

Analyzing the Impact of Social Media on Student Discipline Levels: A Study of Civic Education Students at Universitas Halu Oleo

Syahbudin¹, Nur Hasanah^{2,*}, & Wa Ode Syamzahrah Astarin²

¹The Department of Pancasila and Civic Education, Halu Oleo University, Indonesia

²The Department of Early Childhood Education Teacher Education, Halu Oleo University, Indonesia

*Corresponding email: nh55523@gmail.com

Received: 04 December 2024 Accepted: 20 December 2024 Published: 25 December 2024

Abstract: Social media plays a central role in students' daily routines, significantly impacting their academic achievements and personal discipline. **Objective:** This research focuses on exploring the connection between social media usage and discipline levels among Civic Education Department (PPkN) students at FKIP, Halu Oleo University. **Methods:** Adopting a quantitative survey approach, the study gathered data through an online questionnaire targeting a population of 118 students from the 2023 cohort. Utilizing purposive sampling, a sample size of 91 students was analyzed. The data were processed with simple linear regression to assess the influence of social media on discipline. **Findings:** The findings revealed a notable link between social media usage and students' discipline, evidenced by a hypothesis test result of $0.00 < 0.05$. Furthermore, the R Square value demonstrated that 19.6% of variations in student discipline levels could be attributed to their social media usage. **Conclusion:** These insights underscore the importance of mindful social media use among students. To promote a balanced approach, educators and parents should actively guide and educate students on the responsible and productive use of social media. Such efforts can help students harmonize their academic pursuits with social engagements while minimizing potential downsides. This study sheds light on the influential role of social media in shaping student behavior and provides actionable recommendations for fostering effective time management and enhanced productivity.

Keywords: social media, student discipline, parents, academics.

To cite this article:

Syahbudin, Hasanah, N., & Astarin, W. O. S. (2024). Analyzing the Impact of Social Media on Student Discipline Levels: A Study of Civic Education Students at Universitas Halu Oleo. *Jurnal Pendidikan Progresif*, 14(3), 1963-1972. doi: 10.23960/jpp.v14.i3.2024133.

■ INTRODUCTION

Significant changes in many facets of life are undoubtedly brought about by the advancement of ever-more-advanced technology. Globally, According to figures released in 2020, there are 5.2 billion mobile phone users, 4.66 billion internet users and 4.14 billion online social network users, include those in the education sector (Prayitno et al., 2021; Wang et al., 2021). Particularly for students, social media has become an essential aspect of life due to the quick advancement of technology and the rising usage of social media by the younger generation on sites like Facebook,

Instagram, Pinterest, LinkedIn, and Twitter. The way students communicate and obtain information has been completely transformed by social media (Mishnick & Wise, 2024; Nyangau & Bado, 2011). Since social media has evolved into a tool for information retrieval that is not limited by time or location, its accessibility also makes it a powerful instrument for persuasion (Mohsin et al., 2023; Tu & Li, 2024).

However, depending on the effect acquired, social media use also influences how one views oneself and other people. This certainly has a huge influence on the educational dimension, especially

students (Beeri & Horowitz, 2020). In addition to influencing how students perceive themselves, social media is now an important element in student life, especially in supporting various academic and social activities.

Today, the use of social media is not solely for communication needs, but has also become a learning tool in accessing course materials, discussing with lecturers and friends, and following the development of the world of education. Social media is also used as a platform for the promotion of goods and services by utilizing trust capital (Fiskvik et al., 2023; Yuan et al., 2021). In addition, social media as an online platform is often used regularly by students to interact socially, either through pictures, comments, subscriptions, or reactions to content (Anderson & Jiang, 2018; Carr & Hayes, 2015).

However, intensive use of social media can also have negative impacts, especially due to weak government regulation and limited accountability, which causes social media platforms to become a venue for various negative actions, such as hate speech, public humiliation, cyberbullying, cyberstalking, exploitation, defamation, and the spread of misinformation, disinformation, and doxxing. This can also contribute to a decrease in discipline levels (Polak & Trottier, 2020).

Discipline in education seeks to enhance students' excellent behavior and compliance with relevant regulations (Gullo & Beachum, 2020). The level of student discipline plays a crucial role in determining the student's academic achievement. Discipline allows students to manage time, focus attention on academic tasks, and carry out responsibilities effectively.

