

# Analysis of the Use of Threads and X Applications as Digital Social Interaction Media Among Students

Gehan Ibra Alfath Hasibuan<sup>1\*</sup>, Nazwa Aliya Muthmainnah Hsb<sup>2</sup>, Supiyandi<sup>3</sup>

<sup>1,2</sup>Faculty of Science and Technology, Computer Science, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

<sup>3</sup>Faculty of Computational Science and Digital Intelligence, Information Technology, Universitas Pembangunan Panca Budi, Medan, Indonesia

E-mail: <sup>1\*</sup>[gehan0701233162@uinsu.ac.id](mailto:gehan0701233162@uinsu.ac.id), <sup>2</sup>[nazwaaliya0301@gmail.com](mailto:nazwaaliya0301@gmail.com), <sup>3</sup>[supiyandi.mkom@gmail.com](mailto:supiyandi.mkom@gmail.com)

\*E-mail Corresponding Author: [nazwaaliya0301@gmail.com](mailto:nazwaaliya0301@gmail.com)

## Abstract

The use of social media has been rapidly increasing, and platforms such as X (formerly Twitter) and Threads have become key platforms for students to engage socially. This study aims to compare the usage patterns of these two applications and analyze student preferences towards them. The research uses a descriptive quantitative design; with data collection conducted through questionnaires distributed to students from various universities. The statistical analyses used include frequency analysis, percentage analysis, Chi-Square tests, and T-tests. The results show that X (Twitter) is more dominantly used by students compared to Threads. Students use X (Twitter) for educational information and social discussions, while Threads is more frequently used for personal and casual conversations. Additionally, the level of satisfaction with X is higher than with Threads. The implications of this study suggest that although X is used more frequently, Threads has the potential to become an alternative platform for more intimate and casual social conversations.

**Keywords:** *Social media; Twitter; Threads Students; User Satisfaction; Application Usage.*

## I. INTRODUCTION

The rapid rise of social media applications has changed the way students interact socially, especially digitally. The X app (formerly Twitter) and Threads (launched by Meta in 2023) have become the two main platforms where students communicate, share information, and build social connections. Twitter has been shown to influence students' social well-being and learning, particularly as a tool for participating in social discussions and sharing news (Llausàs et al., 2023).

Additionally, the newer Threads app seems very well-suited for student social media applications. However, there hasn't been much research comparing these two applications.

According to (Rohr, n.d.), students utilize Twitter for various purposes, such as communicating with peers and obtaining information about current issues. However, the main focus of this research is the lack of studies comparing Threads and X as social interaction media for students, as well as the differences in their usage patterns. This is very important considering the significant changes in the use of digital social applications after the launch of Threads, which may offer a different experience from the more well-known Twitter. As a result, further study on how students choose and use the Threads

and X applications within their social context is crucial.

Many studies have discussed the use of the X (Twitter) application among university students. For example, research by (Llausàs et al., 2023) revealed that using Twitter also influences the improvement of students' communication skills, particularly in collaborative learning and information exchange. Nevertheless, research comparing the use of Twitter (X) and Threads as social media in the context of students is still limited. This indicates a gap in the literature that needs to be filled, particularly in understanding the differences and similarities in the use of these two applications among students.

Research conducted by (Kinanti & Suyono, 2023) on the use of the Twitter application among students revealed that Twitter is the primary platform for sharing opinions and seeking information related to specific topics. However, there are no studies that explicitly address how students use Threads for similar purposes. Thus, this study aims to fill this research gap by analyzing the usage patterns of these two applications in more depth, as well as the factors influencing students' preferences for specific applications.

This research adopts two main theories to understand the phenomenon of social media application use by students. First, the Uses and

Gratifications Theory (UGT) developed by Katz, Blumler, and Gurevitch (1974) provides a framework for understanding how individuals choose social media platforms based on the needs and gratifications they seek, such as information, entertainment, or social interaction. Research by (Mercieca et al., 2024) confirms that students use social media to meet personal needs such as entertainment and social communication, which can influence their decisions in choosing appropriate applications.

