

The Relationship between Social Media and Students' Morals at State Junior High School 3 East Simeulue, Aceh, Indonesia

ABSTRACT

The purpose of this study was to determine the use of social media for class X students of East Simeulue State Junior High School 3 and its influence on their morals. This research employed a quantitative approach with the population in this study being students of East Simeulue State Junior High School 3. The sampling was carried out using a *simple random sampling* technique. The results showed that there was an effect of using social media on the students' morals. This was evidenced by the value of $t_{\text{count}} = 1.778$ which was greater than the value of $t_{\text{table}} = 0.679$, meaning that there was an influence of social media use on students' morals with a correlation coefficient value of 0.461, or 46.1%.

Keywords: Social Media, Ahklaq, Class X Students of East Simeulue State Junior High School

1.1 Introduction

The world has progressed and will continue to progress. The sophistication and modernity of the millennial and industrial era greatly depend on technological advances. The distance between regions and even countries has been cut short as a result. Social media is one of the many technologies today. It has now become such an important part of modern society that there are more social network users nowadays than there are the population of citizens in various countries. Social media provides a virtual space that is in great demand by its users. Some applications offer the ability for the users to share photos or videos, interact and meet virtually with friends, and so on. Social media seems to always provide a way to satisfy the society's need for various communications.

Social media is one of the many results of today's technological sophistication which provides an easy and efficient interaction service. This situation has pushed the programmers to develop the capabilities of their applications they have created for the convenience of their users.

Social media has become an integral part of modern society (Okocha & Aihunume, 2022; Teselios & Savu, 2018). Some social networks even have more users than the population of citizens of most countries. There is always a virtual space that is of great interest to its users. There are features to share photos, videos, or status updates, and to interact with each other or to meet virtually with new and old friends. Social media always provides a solution to the society's need for various communications.

On the other hand, throughout history, morality is one of the main pillars in people's lives. History has shown us that a strong nation is one that is supported and based on good morality, and blameworthy morality will lead to a nation's downfall. For Muslims, the guidance for noble morality was exemplified by the attitudes and behavior of the Prophet Muhammad who was sent by Allah to perfect human morality. Allah said in Qur'an, "Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often. (*Al-Ahzab: 21*)" (Penterdjemah et al., 2019)

The verse above explains that all believers should be able to emulate the attitude and behavior of the Prophet Muhammad as a guide that can lead them to good morality in various aspects of life, including in the use of social media, so as not to be affected by moral transgression. Schools play a vital role in controlling the extent to which social media influences their students' morality. Morality has a critical role since a person's morals are generally the reflection of his mindset. A believer with the most perfect faith is the one with the best morals because his faith is reflected in his morals. Nowadays, the morals of many students have been negatively affected and their minds have been corrupted by social media. It can be seen that many people violate the accepted morals of their religion. For example, many people do not heed the call to prayer when it is raised from mosques and are more concerned with their business. Children are especially vulnerable to being morally corrupted since they are still in a period of transition, not knowing the difference between right and wrong in attitude and in many other things.

Children are easily absorbed in what they do, including in their habit of using social media, and eventually become negligent and leave the prayer until the time is over. Therefore, a mentor is needed to guide them to do what is more important, instead of being too absorbed in social media.

This research referred to several previous studies which reported that social media has an impact on its users' morals (Dede et al., 2019; Halkano, 2015; Oloyede & Oloyede, 2022; Suryana, 2020). The use of social media has significant negative and positive impacts. It is necessary for educators and families to have a set of strategies that can minimize its negative impact, especially on children's morals (Dede et al., 2019). The results of other studies showed that social media has undoubtedly become a cause of crime and has been one of the causes of moral decadence in society. Technology and app designers, policy makers, parents, religious leaders and youth themselves have a responsibility to act ethically to keep immoral and inappropriate materials on social media out of the reach of adolescents (Oloyede & Oloyede, 2022).

This research was interesting to conduct because nowadays morals in our society have reached an alarming state; the youth and future leaders no longer show respect to their elders, engaging in all kinds of anti-social behavior that bring harms to society. Any morally-corrupted group is bound to become a social threat. Moral values are found in religion, culture and traditions and are not strictly religious. Also, indigenous culture and local traditions are considered outdated and barbaric. Teenagers are lining up to totally embrace digital culture; thus leaving the original culture and traditions completely and losing self-identity (Halkano, 2015).

The purpose of this research was to determine the use of social media in class X at SMP Negeri (State Junior High School) 3 East Simeulue, Simeulue Regency and to examine its influence on the students' morals.

