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The Effect of BookTok Content Access Intensity on the Digital Literacy of Students in the Library and Information Science Study Program

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Abstract

This study is motivated by the gap between the high intensity of social media use and the suboptimal level of students' digital literacy, particularly in responding to BookTok content on TikTok, which is characterized by brevity, emotional appeal, and algorithm-driven exposure. This study aims to examine and describe the influence of BookTok content access intensity on the digital literacy of students in the Library and Information Science Program at Universitas Negeri Padang. A quantitative approach with an associative method was employed. The population consisted of 100 students from the 2022 cohort, from which 55 respondents were selected through purposive sampling. Data were collected using Likert-scale questionnaires and analyzed through normality and linearity tests, Pearson correlation, simple linear regression, and coefficient of determination using SPSS. The findings reveal that the intensity of accessing BookTok content has a significant effect on students' digital literacy ($p < .05$), with a correlation coefficient of 0.713, indicating a strong relationship. The coefficient of determination of 0.508 shows that 50.8% of the variance in digital literacy is explained by BookTok access intensity, while the remaining 49.2% is influenced by other factors.

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Overall, both access intensity and digital literacy were categorized as good. These findings indicate that higher intensity of BookTok content access corresponds to higher levels of digital literacy among students. This study contributes to the literature on digital literacy and social media-based learning by demonstrating the role of algorithm-driven book-related content in shaping students' digital competencies. Practically, the findings highlight the importance of critical and strategic engagement with social media and support the integration of social media-based digital literacy development within higher education contexts.

Keywords: BookTok; Access Intensity; Digital Literacy; Library And Information Science Students; Higher Education

INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the ways individuals access, manage, and utilize information. In this context, literacy is no longer limited to basic reading and writing skills but has evolved into digital literacy, which encompasses the ability to critically, effectively, and responsibly engage with digital information (Ikhlas & Suyanta, 2024). The global expansion of internet access, reaching billions of users, reflects an increasingly connected society; however, this growth is not necessarily accompanied by adequate digital competencies (Forum World Economic, 2025). In Indonesia, despite the high level of internet penetration, the overall digital literacy index remains at a moderate level, indicating a persistent gap between access and capability (Komdigi, 2025). This condition highlights the urgency of strengthening digital literacy in order to navigate the increasingly complex digital information environment.

Within higher education, particularly among students of Library and Information Science, digital literacy plays a crucial role as it is directly linked to professional competencies in managing and evaluating information. Students are expected not only to access digital information but also to critically assess, filter, and verify its credibility (Dzakirah et al., 2024). However, in practice, many students still encounter challenges in evaluating information obtained from social media platforms, which are characterized by rapid dissemination, high volume, and varying levels of credibility. This situation suggests that students' digital literacy skills remain insufficient to effectively cope with the dynamics of digital information.

Social media has become one of the primary sources of information consumption among younger generations. Platforms such as TikTok have evolved beyond entertainment tools into spaces for information dissemination and informal learning (Rahardaya & Irwansyah, 2021). One emerging phenomenon is BookTok, a subcommunity within TikTok that produces book-related content in the form of short videos, including reviews, recommendations, and reading experiences (Al'Ayubi & Irawati, 2022). BookTok has demonstrated potential as a medium for promoting reading engagement and expanding access to literary information (Judijanto et al., 2025). However, the nature of its content—short, emotionally driven, and algorithmically curated—may also contribute to superficial understanding and biased interpretations if users lack adequate digital literacy skills (Prakoso et al., 2023; Irwan & Bangsawan, 2024).

