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**THE INFLUENCE OF SOCIAL MEDIA USE ON PERSONALITY AND STUDENT LEARNING DISCIPLINE**Nuraida Oktaviani<sup>1</sup>, Derry Nugraha<sup>2</sup>, Iin Khairunnisa<sup>3</sup><sup>1</sup> STKIP PGRI Sukabumi, Indonesia<sup>2</sup> STKIP PGRI Sukabumi, Indonesia<sup>3</sup> STKIP PGRI Sukabumi, Indonesia

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**ABSTRACT**

With the advancement of information technology, the use of the internet, particularly social media, has become increasingly widespread. This has raised concerns about its impact on students' personalities and learning discipline. This study aims to explore the influence of social media usage on the personality and learning discipline of students at STKIP PGRI Sukabumi. The research employs a quantitative method with a simple linear regression approach, involving 100 student respondents. The two main variables analyzed are social media usage, personality, and learning discipline. Instrument testing was conducted for validity and reliability, followed by simple linear regression analysis. The results indicate a significant influence of social media usage on students' personalities and learning discipline. These findings are expected to provide insights for educators and educational institutions in utilizing social media constructively in the teaching and learning process.



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<sup>1</sup> Corresponding author.E-mail addresses: [nuraidaoktaviani830@gmail.com](mailto:nuraidaoktaviani830@gmail.com)

## INTRODUCTION

The rapid development of technology has brought about major changes in various aspects of life, including the world of education. Students, as one of the groups of people who are adaptive to technology, are one of the largest users of Information and Communication Technology (ICT) products, especially social media. Based on the 2023 We Are Social and Hootsuite report, social media users in Indonesia reached 191 million people, with the 18-30 year age range dominating the number. This shows how close the relationship between students and social media is in everyday life.(Lumbantoruan, 2021; Majdi, 2012; Sihombing, 2023; Widyana & Batangriyan, 2020). Intense use of social media not only brings positive impacts but also challenges to students' personality and learning discipline. Studies state that social media can influence user behavior, including the formation of personal identity, social relationships, and learning habits.(Mujianto, 2019). Meanwhile, research reveals that students tend to experience a decline in study discipline due to spending too much time on social media, such as browsing entertainment content or playing online games.(Irawan & Nastasya, 2023; Ritakumalasari & Susanti, 2021). Compared to previous generations of students, today's students tend to take advantage of the ease of technology to access information quickly, including in completing academic assignments. This is often done with copy-paste practices that lack critical analysis, in contrast to previous generations of students who relied more on books as their main source of reference. In this context, Sigmund Freud's psychoanalytic theory becomes relevant to understand how the interaction between the id (instinctive desires), ego (self-awareness), and superego (morality) of students is affected by social media.

Previous research has found that there is a significant correlation between the use of social media and the formation of students' personalities, where excessive exposure to social media can reduce moral awareness (superego) and increase narcissistic tendencies (id).(Suttrisno, 2022). On the other hand, research shows that wise use of social media can improve students' collaboration and creativity skills.(Mujianto, 2019). However, there are still few studies that specifically examine the influence of social media use on students' learning discipline, so this is a novelty in this study. Based on the background, this study aims to: 1. Identify the influence of social media use on students' personalities, 2. Analyze the influence of social media use on students' learning discipline. This study is expected to contribute to the development of literature on the impact of social media on students, as well as being a basis for universities in designing more effective and healthy social media usage policies for students.

## **METODE PENELITIAN**

This research was conducted at STKIP PGRI Sukabumi located at Jl. Karamat No.69, Karamat Village, Gunungpuyuh District, Sukabumi City, West Java Province. The study used a quantitative approach with a causal research type to analyze the effect of independent variables on dependent variables. The study population included all STKIP PGRI Sukabumi students consisting of two study programs, with samples taken using random sampling techniques. The independent variable in this study was the use of social media, while the dependent variables included the personality and learning discipline of students. Data were collected using an instrument in the form of a questionnaire or questionnaire in the form of a closed statement with a Likert scale, where respondents were asked to choose the answer that best suited their condition. Before being used, the instrument was tested for validity and reliability using the Statistical Package for the Social Science (SPSS) calculation. Validity was tested by comparing the calculated  $r$  value and the table  $r$ , while reliability was tested through Cronbach's Alpha, where a value of more than 0.7 indicated a reliable instrument.

After the data was collected, the analysis was carried out using descriptive and inferential statistics. Descriptive statistics were used to describe the distribution of data, while inferential statistics, especially multiple regression analysis, were used to measure the influence of independent variables on dependent variables. Simultaneous tests (F tests) and partial tests (t tests) were used to determine the significance of the influence of these variables. The research procedure began with the preparation of instruments based on relevant theories, testing the validity and reliability of the instruments, collecting data through questionnaires, to processing and analyzing data using SPSS software. This research method is expected to provide accurate and relevant results related to the influence of social media use on the personality and learning discipline of STKIP PGRI Sukabumi students.

## **HASIL PENELITIAN DAN PEMBAHASAN**

### **Validity Test**

The results of this validity test are taken from the results of the questionnaire that has been given and filled out by students, this questionnaire consists of 15 questions, each question consists of 5 answers that have meaning (STS, TS, N, S, SS).

**Table 1.1 :Validity Test**

NO	Question Items	Criteria	Significance Value	Criteria results
1	X1	Valid : r count > r table	0.474	Valid
2	X2	Valid : r count > r table	0.598	Valid
3	X3	Valid : r count > r table	0.619	Valid
4	X4	Valid : r count > r table	0.666	Valid
5	X5	Valid : r count > r table	0.227	Valid
6	Y1	Valid : r count > r table	0.684	Valid
7	Y2	Valid : r count > r table	0.597	Valid
8	Y3	Valid : r count > r table	0.599	Valid
9	Y4	Valid : r count > r table	0.333	Valid
10	Y5	Valid : r count > r table	0.527	Valid
11	Y6	Valid : r count > r table	0.258	Valid
12	Y7	Valid : r count > r table	0.466	Valid
13	Y8	Valid : r count > r table	0.294	Valid
14	Y9	Valid : r count > r table	0.319	Valid
15	Y10	Valid : r count > r table	0.456	Valid

From the table above, it can be concluded that all instrument items are valid.

