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Collective Engagement and Social Identity of the “Taruno Suryo” Reog Community to Improve Spiritual Well-Being

Alfiana Yuniar Rahmawati, Asrifia Ridwan

Educational Level, Socioeconomic Status, and Interpersonal Communication Competence in Response to Digital Deceptive Messages

Nana Raihana Askurny, Dewi Kusriani

Fatherhood Da’wah Through Visual Images: A Multimodal Analysis of Instagram Da’wah Content on @abun_nada

Mega Satria Nurul Falah, Agus Darwanto, Syafa Maulida Kamila, Awaliyah Ainun Niswah

Sectarianism in Aceh: Religious Authorities and The Aswaja Contest

Ramli, Romario

The Arabi Spice Coffee as a Media of Culture: A Legacy of Social Cohesion and Generational Dynamics in Kampung Melayu, Semarang

Chelsi Nadifa Kumala Sari, Latifah Aini Nariswari, Revalina Ela Putri K, Ahmad Fauzan Baihaqi, Bryna Rizkinta SM

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Table of Contents

Editorial Team

Table of Contents

Collective Engagement and Social Identity of the “Taruno Suryo” Reog Community to Improve Spiritual Well-Being(97)

Alfiana Yuniar Rahmawati, Asrifia Ridwan

Communication Science Study Program, Universitas Merdeka Madiun, State Administration Science Study Program, Universitas Merdeka Madiun, Madiun, Indonesia

<https://doi.org/10.15408/insaniyat.v10i2.49894>

Educational Level, Socioeconomic Status, and Interpersonal Communication Competence in Response to Digital Deceptive Messages(113)

Nana Raihana Askurny, Dewi Kusrini

English Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Kepulauan Riau, Indonesia, Japanese Education Study Program, Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia

<https://doi.org/10.15408/insaniyat.v10i2.46495>

Fatherhood Da’wah Through Visual Images: A Multimodal Analysis of Instagram Da’wah Content on @abun_nada(129)

Mega Satria Nurul Falah, Agus Darwanto, Syafa Maulida Kamila, Awaliyah Ainun Niswah

Arabic Language Studies, International Open University, The Gambia, Africa, Yayasan Santri Cendekawan Indonesia, Jawa Timur, Indonesia



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Sectarianism in Aceh: Religious Authorities and The Aswaja Contest(145)

Ramli, Romario

Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng Meulaboh, Indonesia, Institut Agama Islam Negeri Langsa, Indonesia

<https://doi.org/10.15408/insaniyat.v10i2.51797>



The Arabi Spice Coffee as a Media of Culture: A Legacy of Social Cohesion and Generational Dynamics in Kampung Melayu, Semarang(159)

Chelsi Nadifa Kumala Sari, Latifah Aini Nariswari, Revalina Ela Putri K, Ahmad Fauzan Baihaqi, Bryna Rizkinta SM

Department of History, Faculty of Humanities, University of Diponegoro Semarang, Central Java

<https://doi.org/10.15408/insaniyat.v10i2.50457>

The Topat War Tradition at the Crossroads of Tourism: Digital Challenges and Opportunities(173)

Lalu Arfa am Andesa, Maemunah, Isnaini

Civic Education, Universitas Muhammadiyah Mataram, Indonesia

<https://doi.org/10.15408/insaniyat.v10i2.49550>



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Educational Level, Socioeconomic Status, and Interpersonal Communication Competence in Response to Digital Deceptive Messages

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Abstract

This study investigates the correlation between educational level and socioeconomic status in determining individuals' interpersonal communication competence when responding to digital deceptive messages. Utilizing a descriptive quantitative research design, the authors developed a 15-item Likert-scale questionnaire based on authentic fraudulent messages obtained from police investigators in Tanjungpinang and Bintan, Indonesia. Data collected from 120 participants underwent rigorous validity, reliability, and normality testing before being analyzed via multiple regression. The findings reveal that while educational level and socioeconomic status collectively show a significant positive correlation with communication competence, socioeconomic status alone provides a negligible contribution. Specifically, the regression model suggests that higher education levels significantly enhance one's ability to navigate digital interactions safely, whereas employment status does not significantly alter this competence due to universal smartphone access. This research contributes a predictive framework for identifying cybercrime vulnerability, highlighting that educational background is a more critical factor than wealth or job status in developing the interpersonal metafunctions necessary to detect speech intentions and avoid digital traps.

Keywords: Education; Socioeconomic Status; Interpersonal Communication Competence; and Digital Deceptive Messages.

