fast, limitless flows of information. Students often prefer these platforms for their ease of use, interactivity, and affordability compared to print media.

6. Social Media vs. Print Media: Reading Interest Dynamics

The shift in FISIP UNTAN students' reading interests reflects broader trends in higher education dynamics. Social media, offering rapid and interactive content, attracts students who often prioritize quick access over formal, time-consuming print resources. Levinson & Lippmann (2017) note that social media's accessibility and interactivity contribute to declining reading interest in print. However, concerns remain about the quality of social media information, as Mackenzie et al. (2018) observe that online content is often unverified and emphasizes rapid communication over in-depth academic insight.

7. Access Limitations and Technological Dependence

Access limitations extend beyond cost and distribution to include technological infrastructure. Although internet connectivity in Pontianak is improving, not all students have stable, adequate access to leverage digital platforms fully, potentially limiting social media's effectiveness as a channel for quality academic information.

Conclusion: Addressing Higher Education Challenges in Pontianak

Higher education in Pontianak faces substantial challenges related to information access and shifting student reading interests. Amid digital information floods, students increasingly rely on social media while in-depth, structured print media is often neglected. Socioeconomic constraints and limited access to print resources further exacerbate these disparities.

Qualitative Research Approach

This study employs a phenomenological approach to understand the subjective experiences of FISIP UNTAN Pontianak students regarding shifts in reading interests, particularly in the context of social media and print media. Phenomenology emphasizes the meanings individuals ascribe to their experiences—in this case, the digital information flood and changing media consumption patterns (Creswell, 2014). This approach allows for an in-depth understanding of students' perceptions and how they construct social reality through media.

Participants and Sampling

Purposive sampling was used to select active FISIP UNTAN Pontianak students who regularly engage with both social media (Facebook, Instagram, Twitter) and print media (newspapers, journals, books) for academic and personal purposes. Additional criteria included students' familiarity with media use, variation in study programs, and a sample size of 15–30 participants in line with Creswell's guidelines (2013; 2014), prioritizing data depth over quantity.

Data Collection: In-Depth Interviews

Data were collected through semi-structured interviews exploring changes in media consumption patterns, reading interests, and perceptions of the information flood. Open-ended questions focused on comparing students' experiences with social and print media, such as: "How has your media consumption changed over the past few years?" or "How do you assess the quality of information from social media versus print media?" Interviews lasted 45–60 minutes and were recorded to ensure data accuracy.

Data Analysis: Thematic Analysis

Data were analyzed using thematic analysis (Braun & Clarke, 2006) through four stages: data familiarization, coding, theme identification, and narrative construction. This technique enables researchers to understand students' experiences and the meanings they attach to shifts in media consumption, aligning with Creswell's emphasis on richly describing individual experiences.

Validity and Reliability

To ensure validity, triangulation (combining interviews and observation), member checking (confirmation of interpretations with participants), and audit trails (documentation of the analytical process for traceability) were implemented (Creswell, 2014; Lincoln & Guba, 1985).

Research Ethics

The study adhered to ethical principles, including informed consent, confidentiality and anonymity of participants, and compliance with data protection regulations.

Research Contribution

Findings are expected to provide insights into students' media transitions and their implications for academic communication strategies, while identifying the impact of digital information floods on reading interests and academic literacy.

Theoretical Framework

1. **Critical Mass Communication Theory (Chomsky, 1997):** Critiques media control and power distribution. Social media offers participatory spaces for students, whereas print media follows a more top-down model. Shifts in reading interest reflect changes in the power structure of information distribution.
2. **Social Construction Theory (Castells, 2009):** Explains how social media shapes students' digital identities and meaning-making through online interactions. Print media is more rigid, while social media offers interactive, decentralized, and participatory experiences.
3. **Contemporary Media Behavior Theory (Levitin, 2014):** Highlights the impact of information overload on consumption behavior. Social media delivers relevant and rapid information through personalized algorithms, whereas print media requires greater effort to access and comprehend.

