

STUDENT BEHAVIOUR MANAGEMENT: AN EFFECT OF SOCIAL MEDIA ON BUILDING CHARACTER

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Abstract

This paper aims to analyze social media's impact on student character formation in a junior high school in Probolinggo Regency, East Java, from a social identity perspective. A case study-type qualitative approach was used in this study, in which researchers used interviews, observation and documentation to obtain valid and authentic data. In selecting informants, researchers used a purposive sampling technique. The data analysis technique is carried out circularly, from data reduction to data presentation and conclusion. The study results show three motivations behind the character changes in students from the perspective of social identity: self-enhancement and positive distinctiveness, uncertainty reduction, and optimal distinctiveness. These three things can positively and negatively impact the dynamics of changes in children's character. Therefore, teachers have a very vital and strategic role in building character through various approaches and appropriate media so that children have character resilience amidst the many social media platforms that present many things, both positive and negative content.

Keywords: Social Media, Character, Social Identity, Student Behaviour

Introduction

Researchers have carried out many studies and research on character education. Suhaida & Syarifah (2019) said that shaping the character of students today is felt to be very necessary for the midst of the onslaught of negative influences from the mass media and the environment. Therefore, strong filters are needed to form a virtuous national character, such as honesty, discipline, and responsibility. Rantauwati (2020) said that the success of character education for children is primarily determined by various environmental elements in the child's educational environment. The child's

educational environment includes the family, school, and community, known as the Three Education Centers. This aligns with Natalini & Hardini's research (2020), which says that many factors, including the state of the learning environment, social environment, and parenting methods, support implementing character education programs.

In addition to education in the school environment, the family is the first and foremost educational centre experienced by students. Kamar et al., (2020) said that the family is the cornerstone of a social cooperation unit by involving parents, fathers and mothers to work together in educating their children. Parents have a huge role and responsibility in educating, guiding and caring for children. This is because the behaviour and habits of parents are always seen, assessed, and imitated by children, which are then consciously or unconsciously impregnated and become habits for children (Birhan et al., 2021; Ariani et al., 2022).

Furthermore, related to character education being applied today, according to Baharun (2017), there is a need for reformulation so that students have spiritual and mental resilience in their environment, contained in the concept of total moral quality, namely moral modelling, moral knowing, moral feeling and moral habituation. This concept is the development of Thomas Lickona's character education. According to Muali & Aini, (2019), character education with a comprehensive moral quality approach emphasises aspects of education, management and spirituality resulting from developing or improving Thomas Likcona's character education concept.

Character is understood as a person's character or morals from internalising their environment (Baharun & Zulfaizah, 2018; Prayitno et al., 2022). A person's character will be good if it is based on the values of character and ethics that apply and are agreed upon in society (Srigati, 2020; Lin & Jiang, 2023).. Character has existed since humans were born and can be developed through character education.

Character education is value education, character education, moral education, and character education, which aims to develop the ability of all school members to make good and bad decisions, be exemplary, maintain what is good and realize that goodness in everyday life wholeheartedly (Muhammad et al., 2021; Syamsi & Tahar, 2021). Character education is essential to emphasize specific values such as respect, responsibility, honesty, caring, and fairness and help students understand, pay attention to, and carry out these values in their lives to achieve success. Therefore it is necessary

to take preventive steps through school education (Dewi et al., 2021). The question arises then: Who is responsible for children's character education? (Badeni et al., 2019).

Darul Istiqomah Islamic Middle School is one of the Islamic Junior High Schools which is experiencing the problem of decreasing student character as what has been said by Mr Indra, an educator at Darul Istiqomah Islamic Middle School, regarding the problem of decreasing character that occurs in schools is a violating school rule and a lack of indifference and caring for students towards the school environment, such as littering and scribbling on school walls.

This is also exacerbated by changes in the appearance of students who have started to follow current trends without paying attention to the rules that apply, such as haircuts, clothing styles, smoking, communication styles and so on. As a result, many students are often late to school, play handphone during class hours, and many other student violations.

In schools, the teacher's role is vital and strategic in developing and fostering students' character so that they become better (Susilo et al., 2022). In this case, the teacher has an active role in positioning his position as a professional educator, and not merely transfer knowledge but must be able to become an educator who is responsible for the formation of moral character building (Marini et al., 2018; Muhammad et al., 2021).

Forming a moral student character is not just a matter of conveying theories about ethics and morals as a subject in school but building sustainable habits from day to day (Hayati et al., 2020; Curren et al., 2020). a school is a form of parental treatment in fostering discipline at student homes which are neat, orderly, and obedient can show that parents apply good coaching patterns to their children (Anggraini & Karneli, 2021).