1.2 Literature Review

1.2.1 Social Media

The word *media* comes from the word *medium*, which means a place where people can connect with each other and establish social interactions (Aditya et al., 2013). Social media is an online media through which the users can easily participate, share and create contents. It includes blogs, social networks, wikis, forums and virtual worlds. Blogs, social networks and wikis are the most common forms of social media used by people around the world. Another opinion says that social media is online media that supports social interaction and uses web-based technology that turns communication into interactive dialogue (Liedfray et al., 2022).

Several definitions of social media are found both in communication disciplines and across related disciplines such as public relations, information science, and mass media. Social media is often denoted in literature by simply implementing certain applications such as Facebook or YouTube, rather than by its nature and characteristics. However, a stronger, focused definition on this particular tool can be problematic, as it ignores the actual and potential social impact of the tool and limits the possible contributions to theory building, limiting the applicability of descriptive studies (Carr & Hayes, 2015).

Social media is a group of online media that have several or all of the following characteristics; participation, openness, conversation, community, and connection (Teselios & Savu, 2018). Social media is a term that describes a variety of technologies used to engage people in collaboration, exchange of information, and interaction through web-based message content. Because the internet is always developing, the various technologies and features available to users are constantly changing (Cross, 2013). The arrangement of available social

media platforms is done in a certain way and to ensure that users choose and devote their time and attention to certain social media sites and content (Okocha & Aihunume, 2022).

Social media is internet-based media that allows users the opportunity to interact and present themselves, either immediately or delayed, with a wide or small audience, and drives the value of user-generated content and perceptions of interaction with others (Carr & Hayes, 2015).

Social media is mushrooming among teenagers. Teenagers or students were chosen as the research target because according to existing data, they basically spent time accessing the internet for the purpose of communicating with people they know or do not know. In fact, the internet has become a very important and useful tool for students to find information and communicate with playmates. However, the internet can also be a tool that can bring up offensive and dangerous contents. Several studies have found that excessive internet use and a low level of internet knowledge are variables that lead to students' moral transgression. Moreover, in Indonesia the literacy rate is still low compared to other countries (Dede et al., 2019).

1.2.2 Akhlaq

Akhlaq (morals) in Arabic is the plural for the word “khuluqun”, which means disposition, temperament, behavior and character. Meanwhile, terminologically *akhlaq* is knowledge that distinguishes the good and evil (the right and wrong), regulates human interaction, and determines the ultimate objective of one's effort and deeds. Morals are basically inherent in a person, united with behavior or actions. If the inherent behavior is bad, it is called blameworthy manners or *akhlaq mazmumah*. Conversely, if the behavior is good, it is referred to as *akhlaq mahmudah* (Syarifah, 2015).

Akhlaq are actions that are done easily and unconsciously without thinking. This does not mean that at the time of doing something, the person concerned is in a state of unconsciousness, memory loss, sleep or madness. Rather, he remains sound in mind and conscious. Akhlaq are actions carried out on the basis of one's will, choice, and decision. Therefore, an act committed by someone who is coerced, pressurized or threatened is not included in his akhlaq (Nurhayati, 2014).

In general, akhlaq in Islam is divided into two; noble deeds and despicable deeds. Noble deeds must be applied in everyday life, while despicable deeds must be avoided. Akhlaq is a trait, temperament, character or behavior that arises easily without initial thinking (Syaepul, 2017). It has been one of the main pillars of people's lives throughout history

(Suryana, 2020). Akhlaq (character) are not actions, nor strengths, nor ma'rifat, rather the whole state or condition of one's soul which is spiritual in nature. Character education emphasizes the formation of character values based on religious teachings taught to students (Dhewantoro, 2018).

Islamic morality can be said to be Islamic morality, which is morality that originates from the teachings of Allah and the Prophet Muhammad. This Islamic morality is a deed that is open in nature so that it can be an indicator of whether a Muslim is good or bad. This morality is born out of a correct creed and sharia. Fundamentally, this morality is closely related to the creation of man, i.e. the creator and the created. The Messenger of Allah was sent to perfect human morals, namely to improve the relationship between creatures and khalik (Allah Ta'ala) and good relations between among creatures (Syarifah, 2015).

1.3 Research Method

This research used a quantitative approach. Researchers aimed to find out the extent of the influence between the two variables, i.e. to know the ability of the independent variable to influence the dependent variable.

1.3.1 Population and Sample

The population in this study were class X students of SMP Negeri 3 East Simeulue, with the sampling being carried out using simple random sampling technique to select 40 students as a sample. this fulfilled the minimum sampling requirement of 30 respondents (Mariana et al., 2018; Sugiyono, 2013).