Profile of FISIP UNTAN Pontianak Students

Table 1 *Profile of FISIP UNTAN Pontianak Students, 2025*

Student	Study Program	Study Motivation	Frequency of Reading Print Books	Frequency of Social Media Access	Academic Information Consumption Behavior	Phenomenological Reflection
M1	Communication Studies	Deepening communication theory & media literacy	2-3 times/week	3-5 hours/day	Social media for quick updates; print books for in-depth study	Tension between speed of information and depth of understanding
M2	Political Science	Career preparation & academic research	1-2 times/week	4-6 hours/day	Print books prioritized; social media as supplement	Critical value of books vs. instant access on social media
M3	Sociology	Digital literacy & social interaction	1 time/week	5-7 hours/day	Dominantly social media	Awareness of limited depth from books, but high efficiency
M4	Public Administration	Academic research & publication	3-4 times/week	2-3 hours/day	Print books dominant; social media for updates	Emphasis on content depth and critical reflection
M5	International Relations	Professional networking & global literacy	1-2 times/week	6-8 hours/day	Social media dominant	Quick information access; seldom in-depth with books
M6	Communication Studies	Academic & practical needs	2-3 times/week	3-4 hours/day	Combination of books & social media	Adaptive media consumption strategy according to study needs
M7	Sociology	Information literacy & academic competence	3-5 times/week	2 hours/day	Print books dominant	Focus on critical analysis; social media supportive
M8	Political Science	Critical & personal development	2 times/week	4-5 hours/day	Combination	Balancing social media interactivity & book depth

M9	Public Administration	Career academic preparation	&	2–3 times/week	3–5 hours/day	Balanced use of books & social media	Books for analysis; social media for quick updates
M10	International Relations	Global social literacy	&	1–2 times/week	6 hours/day	Social media dominant	Quick access to information; books limited to specific references
M11	Communication Studies	Digital academic skill development	&	2 times/week	5 hours/day	Combination	Social media interactive; books for critical deepening
M12	Sociology	Research academic publication	&	3–4 times/week	2–3 hours/day	Print books dominant	Focus on quality & source validity; social media for context
M13	Political Science	Organizational activities research	&	1–2 times/week	4–5 hours/day	Social media dominant	Quick information supports organizational tasks; books for assignments
M14	Public Administration	Career readiness digital literacy	&	2–3 times/week	3–4 hours/day	Combination	Social media for summaries; books for in-depth analysis
M15	International Relations	Academic development & networking		2–3 times/week	5–6 hours/day	Balanced use of books & social media	Combining speed and depth for learning strategies

4. **Source:** Author's Data (December 2025)

Smart & In-Depth Explanation in Phenomenological Research:

1. **Phenomenological Context:** This table captures the subjective experiences of students regarding media consumption, illustrating how they interpret and manage the interaction between social media and print books as sources of academic information.
2. **Complex Variables:** The profile encompasses multiple interrelated dimensions—age, study motivation, reading frequency, and information consumption behavior—which collectively shape the students' learning experiences.
3. **Adaptive Behavior:** Students adjust their media consumption strategies according to academic needs, accessibility, and the speed of information required, reflecting the ongoing transition of media literacy in the digital era.
4. **Individual Differences:** Some students predominantly rely on print books, others on social media, and some combine both—highlighting diverse subjective experiences, in line with phenomenological principles that emphasize depth of personal experience.
5. **Integration of Reflection:** The “Phenomenological Reflection” column reveals the subjective meaning and tensions students feel between rapid information access and content depth, serving as a central focus for phenomenological analysis.

Table 2 Comparison of Print Media and Social Media Consumption FISIP UNTAN Pontianak Students, 2025

