

The Influence of Social Media Representations in the Formation and Maintenance of Norms Ethics for Unesa Social Science Students

Aloisius Nathan Efrata¹ (University Negeri Surabaya, Indonesia)

Mohammad Zaheer Azimi² (University Negeri Surabaya, Indonesia)

Naufal Rizki Ahmad Hanafi³ (University Negeri Surabaya, Indonesia)

Firman Hidayah⁴ (University Negeri Surabaya, Indonesia)

Saiful Amin⁵ (Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia)

Nasrulloh Muzaki⁶ (The University of Adelaide, Australia)

Received: 25-11-2024

Accepted: 21-02-2025

Published: 01-06-2025

DOI: <https://doi.org/10.26740/ijgsme.v3n1.p41-51>

e-ISSN : 2987-9140

Volume : 3 No. 1, (2025)

Page : 41-51

Abstract

Social media has become an inseparable part of everyday life, especially for the younger generation including students. As a platform that allows easy interaction and sharing of information, social media has a significant influence on the formation and maintenance of norms and ethics among students. This study aims to analyze how social media representation influences the norms and ethics of students in the Social Sciences Education Study Program (IPS) of Surabaya State University (UNESA). This research employed a qualitative approach through interview methods and literature studies. The results show that social media plays a role in forming social norms by providing space for students to express themselves and strengthen social relationships. However, dependence on social media also has negative impacts, such as adverse effects on mental health and behavior. On the other hand, social media is an important means of increasing ethical awareness through informative content and positive digital communities. This study concludes that social media has a dual role that is as a tool to strengthen norms and ethics, as well as a new challenge in the digital life of UNESA Social Studies Education students. Digital literacy and critical awareness are essential to optimize the benefits of social media while minimizing its negative impacts.

Keywords: Social Media, Norms, Ethic

1. INTRODUCTION

Amidst Social media is a means of collective interaction and communication with an internet connection (Samosir & Kawengian, 2022). Social media is a type of online media where users can easily participate, namely they can easily share information, create content, and comment on the input received. The most popular social media today is Instagram, Instagram is a platform that contains visual content above text (Situmorang & Hayati, 2023). Social media has become an important part of everyday life and influences various aspects of morals and community norms. Information technology has brought changes in a development in society that creates social media and makes people's behavior patterns experience changes in culture, norms and ethics (Rafiq, 2020). The use of social media also has both positive and negative impact, especially on the younger generation. Social media allows people to interact with more people, build social networks, and share information quickly. After the Covid 19 pandemic, the use of social media increased both for interacting, learning, and seeking information (Tannia & Monika, 2022). Social media is useful for long-distance communication, getting

Corresponding Author: E-mail: aloisius.23179@mhs.unesa.ac.id

©2023 IJGSME

information quickly, and increasing the social skills of its users. It also facilitates access to various sources of knowledge and strengthens relationships between people.