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Introduction

The rapid proliferation of modern communication technology has inadvertently created a fertile environment for digital exploitation, exposing smartphone users to increasingly sophisticated scams (Hua et al., 2017). The global economic consequences are immense; during the COVID-19 pandemic, losses attributed to cyber fraud reached an estimated 5



trillion US dollars (Hanoch & Wood, 2021). National data further underscores the severity of this crisis, with Great Britain reporting annual losses of approximately 190 billion pounds sterling (Liu et al., 2021) and India documenting over 27,000 cybercrime cases between 2012 and 2021 (Supriya et al., 2022). Similar patterns are evident in China, where deceptive text messaging accounts for over 34% of recorded telecommunication fraud (Ye & Chen, 2022), and in the United States, where the Federal Trade Commission reported a 3.3 billion dollar deficit in 2020 (DeLiema et al., 2022). Indonesia reflects this global vulnerability; with over 171 million active daily users, the nation has seen a significant diversification of digital threats, as evidenced by the 1,243 fraud cases reported to the National Police's Cyber Crime Unit in 2019 (Dewanti & Indriyani, 2022). While these figures offer a robust quantitative overview of the problem, the specific linguistic strategies that enable these deceptive acts to successfully manipulate the Indonesian public remain largely under-examined.

Deception in this context is fundamentally a linguistic phenomenon, where perpetrators strategically employ language to influence targets and facilitate digital traps. Consequently, mitigating these risks requires high levels of interpersonal communication competence. The capacity to evaluate social cues and make critical decisions within digital settings (Xu et al., 2019). Within the framework of Systemic Functional Linguistics (SFL), this competence is analyzed through the interpersonal metafunction, which examines how social roles and identities are negotiated through speech functions such as statements, questions, and commands (Yanto & Pravitasari, 2023). Despite the theoretical utility of SFL, empirical research linking interpersonal meanings to the forensic reality of Indonesian cyber-fraud remains scarce. Moving beyond broad statistics requires a deeper investigation into how specific speech functions are engineered to exploit communicative norms, a dimension of digital crime that has yet to be fully integrated into the current literature.

Digital Deceptive Messages

Communication and humans have not separated recently. People connect to others across time and distance by holding a smartphone. Internet technology in hand contributes to significant changes in human life. Borderless communication, trading, friend and network development, entertainment purposes, and data information saving are conducted through the internet connection today (Zaharon & Ali, 2021). Since the computer system and the internet connection have been embedded within the cellular phone, the communication devices have become smartphones. In low-income countries, it was found that only 36,3% of the population have computer facilities; however, the rest are access to the internet connection through a smartphone (Whittaker et al., 2019).

Online interactions facilitate a wide range of human connections, but they also provide a platform for "language crimes" offenses committed through communication rather than physical acts. Unlike traditional crimes defined by physical movement, these violations include hate speech, slander, hoaxes, and scams perpetrated through both written and spoken language. The nature of the evidence depends on the medium: written crimes are documented through text and its variations, while spoken offenses are typically preserved via audio or video recordings (Shuy, 2016). A message service, SMS (Short Message Service) in a mobile phone which is transmitted through a cellular phone system, has transformed and developed into an internet-based connection system messages or mobile instant messages (MIM) (Kaufmann & Peil, 2020). This app allows mobile users to send messages of texts, images, voices, and videos, additionally, to notice the time of message receiving (pop-up) and the online contacts (Safieddine & Nakhoul, 2021). Mobile instant messages like WhatsApp, Facebook Messenger, and Snapchat have been used generally by mobile users to send messages of text and multimedia, these are being developed and established in some

countries to gain social relations purposes. Text or discourse is digitally manufactured on the internet. Digital technology is respectively information more simple, effective, and cheap cost of storage, computer technology, and data transmission (Goldfarb & Tucker, 2019). Hence, digital interaction through text or discourse means written and spoken language that generates specific features based on the situational expression of the interaction between users. Thus, digital text is a specific variation creatively built by mobile users with identical characteristics within internet settings (Crystal, 2006).

Deception or fraud is defined as an act of speech or a statement of untruth, lie, or false statement, intentionally to obtain an advantage over the innocent (Wells, 2010). In the context of digital message text, these acts are regularly realized through spam, which can be safe or unsafe (Abayomi-Alli et al., 2019), and phishing, an intentional effort to steal personal credentials like bank identities or passwords through fake messages (Mambina et al., 2022; Mishra & Soni, 2021). This study bridges digital fraud theory and forensic practice by utilizing a 15-item Likert-scale instrument to analyze how perpetrators electronically manipulate targets by employing narrative and persuasive language to urge emotional involvement (Ab Aziz et al., 2021; Naksawat et al., 2016). Within the framework of Systemic Functional Linguistics (SFL), this competence is analyzed through the interpersonal metafunction, allowing researchers to evaluate how social roles are negotiated through specific speech functions (Yanto & Pravitasari, 2023). By requiring participants to examine these authentic deceptive initiations through scales of usuality, probability, inclination, and obligation (Martin, 1992), the study reveals that higher educational levels significantly enhance one's ability to navigate digital interactions safely.