At this time, there are problems of character and moral decline in students, which can endanger the sustainability of the nation's life, especially in the development of students as the nation's successors (Rozana & Wahid, 2018). Four main factors cause character decline, namely the environment, both schools and places where children play, technological advancements such as the internet where children and adolescents easily access pornography, the curiosity of adolescents, and parents (Toni & Mediatati, 2019; Tohri et al., 2022; Hendri, 2022).

This is due to association outside of school, activities that are not too dense, and developments that are done incorrectly, such as following what they see on the social

media they use, which is due to limited teaching staff and inadequate education sections and lack of parental guidance outside of school, which makes character-building less efficient.

The community environment is the second medium of socialization after the family. A good, safe, calm, and peaceful environment will add and colour the child's character so that they grow into good children. Conversely, a noisy, unsafe community environment full of violations of social norms means that children will indirectly be exposed to wrong values so that in the future, children will easily deviate from existing social values (Rokhman et al., 2014; Pane & Patriana, 2016).

Departing from the research above, character development in children is essential because it is very influential in their lives. The interactions between parents and children will determine character and behaviour towards other people in society (Durisic & Bunijevac, 2017; Hariawan et al., 2019; Tamjidnor, 2022). Given how much influence character has on the success of children's education, effective collaboration or cooperation is needed between schools, parents and the community so that reciprocal relationships are fostered in order to shape the character of students and play an active role in encouraging children to control their emotions and control themselves through speech and behaviour by applicable norms and reprimand the child if the child's behaviour is deemed to deviate from the agreement that has been made.

This research is presented as a complement to some of the studies mentioned above, in which researchers attempt to analyze social media's impact on student character changes from the perspective of Hoog and Vogen's social identity. This perspective says three motivations behind forming one's social identity: Self-enhancement and positive distinctiveness, Uncertainty Reduction, and Optimal Distinctiveness (Reid & Hogg, 2005; Hogg, 2006; Choi et al., 2020). This research aims to analyze and understand social media's impact on students' character formation at Darul Istiqomah Islamic Middle School, Probolinggo, East Java.

Research Method

This study uses a qualitative method, namely research whose results are descriptive data through facts from natural conditions as direct sources with instruments from the researchers themselves. This method was chosen because it is considered effective in studying and collecting the necessary data related to the research being studied (Rodli & Wulandari, 2022).. The focus of this research is to explore social

media's impact on students' character formation at Darul Istiqomah Islamic Middle School, Probolinggo, East Java. This research is like understanding social phenomena or symptoms (Suprayogo, 2003), emphasising a complete description of the phenomenon of social media and children's character rather than breaking it down into interrelated variables.

This study was conducted at Darul Istiqomah Islamic Middle School, Probolinggo, East Java, for two months, where researchers mingled with school residents when the research took place. Researchers interact with several informants and have an emotional closeness with them, thus providing easy access for researchers to obtain information that is as deep as possible by the research theme. The determination of informants was carried out using a purposive technique, in which researchers determined informants based on their knowledge of the information needed by researchers. Researchers used structured and unstructured interview instruments, resulting in intensive and lively communication with informants. The informants can be seen in Table 1.

Tabel 1. Research Informants

Element	Total	Code
Leader	3 persons	W_ks1, W_wk2, W_wk3
Teacher	3 persons	W_gr_4, W_gr5, W_gr6
Student Guardian	2 persons	W_wl7, W_wl8
Student	1 person	W_s9

Data collection techniques are the main steps in research because research aims to find data contained in the field to be processed and concluded. In this study, three data techniques will be carried out: interviews, observation and documentation. The subjects of this study were the sources where the researchers obtained the information to be examined. In contrast, the subjects in this study were nine people, consisting of school principals, deputy principals, teachers, parents and students.

The next step is data processing or analysis after the data is obtained through observation, interviews, and documentation. Data analysis activities in this research refer to the data analysis design presented by Milles & Huberman (2014). The first stage is data reduction, sorting and selecting the collected data according to a predetermined theme. Second, the data is presented and arranged systematically according to the research focus. The third is drawing conclusions, where temporary research findings end with research conclusions as research findings.

Checking the validity of the data in this qualitative research is intended so that the data obtained can be justified by verifying the data. According to Emzir (2011), there are four criteria used in checking the validity of data, namely the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability). The technique used to determine the validity of the data in this study is; first, extending involvement while in the field; second, persistent observation of existing phenomena; third, triangulation or checking the validity of data that utilizes something else for checking purposes or as a comparison with existing data, which includes; triangulation with sources, methods, inter-researchers and triangulation with theory.