With parents, the communication media used by parents with children when they are far away is by telephone or SMS (Short Message Service) (Nurdin et al., 2023). Social media can be used as a platform for social advocacy and spreading awareness about important issues. Social media plays a role in helping the Indonesian government in disseminating information to the public so that people can follow and implement the rules made by the Indonesian government (Ramadoni et al., 2022). However, the negative effects of social media cannot be ignored. Many users, especially teenagers, are less communicative and individualistic. Excessive use of social media can have negative effects such as addiction which has an impact on low self-confidence, social anxiety, stress, decreased social interaction (Faliyandra et al., 2021). Social media has become an important part of everyday life in the internet era, especially for the younger generation, including students. Social media not only functions as a tool for communication, but also as a place to build identity, values, and social norms. Social media is seen as an important platform for disseminating information, instilling national identity values in the millennial generation, and empowering them to fight for important issues (Ramadhina Assidiq et al., 2023). Social Studies Education (IPS) students at the State University of Surabaya (UNESA) are expected to have a strong understanding of social dynamics, so this phenomenon is very important to study. Social media often represents various principles and customs, both local and international. Examples of violations of the principle of politeness are often found in netizen comments on the Facebook comment column (Yanti et al., 2021). This representation can have an impact on how students understand, form, and maintain values and norms in their lives. For example, new trends on social media often influence the way people speak, appear, or express their opinions in public spaces. In addition, students' perceptions of certain principles are influenced by the presence of "influencers" or public figures on social media. Influencers are people who have a large number of followers on a particular social media platform and they are considered opinion leaders who are trusted by their followers (Abednego et al., 2021). The gap in previous research lies in the lack of focus on the use of social media in online learning of norms and ethics. Previous research has focused more on the general impacts of social media on social behavior and mental health, without specifically exploring how social media can be used ethically and normatively. Most previous research has been less in-depth in exploring the role of higher education in shaping how students use social media wisely. Therefore, this study aims to fill this gap by providing a deeper understanding of the influence of social media representation and how it shapes and maintains ethical norms, especially for social studies students. Therefore, this study aims to see how social media representation influences the formation and maintenance of norms and ethics among UNESA social studies students. This study attempts to answer the question of how social media representation influences the formation and maintenance of norms and ethics among UNESA social studies students. This study includes analyzing how social media influences students' perceptions of norms and ethics, the dominant factors that influence social media, and how students view the impact of social media interactions on their lives.

Social media is the main tool students use to interact with lecturers and share information. This study looks at how social media influences student's ethical norms. Subsequently, this study investigates the influence of social media on the formation and maintenance of norms and

ethics among students, especially in the context of current 21st century learning. In the 21st century after the Covid-19 pandemic, online learning has become an integral part of the education system, especially for students.

2. METHOD

This study is based on a qualitative case study, namely UNESA social studies students. The sampling technique used in this study is purposive sampling. The researcher chose purposive sampling because of the relevance of the sample to the research objectives and the availability of sources, especially social studies students who often use social media and have digital literacy competencies were chosen to provide answers related to the influence of social media representation in forming ethical norms in the student environment.

This study uses interviews to collect data and understand social phenomena (Koentjaraningrat, 2019). The interview guide use to administered the interview contains a list of questions created through data analysis in previous studies so that it can be accepted (Rahmi et al., 2024).

The primary data collection technique was obtained through structured interviews with 5 people who met the criteria. Structured interviews for each question have been prepared and the sources are given the same questions and the researcher records the data. According to Creswell 2007, the number of participants in qualitative research is usually 5 to 10 people, but if data saturation has not been achieved, the number of participants can be added until there is a repetition of information from the participants. The researcher asked several questions verbally to the sources. As well as collecting secondary data through relevant literature such as articles, journals and books. To ensure credibility, data source triangulation was carried out by comparing interview results with findings in the literature.

Our research instrument involved five key informants who are students enrolled in the IPS department (FM, KH, HV, NS, PR) and actively use social media (Purposive). Each of the informants were presented with the following four questions during the structured interview;

1. How does social media representation influence the formation of social norms among UNESA social studies students?
2. What is the role of social media in maintaining ethics in the UNESA social studies student environment?
3. What are the main factors in the formation and maintenance of norms and ethics in social media?
4. The meaning of norms and ethics formed through interactions on social media?.

3. RESULT AND DISCUSSION

The objective of this study is to examine the impact of social media representation on the norms and ethics of student in the social studies education (IPS) at Surabaya State University (UNESA). Analysis themes that emerged from data collection consist of five categories. The themese are social media shaping students' positive self-perception, the maintenance of students' ethical standards within the online environment, main factors in the formation and maintenance of norms and ethics in social media, and differences in the influence of social media representation on norms and ethics between student groups based on certain characteristics. A detailed discussion of the findings is provided as follows.