However, the presence of social media has resulted in a significant transformation in the behavioral patterns of college students' lifestyles. Easy and unlimited access to social media is often a source of distraction, especially when students spend too much time on the platform which directly affects productivity levels.

The effect on productivity describes the tendency of students to delay doing academic tasks (procrastination). The ease of access to social media causes students to become dependent on constantly checking the platform, thus reducing the time that should be used to study and complete assignments. This is corroborated by earlier studies' findings that excessive social media use can harm students' performance, particularly their discipline (Doe & Smith, 2024; Yuni & Pierewan, 2017). Such as the tendency to socialize during the learning process, fatigue due to poor sleep quality, anxiety problems and poor academic performance (Zhu et al., 2023; Ramjan et al, 2021; Yuni & Pierewan, 2017). The situation directly affects student discipline, making it increasingly difficult for students to maintain consistency and regularity in study patterns.

Conversely, social media also has the potential to increase student discipline, depending on how it is used. Previous research states that students who have self-control over the use of social media can avoid addiction to social media so that there is an increase in academic achievement in students (Joseph & Berdida, 2024). Based on initial observations that have been made, some students successfully use social media to organize study schedules, join productive communities, and get motivation from inspirational content. Thus, it's critical to consider both the advantages and disadvantages of social media's impact on students' degree of discipline. Based on the previously provided background, the purpose of this study is to examine how social media use affects the degree of discipline exhibited by students at Halu Oleo University's FKIP PPKN Department.

■ **METHOD**

Participants

The 118 students of the Civics Department of Halu Oleo University's Faculty of Teacher Training and Education Batch 2023 made up the

study's population, while 91 students made up the sample. Students enrolled in the study program during the 2023–2024 academic year, students who use social media and other devices for five hours or more a day, students who participate in discussion groups discussing course material, and students who report that their distracted attention on social media notifications

interferes with their ability to complete academic assignments were the criteria for the purposive sampling technique.

Referring to the results of the questionnaire that has been distributed, female respondents totaled 69 people or 75.8% while male respondents totaled 22 people or 24.2%. The age range of all respondents is at the age of 17-20 years or 100%.

Table 1. Respondents' personal data

No.	Gender	Amount	Percentage	Age (years)
1	Woman	69	75.8 %	17-20
2	Man	22	24.2 %	
Total		91	100%	

Research Design and Procedures

This study adopted a quantitative research method with a survey design. The survey design was chosen because it allows direct and natural data collection, without special treatment as in the experimental method. The procedures in this study include researchers identifying research problems, then formulating hypotheses. Furthermore, the researcher collected research data in the period August to October 2024 through a Google Form questionnaire to PPkN students class of 2023, then the researcher analyzed the results of the research questionnaire.

Instruments

The instrument in this study used a non-test questionnaire developed by Asmaya & Romyeni (2015) to assess the effect of social media use. This questionnaire was chosen because of the effectiveness of the questionnaire in measuring variables, especially the variable of social media use. The main difference in this study lies in the modification of variable Y which previously only measured prosocial behavior, but in this study researchers added a new item, namely the level of student discipline which is more relevant in the academic context. The indicators in this study

consist of 2 indicators, namely the frequency of social media use (X) represented by 9 question items (for example, I often use social media while doing academic work) and the second indicator, namely the impact on the level of student discipline (Y) represented by 10 question items (for example, I attend lectures on time).

Data Analysis

91 students from the PPKN Department class of 2023 were given questionnaires in order to collect data on variables X (usage of social media) and Y (degree of student discipline). A weighted rating, ranging from 5 (strongly agree) to 1 (strongly disagree), is assigned to each questionnaire response. Five categories are used to classify the percentage of questionnaire findings, according to the assessment criteria (Arikunto, 2006): <55% (very low), 55%-64% (low), 65%-79% (moderate), 80%-89% (high), and 90%-100% (very high).