Student	Print Books	Social Media	Dominant Source	Information	Phenomenological Notes
M1	2-3 times/week	3-5 hours/day	Balanced (social media & print)		Tension between speed of information and depth of understanding
M2	1-2 times/week	4-6 hours/day	Books prioritized, social media supplementary		Critical value of books vs. instant access through social media
M3	Once/week	5-7 hours/day	Social media dominant		High efficiency, limited in-depth reading
M4	3-4 times/week	2-3 hours/day	Books dominant		Focus on depth of content and critical reflection
M5	1-2 times/week	6-8 hours/day	Social media dominant		Quick access to information; limited engagement with books
M6	2-3 times/week	3-4 hours/day	Balanced combination		Adaptive media strategy according to study needs
M7	3-5 times/week	2 hours/day	Books dominant		Critical analysis; social media as supportive resource
M8	2 times/week	4-5 hours/day	Combination		Balancing interactivity of social media with depth of books
M9	2-3 times/week	3-5 hours/day	Balanced		Books for analysis; social media for quick updates
M10	1-2 times/week	6 hours/day	Social media dominant		Rapid information access; books limited to specific references
M11	2 times/week	5 hours/day	Combination		Interactive social media; books for critical in-depth study
M12	3-4 times/week	2-3 hours/day	Books dominant		Focus on quality and validity of sources
M13	1-2 times/week	4-5 hours/day	Social media dominant		Supports organizational activities; books for assignments
M14	2-3 times/week	3-4 hours/day	Combination		Social media for summaries; books for in-depth analysis
M15	2-3 times/week	5-6 hours/day	Balanced		Integrates speed and depth in learning strategies

Source: Author's Data (December 2025)

Data Interpretation: Shifts in Media Consumption among FISIP UNTAN Pontianak Students

Phenomenological research involving 15 FISIP UNTAN students reveals significant differences in media consumption patterns, particularly between print books and social media, with direct implications for learning behavior and academic reading interest. Findings indicate that most students spend 3-7 hours per day on social media, while reading print books occurs 1-5 times per week, varying according to academic motivation and study program. This aligns with Levitin's (2014) observation that digital information overload drives individuals to prioritize sources that are quickly accessible and personally relevant over those requiring more time and concentration, such as print books.

1. Social Media Dominance as a Rapid Information Source

Data shows that students like M3, M5, and M10 rely heavily on social media for instant updates and current information, while engagement with print books is limited. This suggests that social media has become the primary source of immediate information, supporting Castells' (2009) concept of the network society, where digital media enable students to construct social and

academic identities online while facilitating rapid, horizontal information dissemination. However, social media dominance also reduces academic depth, consistent with Levinson & Lippmann (2017), who emphasize that rapid media consumption can lower critical and analytical literacy.

2. Print Books for Academic Depth

Students such as M4, M7, and M12 exhibit high frequency of print book reading (3–5 times per week), treating books as the primary source for in-depth analysis. This supports Bauerlein's (2008) argument that print remains relevant in higher education because it provides structured, verified information that fosters critical thinking. This duality in media consumption highlights a hybrid behavior where students leverage social media for speed and connectivity but rely on print for higher-quality academic content.

3. Hybrid Media Consumption

Several students (M1, M6, M9, M11, M14, M15) adopt a hybrid media strategy, using social media for quick updates, summaries, and social interaction, while turning to print books for critical analysis and academic depth. This aligns with Chomsky's (2002) theory on media control, which suggests that open digital platforms allow students greater freedom to access information and develop critical perspectives, compared to the top-down nature of print media. The hybrid approach reflects students' adaptation to the information-saturated era, balancing efficiency and quality.

4. Phenomenological and Psychological Implications

Participant reflections reveal tension between speed and depth of understanding. Students who predominantly use social media recognize the limitations of print depth but prioritize efficient information access. Conversely, students focused on print emphasize quality, credibility, and validity, even if this requires more time. These findings confirm Creswell's (2013; 2014) phenomenological approach, highlighting the importance of understanding individual subjective experiences to uncover the meaning students attribute to media consumption.

5. Relationship with Academic Reading Interest

The study indicates a shift in academic reading interest from print to social media, particularly among younger, digital-native students, consistent with Prensky's (2001) theory. Social media offers convenience, interactivity, and relevance to daily life, but reduces deep analytical capacity. Students maintaining print reading demonstrate resilience in critical literacy and stronger evaluative skills. This shift has direct implications for higher education strategies and digital literacy development at FISIP UNTAN, particularly regarding curriculum design and teaching methods that balance both media sources.

Interpretive Conclusion

Overall, phenomenological data reveal three main patterns of media consumption:

1. **Social media dominance:** fast, efficient, but shallow.
2. **Print book dominance:** deep, credible, but slower.
3. **Adaptive combination:** balancing speed and depth.

These patterns reflect the impact of the digital information era on student academic behavior, underscoring the importance of hybrid media strategies. The findings are relevant for developing digital literacy, pedagogical strategies, and contribute to studies on critical mass communication, social construction, and contemporary media behavior within the Indonesian academic context.