1.3.2 Research Instrument

Research instruments include questionnaires, interview instructions, or checklists, depending on the type of research conducted. This research, as explained above, used an instrument in the form of a questionnaire with the following research instruments:

Table 1. Research Instrument (Questionnaire)

Variable	Indicator	Question Item	Positive	Negative
Social Media	Account	1	1	0
	Usage Intensity	3	2	3
	Information	4	4	0
	Benefit	2	0	3
Akhlaq Kharimah	Akhlaq to Allah SWT	5	2	0
	Akhlaq to Other Man	5	5	0
Total			20	

1.3.3 Validity and Reliability Tests

1.3.3.1 Validity Test Analysis

Questionnaire validity was measured by correlating the scores of each item with the total item scores, using the Pearson Product moment correlation formula. The results of the analysis of the calculation of the item validity (r_{count}) were consulted with r_{critical} , with a significant level of 5%. If the value $r_{\text{count}} > r_{\text{critical}}$ the item is said to be valid. Conversely, if the value of $r_{\text{count}} < r_{\text{critical}}$ the item is said to be invalid.

1.3.3.2 Reliability Test Analysis

The questionnaire calculation was done by consulting the reliability coefficient to calculate the critical value or reliability standard. The critical value of the questionnaire reliability was 0.7. If the critical value for reliability is greater than or equal to 0.7 ($r_i \geq 0.7$), then the questionnaire is said to be reliable. Based on the calculation results, it was found that the r_i of variable X = 1.053, so the variable X had a r_i count that was greater than the critical $r_{xy} = 0.7$. Therefore, the questionnaire (Variable X) was declared reliable.

1.3.4 Data Analysis Techniques

1. Scoring, i.e. assigning a value to each answer of the questionnaire, with the following weight value for each answer:
 - a) Answer A has a weight value of 5
 - b) Answer B has a weight value of 4
 - c) Answer C has a weight value of 3
 - d) Answer D has a weight value of 2
 - e) Answer E has a weight value of 1
2. Influence; to find the correlation value between variable X and variable Y, the author used the formula "r" Product Moment as follows:

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

With:

- r = Coefficient between x and y
- N = Number of respondents or samples
- X = Affecting variable (Islamic religious education in the family)
- Y = Affected variable (children's moral values)
- XY = The Product Moment of X and Y

1.3.5 Data Interpretation

Table 2. Product Moment Correlation Index Figures

Magnitude of "r" Product Moment	Interpretation
0,00-0,20	Correlation existed between variable X and variable Y but it was so <i>low</i> that the correlation was negligible, or it was considered that no correlation existed between the two variables
0,21-0,40	<i>Low</i> correlation existed between variable X and variable Y
0,41-0,70	<i>Moderate</i> or <i>substantial</i> correlation between variable X and variable Y
0,71-0,90	<i>Strong</i> or <i>high</i> correlation existed between variable X and variable Y
0,91-1,00	<i>Very dependable</i> or <i>very high</i> correlation existed between variable X and variable Y

1.4 Research Results

1.4.1 Validity and Reliability Test Results

1.4.1.1 Validity Test Results

Based on the results of the analysis of the item validity of the questions on the use of social media, the following data were obtained:

Table 3. Analysis of the Calculation of the Validity of the Questionnaire on Social Media Use

Item No.	r_{count}	$r_{critical}$	Description
1	0,720	0,5	Valid
2	0,710	0,5	Valid
3	0,024	0,5	Invalid
4	0,741	0,5	Valid
5	0,044	0,5	Invalid
6	0,724	0,5	Valid
7	0,728	0,5	Valid
8	0,003	0,5	Invalid
9	0,711	0,5	Valid
10	0,711	0,5	Valid
11	0,732	0,5	Valid
12	0,821	0,5	Valid
13	0,837	0,5	Valid
14	0,674	0,5	Valid
15	0,909	0,5	Valid
16	0,873	0,5	Valid
17	0,758	0,5	Valid

Based on the results of the calculation of the validity test, it can be seen that all questionnaire items on the use of social media variable (X) have an r_{count} value that was greater than a critical value of 0.5. Therefore, the 10 questionnaire items from variable X were all declared valid. Then, based on the results of the analysis of the validity calculation of the 10 items of the questionnaire on student morals, the following data were obtained:

Table 4. Analysis of the Calculation of the Validity of the Student Moral Questionnaire

Item No.	r_{count}	$r_{critical}$	Description
1	0,892	0,5	Valid
2	0,818	0,5	Valid
3	0,837	0,5	Valid
4	0,873	0,5	Valid
5	0,821	0,5	Valid
6	0,837	0,5	Valid
7	0,674	0,5	Valid
8	0,909	0,5	Valid
9	0,873	0,5	Valid
10	0,578	0,5	Valid

Based on the results of the calculation of the validity test, it can be seen that all questionnaire items on the student moral variable (Y) have a r_{count} value that was greater than $r_{critical}$ value of 0,5.