Furthermore, the analysis method applied in this study includes the prerequisite test of analysis, namely: a) normality test through Kolmogorov-Smirnov analysis, b) linearity test with ANOVA method, c) heteroscedasticity test and c) hypothesis testing using simple linear

regression to evaluate the effect of social media use on the level of discipline of Civics students, Faculty of Teacher Training and Education, Halu Oleo University. Linear regression is a statistical method used to measure the close relationship between variables (Kurniawan & Yuniarto, 2016). The various prerequisite tests of the analysis used the help of the Statistical product and service solution (SPSS) program ver. 24 for windows.

■ RESULT AND DISCUSSION

Usage on Student Discipline Level

Before conducting an analysis related to the impact of social media use on student discipline levels, researchers first conducted prerequisite tests to verify the data collected to meet the criteria needed for further statistical analysis. The

prerequisite tests in this study include normality, linearity and heteroscedasticity tests, which aim to ensure that the data distribution is in accordance with the assumptions required for the application of simple linear regression statistical tests.

Normality Test

The normality test is part of a statistical procedure that is useful for checking whether the data on the use of social media and the level of student discipline are normally distributed or not which is characterized by the appearance of a symmetrical or bell-shaped curve. The Kolmogorov-Smirnov test aims to test the normality of each research variable, as for the results of the normality test in this study, among others:

Table 2. Normality test results

	Unstandardized Residual
N	91
Test Statistik	
Asymp. Sig. (2-tailed)	.200

Table 1 indicates that the Asymp. Sig. (2-tailed) result is 0.200. The value of $\alpha = 0.05$ is less than this value. It can be inferred that the value of variables X and Y is more than the alpha value of 0.05, indicating that the study data has a normal distribution. Data is considered normal if the Asymp. sig > α value.

Linearity Test

The statistical process used to ascertain whether there is a linear link between the variable level of student discipline and the variable use of

social media includes the linearity test. The following criteria can be used to evaluate the linearity test based on the Significance Deviation from Linearity (Sig. Dev. from Linearity) value: There is a linear relationship if the Sig. Dev. from linearity is greater than 0.05. There is no linear relationship if the Sig. Dev. from linearity is less than 0.05. Additionally, if the Fcount value is less than the Ftable, the variables have a correlation that is linear. If the Fcount value exceeds the Ftable value, there is no linear relationship between the variables.

Table 3. Linearity test results

		df	F	Sig.
Level_of_student_discipline	Deviation from Linearity	15	1.464	.142
Use of social media	Within Groups	74		

The Sig value is displayed in the linearity test results. There is a linear relationship between the variables when the deviation from linearity is $0.142 > 0.05$. Additionally, the F test indicates a linear relationship between the variables because the Fcount value of 1.464 is less than the Ftable 1.800. Thus, it may be said that the two research variables have a linear relationship.

Heteroscedasticity Test

One component of the traditional assumption test in regression analysis is the heteroscedasticity test. This test uses the

independent variables from the original model to estimate the squared residual, which is the dependent variable. Researchers employed the Breusch-Pagan-Godfrey test type in this heteroscedasticity test. requirements for the heteroscedasticity test, specifically: If the sig value is greater than alpha 0.05, then heteroscedasticity symptoms are absent. But If the sig value is less than alpha 0.05, heteroscedasticity symptoms are present.

Based on the results of the heteroscedasticity test analysis, it was found that the Sig value. =0.350 is greater than the alpha

Table 4. Heteroscedasticity test results

Model	t	Sig.
1 Use of social media	.940	.350

a. Dependent Variable: Residual_2

value of 0.05, so it can be concluded that there are no symptoms of heteroscedasticity.

Hypothesis Test

Using the Statistika Product and Service Solution (SPSS) version 24 for Windows software, researchers used basic linear regression

analysis to assess the hypotheses put out in this study. The significance of the relationship between social media use and student discipline is assessed using the t test.

As for the research results related to simple linear regression analysis, information was obtained that the Sig. value of 0.00 was smaller

Table 5. Hypothesis test results

Model	T	Sig.
Use of social media	4.658	.000

a. Dependent Variabel: Level_of_student_discipline

than the significance level of 0.05. In addition, the t-count value (4.658) is greater than the t-table (1.662). Based on these two decision-making bases and referring to the decision-making provisions if the Sig value. Smaller than 0.05 then,

H0 is rejected H1 is accepted. So it can be determined that social media use has a significant effect on the level of student discipline. The amount of influence can be seen in the following table.