Social media shaping students' positive self-perception

Social Media has development of young people's social identity, it can be influenced by their interactions in cyberspace. Social media is a place where they share, interact, and form relationships with others. However, high dependence on social media can have negative impacts, including affecting the mental health of its users. Social media also has benefits, such as facilitating communication between people, being a source of learning, and a place to express oneself in front of the public. Social media has a significant influence on the formation of young people's social identity. The use of social media can shape positive self-perceptions or even create challenges in 21st century. Currently, social media is popular among various groups, especially students. Therefore, the complexity of the relationship between social media and social identity at this critical developmental phase requires a deep understanding of its positive and negative impacts (Nugraeni, 2024).

After the researcher conducted a structured interview with 5 UNESA social studies students. Obtaining data related to How does social media representation influence the formation of social norms among UNESA social studies students?

FM " We often use social media, this social media can facilitate us students to interact, send responses, and interact"

KH " Our social media often receives various content from fellow students and organizations. This will eventually influence our habits and behavior"

HV " If I represent students who often use social media, they usually get norms through existing trends such as lifestyle & clothing. Well, trends like that are usually popular with students"

NS " social media can now be used as an advocacy tool, it can be used to maintain norms and ethics. Later, indirectly, there will be positive changes for students if there is space to report if there is bad behavior"

PR " In my opinion, social media is included in the realm of digital literacy learning, yesterday there was also a digital literacy course, this can also provide critical thinking to students in using social media, they can behave well in cyberspace and on campus".

According to Meidiaputri & Mukhlis's (2023) research, everyone needs to learn to use the internet to do good and be wise in speaking. This is considered necessary to reduce negative responses or perspectives of readers or the public, because it is based on the freedom that exists on the internet and social media which is still limited by the morals and ethics that apply in society. In our findings with the five respondents, the results showed that the representation of social media in the student environment is still bound by norms. Students consider social media to be able to interact in cyberspace, influence habits, and trends adopted in the environment. In accordance with the literature, everyone needs to learn ethics in social media, including students, with the provision of space for advocacy, it can help with digital ethics. In addition, respondents said that PT digital literacy learning is currently necessary and is an important variable to maintain norms in social media.

The maintenance of students' ethical standards within the online environment

Social media is often used by students to communicate. In good communication, social media has a role in maintaining ethics. Social studies students feel that they can accept that social media can maintain ethics, especially in online lectures. Currently, the learning process (interaction) is starting to shift to digital learning (Azis, 2019).

Another role of social media is as a place or space to practice communicating. Social studies students can practice their ability to maintain ethics, a sense of responsibility, and tolerance on the internet. Then social media also influences the habits that we will bring to the real

environment. For example, when commenting or replying to messages with swear words, Cyber Bullying and Sexual Violence, there is the potential to bring these things into the student environment. Social media can cause rejection, victimization of cyberbullying, and cyber aggression (Triantafyllopoulou et al., 2022). In addition, Cyber Dating Abuse is rampant. Cyber Dating Abuse is one of the cyber crimes due to low social media ethics (Dwi Yanti et al., 2023).

In social media, students can comment and build communities. In building a community, students join other students who have the same interests, feel empathy and respect each other. Social media is also used as a means in social movements carried out by students who used to be public, now digital (Anshori & Nadiyya, 2023). In this community, it can be used to channel academic norms as well as regulations in scientific discussions. Social media currently also has a discussion feature in the form of likes and comments to remind us to maintain ethics and ethical values. The results of the interview are as follows:

KH " In my opinion, social media can be a communication space that allows students to practice communicating politely, responsibly and tolerantly towards others"

HV " Social media may play a role in maintaining ethics in the Unesa IPS student environment when on social media we learn how to be ethical on social media by not committing cyber bullying and other forms of violence on social media"

NS " social media plays a very important role for students as a place to communicate or discuss, through social media students can remind each other to always maintain attitudes and behavior according to norms. With the like and comment features, students can use it as a place to discuss various knowledge, uphold ethical values, and create space for mutual tolerance"

PR " In my opinion, the role of social media is very influential, especially now that there are so many social media such as TikTok and IG where all groups, starting from different behaviors and languages, can affect ethics. For the role of social media in maintaining ethics in students, such as using social media wisely to discuss or send something that does not harm other parties, right now, manifest is on the rise, right? As good students, we should be able to use this facility to provide good information about students, such as scholarship information or others, instead of making manifest a means for gossiping or spreading hoaxes or hate speech".