### Simple Linear Regression Analysis

Calculation of the regression coefficient using SPSS produces figures as in the following table:

**Table 1.2 :simple linear regression analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.119	2.468		8.558	.000
	Penggunaan Media Sosial	.828	.133	.533	6.231	.000

a. Dependent Variable: Kepribadian dan kedisiplinan

regression The Constant value (a) obtained was 21.119 while the regression coefficient value (b) was 0.828. The simple equation can be written:

$$Y = a + bX$$

$$Y = 21.119 + 0.828X$$

The equation can be explained:

- Constant of 21.119 means that the value of the Personality and Learning Discipline variables (Y) is consistent.
- The regression coefficient of X of 0.828 states that for every 1% increase in the value of Social Media Use (X), the value of Personality and Learning Discipline (Y) increases

by 0.828. The regression coefficient is positive, so it can be interpreted that the influence between the variable of Social Media Use (X) on the variable of Personality and Learning Discipline (Y) is positive.

Decision-making :

- Based on the significance value: from the coefficients table, a significance value of  $0.000 < 0.05$  was obtained, so it can be concluded that the variable of Social Media Use (X) has an effect on the variables of Personality and Learning Discipline (Y).
- Based on the t value: the calculated t value is known to be  $6.231 > t \text{ table } 1.999$  so it can be concluded that the variable of Social Media Use (X1) has an effect on the variables of Personality and Learning Discipline.

The results of this study indicate that the use of social media has a positive and significant influence on the personality and learning discipline of students. This finding is in line with previous research by (Azizah & Kardiyem, 2020; Irawan & Nastasya, 2023), which concluded that the use of social media in a targeted manner can increase students' self-awareness, collaboration, and learning motivation. This is also supported by a study (Al-Qaysi et al., 2023; Hariroh & Soleha, 2022), which states that social media provides space for the development of students' personalities, such as communication skills and time management. However, this result contradicts Nasution's (2020) research, which found that the use of social media tends to reduce learning discipline due to students' tendency to access entertainment content rather than academic materials. This difference may be caused by differences in the research context, population characteristics, or more controlled use of social media among STKIP PGRI Sukabumi students. The novelty of this study lies in the focus of the analysis on two aspects, namely personality and learning discipline simultaneously, which is rarely done in previous studies. In addition, this study also emphasizes the use of social media as a tool that can have a positive impact if used optimally. These results provide important implications for universities to educate students about the wise use of social media in order to support the development of their personality and learning discipline. Further research is needed to explore other factors, such as the type of social media used and the intensity of its use, to obtain a more comprehensive picture of the influence of social media on student behavior.

The results of this study emphasize that the use of social media has a significant role in influencing aspects of personality and learning discipline of students. This finding is in line with Sigmund Freud's psychoanalytic theory, which explains that human personality is formed

from the interaction between id (instinct), ego (consciousness), and superego (conscience). In this context, social media can function as a stimulus that influences these three aspects. For example, productive use of social media can lead students to develop their ego and superego, such as increasing learning awareness and complying with academic norms. In addition, social media can be an important tool in building students' learning habits. Previous studies by (Irna, 2020) found that students who use social media to access learning materials tend to have more consistent study time and have better discipline compared to those who only use it for entertainment. Social media such as WhatsApp, Telegram, and video-based platforms, such as YouTube, are often used by students to share information, work on group assignments, and discuss. This can help create a collaborative and effective learning environment. However, although social media has been shown to have a positive impact in this study, its potential negative impacts cannot be ignored. A study by (Ntakirutimana & Andala, 2019; Okpara, 2017) shows that excessive use of social media can cause procrastination, decreased motivation to learn, and decreased discipline due to distractions such as addiction to entertainment content and the phenomenon of aimless scrolling. To reduce this risk, universities need to provide training or socialization related to time management and productive use of technology.

The local context of STKIP PGRI Sukabumi can also be an important factor influencing the results of this study. As an educational institution with a relatively small number of students and a focused academic environment, it is likely that the use of social media is more directed at supporting learning activities. This is in line with the findings of (John-Olusola, 2023; Okpara, 2017), which states that the impact of social media is often influenced by the academic environment and culture of the institution where students study. In terms of methodology, the high validity of the instrument ensures that the data obtained is accurate and relevant. However, this study still has limitations, such as not distinguishing the type of social media used, the duration of use, and the purpose of using social media. These factors can be additional variables in further research to provide a more comprehensive picture. In general, this study provides practical implications for educational institutions to utilize social media as a tool in developing students' personality and learning discipline. Implementation of social media-based programs, such as online discussion groups, dissemination of materials through social media, or collaborative project management, can be an effective strategy. This study also forms the basis for further research to develop more adaptive and innovative social media-based learning models.

## CONCLUSION

The use of social media has a positive and significant influence on students' personality and learning discipline. The level of influence of the variable of social media use (X) on the variables of personality and learning discipline (Y) is 2.76%. These results indicate that social media can provide significant benefits for students, especially in helping them access information more easily and efficiently. The development of social media among students has opened up opportunities to support academic activities, such as sharing information, online discussions, and managing group assignments, which ultimately contribute to personality development and increasing learning discipline. However, it is important for students to use social media wisely so that its benefits can be maximized without disrupting learning productivity.

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