Table 6. Results of the magnitude of influence

Model	R	R Square
1	.443 ^a	.194

Based on table 5, namely the results of the magnitude of the influence, it is found that the R Square value is 0.196, which means that the use of a social media that affects the level of student discipline is 19.6%.

Social media have grown into a crucial bridge that facilitates learning's access to and share of information in daily life. This is in accordance with the results of the study that the total score of social media use in PPKN FKIP students at Halu Oleo University is 3,281 out of a maximum score of 4,095 which is equivalent to 80.12% so that the score is in the high category.

Students' high use of social media is influenced by various aspects including educational aspects, psychological conditions, and parental parenting (Sánchez-Fernández, 2024; Yinal & Banje, 2023; Husain & Starcevic, 2020). In this case, parents can be a central figure who provides examples of parenting for students. This means that the higher rate of social media use for students is also caused by the high level of parental disengagement in monitoring students' social media activities (Philippi et al., 2024).

Parenting according to Sibusiso & Narainsamy (2013) has a correlation with the level of discipline and the level of social media use. The results of R Square show that 19.6% of social media use affects the level of discipline, such as students' ability to manage time and complete coursework. The results of this study are in line with Balakrishnan, et al. (2017) which states that intensive use of social media can increase students' intention to access academic information. In addition, the results also show that 43.3% of students agree that social media helps students attend lectures on time. However, another 36.3% felt that social media hindered timely completion of assignments. This is in line with research conducted by Büchi & Hargittai (2022) who warned that social media use can also have a negative impact on social dimensions, including student self-discipline.

The negative impact of using social media in this study can also be seen in the condition of 46.2% of students who often lose focus on learning because of notifications from social media. In line with research that students experience anxiety and impaired focus after using social media (Brazil & Rys 2020). Wang et al.'s research (2021) also revealed that students who have difficulty controlling their use of social media often experience disturbed sleep patterns, which in turn can affect learning discipline. Furthermore, Utami & Baiti (2018) noted that cyberbullying behavior can also arise as a result of unwise use of social media. Not only that, active use of social media tends to have a negative impact, as it can consume students' time and energy. As a result, this activity has the potential to disrupt the focus on students' main tasks in learning or completing academic obligations (Krause et al., 2023).

Related to the existing influence that excessive and continuous use of social media also has an impact on individual concentration and productivity which is directly related to discipline, especially in everyday life in an academic or professional context. The results of questionnaire management show that the level of discipline of PPKN students is at a percentage of 60.48% or in the low category. As explained earlier, students who use social media too often, either to argue or criticize, risk reducing the time that should be used for more productive activities such as studying or completing assignments. Therefore, it is important to realize that while social media can provide benefits in terms of social interaction and access to information, its impact on discipline is also significant. Disruptions such as anxiety, sleep disturbances, and reduced focus can reduce productivity and make it difficult for students to maintain consistency in academic activities (Burns et al., 2024).

However, the positive side is that 51.1% of students recognize social media helps in remembering class schedules and assignments

well. Thus, today's social media users can look back, and remember what has been shared before (Jungsilius & Weilenmann, 2023). This is also supported by the opinion that the use of Whatsapp and Facebook platforms is not just an entertaining medium but also a dynamic intermediary for academic dialog, information exchange media, and also significantly increases student knowledge (Gupta, Singh, & Marwaha, 2013). Of course, through cultivating self-motivation and making positive progress on each task undertaken (Atkinson & Corbitt, 2023).

The implication of this study shows that the use of social media has a significant influence on the level of student discipline. The results indicate that social media when used excessively can disrupt concentration, reduce productivity, and decrease students' ability to manage time for academic activities.

However, the study also revealed the positive side of social media use, provided it is used wisely. Students stated that social media helps to remember class schedules and assignment deadlines, and provides quick access to useful academic information. This suggests that social media can be a tool that supports discipline, as long as it is used with clear goals and effective time management.

Another implication of this study is the importance of student awareness of the impact of social media on self-discipline. Educators and parents need to pay more attention to students' social media usage patterns and help students manage their time wisely. Educational counseling on how to manage social media wisely and increased understanding of the negative impacts of excessive social media use can help students achieve a balance between social and academic activities. Overall, the findings of this study show that good social media management can support student discipline, while uncontrolled use risks reducing student academic productivity.