Second, digital social interaction theory, which posits that social media platforms serve as spaces for forming and maintaining social relationships between individuals. For example, research by (Rohr, n.d.) shows that Twitter (X) functions as a space for students to interact more openly with peers and other members of the academic community. This theory can be applied to understand how students use Threads and X to build social connections, and how these digital interactions impact their real-world social lives. This research aims to analyze the use of the Threads and X applications as social interaction media among students. Specifically, this research will explore (1) the frequency and purpose of using both applications, (2) the types of social interaction that occur thru each application, and (3) the factors influencing students' preference for one application over the other.

The results of this study are expected to provide deeper insights into how students utilize these two platforms for communication and social interaction purposes. By comparing Threads and X, this research aims to fill the existing gap in the literature regarding social media application usage among students, particularly concerning the newer Threads application. Additionally, this study is expected to contribute practically to the development of social media applications that are more relevant to the needs of students as the primary users.

## II. RESEARCH METHODOLOGY

### A. Research Design

This study uses a descriptive quantitative design, aiming to describe the use of the Threads and X (Twitter) applications as social interaction media among students. The descriptive approach was chosen because this study focuses on identifying usage patterns of the applications and the factors influencing students' preferences for them. This design aligns with previous research that observed social media usage by students in various countries (Odoom et al., 2025).

### B. Research Framework

The framework of this research aims to illustrate the relationships between the variables analyzed in this study:

- Student Demographics
- Frequency of Use
- Purpose of Use
- Type of Interaction
- Application Preference
- Usage Satisfaction

This framework visualizes how these variables are interconnected, as shown in the following flowchart:

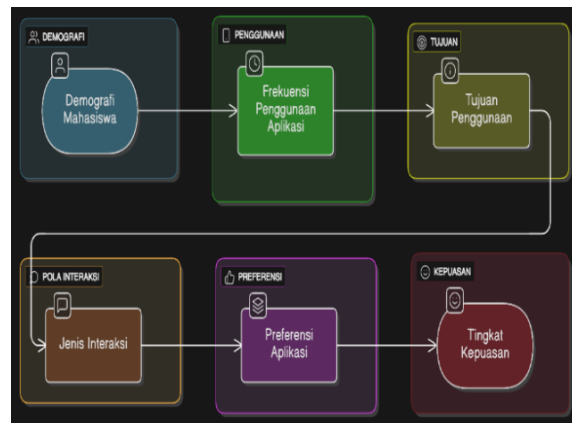


Figure 1. Flowchart

### C. Data Collection Techniques

The data in this study were collected thru questionnaires distributed to students at various universities. These questionnaires were designed to gather data on:

1. Student Demographics: Gender, age, major, and year of study.
2. Frequency of Use: How often students use the Threads and X applications.
3. Purpose of Use: The reasons students use the applications (e.g., seeking information, entertainment, discussion).
4. Types of Interaction: The types of interactions that occur (e.g., reading discussions, sharing content, or speaking directly).
5. Application Preferences: Students' preference for one of the applications based on their frequency of use and purpose.
6. Satisfaction of Use: The level of students' satisfaction with the applications they use.

Respondents were invited to complete the questionnaire voluntarily and anonymously. This method aligns with research conducted by (Odoom et

al., 2025), who used surveys to measure social media usage among university students.

#### D. Data Analysis Methods

The collected data will be analyzed using descriptive statistics. Some of the analysis techniques that will be used include:

- Frequency Analysis: Counting how often students use the Threads and X applications.
- Percentage Analysis: Calculating the percentage of students who choose Threads or X as their primary application.
- Chi-Square Test: Used to test whether there is a significant relationship between demographic factors (such as gender or age) and application usage preferences.
- T-Test: Used to compare students' satisfaction levels with Threads and X based on their frequency of use.

This approach supports previous findings indicating that social media plays a role in the formation of social relationships among university students (Chowdhury, 2024).

### III. RESULTS AND DISCUSSION

#### A. Results

The results of this study were obtained through questionnaires distributed to students to collect data on the use of the X (Twitter) and Threads applications as social interaction media. Here are the results obtained:

##### 1. Frequency of Application Use:

Based on data analysis, the majority of students use the X (Twitter) application more frequently than Threads. The graph below shows the frequency distribution of both applications' usage:

##### • Threads Usage:

- 50% of respondents rarely use Threads.
- 28.6% of respondents use it quite often.
- 7.1% of respondents never use Threads.