According to Robert Putnam, he emphasized the importance of social networks to build trust, norms, and ethics in society. In the 21st century, technology has developed and the emergence of social media can facilitate the formation of social capital by strengthening relationships between individuals, creating solidarity, and increasing awareness of shared ethics. From the findings, what was conveyed by the five students is in accordance with Robert Putnam's theory that there is interaction in building networks among students in this context, social media can also influence their norms and ethics.

The main factors in the formation and maintenance of norms and ethics in social media

The dominant factor in forming and maintaining norms and ethics in using social media is social media users. Of the approximately 143 million Internet users in Indonesia, almost 90% of them are social media users (Hermawansyah & Pratama, 2021). Social media users must have awareness and responsibility and the impacts that will be caused later. In social media, users must maintain empathy, courtesy, and privacy owned by other users. By maintaining the privacy of others, users can prevent negative impacts on themselves. Then, as students who also have academic insight, social media is not used for bad things.

As students who have good awareness, they must be able to distinguish between good and correct information. Users think twice before posting or commenting, because it can offend

other users. On the other hand, students are able to educate and remind other users to be wise in using social media.

FM “And the main factor in maintaining good manners on social media, in my opinion, is the importance of privacy and things that are negative and sensitive, in my opinion.”

KH “The main factor in maintaining social media ethical norms is awareness of social responsibility and the impact of digital behavior. In using social media, one must maintain empathy, politeness, and respect the privacy of others in the digital public space”

HV “As social media users, we must be fully aware that social media is used for good things, not for bad things like cyber bullying. In addition, in using social media, we must be able to respect other people's privacy and not cross the line.”

NS “The main factor is self-awareness. Where we as social media users must be responsible in using it, understand which information is wrong and which is right, and always think again before posting or commenting. In addition, educate yourself or other users to be wise in using social media.”

PR “communication and education, if I follow my example, sometimes someone is easily offended by words, therefore maintaining communication ethics is very important, such as uploading something good or making positive comments and educating on how we respond to something that we think is wrong by not insulting or sending messages that can hurt someone.”

The main factor in the formation and maintenance of norms and ethics in social media is the user or person who uses social media. In this case, students who use social media need to maintain norms and respect the privacy of others. The awareness of social media users is in the form of responsibility and politeness. Social science students who study social sciences must understand social ethics. Some respondents agree that social media users (students) are the main factor in forming and maintaining norms and ethics in social media.

The meaning of norms and ethics formed through interactions on social media

Through the internet, social media users can communicate without being constrained by space and time (Rakhmat, 2020). The meaning of norms and ethics formed through student interactions on social media is how to use them. Social media is often used for various things ranging from entertainment and notifications. However, in social media, especially Instagram, there must be deviations and deviations from the context in the broadcast, so that this gives rise to hoaxes and disinformation. Deviations from context also cause controversy and violate norms for disseminating information.

Norms and ethics in social media reflect the agreement of values and behaviors that are considered appropriate by the digital community. Its meaning lies in efforts to maintain harmony in online interactions. This involves respecting differences, taking responsibility for the content shared, and avoiding detrimental behavior. In addition, the best way to be ethical on social media is to use good sentences and language in communicating with other students and lecturers. Although norms and ethics in social media do not describe unwritten rules in regulating interactions between users, as social studies students who have good social and moral values, they must create a safe digital environment, free from hoaxes and disseminate correct information.

FM “The meaning and norms in using Instagram are often used for various things, starting from entertainment and notifications, but often in its use, all things related to social media, especially Instagram, certainly never escape the so-called overlapping as well as deviation from the context in social media, so that cause controversy and violate existing norms.”