Educational Level and Socioeconomic Status

This study investigates how educational level and socioeconomic status correlate with interpersonal communication competence when individuals respond to digital deceptive messages. While previous research has explored general internet usage, this study distinguishes itself by applying Systemic Functional Linguistics (SFL) to analyze specific speech functions within authentic fraudulent texts obtained from police investigators. The primary rationale for the investigation stems from empirical data provided by the police in Tanjungpinang and Bintan, which revealed that victims of digital deception represent a broad spectrum of backgrounds, encompassing individuals from all educational levels and various occupational statuses. By bridging forensic practice with linguistic theory, the research aims to determine whether academic background provides the necessary linguistic tools to detect deceptive intent, especially since universal smartphone access has minimized the role of socioeconomic standing in determining digital exposure. Ultimately, this study provides a predictive framework for cybercrime vulnerability, highlighting that a person's educational background is a more significant factor than wealth or job status in developing the competence required to safely navigate digital traps.

The educational background comprises the prior individual knowledge and experience that the person brings to the language practices, like in a reading activity (Smith et al., 2021). Then, in developing and designing teaching methodology for undergraduate, postgraduate, and doctoral students, the students' language proficiency at each educational level became the rationale of the study (Tinh et al., 2021). Socioeconomics has been a factor in conducting language studies. A study has been conducted to identify socioeconomic factors that contribute to a good language environment system, which in turn supports children's language development (Pace et al., 2017). Then, how spoken language ability and socioeconomic status applied significant roles in educational achievements at the age of 16 years (Spencer et al., 2017).

Interpersonal Communication Competence

The authors presently attempt to find the interpersonal communication of the people or mobile phone users in responding the digital messages, which is related to personal education level and socioeconomic status. The digital world places people in the internet-based CMC (computer-mediated communication) world. People repeatedly struggle with the realism of interpersonal interactions they are involved in; therefore, people are expected to develop their interpersonal communication. Interpersonal communication is defined as the process by which people share feelings and attitudes to convey a common understanding of a conversation, both verbally and non-verbally, in digital mode (Venter, 2019). Interpersonal communication competence in digital communication, such as social media and text message platforms, constitutes the individual capacity to obtain the meaning of transactional language through electronic messages (digital communication), this, then is perceived as the interpersonal relationship of the Internet world (Ezeugo & Ajemba, 2020). Interpersonal communication competence concerns an individual capacity of impressions or judgments about skills of behaving the interpersonal relations in a specific internet-based language setting, which then transforms the critical interpersonal decisions (Xu et al., 2019).

Recent research emphasizes the vital role of interpersonal communication competence in navigating contemporary digital landscapes. Foundational studies suggest that integrating these communicative skills is essential for developing robust social media literacy (Polanco-Levicán & Salvo-Garrido, 2022), while more recent findings identify such competence as a significant predictor of students' psychological well-being (Ismailova et al., 2025). Furthermore, demonstrating high-level language performance within social media contexts yields practical benefits for both instructional design and digital platform architecture (Zhang et al., 2025). Beyond academic and technical utility, digital communication proficiency has been linked to the maintenance of successful long-distance relationships among students involved in community service (Permatasari et al., 2026), a definitive correlation exists between the interpersonal communicative abilities of higher education students and their strategic engagement with digital platforms (Masyita Suherman et al., 2025).

Speech Functions

Within the framework of Systemic Functional Linguistics (SFL), human communication is analyzed as a semantic system where participants perform social roles through the exchange of commodities (Halliday & Matthiesen, 2014). When interacting—particularly in digital messaging—perpetrators and users apply specific conversational moves known as speech functions (Halliday, 1994). These functions are the semantic realizations of interaction, where roles (giving or demanding) and commodities (information or goods and services) are negotiated between participants (Eggins, 2004).

Linguistic exchanges are broadly categorized into two types: propositions and proposals (Thompson, 2014). Propositions involve the exchange of information through statements and questions; they are measured by “modalization,” which tracks the probability or usuality of a claim (Halliday & Matthiesen, 2014). Conversely, proposals involve the exchange of goods and services via offers and commands, governed by “modulation” (Rey Velasco et al., 2022). In proposals, the focus is on the speaker's degree of obligation or willingness to ensure the exchange's success (Thompson, 2014). Recent discourse analysis, such as studies on the 2024 Indonesian presidential debates, highlights how these functions are strategically used to express emotions, solidarity, and authority in modern social contexts (Muzanni et al., 2024).

These semantic categories are structurally realized through the MOOD system of grammar, involving choices between the indicative and imperative moods (Arús-Hita, 2021). Propositions typically use the indicative mood (declarative or interrogative), whereas proposals are often expressed through imperative or indicative clauses paired with modal auxiliaries that signal duty or inclination (Martin et al., 2010). This interaction between speech roles and commodities creates a predictable set of pairs, in which every initiating move invites either an expected or an unexpected response (Halliday, 1994) as described in the following table.