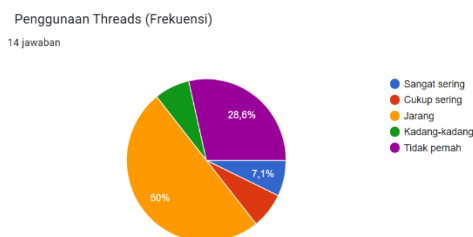


Figure 2. Graph of Thread Usage Frequency

##### • Use of X (Twitter):

- 42.9% of respondents use X (Twitter) very often.
- 35.7% of respondents use it quite often.
- 21.4% of respondents use X (Twitter) rarely.

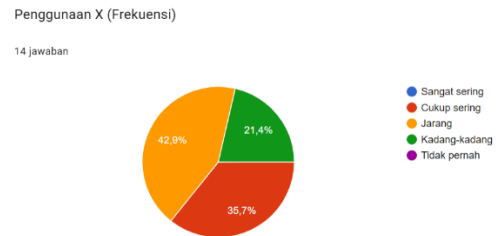


Figure 3. Graph of X (Twitter) Usage Frequency

##### • Chi-Square Test Results:

The Chi-Square test was conducted to determine whether demographic factors such as gender and age influence students' preferences for using both applications. Based on the test results, no significant relationship was found between demographic factors and application usage preferences ( $p > 0.05$ ). This indicates that students' choice of application is more influenced by personal factors than by demographic factors.

#### 2. Purpose of Application Usage:

- Most students use X (Twitter) for information-seeking purposes related to education, entertainment, and social discussions. Conversely, Threads is more often used for sharing opinions and having more personal or casual conversations. These results indicate a clear difference in the purposes for using the two applications, with X being used more for open communication and information sharing, while Threads is more suitable for casual conversations.
- Percentage Analysis: The analysis results show that X (Twitter) is more often chosen for more serious purposes, such as sharing information and seeking education-related news, while Threads is more often chosen for personal conversations or light opinion sharing. This aligns with the findings of (Mercieca et al., 2024), which also indicate that students use social media

to fulfill more personal social and entertainment needs.

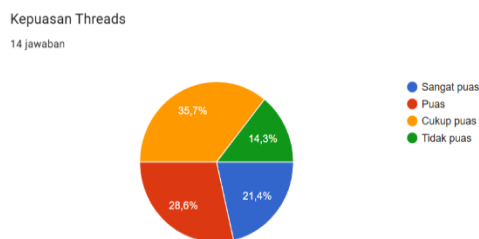
### 3. Types of Social Interaction:

- On the X (Twitter) application, the most frequent interactions are reading and participating in public discussions. On the other hand, on the Threads app, students are more likely to share their opinions and engage in more closed and intimate conversations within specific groups. This finding indicates that X (Twitter) serves as a platform for public communication, while Threads offers a space for more personal conversations.
- **Chi-Square Test Results:**  
 The Chi-Square test showed a significant relationship between the frequency of application use and the type of social interaction that occurred. Students who use X (Twitter) are more likely to engage in public discussions ( $p < 0.05$ ), while Threads users are more involved in private or closed group conversations.

### 4. Application Usage Satisfaction:

The following graph shows the level of student satisfaction with the Threads and X (Twitter) applications:

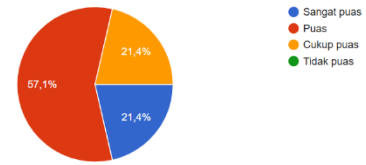
- **Threads User Satisfaction:**
  - 35.7% of respondents feel satisfied.
  - 28.6% feel quite satisfied.
  - 21.4% were very satisfied, and 14.3% were dissatisfied.



**Figure 4:** Graph of Threads Usage Satisfaction

- **User Satisfaction with X (Twitter):**
  - 57.1% of respondents are satisfied with the X (Twitter) application.
  - 21.4% are somewhat satisfied.
  - 21.4% are very satisfied.

Kepuasan X  
14 jawaban



**Figure 5:** X (Twitter) Usage Satisfaction Graph

- **T-Test:**  
 T-Test was conducted to compare the level of student satisfaction with the two applications based on their frequency of use. The test results showed a significant difference between the two ( $p < 0.05$ ), indicating that students who used X more frequently felt more satisfied compared to those who used Threads more often. This may be due to greater comfort with the features that have been long-established on X, while Threads, being new, requires time to adapt to its users' needs.