KH "The norms and ethics formed from social media reflect the agreement of values and behaviors that are considered appropriate by the digital community. The meaning lies in the effort to maintain harmony in online interactions, which involves respect for differences, responsibility for shared content, and avoiding harmful behavior such as hate speech or spreading hoaxes."

HV "Ethics in social media can be formed by always respecting other people's privacy and avoiding hoax news that has not been proven to be true, besides that, in social media using good and polite language is one way to maintain ethics in social media."

NS "The norms and ethics formed from social media reflect unwritten rules in regulating user interactions. Such as not spreading hoax information, and always respecting the privacy of others. Ethics on social media reflect the moral responsibility of users to create a safe digital environment."

PR "Currently, there is a lot of information coming from the internet, not only students but also children are now busy using social media. The ethical norms that are formed can be in the form of any information or content that is on our phones."

So from the results of the interview above, the meaning of norms and ethics is formed through social media interactions because of use whether for entertainment and announcements or used for cybercrime. Norms and ethics in social media are not written but exist because of our agreements and efforts as students in maintaining them. Social media users are a reflection of the user's self, what students do will have an impact on themselves. This is in line with the theory of "digital self" Digital self is a representation of a person in the online world which is often a mixture of reality and self-idealization. This digital behavior reflects personal values that come from individual norms and ethics. In this case, the student interview social media can reflect norms and ethics so meaningful.

Differences in the influence of social media representation on norms and ethics between student groups based on certain characteristics

The differences in the influence of social media representation on norms and ethics between student groups can be seen in various characteristics. such as cultural background, study program, education level, and social media platform preferences. Students with different cultural backgrounds tend to interpret norms and ethics differently. This can be seen when watching content on social media. For example, social studies students who come from Javanese culture may prioritize the values of togetherness and politeness, while students from individualistic cultures prioritize freedom.

In the Social Sciences Education study program, it also affects students' views on norms and ethics (Assegaf et al., 2024). Students from the social studies study program are oriented towards the humanities and social, so they are more critical of social media content and more sensitive to social issues, compared to students from the science study program, who focus more on technical and functional aspects (Maharani et al., 2024). Then the level of education affects student representation, where students who are at a higher level of education have more analytical skills and a deeper understanding of norms and ethics.

Preferences for social media platforms such as Instagram, Twitter, and Tiktok can result in differences in attitudes (Prasetya, 2024). Instagram social media is more visual and focuses on aesthetics, thus encouraging students to pay more attention to their appearance and self-image, while Twitter which is text-based and discussion-based tends to influence norms and ethics in terms of spreading information and opinions. TikTok, as a platform with diverse content, can influence norms and ethics in filtering information.

Social media has become an inseparable part of everyday life, especially among university students (Vorderer et al, 2016). For Social Science students at Unesa, social media is not only

a tool for communication and entertainment but also plays a significant role in shaping and maintaining their ethical norms (Akbar & Lubis, 2024). With its ability to spread information quickly and easily, social media platforms have a major influence on forming students' moral and social perspectives. However, this influence is not only positive but also presents challenges in balancing ethics with freedom of expression.

One of the greatest influences of social media on Social Science students is its ability to introduce and expand ethical norms relevant to social, political, and cultural issues (Ricciardelli, 2020). Through various platforms such as Twitter, Instagram, and YouTube, students can access content that educates them on ethical values such as gender equality, human rights, and diversity (Iranzo-Cabrera & Gozálvarez Pérez, 2022). These contents not only provide new insights but also help raise awareness among students about the importance of adhering to ethical norms in daily life. For example, social campaigns circulating on social media often promote moral values that support justice and equality. Students involved in these discussions have the opportunity to reflect on and absorb these ethical values, which ultimately shape their character and moral outlook.