Research Result and Discussion

The impact is understood as the influence that comes with either positive or negative influence. Influence is a condition that exists and arises from something that provides a causal relationship between what affects and what is affected. The use of media by students is justified by the statement of the vice principal for student affairs, who said that almost all students here have mobile electronic devices, and they use them. Usually, they use this as a medium of entertainment, such as playing games and using social media, such as WhatsApp, Facebook, and Instagram (W_wk3).

The same thing was also conveyed by one of the student's parents, who said that his child uses cell phones daily for entertainment. Sometimes they feel worried about the intensity of using cellphones in their children's daily lives. According to him, even though their children use various media applications on their cell phones, their parents always accompany and supervise them (W_wl8).

What happened and became the anxiety of parents and educators is very reasonable, considering that various variations are presented by the social media they use; some present positive content and some present harmful content. Of course, these things will have a different impact as part of the consequences they cause. Access to social media has a positive impact on student development and is a multi-tasking generation. However, on the other hand, social media can also hurt student development (Wong et al., 2017; Sarwar et al., 2021).

Social media is used by many groups of people, from children, young adults to the elderly (Hassan et al., 2015; Maresova et al., 2020). Social media is a medium for socializing or as a means or place for human interaction by exchanging ideas from great

distances, besides that as a place to access information from various parts of the world (Al-Harbi, 2019; Masril & Lubis, 2020).

For society, especially among teenagers, social media has become an addiction that makes users go days without opening social media (Tull et al., 2017; McLain, 2019; Wandu, 2020). Teenagers on social media usually post about their activities, stories, and photos with friends (Giannikas, 2020).

Even though adolescents develop at school as an academic educational institution, they try to find their identity by playing with their closest friends and family (Isnaini et al., 2020). This is to the theory of adolescent development, which says that adolescence is a development period in all respects, so it becomes unstable or easily influenced (Fronika, 2019). The search for student identity is one way to help find a higher and more effective identity and self-confidence through how they think and act (Muchlisin, 2021). According to Hogg and Vaughan (2011) there are three motivations behind the formation of social identity in a person, namely as follows:

Self-Enhancement and Positive Distinctiveness

Positive distinctiveness includes the belief that our group is better than other groups. The group and its members will try to maintain this positive distinctiveness because it is related to dignity, status and attachment to the group. This is to the observations of researchers in the field that many students tend to discriminate between social status and dignity, including groups of able and underprivileged people and racial differences. So that their group forms its character, the characters that arise are related to problems with speech, lifestyle, speech, and body language due to the impact of using social media.

Along with the development of social media, many rules are violated by students because students see content on social media that influences them to follow the latest trends in dress and behaviour. According to a teacher and homeroom teacher at SMP Islam Darul Istiqomah, students often commit violations at school because they imitate friends or people they see on social media. These namely students are less indifferent and concerned about the school environment, such as often throwing garbage in the school environment, long and untidy hair for male students, smoking, and arriving late to school so they do not attend the obligatory Duha prayer in congregation and study the yellow book (W_gr5).

Furthermore, according to the vice principal for the curriculum section, information was obtained that "there is a link between the impact of using social media and the motivation above, which can underlie student character, such as a violation of school rules. This is caused by the impact of social media content received by students at Darul Istiqomah Islamic Middle School in their minds and manifested through student behaviour, namely thinking that they always follow trends in cyberspace so they always feel right and the most updated. From this, it can be seen that these students believe themselves to be better and know better about world developments regardless of the norms that apply in their environment (W_wk2).

This shows that many students violate the rules set by the school because they are influenced by friends or other groups and the social media they see. Therefore, they need to be equipped with various kinds of knowledge to consider the proper and correct use of social media because it has both positive and negative impacts (Nabila et al., 2022).

In using social media, according to Gani (2020), teenagers at school age, there are mostly no spelling and grammar rules on social networking sites. This makes it even more difficult for them to differentiate between communicating on social networking sites and in the real world. The way students communicate at Darul Istiqomah Islamic Middle School differs from one student to another because of the influence of social media content, both from the speaking accent, body language, and the choice of language used. The case found in the school environment is the Madurese accent which is considered harsh because it is like yelling at someone; this creates a perception for students who are used to living in their home environment where the Javanese language is softer. In addition, they wear make-up that is considered minor and compare school attributes brands such as shoes, bags and uniforms they wear to school.