From this perspective, the intensity of accessing BookTok content emerges as a critical factor that warrants empirical investigation. High levels of social media use do not automatically translate into improved digital literacy; in some cases, they may even reinforce misinformation and reliance on non-credible sources (Nisa, 2024). Therefore, this study positions media access intensity, particularly engagement with BookTok content, as a significant variable that may influence students' digital literacy. Rather than viewing social media merely as a tool, this research considers it as a dynamic factor shaping users' cognitive and evaluative capacities. Previous studies have explored the relationship between social media use and various behavioral and literacy outcomes. Sabekti (2019) found that social media intensity is significantly associated with psychological constructs such as narcissism and self-actualization. Kamal et al. (2024) demonstrated that TikTok-based literacy content can function as an effective source of information for students. Similarly, Putri et al. (2025) reported that TikTok usage positively influences students' digital literacy. Furthermore, Low et al. (2025) examined BookTok as a space for critical digital literacy shaped by user interaction with content and algorithms.

Despite these contributions, several research gaps remain evident. First, prior studies predominantly focus on general social media usage rather than specifically examining BookTok as a distinct and emerging literacy phenomenon. Second, existing research on BookTok tends to adopt qualitative approaches, emphasizing cultural practices and critical literacy, while quantitative studies examining the empirical impact of access intensity on digital literacy are still limited. Third, there is a lack of research focusing specifically on Library and Information Science students, who possess unique

characteristics as future information professionals. These gaps underscore the need for a more focused and empirical investigation. Accordingly, the novelty of this study lies in its quantitative analysis of the influence of BookTok access intensity on students' digital literacy within the context of Library and Information Science education. This study integrates two primary theoretical frameworks: Uses and Gratifications Theory, which explains media usage behavior based on users' needs and motivations (Katz et al., 1974; Adistri et al., 2024; Milli et al., 2025), and Hobbs' (2010) digital literacy framework, which encompasses the dimensions of access, analyze and evaluate, create, reflect, and act. The integration of these frameworks provides a comprehensive conceptual basis for understanding how media engagement influences digital literacy outcomes.

Furthermore, the concept of access intensity in this study is operationalized through multiple dimensions, including frequency, duration, consistency of use, and level of user engagement (O'Brien & Toms, 2008; Taufik et al., 2024; Misdiyanti & Septiana, 2025; Kansil et al., 2025). Digital literacy, on the other hand, is conceptualized as a multidimensional competence involving technical, cognitive, and social aspects (Amaly & Armiah, 2021; Syabaruddin & Imamudin, 2022; Isabella et al., 2023; Syahwela et al., 2024; Nurhaliza et al., 2024). This comprehensive approach enables a deeper understanding of the interaction between media usage patterns and literacy development. Based on the above considerations, this study aims to examine the influence of BookTok content access intensity on the digital literacy of students in the Library and Information Science Program at Universitas Negeri Padang. The focus of this research is to empirically analyze the relationship between these variables, thereby contributing to the theoretical development of digital literacy studies as well as providing practical insights for integrating social media into literacy-oriented learning strategies. Ultimately, this study seeks to offer a deeper understanding of how emerging digital platforms such as BookTok shape students' literacy practices in the contemporary digital era.

METHODS

This study employs a quantitative approach using an associative method to examine the relationship and causal influence between variables through empirical and measurable analysis. The quantitative approach is selected to provide an objective understanding of the phenomenon by utilizing numerical data analyzed statistically. The associative method is applied to investigate the relationship between the independent variable, namely the

intensity of accessing BookTok content (X), and the dependent variable, namely students' digital literacy (Y), thereby enabling systematic hypothesis testing. The research design is correlational, utilizing simple linear regression analysis to determine the extent to which the independent variable influences the dependent variable. The intensity of BookTok content access is operationalized through four indicators: frequency of access, duration of use, consistency of access, and level of user engagement. These indicators reflect the degree of exposure and interaction with digital media. Meanwhile, digital literacy is measured based on Hobbs' framework, which includes five dimensions: access, analyze and evaluate, create, reflect, and act. These dimensions represent technical, cognitive, and social competencies in engaging with digital information. Both variables are translated into measurable indicators and further developed into questionnaire items.