1.4.1.2 Reliability Test Results

Based on the calculation, it was found that variable X = 1.053, or, it had a higher count value than critical value = 0.7. Therefore, the questionnaire (Variable X) was declared reliable. Afterwards, based on the calculation results, it was found that the r_i variable Y = 1.053, so variable X had a calculated r_i that was greater than the critical $r_{xy} = 0.7$. Therefore, the questionnaire (Variable Y) was declared reliable.

1.5 Research Hypothesis Test

The results of the calculations produced an equation showing that the value of X was a regression estimated as follows:

- 1) The constant value (a) was 0.209, meaning that when the independent variable of the use of social media (X) was in a constant state of 0, then the student morals (Y) had a value of 20.9%

- 2) The regression coefficient (b) is - 0.053, meaning that when variable X moved higher, the value of variable Y decreased by 0.053
- 3) The sign (-) on the regression coefficient indicates a negative influence of variable X on variable Y and also indicates a decrease in variable Y based on changes in variable X

From the calculation results, it was found that the correlation coefficient was 0.620. This means that there was a 0.620 positive correlation in the use of social media on students' morals. If the count correlation coefficient is significant (generalizable) or not, it needs to be calculated using the t test.

Based on the calculation results, it was found that t_{count} value was 1.778. Afterwards, this value was compared with t_{table} at a significant level $\alpha = 0,05$ and $dk = n - 2$, and t_{table} value of 0.679 was obtained, while at a significant level $\alpha = 0,01$ t_{table} value of 0.679 was obtained. Thus, the value of $t_{\text{count}} \geq t_{\text{table}}$ at a significant level $\alpha = 0,05$ or $\alpha = 0,01$. Hence, it can be concluded that there is an influence of the use of social media on student's morals, with a correlation coefficient value of 0.620, or 62%. The sign (-) on the regression coefficient indicates a negative influence of variable X on variable Y and that an increase in the use of social media would result in reduced student's morals (negative impact).

1.6 Discussion

The research on the use of social media and student's morals produced the simple linear regression equation $\hat{y} = 0.209 + 0.053 X$. The b value (regression coefficient) of 0.209 indicated a positive influence of variable X on variable Y with an increase in variable Y value of 0.053 every time the variable X moved higher.

Based on the results of the t test calculation, the value of $t_{\text{count}} = 1.778$ was greater than the value of $t_{\text{table}} = 0.679$ at a significant level of 5%. This shows that there is a significant influence of variable X on variable Y. It can be concluded that there is a positive and substantial influence of the use of social media on student's morals. Thus, the alternative hypothesis (H_a) in the study was accepted and the null hypothesis (H_0) in the study was rejected.

Based on the results of the research as describe above, the use of social media affected student' morals. This was evidenced by the value of $t_{\text{count}} = 1.778$, which was greater that the value of $t_{\text{table}} = 0.679$. It can be concluded, therefore, that there is an influence of the use of social media on student morals. Furthermore, to find out to what extent_variable X and variable Y the following formula was used:

$$KD = r^2 \times 100\%$$

$$KD = 0.620^2 \times 100 \% = 46.1 \%$$

The results of calculations of the magnitude of the contribution between variable X (use of social media) and variable Y (student's morals at school) was 46.1%. This indicated that the contribution was quite moderate between the two variables.

1.7 Conclusion

Based on the results of the research described above, there was an effect of using social media on student's morals. This was evidenced by $t_{\text{count}} = 1.778$, which was greater than $t_{\text{table}} = 0.679$, meaning that there was an influence of social media use on student's morals with a correlation coefficient value of 0.461. or 46.1%.

Thus, the use of social media has a fairly strong influence in shaping the morals of students at SMP Negeri 3 Simeulue Timur, Simeulue Regency.

1.8 Suggestion

1. Parents. Parents are essentially the first educators for their children, so they should not relinquish full responsibility to the school since schools are essentially a substitute for the role of parents. Therefore, when children are out of school, parents are expected to pay attention to their children's development either in terms of morals, observance, or their learning.
2. Follow-up research. This research explains little about the use of social media and its effect on student morals. It is advisable to carry out further research with the same theme and different research methods.

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