

The Influence of Social Media on the Formation of Student Morals in the Digital Era

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ABSTRACT

This study aims to investigate the influence of social media use on the formation of students' morals in the digital era. The problem raised is how social media affects students' moral values and character. The method used in this study was a survey involving 60 respondents from among students. The results of the study showed that the use of social media has a significant and positive influence on the formation of students' morals, where the more often students use social media, the greater the impact on the development of their character and moral values. The conclusion of this study confirms that social media not only functions as a means of communication and entertainment, but also as a socialization agent that plays an important role in the development of students' character. The implications of these findings indicate the need for integration of digital literacy into the school curriculum, parental involvement in monitoring children's use of social media, and recommendations for policy makers to design regulations and educational programs that encourage healthy use of social media. Thus, the positive impact of social media on the formation of students' morals can be maximized, while its negative potential can be minimized.



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INTRODUCTION

The use of social media among students continues to experience a significant increase, mainly driven by increasingly easy internet access and the availability of mobile devices (Nugraha et al., 2024). Based on data from the Indonesian Internet Service Providers Association (APJII) in 2024, the number of internet users in Indonesia has reached 221,563,479 people, with a penetration rate of 79.5% of the total population. This shows an increase of 1.4% compared to the previous year. When viewed by gender, internet users are divided almost evenly between men (50.7%) and women (49.1%). In terms of age, the majority of users come from Generation Z (born

1997-2012), which includes 34.40% of total internet users. This generation is known as the digital native generation who are very active in surfing the internet. In addition, the millennial group (born 1981-1996) contributed 30.62%, while Post Gen Z (born after 2012) reached 9.17% (APJII, 2024).

Among students, social media platforms such as Instagram, TikTok, and WhatsApp are the main choices for interacting, sharing content, and following the latest trends (Huda et al., 2023). Students spend an average of 3-4 hours per day on social media, not only for entertainment but also to communicate and seek information (Ichsan, 2019). Instagram is used to share photos and videos, TikTok as a popular platform for short video content, and WhatsApp as the main communication tool with friends and family (Manurung & Anom, 2023). Social media has become an important part of students' daily lives, influencing the way they interact, form identities, and receive information. With such rapid changes in interaction patterns, social media also plays a crucial role in shaping students' character and morals, both from the positive side such as broadening horizons, and from the negative side such as exposure to less educational or dangerous content (Wiramaya et al., 2024).

The increasing use of social media among students, their interaction patterns and behaviors have changed drastically in the digital era (Ananda & Marno, 2023). Platforms such as Instagram, TikTok, and WhatsApp, which are now an integral part of students' lives, not only facilitate communication and content sharing, but also shape their perspectives and values (Wijaya, 2023). The digital era has changed the pattern of students' social interactions from what used to be more face-to-face to being dominant in virtual spaces, which in turn affects the formation of character and morals. In this context, online interaction patterns can have both positive and negative impacts on students' moral development (Rahayu et al, 2024). On the one hand, students can take advantage of broad access to global information and insights, thus opening up opportunities to expand their knowledge and perspectives (Salsabila & Nurnazhiifa, 2024). However, on the other hand, exposure to negative content, such as cyberbullying, hoaxes, and values that are not in line with moral teachings, can blur ethical boundaries and interfere with the formation of good morals (Maslan & Nasution, 2023). Therefore, the digital era demands strong self-control and ongoing guidance, so that students can use technology wisely without losing the foundation of positive moral values.