Table 1 Speech Functions Interaction Pairs

Commodity	Role	Function (Initiating)	Expected Response	Unexpected Response
Goods & Services	Give	Offer	Acceptance	Rejection
	Demand	Command	Undertaking	Refusal
Information	Give	Statement	Acknowledgment	Contradiction
	Demand	Question	Answer	Disclaimer

(Adapted from Halliday, 1994; Eggins, 2004; Thompson, 2014; Halliday & Matthiessen, 2014)

The interpersonal function of a clause is fundamentally structured around two types of exchange: propositions and proposals (Halliday & Matthiessen, 2014). Propositions, which consist of statements and questions, serve as a vehicle for exchanging information that the listener can either affirm or deny (Saragih, 2013). Within this framework, statements are evaluated through degrees of usuality, ranging from “sometimes” to “always,” while questions are measured by degrees of probability, such as “possibly” or “certainly” (Halliday & Matthiessen, 2014). Because these exchanges focus on information rather than direct action, the power imbalance between participants is often subtle and less visible, as the listener is primarily tasked with asserting or denying the speaker’s initiation (Saragih, 2013).

In contrast, proposals are realized through offers and commands, which urge the listener to react to the speaker’s request for “goods and services” (Halliday & Matthiessen, 2014; Martin, 1992). These interactions are governed by different modal scales: offers are negotiated through the degree of inclination (e.g., being “willing” or “determined”), whereas commands are measured by the degree of obligation, such as being “supposed” or “required” to act (Halliday & Matthiessen, 2014). Unlike propositions, proposals are rarely performed by third-person subjects (Halliday & Matthiessen, 2014). Because they require the listener to perform a specific action rather than just process information, an unequal power dynamic between interactants becomes more apparent and visible in these exchanges (Saragih, 2013).

To better analyse these dynamics—specifically in the context of digital deceptive messaging—this study utilizes a structured scale to categorize the strength of expectations between initiations and responses (Martin, 1992). As illustrated in Table 2 below, this system assigns numerical values to interpersonal functions: Usuality and Probability represent the primary scales of information exchange (1 and 2), while Inclination and Obligation represent the scales of action-based exchange (3 and 4) (Saragih, 2013). By mapping these functions, such as a command expecting a response of obligation, it is possible to observe the specific negotiation positions and power relations established between a speaker and their speech partner (Martin, 1992; Saragih, 2013).

Table 2. Scales of Initiations and Responses

Initiating	Scale	Responding	Scale
Usuality	1	Strongly expected	1
Probability	2	Expected	2
Inclination	3	Unexpected	3
Obligation	4	Strongly unexpected	4

The educational level and socioeconomic status dealing with digital or internet-based media have been researched in earlier studies, but have not been specifically researched on deceptive digital messages. Therefore, this study aims to find the correlation between those two aspects and interpersonal communication competence to the deception within digital messages by employing a quantitative method. The independent variables are educational levels and socioeconomic status, and the dependent variable is interpersonal communication competence.

Therefore, this present study attempts to find out the other possible factors that drove people to be deceived. Regarding the information from the police investigator, as the informant of this research stated that the victims of deception through text message service are not limited to specific educational background and occupation (job status). This information was obtained when the authors gathered the data of reported deception cases of message text in the two Police offices in Tanjungpinang and Bintan regions of Kepulauan Riau province, Indonesia. To clarify the statement of the police investigator's findings while examining deception message text, the authors intended to conduct a study to reveal the correlation between personal educational background and occupation on the interpersonal communication of responding to digital deceptive messages.

Method

This study employs a descriptive quantitative research design to investigate the relationship between personal demographics and the ability to identify fraudulent digital interactions. To ensure the research was grounded in real-world scenarios, empirical data were collected from March to July 2024 through a collaboration with police investigators in Tanjungpinang City and Bintan Regency to obtain records from actual reported fraud cases. From the information provided by law enforcement, the researchers identified seven specific text conversations that had successfully victimized individuals. These authentic exchanges served as the foundation for the study's instrument, as the researchers extracted fifteen specific clauses used by perpetrators to be used in a research questionnaire.

The data collection process involved distributing these fifteen deceptive clauses to a diverse group of 120 participants representing various educational and socioeconomic backgrounds. To ensure the responses were genuinely realistic and untainted by prior knowledge, the participants were not informed that the messages were originally sourced from police fraud investigations. Participants were required to interact with these clauses as if they were the recipients, and their reactions were measured using a four-point Likert scale to determine their interpersonal communication competence. This approach allowed the researchers to quantitatively analyze how educational levels and employment statuses influenced the participants' ability to navigate the semantic and social complexities of deceptive digital discourse.