Similar to what was said by an Islamic Religion teacher at Darul Istiqomah Islamic Middle School, students often do not participate in the obligatory congregational prayers and study of the yellow book because they wake up late due to staying up late, namely playing online games and social media. In addition, some students do not wear uniforms by the rules due to following current trends that they see on social media, such as uniforms that are worn too snugly on the body so that they shape their body curves and wear excessive facial ornaments (W_gr_4).

From the description above, it can be seen that many students experience delays in coming to school due to their preoccupation with playing games and social media, so

they sleep too late and make them lack rest. Social media also influences the way students dress at school. An example of the negative impact of the use of social media that occurred in the Darul Istiqomah Islamic Middle School environment based on the results of researchers' observations included a group of students wearing uniforms that were pretty tight and wearing excessive make-up because they imitated the content they saw on social media. However, on the other hand, the positive impact of using social media is that it can form student discipline in learning activities in class such that students are motivated to be interested in participating in competitions that have been published on social media, for example, painting competitions, photos, speeches, sports and scientific work. In addition, the interaction of students and teachers through forums or groups on social media platforms can make it easy to submit assignments according to a predetermined time.

According to the Head of SMP Darul Istiqomah's narrative, the implementation of school rules will run well if teachers, school officials and students have mutually supported the school rules themselves. Lack of support from students will result in less meaningful school rules applied in schools (W_ks1). Generally, school rules can be interpreted as bonds or rules that school members must understand as a place for the teaching and learning process (Hummelstedt et al., 2021).

Rahim et al (2019) said that in academic units, a comfortable, safe, and orderly school environment must be created so that students and members of other education units are accustomed to building and developing activities that embody character values. Therefore, there is a need for guidance from the school to enforce school rules by limiting the use of mobile phones by students at Darul Istiqomah Islamic Middle School and providing sanctions for those who break the rules. However, on the other hand, the school must also pay attention and provide adequate facilities for student learning at school.

Uncertainty Reduction

This motive is directly related to social categorization. Individuals try to reduce subjective uncertainty about the social world and their position in the social world through conversation and information gathering in order to reduce this uncertainty. When communicating with other people, we will tend to collect information from the other person. Gathering this information is our natural way to understand the interlocutor later so that we can later build a good communication relationship. The

uncertainty reduction motif is also related to the role or impact of social media on student behaviour and character. The Uncertainty reduction category can spur students to live in groups so that they have ideas about how they behave in their group.

As happened at SMP Darul Istiqomah, according to the school principal, "When they enter school, students experience anxiety and uncertainty, especially cultural and social differences that make students live in groups which will later affect friends in their gang or group, for example behaving less polite when on the road with indistinct shouting, talking to teachers who are not polite, to another effect, namely working together during tests. This happens because there has been a tendency for internet users to neglect moral and ethical values. In fact, in the social order, ethics is needed to avoid differences that lead to conflict" (W_ks1).

According to a statement from a Darul Istiqomah Islamic Middle School teacher, information was obtained that "Social media has no boundaries of space and time and with whom they interact, whenever and wherever, so that it can make its users addicted to the platform. However, it can also have positive and negative impacts on social boundaries, including how students socialize. Social media also influences students' politeness values, where students often imitate what they have seen on social media (W_gr5).

According to Aprilia (2020), teenagers dependent on social media will be willing to spend a long time to achieve satisfaction. Most students think that the more active they are on social media, the more they are considered excellent, and conversely, students who do not have social media are considered outdated. When students cannot control social media use, the positive impact of using social media leads to negative impacts on the development of a student's character, such as increased use time and causes addiction to social media.

With the sophistication of the media, communicating through social media can positively and negatively impact society, especially students. The negative impact of using social media for the development of student character is that almost all students are addicted to technology such as social media, which has various kinds of sites so that users can get various information through social media and weakening social attitudes due to spending time communicating in cyberspace with others so that there are social media expressions can bring those who are far away closer and distance those who are close (Gani, 2020). Often accessing social media makes students lack empathy or not pay attention to their social environment, and the many exciting features in it make

them tend to be lazy and addicted; this condition makes a lot of their time wasted, and activities are disrupted, such as school, study, eating, sleeping, socialize with the surrounding environment and help parents because the child is too tired of the fun in the social media. Thus causing students to be late for school, not even paying attention to the delivery of the teacher.