The formation of morals in students, especially in adolescence, is very important because this period is a critical period in the development of character and self-identity (Alwi, 2018). Adolescents are undergoing a transition from childhood to adulthood, where they begin to form moral values and principles that will guide their behavior in the future (Masrofah et al., 2020). In the context of the use of social media that increasingly dominates student interactions, new challenges arise that can affect the formation of their morals. Phenomena such as cyberbullying are becoming increasingly common, where students can become victims or perpetrators of negative behavior that they do not show in direct interactions (Ariffudin, 2024). In addition, dependence on social validation through 'likes' and comments on social media can trigger unhealthy psychological stress, prompting students to change their behavior in order to gain recognition from peers (Hafifah et al., 2024). The spread of negative values, such as a culture of hedonism or unethical behavior inspired by viral content, also has the potential to damage students' morals. With changing interaction patterns due to social media, students are at risk of being exposed to various influences that can cloud the moral values that have been formed. Therefore, it is important for educators and parents

to provide proper guidance so that students can navigate these challenges and continue to uphold positive moral values, even amidst the rapid flow of information and digital interactions.

Although many studies have been conducted on the influence of social media, there is still a gap in research that specifically examines its impact on the formation of students' morals. Many studies focus more on the technical aspects of social media use or its impact on academic performance, without paying sufficient attention to how these digital interactions can shape students' moral values and behavior (Kurniawansyah & Sumitro, 2020). This is important to note, especially considering the challenges students face in navigating a complex digital environment, where they are at risk of being exposed to negative content that can interfere with their moral development. With phenomena such as cyberbullying, dependence on social validation, and the spread of inappropriate values, it is important to understand in depth how social media can influence students' character and behavior during adolescence (Safaria et al., 2022). This research will not only provide better insight into the impact of social media but also help educators, parents, and policymakers in formulating more effective strategies to guide students to interact positively in the digital world. Therefore, this research is a crucial step in filling the existing gap, while also emphasizing the importance of moral formation amidst rapid social changes due to technological developments.

The purpose of this study is to analyze the influence of social media on the formation of students' morals and identify the factors that influence it. By focusing on students in adolescence, this study aims to understand in depth how interactions that occur on social media can shape their moral values, both positively and negatively. In addition, this study will examine external factors, such as the content they consume, the types of social interactions they engage in, and support from the surrounding environment, which can strengthen or weaken the formation of morals. This study is expected to fill the gap in previous studies by providing a more focused analysis of the impact of social media in the context of character formation. The results of this study will provide valuable insights for educators, parents, and policy makers, so that they can formulate a more effective approach in educating and guiding students to face challenges in the digital world. Thus, this study not only contributes to academic understanding, but also has significant practical implications in the formation of students' morals in the digital era.

METHODOLOGY

This study used a quantitative survey method, where data were collected by distributing questionnaires to 60 students who were randomly selected using random sampling techniques. The questionnaire was designed to measure variables of social media use and the formation of students' morals, with indicators such as duration of use, frequency, type of content accessed, and moral aspects such as responsibility, honesty, politeness, empathy, and tolerance. Each statement in the questionnaire was measured using a Likert scale to make it easier for respondents to assess their level of agreement (Bundawi et al., 2022). The use of random sampling is expected to produce representative data and reduce bias, thus providing an accurate picture of the influence of social media on the formation of students' morals in the digital era (Firmansyah, 2022). The collected data were then analyzed statistically to see patterns and relationships between variables.

RESULTS AND DISCUSSION

To measure social media usage and its influence on students' moral formation, a questionnaire was compiled based on five main indicators: duration, frequency of use, media content, media relationship with individuals, and the purpose of using social media. Each statement in the questionnaire was measured using a Likert scale, where respondents gave a value between 1 and 5, with a score of 1 indicating strong disagreement and a score of 5 indicating strong agreement (Mahendra et al., 2022). The results of the questionnaire distributed to 150 respondents are presented in the following table, which includes the mean, standard deviation, and validity analysis of each statement. This table shows the pattern of students' social media usage and how these variables can be related to their moral formation.