The participants of this study consist of active students from the Library and Information Science Program at Universitas Negeri Padang, specifically the 2022 cohort, with a total population of 100 students. The sampling technique used is purposive sampling, in which participants are selected based on specific criteria relevant to the research objectives. The criteria include being an active student, a TikTok user, and having prior exposure to BookTok content. Based on the Slovin formula, the minimum required sample size is 50 respondents; however, to enhance data reliability, the final sample consists of 55 respondents. This sampling approach ensures that participants have relevant experience aligned with the research variables. The primary research instrument is a structured questionnaire using a four-point Likert scale consisting of strongly agree, agree, disagree, and strongly disagree. The instrument is developed based on predefined variable indicators derived from the conceptual framework. Prior to data collection, the instrument undergoes validity testing using the Product Moment correlation and reliability testing using Cronbach's Alpha. The results indicate that all items are valid, with correlation coefficients exceeding the critical value (0.312), and reliable, with Cronbach's Alpha values of 0.616 for the intensity variable and 0.758 for the digital literacy variable, confirming that the instrument is suitable for data collection.

Data collection is conducted through an online questionnaire distributed via Google Forms and shared through communication platforms such as WhatsApp. Additionally, preliminary data are obtained through observation and interviews to support the research background, while literature review is used to strengthen the theoretical foundation. The study is conducted in 2026 over a period of several months, covering

preparation, data collection, and data analysis stages. Data analysis is performed using SPSS through several stages. Initially, prerequisite tests are conducted, including the normality test using Kolmogorov–Smirnov and the linearity test to ensure that the data meet statistical assumptions. Pearson correlation analysis is then applied to determine the strength of the relationship between variables. Hypothesis testing is conducted using simple linear regression to assess the influence of BookTok access intensity on students' digital literacy. Additionally, the coefficient of determination is calculated to measure the contribution of the independent variable to the dependent variable. The analysis is complemented by descriptive analysis, including data verification, tabulation, percentage calculation, and interpretation based on predefined criteria. The findings are subsequently used as the basis for drawing research conclusions.

RESULTS

This study aims to analyze the effect of BookTok content access intensity on the digital literacy of students in the Library and Information Science Study Program at Padang State University. The results are presented based on descriptive analysis and inferential statistical testing.

The descriptive analysis

Table 1. Descriptive Statistics of Research Variables

Indicators	Mean	SD
BookTok Access Intensity	3.85	0.62
Digital Literacy	3.90	0.58

source: Compiled by the researcher (2026)

Based on Table 1, the level of BookTok content access intensity among students is categorized as good, with a mean value of 3.85. This indicates that students frequently access and engage with BookTok content. Meanwhile, the level of digital literacy is also categorized as good, with a mean value of 3.90, showing that students have adequate abilities in accessing, evaluating, and utilizing digital information. The relatively small standard deviation values indicate that the data distribution is homogeneous.

Inferential analysis

Table 2. Correlation and Regression Analysis

Variable	Correlation (r)	Significance	R Square
Access Intensity → Digital Literacy	0.713	0.000	0.508

The Pearson correlation coefficient (r = 0.713) indicates a strong positive relationship between BookTok content access intensity and digital literacy. This means that the higher the intensity of accessing BookTok content, the higher the level of students' digital literacy. The significance value of 0.000 is smaller than 0.05, indicating that the relationship is statistically significant. The coefficient of determination ($R^2 = 0.508$) shows that BookTok content access intensity contributes 50.8% to the variation in students' digital literacy, while the remaining 49.2% is influenced by other factors not examined in this study.

The relationship between variables is expressed using a simple linear regression model:

Where Y represents digital literacy and X represents BookTok content access intensity. The regression results show a positive coefficient (b > 0), indicating that an increase in access intensity leads to an increase in digital literacy.

Hypothesis testing results can be expressed as follows:

P < 0.05

Since the significance value is less than 0.05, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that BookTok content access intensity has a significant effect on students' digital literacy.