■ CONCLUSION

In summary, this study concludes that the use of social media has a very significant influence on student discipline. Wise, good and directed social media management can improve student discipline, help students remember lecture schedules, complete assignments, and facilitate access to needed academic information. Conversely, excessive and uncontrolled use of social media can disrupt focus, reduce academic productivity, and damage students' personal discipline. Therefore, students need to be wise in managing the time to use social media, while educators and parents must also provide direction and supervision so that the use of social media does not interfere with academic activities. Educational outreach programs to educate on the wise, healthy and balanced use of social media will be very useful in helping students achieve a balance between social and academic activities.

Recommendations for students, it is advisable to be more careful in managing time when using social media. Managing time well is very important so that the use of social media does not hamper their academic activities and performance. Recommendations for educators/lecturers to encourage students to utilize social media constructively. Recommendations for universities to organize training or seminars on how to manage social media healthily and its impact on student discipline. Policies that support a balance between social media use and study time can help students achieve academic goals.

■ REFERENCES

- Anderson, M., & Jiang, J. (2018). Teens, social media & technology 2018. *Pew Research Center*. http://assets.pewresearch.org/wpcontent/uploads/sites/14/2018/05/31102617/PI_2018.05.31_TeensTech_FINAL.pdf

- Arikunto. (2006). *Prosedur penelitian suatu: pendekatan praktik* (edisi revisi). Rineka cipta.
- Balakrishnan, V., Teoh, K. K., Pourshafie, T., & Liew, T. K. (2017). Social media and their use in learning: A comparative analysis between Australia and Malaysia from the learners' perspectives. *Australasian Journal of Educational Technology*, 33(1). <https://ajet.org.au/index.php/AJET/article/view/2469/1403>
- Beeri, I., & Horowitz, D.D. (2020). Reducing students' 'absent presenteeism' and mobile misbehaviour in class: an empirical study of teacher perspectives and practices. *Technology, Pedagogy and Education*, 29(2), 177–190. <https://doi.org/10.1080/1475939X.2020.1731580>
- Brazil, C. K., & Rys, M. J. (2020). Is smartphone usage predicting fear of missing out and loneliness in a sample from the generation Z? *Proceedings of the Human Factors and Ergonomics Society*, 64(1), 791–795. <https://doi.org/10.1177/1071181320641183>
- Büchi, M., & Hargittai, E. (2022). A need for considering digital inequality when studying social media use and well-being. *Social Media and Society*, 8(1). <https://doi.org/10.1177/20563051211069125>
- Burns, K., Halvey, O., Ó Súilleabháin, F., O'Callaghan, E., & Coelho, G. (2024). The social media, online and digital abuse and harassment of social workers, probation officers and social work students in Ireland: a national survey. *The British Journal of Social Work*, 3274–3294. <https://doi.org/10.1093/bjsw/bcae091>
- Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, 23(1), 46–65. <https://doi.org/10.1080/15456870.2015.972282>
- Doe, J., & Jane, S. (2024). The Impact of social media usage on student academic performance. *Journal of Educational Psychology*, 103(3).
- Fiskvik, J. T., Bjarkø, A. V., & Ihlen, Ø. (2023). Trustworthiness over time on twitter: Three critical periods for the Norwegian health authorities and political leadership during the COVID-19 pandemic. *Social Media and Society*, 9(2). <https://doi.org/10.1177/20563051231179689>
- Green, J. A. (2009). *Mengubah praktik disiplin siswa di masa lalu untuk membuat rencana disiplin di seluruh distrik. Pendidikan Dan Masyarakat Perkotaan*. <https://doi.org/10.1177/0013124509331605>
- Gullo, G. L., Beachum, F.D. (2020). Principals navigating discipline decisions for social justice: An informed grounded theory study. *Heliyon*, 6 (12). <https://doi.org/10.1016/j.heliyon.2020.e05736>
- Joseph, D.E., & Berdida. (2024). Nursing students' personality traits, sleep quality, social media addiction, and academic performance: A multi-site structural equation model analysis, *Journal of Professional Nursing*, 5, 26-35. <https://doi.org/10.1016/j.profnurs.2024.11.004>
- Jungsilius, B. & Weilenmann, A. (2023). Keeping memories alive: a decennial study of social media reminiscing, memories, and nostalgia. *Social Media+Society*, 1-15. <https://doi.org/10.1177/20563051231207850>
- Krause, H. V., Große Deters, F., Baumann, A., & Krasnova, H. (2023). Active social media use and its impact on well-being-an experimental study on the effects of posting pictures on Instagram. *Journal of*