Instrument

The instrument of this study is a set of questions. There are fifteen questions. Two beginning questions are to obtain the social backgrounds of the participants, educational level, and socioeconomic status. Then, the other questions which contain clauses of the deceivers'

message, are to be responded to by the participants. The purpose of using those clauses is because they are valid deceitful. Without telling the participants about the background of the clause, the researchers believe that the participant's responses would be genuinely realistic. The researchers wanted to know how people react to the clauses that are intended to deceive, regarding this is about interpersonal communication in using language. Thus, the instrument presents two independent variables, educational level and socioeconomic status, and one dependent variable, which is interpersonal communication.

The questionnaire is a four-point Likert Scale to measure the participants' responses. For educational level, the options of selection are divided into; High school students with "1", college students with "2", college graduates with "3", and Master and doctoral graduates with "4". Whereas for socioeconomic level, the scales are: "1" is for the unemployed, "2" is for informal employees, "3" is for office employees, and "4" is for professional employed.

For the dependent variable, interpersonal communication, the researchers employ the speech functions perspective of the interpersonal function of SFL (Systemic Functional Linguistics). The four main speech functions are; statement (giving information); offer (giving goods and services); question (demanding information); and command (demanding goods and services). There are thirteen questions to measure interpersonal communication. The questions insert clauses of deceptive digital messages of initiations and responses. Conversations between the deceiver and the targets are a two-way interaction. On some occasions, the deceiver delivered an initiation and at the other time, the deceiver responded to the initiation of the target. This study focuses on the deceiver's initiations and responses. The research participants were requested to examine clauses of initiation, whether those are expecting usuality, probability, inclination, or obligation. And, if the clauses were the deceiver's response, the research participants determine whether those were strongly expected, expected, unexpected, or strongly unexpected to the mobile user's initiation. The four scales of the clauses refer to the scales in the earlier Table. 2

For example:

Question no.3 (Deceiver's Response to the target's initiation)

*'Mohon maaf saya tidak bisa meminjamkan
dana kepada anggota
Harap konfirmasi kembali nomor tujuan
transaksi jika ingin melakukan pembayaran'*

(I am sorry, I can't loan any fund to the members. Please reconfirm your transaction number if you want to do the payment').

The receiver's response is ... by the sender

- Expected
- Unexpected
- Totally Expected
- Totally Unexpected

Question 11 (Deceiver's Initiation)

'Ini udhh di proses kok, Ditunggu yaa' ('this has been processed, please wait')
The text implied?

- A question
- A statement of command
- A notification
- A command

The researchers developed and employed a questionnaire. Validity and reliability are fastened together in complex ways. To obtain a good result, the validity and reliability of the questionnaire must be tested. Validity is to develop evidence from the measurement, in which the test scores' interpretation meets its proposed use. Reliability measurement is an effort to ensure the stability and consistency of an instrument (Creswell, 2012).

Validity Test

The researchers used Microsoft Excel calculations to get the R-value (correlation value) of each question item. The question item would be "valid" if the R-value calculated is bigger than the R-value of the Product Moment Table. From the table, the R-value of the two-tailed significant Alpha of 0,05, and 120 participants, is 0,1793. Finally, after all calculations, the validity of each question item has been achieved as in the following table:

Table 3. Validity Test of Instrument Items

Item Number	R Calculated Value	Validity Status
1	0,453	Valid
2	0,301	Valid
3	0,396	Valid
4	0,222	Valid
5	0,241	Valid
6	0,094	Invalid
7	0,236	Valid
8	0,393	Valid
9	0,572	Valid
10	0,391	Valid
11	0,217	Valid
12	0,149	Invalid
13	0,308	Valid
14	0,425	Valid
15	0,287	Valid

Reliability Test

The reliability test is to measure the consistency of a set of questions of a research instrument. After measuring the validity test of each number of questionnaires, it was found that items number 6 and 12 were Invalid, hence those items were excluded from the process of the reliability test. Cronbach Alpha (0,70) and the formula of R-11 calculation are used in this study. The questionnaire would be reliable if the R-11 score is bigger than Cronbach Alpha (0,60), or in between 0.60 – 0.70. The formula of R11 calculation is employed as follows;

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

From the available data, it is obtained that:

Total Question items (K) = 13

The sum of each item variance ($\sum S_i$) = 12,013

Total Variance (S_t) = 23, 138

By applying the formula of R11, the calculation obtained R score is about 0,52.