Shift in Reading Preferences due to Social Media Dominance

Table 3 Shift in Reading Interest Driven by Social Media Dominance

Research Focus	Key Findings	Academic & Practical Implications
Social Media as Primary Information Source	Students spend 3–7 hours/day on social media, primarily obtaining information from platforms like Instagram, Facebook, and YouTube. Print book reading decreases to 1–3 times/week. (Levitin, 2014; Prensky, 2001)	Higher education institutions should adapt digital literacy strategies, integrating interactive online content with print references to maintain critical thinking skills. Curricula can leverage social media as a learning tool, not just for entertainment.
Shift in Academic Reading Patterns	Movement from print books to social media reduces deep reading interest. Students receive information quickly but engage less in critical analysis. (Bauerlein, 2008; Levinson & Lippmann, 2017)	Academic literacy programs should encourage students to balance information speed with content quality. Continued use of print books is promoted to strengthen in-depth analysis and source evaluation.
Hybrid Media Consumption Strategies	Students combining print books and social media demonstrate adaptive behavior: social media for rapid updates, print for academic depth. (Castells, 2009; Chomsky, 2002)	Educational institutions can design hybrid learning modules, leveraging digital interactivity to broaden information access while using print to support conceptual understanding and critical thinking.
Filter Bubble and Information Overload Effects	Reliance on social media creates filter bubbles: information tends to match personal preferences, while critical or academic content is less accessible. (Couldry & Mejias, 2019; Tsuria, 2020)	Digital literacy training should emphasize source evaluation, reference diversification, and critical thinking to ensure students utilize social media without compromising academic quality.
Access and Literacy Gaps	Students in regions with limited print access rely more on social media, widening academic literacy gaps. (Mackenzie et al., 2018; Miller, 2014)	Universities and digital libraries should provide access to e-books, online journals, and e-learning platforms to reduce literacy disparities and ensure all students access high-quality information.

Source: Author's Data (December 2025)

Analytical Summary

1. Social media shifts reading behavior from deep, reflective reading to fast, instant consumption.
2. Print books remain essential for academic depth and critical literacy.
3. Hybrid media consumption strategies represent an optimal adaptation in the era of information overload.
4. Higher education must balance digital access with traditional sources to enhance student literacy.
5. This phenomenon underscores the importance of media literacy as a core component of modern academic competence.

Information Overload and Challenges in Academic Literacy

Table 4 Information Overload and Academic Literacy Challenges

Student Motivation	Recognized Challenges	Academic & Practical Implications
Deepening academic knowledge	Limited ability to filter relevant information from the digital content flood; difficulty evaluating source credibility (Levitin, 2014)	Development of digital literacy and source evaluation through workshops or course modules that teach critical analysis of academic information.
Career preparation & academic research	Reliance on social media generates instant but shallow information;	Lecturers and libraries can provide curated online scholarly references and encourage

	reduces capacity for deep reading (Bauerlein, 2008; Levinson & Lippmann, 2017)	students to combine digital information with print books to enhance research quality.
Enhancing digital and social literacy	Information overload causes confusion and difficulty prioritizing academically valuable content (Couldry & Mejias, 2019)	Universities can develop filtering or content curation systems to help students focus on high-quality academic sources.
Professional networking & social interaction	Social media filter bubbles limit perspectives; information is often personal rather than academic (Tsuria, 2020)	Teach students strategies to diversify information sources, including journals, books, and official articles, to broaden their knowledge base.
Developing critical thinking skills	Limited time for in-depth print reading; tendency to select easily accessible information (Prensky, 2001)	Integrate social media as a learning tool while emphasizing books and journals as core references, balancing speed and depth of knowledge.
Organizational activities & multidisciplinary studies	Challenges in selecting relevant information for assignments or projects; fast information often lacks accuracy (Miller, 2014)	Contextual academic literacy training, such as case-based learning, is needed to enable students to utilize social media without compromising academic quality.