Analysis Assumption Tests

a. Normality Test

The normality test is conducted to determine whether the data distribution within a group or variable follows a normal distribution or not. The basis for determining normal distribution is as follows: if the significance value > 0.05, then the residual values are normally distributed; if the significance value < 0.05, then the residual values are not normally distributed. The following are the results of the normality test in this study.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters[a,b]	Mean	.1599002
	Std. Deviation	4.82646847
Most Extreme Differences	Absolute	.081
	Positive	.066
	Negative	-.081
Test Statistic		.081
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

source: Compiled by the researcher (2026)

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value obtained is 0.200. This value is greater than the significance level of 0.05, so it can be concluded that the residual data in the regression model are normally distributed. In addition, the mean residual value of 1.5990002 and the standard deviation of 4.82646847 indicate that the distribution of residual data does not show significant deviation from normality. Therefore, the regression model meets the normality assumption and is suitable for analyzing the effect of the independent variable, namely the Intensity of Access to BookTok Content, on the dependent variable, namely Digital Literacy among students of the Library and Information Science Study Program.

b. Linearity Test

The linearity test is conducted to determine whether the relationship between the independent and dependent variables is linear. The decision criteria are as follows: if the significance value of "Linearity" < 0.05, then there is a linear relationship. If the significance value of "Deviation from Linearity" > 0.05, then there is no deviation from linearity.

Table 4. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Literasi * Intensitas	Between Groups	(Combined)	1823.817	23	79.296	2.929	.003
		Linearity	1352.639	1	1352.639	49.955	.000
		Deviation from Linearity	471.178	22	21.417	.791	.713
	Within Groups		839.383	31	27.077		
	Total		2663.200	54			

source: Compiled by the researcher (2026)

Based on the significance value (Sig.) in the linearity test output above, the Deviation from Linearity Sig. value is 0.713, which is greater than 0.05. This indicates that there is no deviation from a linear relationship between the variables. Thus, it can be concluded that there is a linear relationship between the Intensity of Access to BookTok Content and Digital Literacy variables. Therefore, this research model is appropriate to proceed to regression analysis and other statistical tests that require a linear relationship between variables.

c. Correlation Test

The correlation test is conducted to determine the relationship between the intensity of access to BookTok content and students' digital literacy. The results of the Pearson correlation analysis are as follows:

Table 5. Correlation Test

Correlations

		Intensitas	Literasi
Intensitas	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	55	55
Literasi	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

source: Compiled by the researcher (2026)

Based on the Pearson correlation test results in the table above, the correlation coefficient (Pearson Correlation) is 0.713. This value indicates a strong and positive relationship between the Intensity of Access to BookTok Content (X) and Digital Literacy (Y). This means that the higher the intensity of students accessing BookTok content, the higher their level of digital literacy. In addition, the significance value (Sig. 2-tailed) is 0.000, which is less than the significance level of 0.01. This indicates that the relationship between the two variables is statistically significant at a 99% confidence level. Thus, it can be

concluded that the alternative hypothesis (Ha) is accepted, meaning that there is a significant relationship between the Intensity of Access to BookTok Content and Digital Literacy among students of the Library and Information Science Study Program.

d. Simple Linear Regression Test

The simple linear regression test is used to examine the effect of one independent variable on a dependent variable. The requirements for this test include valid and reliable data, normally distributed data, and a linear relationship. The decision criteria are: if the significance value > 0.05, then the independent variable (X) does not affect the dependent variable (Y), meaning H_0 is accepted and Ha is rejected. If the significance value < 0.05, then the independent variable (X) affects the dependent variable (Y), meaning Ha is accepted and H_0 is rejected. The following are the results of the simple linear regression test in this study.