## B. Discussion

Based on the research findings, it can be concluded that the X (Twitter) application is still more dominantly used by students compared to the Threads application. This indicates that X (Twitter) is more widely used for academic communication, information sharing, and social discussion purposes, which aligns with research by (Llausàs et al., 2023) who found that Twitter is often used as a tool for social interaction among students.

Nevertheless, the use of the Threads application shows great potential, especially as a lighter and more casual platform, consistent with the findings presented by (Mercieca et al., 2024) which state that students also use social media to meet more personal social and entertainment needs. Threads offer a more intimate and community-based experience suitable for more casual discussions.

The higher user satisfaction level with the X (Twitter) application can be explained by the users' long-standing experience with the application. Over time, users become more comfortable with the features and interactions provided. Meanwhile, Threads, although new, still needs further development to be more satisfying for its users, as explained by (Odoom et al., 2025), who emphasized the importance of developing social media platforms according to user needs.

Overall, the results of this study indicate that X (Twitter) remains the primary choice for students in social interaction and information sharing, but Threads has the potential to be an attractive alternative for more casual and personal use in the future.

#### IV. CONCLUSION

Based on the research conducted, several conclusions can be drawn as follows:

1. Application Usage: The X (Twitter) application is used more frequently by students compared to Threads, with the main purpose being information sharing and social discussion.
2. Purpose of Use: X (Twitter) is used more for educational and social purposes, while Threads is used more for personal and casual conversations.
3. Satisfaction Level: Students who use X (Twitter) tend to be more satisfied compared to those who use Threads. This may be due to longer experience with X and the maturity of its features.
4. Potential of Threads: Although X (Twitter) is more dominant, the Threads application shows great potential for use in more intimate and casual conversations in the future.
5. Application Development: Threads require further development to improve user experience and meet more personal social needs.

#### V. RECOMMENDATIONS

Suggestions for further research to address research gaps. It does not contain external suggestions for further research.

1. Further Research: Further research is needed to explore other factors that may influence students' preferences for social media applications, such as the influence of community or personal experience in using the applications.
2. Threads Development: To enhance user satisfaction, Threads app developers need to focus on improving features that support more intimate and personal conversations, as well as introducing more elements that can meet users' social and entertainment needs.
3. Comparison with Other Applications: Further research is also needed to compare

Threads and X with other social media applications used by students, such as Instagram and Facebook, to provide a more comprehensive overview of social media usage patterns among students.

#### VI. REFERENCES

- Chowdhury, E. K. (2024). Examining the benefits and drawbacks of social media usage on academic performance: A study among university students in Bangladesh. *Journal of Research in Innovative Teaching & Learning*. <https://doi.org/10.1108/JRIT-07-2023-0097>
- Kinanti, T. A., & Suyono, S. (2023). Fenomena Speak Up pada Media Twitter (Study Deskriptif Korban Penipuan Melalui Gerakan "A Thread"). *Jurnal Bisnis Dan Komunikasi Digital*, 1(1), 12. <https://doi.org/https://doi.org/10.47134/jbkdv1i1.1912>
- Llausàs, A., Pujol, L., & Garcia, R. (2023). Use of Twitter to share news in higher education: The risk of magnification of engagement and learning by university students. *Education and Information Technologies*, 28, 10917–10936. <https://doi.org/https://doi.org/10.1007/s10639-023-11630-x>
- Mercieca, B. M., McDonald, J., & Carpenter, J. P. (2024). Learning in the palm of your hand: An exploration of the value of online education-related X/Twitter chats for professional learning. *Professional Development in Education*. <https://doi.org/https://doi.org/10.1080/19415257.2024.2306995>
- Odoom, D., Agyepong, L., Dick-Sagoe, C., & Mensah, E. O. (2025). Unveiling the social media landscape: Exploring factors influencing usage patterns among tertiary education students in Ghana. *Education and Information Technologies*, 30(3), 3861–3883. <https://doi.org/10.1007/s10639-024-12944-0>
- Rohr, L. E. (n.d.). *Exploring students' Twitter use in the online classroom*. <https://doi.org/https://doi.org/10.1177/20427530231167644>