Thus, the reliability of this recent questionnaire is Quite Reliable, by referring to the Cronbach Alpha Level (Ahdika, 2021) as captured in the table below;

Table 4. Cronbach Alpha Level of Reliability

Cronbach Alpha Score	Level of Reliability
0.0 - 0.20	Less Reliable
> 0.20 - 0.40	Rather Reliable
> 0.40 - 0.60	Quite Reliable
> 0.60 - 0.80	Reliable
> 0.80 - 1.00	Very Reliable

The Cronbach Alpha score obtained from the calculation is lower than 0.60, as 0.60 – 0.70 was the accepted reliability value range by most of the researchers to determine the instrument’s reliability. However, this instrument remains reliable for application. Lower reliability is not always due to errors of measurement. The researchers are required to keep working to increase the validity and reliability of the proposed instrument, which in turn will achieve a more accurate portrayal of the variables of interest (Hair et al., 2014).

Normality Test

The normality test is aimed at ensuring that the data has been distributed normally to proceed to the next correlation analysis of the study. The Kolmogorov-Smirnov Normality test is applied in this study. After conducting the steps of the normality test, it obtains several calculations are obtained to conclude the normality decision, such are;

Mean (X): 34, 066

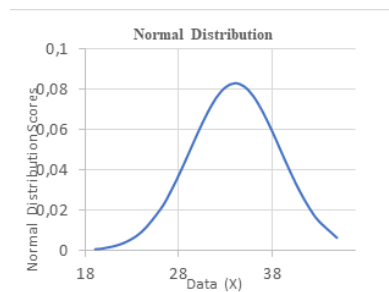
Standard Deviation (S): 4, 81

Kolmogorov-Smirnov Calculated Score (D): 0, 062

Kolmogorov-Smirnov Table Score (K): 0,081

The status of normality is achieved when D is smaller than KH. From the calculation, it may be concluded that the data is normally distributed because D (calculated score) is smaller, 0,062, than 0,081, K (table score). The normality chart is available below;

Figure 1
Normal Distribution of Data



A normality test is required when the research is a parametric measurement. Parametric tests such as correlation research of product moment, comparison test of T-test, or Linear regression research, and others. This research aims to reveal a correlation between two independent variables, educational level and socioeconomic status, on one independent

variable, interpersonal communication, when digital deceptive messages were displayed to the participants. The correlation in question is how extensively the two independent variables (X1 and X2) affect the dependent variable, and how each of the independent variables has a linear correlation with the dependent variable. Therefore, a multivariable regression analysis is employed in this research.

Research Procedures

Research Participants

The researcher involved 120 persons from different educational backgrounds of educational levels, and socioeconomic statuses. The participants were provided with the research questionnaire, in which independent variables and dependent variables were included. Question number one is to know the data on the education level of the participants. Question number two is to find out the socioeconomic status of the participants. Then, the rest is to discover the participant's interpersonal communication upon deceptive clauses of electronic messages. The participants were required to comprehend and examine the clauses in terms of speech functions.

Research Data

The data of this research is primary data. The responses of 120 research participants were collected by distributing a set of questions or a questionnaire. Based on the purpose of the study, the set questions are intended to dig into interpersonal communications of mobile users (people) upon digital deceptive messages by considering the background of education level and socioeconomic status (occupation). Research participants were presented with deceptive messages, and they were required to respond to the messages as if they were receiving them messages. The responses were scored by the four Likert scales (1, 2, 3, and 4), hence, the collected responses were ordinal data.

Data Analysis

This research employs the multiple regression analysis by operating Microsoft Office Excell. The data of the independent variables were the Likert scale data of 1 to 4. Then, the data of the independent variable (Y) was taken from the 15 questions in which the deceptive messages were inserted and perceived by the participant based on their interpersonal communication. Every question item has an interval score of, 1, 2, 3, or 4, and the cumulative scores gathered from 15 questions were employed as the independent variable of each participant. This study has two independent variables (X1 and X2) and one dependent variable (Y). Multiple regression analysis is aimed at finding how extent those independent variables partially and simultaneously, affect the dependent variable, and to predict the prediction of upcoming correlation between variables (Plonsky & Ghanbar, 2018). Assisted by Microsoft Office Excel, this regression analysis has become simpler, So that interpretations of findings are drawn in this research.

Result and Discussion

Regression Statistic of Coefficient Correlation

The correlation of independent variables (predictors) and the dependent variable (criteria) is aroused from the statistical R-value of regression calculation. R-value interprets the existence of correlation, and the Adjusted R Square value predicts the contributions of independent variables significantly upon a dependent variable in multiple regression. Then, the standard error value explains the extent of error prediction of independent variables to contribute to the dependent variable. R Correlation between independent and dependent variables can be found in the Regression Statistics table below.