However, despite social media being a platform to spread positive values, it also presents serious challenges concerning communication ethics (Lovari & Bowen, 2020). Much of the information circulating on social media is unverified, and it can even be hoaxes or fake news (Tambuscio et al., 2015). This can expose students to inaccurate or biased information, which can blur their understanding of truth and the ethical values they should uphold. Additionally, negative behaviors on social media, such as hate speech or cyberbullying, can erode the ethical standards that should be applied in communication. Social Science students, who are expected to be change agents and role models in society, need to have the ability to identify and avoid unreliable information, as well as maintain behaviors that align with established ethical norms.

On the positive side, social media also provides an opportunity for students to form communities with similar values, which can serve as a platform for learning and sharing ideas regarding ethics (Forbes, 2017). These communities can become a venue for students to deepen their understanding of various social norms that are relevant to their discipline (Pane, 2010). Discussions within these communities often open new perspectives and help students develop critical thinking skills on social issues (Hajhosseini, 2013). Through interaction with peers, students can strengthen the ethical values they adhere to and learn to practice them in real life.

However, to ensure that social media usage has a positive impact on the formation and maintenance of ethical norms, it is important for students to be trained on how to use social media wisely and responsibly (Moafa et al, 2018). Educational institutions such as Unesa can play a key role in this by offering training or workshops on digital ethics, teaching students how to select and share accurate information, and how to behave well in the digital world. This is especially important, as Social Science students are expected not only to have strong academic skills but also to have high moral integrity that is reflected in their actions and

4. CONCLUSION

Social media plays an important role in students' lives, especially in the formation and maintenance of norms and ethics. As a communication tool and source of information, social media provides opportunities to build social identity, facilitate interaction, and spread positive values. UNESA Social Studies students use social media to learn, share information, and broaden their horizons. However, unwise use can have negative impacts such as the spread of hoaxes, disinformation, and negative influences on mental health. Social media allows students to practice their communication skills, maintain ethics, and build communities that support academic values. Through useful content, students can instill good habits that have a

positive impact on their real environment. However, digital ethics must still be maintained so that interactions on social media reflect agreed norms. The biggest challenge is dependence on social media which can have a negative impact on behavior and understanding of ethics. By using social media wisely, Social Studies students can create a harmonious digital environment, build a positive self-image, and strengthen norms and ethics that are relevant to social values. This requires ongoing awareness and education so that the positive impacts of social media are more dominant than the negative influencer.

REFERENCES

- Abednego, F. A., Kuswoyo, C., Cen Lu, & Wijaya, G. E. (2021). Analisis Pemilihan Social Media Influencer Instagram pada Generasi Y dan Generasi Z di Bandung. *JRB-Jurnal Riset Bisnis*, 5(1). <https://doi.org/10.35814/jrb.v5i1.2558>
- Akbar, M. C., & Lubis, A. (2024). The Role of Social Media Student Language Ethics at Poltekbang Medan: Steps Toward Professionalism, Online Identity, Media Influence, Interpersonal Communication And Compliance. *International Journal of Economic, Technology and Social Sciences (Injects)*, 5(2), 191-199.
- Anshori, I., & Nadiyya, F. A. A. (2023). Peran Ruang Digital Sebagai Transformasi Gerakan Aksi Sosial Mahasiswa Melalui Platform Sosial Media. *Jurnal Analisa Sosiologi*, 12(2). <https://doi.org/10.20961/jas.v12i2.68981>
- A.Rafiq. (2020). Dampak Media Sosial Terhadap Perubahan Sosial Suatu Masyarakat. *Global Komunika*, 3(1) 18-29. <https://doi.org/10.33822/gk.v3i1.1704>
- Assegaf, S., Qonitatillah, M., Prameswari, N. N., Kurniawan, B., & Ratnawati, N. (2024). The Impact of Use of Chatgpt on Changes In Students'learning Behavior. *International Journal of Geography, Social, and Multicultural Education*, 2(1), 49-58. <https://doi.org/10.26740/ijgsme.v2n1.p49-58>
- Azis, T. N. (2019). Strategi pembelajaran era digital. *Annual Conference on Islamic Education and Social Sains (ACIEDSS 2019)*, 1(2).
- Chowdhury, M. (2018). Emphasizing morals, values, ethics, and character education in science education and science teaching. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(2), 1-16.
- Dwi Yanti, P., Sardin, & Fajria Utami, N. (2023). Pengaruh Interaksi Digital terhadap Tingkat Cyber Dating Abuse pada Generasi Z. *ENTITA: Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 5(1). <https://doi.org/10.19105/ejpis.v5i1.8100>
- Faliyandra, F., Suarmika, P. E., Hidayat, N., Lestari, S. D., & Utama, E. G. (2021). Dampak Negatif Media Sosial Pasca Covid-19 Pada Siswa: Analisis Perencanaan Kepada Sekolah Di Sekolah Dasar. *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 6(2). <https://doi.org/10.26737/jpdi.v6i2.2469>
- Forbes, D. (2017). Professional Online Presence and Learning Networks: Educating for Ethical Use of Social Media. *The International Review of Research in Open and Distributed Learning*, 18(7). <https://doi.org/10.19173/irrodl.v18i7.2826>