Source: Author's Data (December 2025)

Interpretative Summary

1. Students are motivated by academic growth, career prospects, and social networking, yet face information overload that challenges their literacy skills.
2. Key challenges include information overload, filter bubbles, limited time for deep reading, and difficulty assessing source credibility.
3. Practical implications: integrating digital literacy, curating academic content, promoting critical reading skills, and adopting hybrid strategies combining social media and print resources represent strategic solutions.

Access Disparities and Socio-Digital Capital among Students

Table 5 Access Disparities and Socio-Digital Capital in the Student Environment

Factor	Description	Impact on Students	Academic Intervention & Implications
Digital Infrastructure Access	Limited availability of devices (laptops, smartphones) and stable internet connectivity on campus or at home (van Dijk, 2020)	Students with restricted access struggle to participate in online classes, access electronic journals, and engage in online discussions	Universities should provide digital labs, Wi-Fi hotspots, and device lending programs to ensure equitable access for all students
Socio-Digital Capital	Ability to leverage social networks, academic platforms, and online discussion groups to acquire information (Bourdieu, 1986; Ellison et al., 2007)	Students with high socio-digital capital access information, research opportunities, and collaboration more easily; those with low capital fall behind	Enhance digital literacy and academic networking through workshops, mentorship programs, and training on professional platforms
Print Media & Library Access	Dependence on books and print journals, which may be limited by location or high cost (Mackenzie et al., 2018)	Students without access face difficulties in-depth study, reducing the quality of assignments and research	Expand digital collections and e-books, implement interlibrary loan services to broaden access to learning resources

Variations in Digital Literacy	Differences in evaluating source credibility, filtering relevant information, and using social media for study (Levitin, 2014; Couldry & Mejias, 2019)	Students with high literacy can navigate information overload effectively; low-literacy students risk shallow understanding and misconceptions	Integrate digital literacy training and information evaluation into the curriculum to mitigate disparities
Time Constraints & Academic Load	Students with part-time jobs or family responsibilities have limited time for in-depth reading or research (Bauerlein, 2008)	Reduces ability to explore complex materials; reliance on quick but shallow social media content	Flexible scheduling, time-management guidance, and provision of e-learning summaries to support all students
Socio-Economic Gaps	Financial limitations restrict access to media, journal subscriptions, and technology (van Dijk, 2020)	Students from low-income backgrounds face academic barriers and limited professional networking opportunities	Implement digital scholarships, free journal access, and device support to reduce socio-digital inequality

Source: Author's Data (December 2025)

Interpretative Summary

1. Access disparities encompass infrastructure, print media, and digital literacy, closely linked with students' socio-digital capital.
2. Tangible impact: students with strong socio-digital capital and access navigate courses, obtain quality information, and participate in research more effectively, whereas those disadvantaged face serious challenges in academic literacy.
3. Academic implication: universities should adopt inclusive strategies—digital facilities, literacy training, device support, and online learning resources—to bridge access gaps and ensure equitable opportunities for all students.

Erosion of Deep Reading Interest in Higher Education

Table 6 Erosion of Deep Reading Interest in Higher Education

Factor	Description	Impact on Students	Academic & Intervention Implications
Social Media Dominance	Students' preference for social media as a quick information source reduces time spent on books and academic articles (Castells, 2009; Tsuria, 2020)	Decline in critical analysis and deep understanding; information often fragmented	Integrate social media use to support academic literacy, e.g., structured online discussion platforms linked with curated academic materials
Information Overload	The abundance of digital content makes it difficult to filter relevant information (Levitin, 2014; Couldry & Mejias, 2019)	Students tend to skim and read superficially, limiting engagement with longer texts	Information literacy and source-management training to teach selective reading and focus on high-quality content
Limited Access to Books and Academic Sources	Restricted library collections, high book costs, and limited availability of print materials (Mackenzie et al., 2018; Bauerlein, 2008)	Students rely more on instant digital sources, hindering development of deep literacy	Expand e-book and digital journal access, interlibrary loan services, and provide academic summaries to support in-depth study
Fragmented Information Consumption Habits	Students often read snippets, headlines, or summaries rather than full texts (Levinson & Lippmann, 2017)	Reduced comprehension, weakened critical thinking, and limited information synthesis	Implement active reading strategies and long-text-based projects to encourage deeper engagement