Table 5. Regression Statistic of Coefficient Correlation

Regression Statistics	
Multiple R	0,468
R Square	0,219
Adjusted R Square	0,205
Standard Error	4,287
Observations	120

After analyzing data with the regression calculation in Microsoft Office Excel, the correlation between independent variables and the dependent variable can be observed as follows. First, multiple correlation coefficient or R (Pearson-product-moment), R-values from the calculation are 0,468. According to the Coefficient Correlation Product Moment, it may be concluded that the two independent variables correlated with the dependent variable at the 'adequate level'. Second, determination coefficient or Adjusted R² (Adjusted R Square), which was obtained is 0,205 or 20,5%, this means variables X1 and X2 can only explain the variation of variable Y is about 20,5%, where the rest (79,5%) is explained by other factors that are not discussed in this research. Third, standard Error of 4,287, obtained from the calculation, captures the possibility of error prediction of this analysis is 4,29.

The Simultaneous Multiple Linear Regression Test (F Test)

The F-test calculation score is taken from the ANOVA (Analysis of Variance) table from the regression calculation in MS. Office Excell. From the table, we got the F calculation is 16,403, and the T table from the formula calculation in MS. Office Excel, and also from the F table, it is found 3,591. Meanwhile, for interpreting the F test score, the hypothesis had been defined as H₀ is accepted where the score of the F Calculation is smaller than the F table, and H_a is accepted where the value of the F Calculation is bigger than the F table. From the calculation, hence, we may interpret that the F Calculation value (16,403) is bigger than the F table value (3,591), which means that the predictor variables (X1 and X2) simultaneously affect the criterion variable (Y).

Table 6. ANOVA

	df	F	Significance F
Regression	2	16,40326532	5,25199E-07
Residual	117		
Total	119		

The Partial Multiple Linear Regression Test (t-test)

To find how each of the independent variables affects the dependent variable, we need to observe the t-test value. The t-test calculation has been acquired by the regression calculation formula in MS. Office Excel as well, the t-test value that was obtained from the calculation is presented in the following table;

Table 7. Intercept and t-Test

	Coefficient	t Stat	P-value
Intercept	28,591	27,044	3,7E-52
Education Level (X1)	2,127	5,115	1,2E-06
Socioeconomic Status (X2)	0,049	0,152	0,87931

From the above table, it is seen that the t-test calculation value of X1 was obtained 5,115, and of X2 was 0,152. We need to get the t-test value of the t-table, or we can do the

calculation in MS. Office Excel. From the available calculation formula, it is found that the t-table score was 1,980, with the significance Alpha 0,05 of two-tailed becomes 0,025. Therefore, the hypothesis is defined such as, H₀ is accepted if t table < t calculation, which means each of the independent variables significantly affects the dependent variable; H₀ is rejected if t table > t calculation, which means each of the independent variables not significantly affect to the dependent variable. The interpretation is practiced partially at each independent variable. From the calculation, it is gained that for variable X₁ (Educational Level), the t-test calculation was 5,115 and the t-test table was 1,980, this means H₀ is rejected and H_a is automatically accepted because the t-test calculation of X₁ is bigger than the t-test table. Therefore, it is interpreted that Educational Level is significantly correlated with Interpersonal communication. Next, for variable X₂, we got the t-test calculation was 0,152 and the t-test table was 1,980. This means H₀ is accepted because the t-test calculation is smaller than the t-test table. It is interpreted that variable X₂ (Socioeconomic Status) is not significantly correlated with interpersonal communication.

Equation of Multiple Regression

The equation of Multiple Regression is used to predict the probability value of variable Y when the value of independent variables X₁ and X₂ are modified. The equation of multiple regression is $Y = a + b(X_1) + b(X_2) + b(X_3) + e$. In the formula, 'a' means the constant or intercept value of variable Y, when variable X₁ and X₂ values are '0' (zero). Whereas 'b' is the coefficient of multiple regression of independent variables, then 'e' means error. From Table 7 previously performed, the intercept coefficient of the variables could create the equation, as follows: $Y = 28,590 + 2,126X_1 + 0,0489X_2$. Then by the equation, it is interpreted that If Education Level (X₁) and Socioeconomic status (X₂) are "0", interpersonal communication is 28,590, If Education Level lifts by 1 amount, interpersonal communication lifts by about 2,126, and if socioeconomic status lifts by 1 size, so interpersonal communication lifts for about 0,0489.

The Correlation of Educational Level and Socioeconomic Status on Interpersonal Communication Competence

From the previous calculations, it is shown that the two independent variables, educational level and socioeconomic status, have affected the dependent variable, interpersonal communication, simultaneously. Although variable X₁ (Educational Level) partially affected interpersonal communication (Y) more than variable X₂ (Socioeconomic Status).