Table 6. Simple Linear Regression Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1352.639	1	1352.639	54.702	.000[b]
	Residual	1310.561	53	24.728		
	Total	2663.200	54			

a. Dependent Variable: Literasi

b. Predictors: (Constant), Intensitas

source: Compiled by the researcher (2026)

The regression test results show a significance value of < 0.000. Since Sig. < 0.05, H_0 is rejected. Therefore, it can be concluded that the Intensity of Access to BookTok Content (X) has a significant effect on Digital Literacy (Y) among students.

e. Coefficient of Determination Test

The coefficient of determination test is used to determine the magnitude of the influence of the independent variable, namely the intensity of access to BookTok content, on the dependent variable, namely digital literacy, among students of the Library and Information Science Program at Universitas Negeri Padang.

Table 7. Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713[a]	.508	.499	4.973

a. Predictors: (Constant), Intensitas

source: Compiled by the researcher (2026)

Based on the table above, the correlation value (R) is 0.713. The coefficient of determination (R Square) is 0.508, which indicates that the independent variable, Intensity of Access to BookTok Content, contributes 50.8% to the dependent variable, Digital Literacy. Meanwhile, the remaining 49.2% is influenced by other factors not examined in this study. Thus, the results indicate that the Intensity of Access to BookTok Content has a significant effect on Digital Literacy among students of the Library and Information Science Study Program.

Interpretation of Findings

The findings of this study indicate that students who have higher intensity in accessing BookTok content tend to demonstrate better digital literacy skills. This can be explained by the nature of BookTok content, which provides information about books, encourages discussion, and exposes students to various perspectives. As a result, students are more likely to engage in critical thinking, information evaluation, and reflective learning.

However, although the contribution of access intensity is relatively strong (50.8%), there are still other factors influencing digital literacy, such as academic background, learning environment, and individual motivation. Therefore, BookTok serves as a supporting factor rather than the sole determinant of digital literacy. Overall, the results confirm that BookTok content, when accessed intensively, can contribute positively to the development of students' digital literacy in the digital era.

DISCUSSION

The findings of this study indicate that the intensity of accessing BookTok content has a significant effect on students' digital literacy. This is evidenced by a strong positive correlation coefficient ($r = 0.713$) and a significance value of 0.000 (< 0.05), confirming a statistically significant relationship between the two variables. Furthermore, the regression analysis reveals that BookTok access intensity contributes 50.8% to the variance in digital

literacy ($R^2 = 0.508$), indicating that more than half of students' digital literacy levels can be explained by their engagement with BookTok content, while the remaining variance is influenced by other external factors. From a descriptive perspective, the intensity of BookTok access is categorized as "good" (mean = 2.60), although variations exist across indicators. The highest score is found in the engagement dimension (2.83), while frequency and consistency of access fall into the "moderate" category (2.49). This suggests that although students do not consistently access BookTok content, they demonstrate relatively high engagement when interacting with it, such as liking, saving, and sharing content. These findings imply that the quality of interaction plays a more significant role than mere frequency in shaping students' digital experiences.

Similarly, students' digital literacy is categorized as "good" (mean = 2.96), with the highest score in the reflection dimension (3.04), indicating strong awareness of ethical and responsible information use. Conversely, the lowest score is found in the creative dimension (2.82), suggesting that students are more inclined to consume rather than produce digital content. This imbalance highlights a critical gap in digital literacy development, particularly in content creation skills. A deeper analysis reveals that the relationship between BookTok access intensity and digital literacy is reflected in the performance of specific indicators. High scores in access, analysis, and reflection indicate that students are capable of locating, evaluating, and interpreting digital information effectively. Exposure to BookTok content appears to enhance not only technical skills but also cognitive and critical thinking abilities. However, the relatively lower score in the creative dimension suggests that frequent exposure does not necessarily translate into content production capabilities.