On the other hand, the positive impact is building an online learning community so that it is easy to interact with friends and tutors or teachers, share information, or have discussions through social media or face-to-face video conferences (Ilhami et al., 2021). Students and teachers use this to share information about material and assignments. In addition, social media can become an intermediary for communication with new friends or old friends so that they can channel the same talents and interests, and share and discuss knowledge with each other, which makes them join groups that have a positive impact on themselves and others which affects discipline, creativity, and also student achievement in the group at school (Nurhayati & Hujjatusnain, 2021; Usman & Philips, 2021). The group supports each other to do good things, for example, supporting friends to participate in competitions, being friends to share stories, and usually understanding each other. Through a good group, it can become a place to hone each other's other's social skills and other skills to increase achievement. In a short sense, this motivation is how communication used to reduce uncertainty and find out the position of the social conditions in which it is located.

Currently, in addition to learning media to hone students' creativity in expressing themselves, social media is a medium that is very helpful in providing a platform for students to be able to express themselves through the content they create (Nugraha, 2019; Fitriana et al., 2021). The freedom of access given to students can be utilized in honing their creativity at school, namely summarizing theory that has been obtained at school through making videos published on student social media, making posters to promote student work, making short film scenarios in one class which can be published in social media in streaming media. In addition, student creativity can also be poured into the school's environment, for example, by looking for clothing references through social media platforms when there is a fashion show competition by utilizing used goods, students can make antique goods, business products, or other ideas to explore students' creativity.

The common thread can be drawn that the negative impact of social media experienced by students is that it makes them less enthusiastic about learning because they are busy accessing social media, resulting in decreased student achievement at school. It is common for students to seek information not by reading books but by using social media such as Google, which can provide information quickly; this can also make students live in groups because they differentiate friends only because of social status, such as fame on social media, but the positive impact of social media for students is as a medium for seeking new knowledge, which can later hone their creativity to make crafts at school with Utilize waste materials such as plastic, newspapers, etc.

Optimal Distinctiveness

The individual seeks to balance two conflicting motives (as a group member or individual). Individuals try to balance the need to maintain a sense of individuality with the need to belong to a group that will result in self-definition as a group member.

As stated by the vice principal for student affairs, students have a different lifestyle from other students, for example, expressing it through clothing styles by wearing well-known brands, but some still choose to dress. In this case, these students certainly want to be part of their famous group, but on the other hand, there is a desire to have uniqueness and be distinguished from others who sometimes deviate from school rules so that their values of decency decrease (W_wk2).

The value of politeness can also be seen in the speech and behaviour of students at Darul Istiqomah Islamic Middle School, which are influenced by social media content. According to a statement from one of the student's guardians, information was obtained. Currently, social media content is close to the topic of romance and fights either through status, games or movies. In addition, there are different ways of communicating between one student and another because of the influence of social media content, both from the accent, body language, and the choice of language used (W_wl7).

The case found in the school environment at Darul Istiqomah Islamic Middle School is the Madurese accent which is considered harsh because it is like yelling at someone; this creates a perception for students who are used to living in their home environment where the Javanese language is softer. There are also ways of interacting through body language that causes misunderstandings, for example, during a question-and-answer session between the teacher and students. Students choose to maintain eye

contact, which means high self-confidence, but sometimes a teacher interprets eye contact as a bad attitude.

In his research, Nurdin (2021) revealed that, on average, in a month, as many as 88.8% found 3 to 5 people having opinions on social media with disrespectful grammar. Not infrequently, students can provoke their friends not to participate in mandatory activities at school, and even bullying occurs against friends who are always diligent in obeying their teacher's orders.

As Ayu has said, a teacher at Darul Istiqomah Islamic Middle School, where there are students who are different in school dress, there are those who follow the rules but are ridiculed by other friends as geeky students. Some students dress in violation of school rules, such as forming curves. Some use excessive make-up, but there are also natural ones. Sometimes there are also students whose tone rises when they are reprimanded, and there are also provocateurs when students are diligent to be hated by other friends because they are considered only seeking the teacher's attention. However, some imitate their good friends to achieve school achievements.

Understandably, the students' violations were due to the influence of other friends who mocked them when dressing did not follow the existing trends because they thought it was not like the trends they saw on social media, even though this often violated school rules. However, some tried to be good individuals to achieve school achievement.

Conclusion

Social media is a medium for socializing by exchanging thoughts from a long distance with anyone at any time. Social media can be used to socialize among the community, from children and teenagers to the elderly. In its use, social media also has an influence, positive and negative, for example, impacting the formation of one's character, especially on student character.

Character building is a search for identity in finding a higher and more effective identity and self-confidence through thinking and acting. There are at least three motivations that form the background for the formation of children's character at school as a result of the development of social media, firstly self-enhancement and positive distinctiveness, secondly, uncertainty reduction, and thirdly, optimal distinctiveness.

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