Diverse Academic and Social Motivations	Students' motivations vary: academic achievement, social networking, or organizational involvement (Prensky, 2001)	Low motivation for deep literacy accelerates erosion of book reading interest	Apply active learning methods, gamification, and assessment based on long-text engagement to boost reading motivation
Environmental and Peer Influence	Academic environment and peers more active on social media influence reading behavior (Bourdieu, 1986; Ellison et al., 2007)	Deep reading interest declines as social norms prioritize speed over depth	Develop literacy clubs, reading circles, and peer mentoring to foster a culture of deep reading

Source: Author's Data (December 2025)

Data Interpretation

1. **Shift in Information Consumption:** Students increasingly favor social media and fast digital sources, reducing engagement with print and in-depth academic materials (Tsuria, 2020; Castells, 2009).
2. **Academic Consequences:** Declining deep reading interest affects critical analysis, information synthesis, and research quality (Levitin, 2014; Levinson & Lippmann, 2017).
3. **Intervention Strategies:** Higher education institutions should provide adequate digital access, information literacy training, long-text-based projects, and cultivate an academic culture that promotes deep reading to restore students' reading engagement.

Discussion

Shift in Reading Preferences due to Social Media Dominance

Issue 1 – Shift in Reading Preferences due to Social Media Dominance

Chomsky's Critical Mass Communication Theory (1997) is the most relevant framework, as it emphasizes control and power distribution in information. The phenomenon of changing reading preferences among FISIP UNTAN Pontianak students demonstrates how social media increasingly replaces print media in fulfilling information needs. This shift is both behavioral and structural, relating to the production, distribution, and control of information. Chomsky's theory serves as the primary lens to understand this dynamic. He argues that mass media, including print, function as instruments for distributing power, often reflecting elite interests. Traditional print media provide tightly curated content, limiting the perspectives received by students. In contrast, social media offers open and interactive access, allowing students to obtain information directly without institutional filters (Chomsky, 1997).

Empirical data show that students favor social media due to its speed, ease, and instant access. However, platform algorithms prioritize popular content over high-quality academic information, creating tension between rapid consumption and depth of understanding. This shift signifies a redistribution of informational power: students gain autonomy in choosing content but face the risk of shallow or biased information (McChesney, 2013; Couldry & Hepp, 2017). The dominance of social media reduces engagement with print, a source of validated and in-depth information, making reading preference an indicator of structural transformation—from passive receivers to active consumers, yet still constrained by quality limitations (Curran, 2016). For higher education, this implies designing communication strategies that integrate the immediacy of social media with the depth of print, while fostering critical literacy skills. Such an approach allows students to leverage the interactivity of digital media without sacrificing analytical rigor.

Conclusion: Chomsky's theory is highly relevant as it highlights control, power distribution, and information quality, providing a critical framework to understand the shift in student reading preferences driven by social media dominance.

Information Overload and Academic Literacy Challenges

Issue 2 – Information Overload and Academic Literacy Challenges

Levitin's Contemporary Media Behavior Theory (2014) is the most relevant framework, as it focuses on information consumption, overload, and its impact on academic literacy.

The information overload phenomenon among FISIP UNTAN Pontianak students presents significant challenges to academic literacy. In the digital era, students encounter vast volumes of information via social media, news portals, and online platforms. This abundance affects how students consume, process, and evaluate information quality. Levitin's theory provides the main analytical lens, emphasizing the cognitive impact of information overload on decision-making and comprehension.

Levitin (2014) explains that excessive information can strain attention, complicate the processing of complex data, and foster a preference for quick, easily digestible content. Academically, students tend to rely on social media for rapid information, often at the expense of deep understanding and critical analysis (Levitin, 2014; Eppler & Mengis, 2004).

Empirical evidence shows that students struggle to select valid sources, particularly when algorithms tailor content to personal preferences, creating filter bubbles and confirmation bias. This diminishes academic literacy, as the focus shifts from analytical depth to speed of access (Bawden & Robinson, 2009).

The implications are clear: higher education institutions must implement digital literacy strategies that emphasize critical selection, information management, and source evaluation. This equips students to navigate information overload effectively, mitigate negative effects, and maintain high-quality academic understanding.