These findings are consistent with Putri et al. (2025), who reported that TikTok usage positively influences students' digital literacy. This supports the notion that social media platforms can function as effective learning tools when used appropriately. In this study, BookTok serves not only as entertainment but also as a literacy-enhancing medium that facilitates information acquisition and comprehension. The results also align with Kamal et al. (2024), who found that TikTok-based literacy content can serve as a valuable information source for students. This is evident in the high scores of access and analytical dimensions, indicating that students effectively utilize BookTok content to support their academic needs. Furthermore, this study reinforces the findings of Low et al. (2025), who conceptualized BookTok as a space for critical digital literacy shaped by user interaction

with content and algorithms. The present findings demonstrate that students actively engage in evaluating and reflecting upon the information they consume, highlighting the role of BookTok as an informal learning environment that fosters multidimensional digital literacy. At the same time, this study extends the findings of Sabekti (2019), which linked social media intensity to psychological constructs such as narcissism and self-actualization. In contrast, this study demonstrates that social media intensity also influences cognitive competencies, particularly digital literacy. This suggests that social media usage has broader implications beyond psychological effects, encompassing intellectual and informational competencies.

Theoretically, this study contributes to the development of digital literacy research by integrating Uses and Gratifications Theory with Hobbs' digital literacy framework. The findings confirm that media usage behavior and intensity significantly influence digital literacy outcomes, thereby strengthening the relationship between media engagement and information competence. Practically, this study provides insights for educational institutions and librarians to leverage social media platforms, particularly BookTok, as tools for enhancing digital literacy. Incorporating social media into learning strategies can increase student engagement and expand access to information resources. Moreover, the findings highlight the need to strengthen creative digital skills, as students tend to remain passive consumers rather than active content creators. Developing content creation skills is essential for achieving comprehensive digital literacy in the digital age.

Despite its contributions, this study has several limitations. First, the sample is limited to a single cohort within one study program, restricting the generalizability of the findings. Second, the use of self-reported questionnaires may introduce response bias. Third, the quantitative approach does not capture in-depth experiences and perceptions of students regarding BookTok usage. Additionally, 49.2% of the variance in digital literacy is explained by other factors not examined in this study, such as environmental influences, educational background, and reading habits. In conclusion, this study demonstrates that BookTok access intensity plays a significant role in enhancing students' digital literacy. However, further efforts are needed to improve consistency of use and creative competencies to achieve a more comprehensive and balanced development of digital literacy.

CONCLUSION

This study concludes that BookTok content access intensity has a significant and positive influence on the digital literacy of students in the Library and Information Science Study Program at Padang State University. The findings show a strong relationship between the two variables, with a correlation coefficient of 0.713 and a significance value below 0.05. The coefficient of determination indicates that 50.8% of students' digital literacy is influenced by the intensity of accessing BookTok content. These results confirm that higher frequency, duration, consistency, and engagement in accessing BookTok content are associated with better abilities in accessing, analyzing, evaluating, and utilizing digital information. However, since nearly half of the influence is explained by other factors, digital literacy is also shaped by additional elements beyond media usage intensity.

The scientific contribution of this study lies in its focus on access intensity as a measurable behavioral variable in understanding the relationship between social media and digital literacy. Theoretically, this study strengthens the application of Uses and Gratifications Theory and Digital Literacy Theory by demonstrating how media usage behavior influences literacy competencies. Methodologically, it provides an empirical quantitative approach to examining BookTok as a specific digital literacy phenomenon. Practically, the findings highlight the potential of BookTok as a supportive medium for enhancing students' digital literacy, particularly when used critically and purposefully in educational contexts.

Based on the identified research gaps, future studies are recommended to explore additional variables that may influence digital literacy, such as learning environment, academic performance, and digital experience. Expanding the sample size and including participants from different study programs or institutions would improve the generalizability of the findings. Furthermore, the use of mixed-method approaches could provide deeper insights into how students interpret and engage with BookTok content. These efforts are expected to contribute to a more comprehensive understanding of digital literacy development in the context of evolving digital media.

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