- Hajhosseini, M., Zandi, S., Hosseini Shabanan, S., & Madani, Y. (2016). Critical thinking and social interaction in active learning: A conceptual analysis of class discussion from Iranian students' perspective. *Cogent Education*, 3(1), 1175051.
- Hermawansyah, A., & Pratama, A. R. (2021). Analisis Profil dan Karakteristik Pengguna Media Sosial di Indonesia Dengan Metode EFA dan MCA. *Techno.Com*, 20(1). <https://doi.org/10.33633/tc.v20i1.4289>
- Iranzo-Cabrera, M., & Gozálvéz Pérez, V. (2022). Professional activism in journalism and education in gender equality through Twitter. *Feminist media studies*, 22(4), 983-1000.
- Koentjaraningrat, K. (2019). *Metode-metode Wawancara*. Antropologi Indonesia.
- Lovari, A., & Bowen, S. A. (2020). Social media in disaster communication: A case study of strategies, barriers, and ethical implications. *Journal of Public Affairs*, 20(1), e1967.
- Maharani, S. M., Widyana, L. H., Chusnunisa, L., Ifadah, A. N., & Dafun Jr, P. B. (2024). The Influence Of The Tiktok Application As An Effort To Increase Sales Of Msme Actors Causes Consumptive Culture In The Community. *International Journal of Geography, Social, and Multicultural Education*, 1(3), 50-57. <https://doi.org/10.26740/ijgsme.v1n3.p50-57>
- Meidiaputri, R. D., & Mukhlis, I. (2023). Etika Komunikasi dalam Menggunakan Media Sosial (Suatu Kajian Literatur). *Cognoscere: Jurnal Komunikasi dan Media Pendidikan*, 1(2), 21-29.
- Moafa, F. A., Ahmad, K., Al-Rahmi, W. M., Yahaya, N., Kamin, Y. B., & Alamri, M. M. (2018). Develop a model to measure the ethical effects of students through social media use. *IEEE Access*, 6, 56685-56699.
- Nugraeni, A. (2024). Peran Media Sosial dalam Pembentukan Identitas Sosial Anak Muda Penulis. *Korespodensi*. 2(1), 142–147. <https://doi.org/10.35870/ljtit.v2i1.2247>
- Nurdin, M., Ag, M., Komunikasi, J., Penyiaran, D., Fakultas, I., Adab, U., & Dakwah, D. (2023). *Komunikasi Jarak Jauh Mahasiswa KPI IAIN Ponorogo Pembimbing*. Jurusan Komunikasi dan Penyiaran Islam Fakultas Ushuluddin Adab dan Dakwah Institut Agama Islam Negeri Ponorogo.
- Pane, D. M. (2010). Viewing classroom discipline as negotiable social interaction: A communities of practice perspective. *Teaching and teacher education*, 26(1), 87-97.
- Prasetya, S. P. (2024, December). Artificial intelligence in social sciences education presents new challenges and opportunities. In *4th International Conference on Social Sciences and Law (ICSSL 2024)* (pp. 111-121). Atlantis Press.
- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
- Rahmi, C., Rasyid Nabawi, F., Fatimah Azzahra, L. F. A., & Aufa Rajabi, J. A. R. (2024). Pengaruh Tingkat Ketertarikan Brand Lokal Jakcloth dan Dampaknya Terhadap Pendapatan Nasional. *Jurnal Ekonomi dan Bisnis*, 16(1). <https://doi.org/10.55049/jeb.v16i1.250>