- Computer-Mediated Communication*, 28(1), 1–12. <https://doi.org/10.1093/jcmc/zmac037>
- Kurniawan, R., & Yuniarto, B. (2016). *Analisis regresi: Dasar dan penerapannya dengan R*. Kencana Prenadamedia.
- Mishnick, N., & Wise, D. (2024). Social media engagement: an analysis of the impact of social media campaigns on facebook, instagram, and linkedIn. *International Journal of Technology in Education*, 7(3), 535–549. <https://doi.org/10.46328/ijte.699>
- Mohsin, F. M., Ali, S. H., Chong, S. K., Parikh, R. S., DiClemente, R. J., & Hu, L. (2023). Social, media utilization within asian american families and its role in healthy lifestyle behavioral influence: Results from a nationwide survey. *Social Media and Society*, 9(3). <https://doi.org/10.1177/20563051231196544>
- Nyangau, J. Z., & Bado, N. (2011). Social media and marketing of higher education: A review of the literature. *Journal of the Research Center for Educational Technology (RCET)*, 8(1), 38–51. <https://rcetj.org/index.php/rcetj/article/viewArticle/180>
- Polak, S., & Trottier, D. (2020). *Violence and trolling on social media: History, affect, and effects of online vitriol*. Amsterdam University Press.
- Prayitno, H. J., Huda, M., Inayah, N., Ermanto, Ardi, H., Giyoto, & Yusof, N. (2021). Politeness of directive speech acts on social media discourse and its implications for strengthening student character education in the era of global education. *Asian Journal of University Education*, 17(4), 179–200. <https://doi.org/10.24191/ajue.v17i4.16205>
- Sibusiso, N., & Narainsamy, N.N. (2013). Teacher conceptions and preferences for student discipline instruments in south african schools: A narrative study. *Journal of Psychology in Africa*, 23(4), 655–658. <https://doi.org/10.1080/14330237.2013.10820684>
- Siregar, E., Desi, D., & Bezaleel, M. (2021). Cognitive behaviour of bengkayang students in using instagram. *Journal of Social Sciences and Humanities*, 11(2), 133–142.
- Tu, C., & Li, X. (2024). Personal versus societal risk: examining social media influence on individual and collective behaviors for COVID-19 Containment. *Social Media and Society*, 10(1). <https://doi.org/10.1177/20563051231224402>
- Utami, A. S. F., & Baiti, N. (2018). *Pengaruh media sosial terhadap perilaku cyber bullying pada kalangan RSiwi, A., Utami, F., & Baiti, N. (2018). Pengaruh media sosial terhadap perilaku cyber bullying pada kalangan remaja*. 18(2), 257–262. <http://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala%0APengaruh>
- Wang, T. J., Kang, C. L., Tsai, J. L., Song, W. T., & Lien, A. S. Y. (2021). Social media (Facebook) improper use and the influence of sleeping quality in Taiwan's university students. *Science Progress*, 104(2), 1–20. <https://doi.org/10.1177/00368504211011878>
- Yinal, A., & Banje, F. U. (2023). Social media habits of university students and the effects of media on students. *TOJET: The Turkish Online Journal of Educational Technology*, 22(3), 88–94. <https://eric.ed.gov/?q=social+media+and+education&ffl=subAcademic+Achievement&id=EJ1401792>
- Yuan, D., Rahman, M. K., Issa Gazi, M. A., Rahaman, M. A., Hossain, M. M., &

Akter, S. (2021). Analyzing of user attitudes toward intention to use social media for learning. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211060784>

Yuni, R. S. P., & Pierewan. (2017). *Hubungan intensitas penggunaan smartphone dengan disiplin belajar siswa. E-Societas: Jurnal Pendidikan Sosiologi*, 6(1).