Interpersonal competence in this study is based on the speech functions from the SFL perspective, as the SFL views language as a set of choices to consider which is acceptable or not for language use in a given context (Emilia & Martin, 2023). Interpersonal communication competence in the digital world views how a person comprehends the speech intention of the speech partner in the internet-based communication media discourses to be involved in the virtual society beneficially and safely (Bouchillon, 2022). Remember that today, people are frequently trapped in malicious internet-based discourses because of their incompetence in identifying speech intentions, so people are unwillingly involved in malicious discourses like deception and defamation (Askurny & Syihabuddin, 2022). In terms of digital deception messages, the ability is required to be able in distinguish specific language features of deception discourse, because digital deceptive messages have salient features of language use, such as imperative clauses, persuasive in the form of grants and gifts promises, threats occasionally, modest ways of greeting and salutations, and reputable name identities which are fake (Askurny et al., 2023; Olajimbiti, 2018; Rifki & Usman, 2021).

Educational Level and Interpersonal Communication Competence

This research has found that educational level contributes to personal competence in interpersonal communication. It reveals that the higher education level drives higher interpersonal communication competence in digital deception messages. Individuals who studied in higher schools were much more involved in internet facilities, like social media and app use, since technology transformation remains growing across all fields of human life, including the education field. Then, the competence of interactive communication is

demand and remains to be developed (Abu-Shanab & Al-Tarawneh, 2015; Levano-Francia et al., 2019). Henceforth, people who are settled in education are much more accustomed to digital discourses, which is in line with the findings of this present study.

Socioeconomic Status and Interpersonal Competence

Socioeconomic status, in this study, occupation status, becomes the predictor variable that contributes to interpersonal communication competence, as the criterion variable, even though it affects only a low significant correlation. Professional, formal, and informal employed and unemployed individuals get access to the internet. Moreover, with smart mobile phones, recently with computer technology systems and internet connection embedded inside, people from all levels of employment and the unemployment status, enjoy the internet conveniences in hand. Previous research found that in low-income countries, people have computer facilities at home only 30%, while the rest, about 60% have access to an internet connection through smart mobile phones. It means that people who have access to the internet have much wider access than to the computer facility; thus, people have much easier access to digital technology (Whittaker et al., 2019). Henceforth, people from every socioeconomic status are connected to the digital communication connection, so that there is no significant distinction among those people. This study explains that the socioeconomic aspect does not contribute much to interpersonal communication competence, because these days, smart mobile phones are widely used by every person, whether employed or unemployed.

Different from the former aspect, educational level, according to this study, can predict or make a significant difference in a person's competence in interpersonal communication. However, socioeconomic status can do less. So, from the multiple regression results in this study, the probability of interpersonal communication competence changing in a person can be calculated as follows. If a person with a high education level and is employed, it will contribute positively to their interpersonal communication competence, whereas socioeconomic status has less significance. And, if the person has a high education level and is unemployed, the interpersonal communication competence is still high. However, people with low education levels and employed status will present mid-low or even low competence in interpersonal communication.

Conclusion

This study demonstrates that educational attainment serves as a more significant predictor of interpersonal communication competence than socioeconomic status, suggesting that the "digital divide" has evolved from a matter of hardware access to one of functional, pedagogical application. While a marginal correlation exists between socioeconomic status and communicative proficiency, the contemporary ubiquity of mobile technology across all economic strata has neutralized the impact of wealth, shifting the focus toward the cognitive and social benefits of the academic environment. Specifically, prolonged exposure to scholarly digital discourse and structured collaborative dialogues facilitates the acquisition of robust interpersonal literacies that economic capital alone cannot provide. Consequently, these findings imply that institutional interventions should prioritize high-quality pedagogical engagement and integrated digital literacy, as the modern academic process acts as a critical leveling mechanism for developing professional communication skills regardless of a student's socioeconomic background.

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إنسانيات

مجلة جامعية إسلامية إنسانية

Vol 10, Number 2, May 2026

Collective Engagement and Social Identity of the “Taruno Suryo” Reog Community to Improve Spiritual Well-Being

Alfiana Yuniar Rahmawati, Asrifia Ridwan

Educational Level, Socioeconomic Status, and Interpersonal Communication Competence in Response to Digital Deceptive Messages

Nana Raihana Askurny, Dewi Kusrini

Fatherhood Da’wah Through Visual Images: A Multimodal Analysis of Instagram Da’wah Content on @abun_nada

Mega Satria Nurul Falah, Agus Darwanto, Syafa Maulida Kamila, Awaliyah Ainun Niswah

Sectarianism in Aceh: Religious Authorities and The Aswaja Contest

Ramli, Romario

The Arabi Spice Coffee as a Media of Culture: A Legacy of Social Cohesion and Generational Dynamics in Kampung Melayu, Semarang

Chelsi Nadifa Kumala Sari, Latifah Aini Nariswari, Revalina Ela Putri K, Ahmad Fauzan Baihaqi, Bryna Rizkinta SM

The Topat War Tradition at the Crossroads of Tourism: Digital Challenges and Opportunities

Lalu Arfa am Andesa, Maemunah , Isnaini

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