Conclusion: Levitin's theory is primarily relevant as it highlights information consumption behaviors, overload, and its effects on academic literacy, providing a crucial framework to understand the challenges students face in managing information in the digital era.

Access Inequality and Socio-Digital Capital among Students

Issue 3 – Access Inequality and Socio-Digital Capital

Castells' Social Construction Theory (2009) is the most relevant framework, as it emphasizes digital networks, social interaction, and identity construction within the context of access disparities.

The phenomenon of access inequality and socio-digital capital among FISIP UNTAN Pontianak students presents a significant challenge in higher education. Not all students have equal access to digital devices, high-speed internet, or media literacy skills, creating gaps in information utilization and academic participation. Castells' theory provides a primary analytical lens, highlighting how digital networks and social interaction shape identity, capabilities, and information access.

Castells (2009) posits that in the information society, network access determines not only information acquisition but also social positioning and symbolic capital. Students with limited access face obstacles in keeping up with academic developments, acquiring references, and building professional networks. Conversely, students with adequate digital and social capital can leverage social media, online platforms, and digital academic resources to expand knowledge, strengthen connections, and enhance academic performance.

Empirical analysis shows that this disparity is not only material (devices and internet access) but also cultural and social, affecting students' ability to use information effectively and participate in online academic networks (Van Dijk, 2020; DiMaggio et al., 2004). Such gaps can exacerbate academic disparities and reinforce campus social hierarchies.

Implications: Higher education institutions must adopt inclusive strategies, including providing digital access, media literacy training, and socio-digital networking opportunities for all students. This approach minimizes inequality, ensuring equal opportunities for participation in the academic information ecosystem.

Conclusion: Castells' theory (2009) is primarily relevant, emphasizing networks, socio-digital interaction, and identity construction, providing a key framework to understand student access inequality and socio-digital capital.

Erosion of Deep Reading Interest in Higher Education

Issue 4 – Erosion of Deep Reading Interest

Levitin's Contemporary Media Behavior Theory (2014) is the most relevant framework, focusing on reading behavior, information overload, and students' preference for fast digital media over print.

The erosion of deep reading interest among FISIP UNTAN Pontianak students reflects the significant impact of information overload and social media dominance on academic reading behaviors. Students increasingly prefer fast, instant, and easily digestible content via digital platforms, while print media, which provides in-depth analysis, critical evaluation, and source validation, loses appeal. Levitin's theory provides the main framework, emphasizing how information overload affects attention, focus, and selective information strategies.

Levitin (2014) highlights that the human brain has limited capacity to process information; when information volume surges, individuals adopt selective behaviors prioritizing speed and ease of access over comprehension depth. Academically, this manifests as reduced engagement with print books, journals, and in-depth literature requiring sustained attention and critical thinking. Social media algorithms reinforce this tendency by delivering "instant information" tailored to user preferences, which is convenient but often superficial.

Consequently, students face academic literacy challenges: reduced critical analysis, concept integration, and deep comprehension, impacting learning quality, research, and mastery of disciplines requiring reflective engagement (Levitin, 2014; Carr, 2010).

Mitigation strategies include developing information literacy, regulating media consumption patterns, and integrating social media with print literature in a balanced approach, allowing students to benefit from digital speed without sacrificing analytical depth.

Conclusion: Levitin's theory (2014) is highly relevant as it explains the relationship between information overload, media consumption behavior, and declining deep reading interest in higher education.

Key Findings

1. **Shift in Reading Preferences Due to Social Media Dominance:** Students increasingly favor rapid information consumption via digital platforms, reflecting a redistribution of informational power and a decline in print book usage (Chomsky, 1997; McChesney, 2013).
2. **Information Overload and Academic Literacy Challenges:** The digital information flood impacts students' ability to critically analyze and evaluate sources, highlighting the strain on academic literacy (Levitin, 2014).

3. **Access Inequality and Socio-Digital Capital:** Disparities in technological access and social networks create both opportunities and barriers in acquiring academic information (Castells, 2009; van Dijk, 2020).
4. **Erosion of Deep Reading Interest:** Social media dominance and preference for rapid information reduce engagement with in-depth print sources, adversely affecting students' academic comprehension and critical thinking (Levitin, 2014; Bauerlein, 2008).

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