- Rakhmat, S. H. (2020). Nilai Budaya Khalayak Digital dalam Komentar pada Konten Dakwah di Instagram Hanan_Attaki. *Ilmu dakwah dan Ilmu Komunikasi*, 2(3).
- Ramadhina Assidiq, W. F., Alfarhani, M. D. U., Nandhika, D., & Amirullah, M. F. (2023). Analisis Peran Media Sosial Dalam Membentuk Identitas Nasional Generasi Milenial di Indonesia. *Jurnal Sosial Teknologi*, 3(9). <https://doi.org/10.59188/jurnalsostech.v3i9.912>
- Ramadoni, M. A., Choytun, H., & Putri, N. M. (2022). Internet dan Perubahan Sosial: Pemanfaatan Internet Untuk Advokasi dan Diseminasi Dalam Studi Kasus Penegakan Penggunaan Masker Oleh Kemenkes dan Pihak Kepolisian. *Jurnal Komunikasi Islam dan Kehumasan (JKPI)*, 6(2). <https://doi.org/10.19109/jkpi.v6i2.13837>
- Ricciardelli, L. A., Nackerud, L., Quinn, A. E., Sewell, M., & Casiano, B. (2020). Social media use, attitudes, and knowledge among social work students: Ethical implications for the social work profession. *Social Sciences & Humanities Open*, 2(1), 100008. <https://doi.org/10.1016/j.ssaho.2019.100008>
- Samosir, I., & Kawengian, S. E. E. (2022). Bijak Bermedia Sosial: Aspek-aspek Komunikasi Digital di dalam Yakobus 3:1-12. *SANCTUM DOMINE: JURNAL TEOLOGI*, 11(2), 151–170. <https://doi.org/10.46495/sdjt.v11i1.128>
- Situmorang, W., & Hayati, R. (2023). Media Sosial Instagram Sebagai Bentuk Validasi Dan Representasi Diri. *Jurnal Sosiologi Nusantara*, 9(1). <https://doi.org/10.33369/jsn.9.1.111-118>
- Tambuscio, M., Ruffo, G., Flammini, A., & Menczer, F. (2015, May). Fact-checking effect on viral hoaxes: A model of misinformation spread in social networks. In *Proceedings of the 24th international conference on World Wide Web* (pp. 977-982).
- Tannia, L. N., & Monika, M. (2022). Intensitas Penggunaan Media Sosial dan Prokrastinasi Akademik pada Mahasiswa Saat sistem Pembelajaran Jarak Jauh. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(4). <https://doi.org/10.31004/edukatif.v4i4.3135>
- Triantafyllopoulou, P., Clark-Hughes, C., & Langdon, P. E. (2022). Social Media and Cyber-Bullying in Autistic Adults. *Journal of Autism and Developmental Disorders*, 52(11). <https://doi.org/10.1007/s10803-021-05361-6>
- Van Dijck, J. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University Press.
- Vorderer, P., Krömer, N., & Schneider, F. M. (2016). Permanently online–Permanently connected: Explorations into university students' use of social media and mobile smart devices. *Computers in Human Behavior*, 63, 694-703. <https://doi.org/10.1016/j.chb.2016.05.085>
- Yanti, I.N. Suandi, & I.N. Sudiana. (2021). Analisis Kesantunan Berbahasa Warganet Pada Kolom Komentar Berita di Media Sosial Facebook. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 10(1). https://doi.org/10.23887/jurnal_bahasa.v10i1.405