Table 1. Students' Use of Social Media

Variables	Indicator	Statement	Mean	Std. Deviation	Validity	Reliability
Use of Social Media	Duration of Social Media Usage	I use social media more than 3 hours every day	3.57	1,184	0.842	0.926
		I use social media every day	3.43	1,140	0.702	
	Frequency of Use	I often access social media several times a day	3.67	1,244	0.877	
		I use social media almost every day	3.45	1,213	0.895	
	Media Content	I often access video content on social media	3.62	1,277	0.783	
		I prefer sharing images and photos over other types of content on social media.	3.68	1,000	0.683	
		The content I access on social media is often educational or inspirational.	3.52	1,081	0.736	
	Media Relations with Individuals	Social media influences the way I interact with my friends	3.73	1,023	0.625	
		I feel more comfortable communicating with friends through social media than in person.	3.58	1,030	0.625	
		Interaction on social media makes my relationship with friends better	3.58	1,094	0.705	
	Purpose of Using Media	I use social media for entertainment	3.87	1,142	0.666	
		I use social media to search for the latest information or news.	3.95	1,171	0.675	
		I use social media to communicate with friends and family.	3.98	1,127	0.586	
		I use social media as a means to learn new things.	3.93	1,039	0.553	

Source: Data Processing

Based on the results of data analysis, the use of social media by respondents showed quite high intensity, both in terms of duration, frequency, and type of content accessed. On average, respondents spent more than three hours each day on social media, with a mean of 3.57, reflecting that social media has become a significant part of their daily lives. The frequency of use is also quite frequent, with a mean of 3.67 for the statement that respondents access social media several times a day. This indicates high involvement with social media. The types of content that are often accessed by respondents are dominated by videos and images, with means of 3.62 and 3.68 respectively, indicating that visual content is a favorite in the use of social media. In addition, educational or inspirational content is also often accessed by respondents, although not as much as visual content, with a mean of 3.52. This shows that social media is not only used for entertainment, but also as a source of information and inspiration. The influence of social media on social interaction is also quite strong. Social media is considered to influence the way respondents interact with friends, with a mean of 3.73, and some respondents feel more comfortable communicating via social media than in person. This shows a shift in communication patterns, where social media is increasingly replacing face-to-face interactions in social relationships. The main purpose of using social media is to communicate with friends and family, with the highest mean of 3.98. In addition, respondents also use social media to find the latest information (mean 3.95) and learn new things (mean 3.93), which shows that social media functions as a multifunctional platform, covering communication, entertainment, education, and information sources. Overall, the validity and reliability of this measurement instrument are quite high, indicating that social media plays an important role in the lives of respondents in terms of social, information, and education.

Table 2. Formation of Student Morals

Variables	Indicator	Statement	Mean	Std. Deviation	Validity	Reliability
Formation of Morals	Responsibility	I am always responsible for the actions I take on social media.	3.73	1,148	0.834	0.883
		I am aware of the consequences of my words and actions on social media.	3.52	1,142	0.775	
	Honesty	I always try to provide correct and honest information on social media.	3.97	0.956	0.691	
		I never post anything I don't believe to be true.	3.57	1,140	0.729	
	Courtesy	I communicate politely on social media, both to friends and people I don't know.	3.93	1,023	0.717	
		I always maintain ethics when commenting or giving responses on social media.	3.98	1,127	0.602	
	Empathy	I always consider other	3.68	1,000	0.672	

		people's feelings before posting something on social media.				
		I often give support or kind words to friends who are having difficulties on social media.	3.62	1,277	0.715	
	Tolerance	I respect differences of opinion when interacting with others on social media.	3.93	1,039	0.555	
		I do not engage in negative debates or provoke trouble on social media.	3.97	0.956	0.691	

Source: Data Processing

Based on the results of the analysis of the variables of moral formation through social media, there are several interesting findings from each indicator. In the responsibility indicator, respondents showed quite high awareness with an average of 3.73 for responsible behavior for actions on social media, although slightly lower in terms of awareness of the consequences of their actions (mean 3.52). This shows that the majority of respondents feel responsible quite often, although some are still less fully aware of the impact of their actions. The variation in opinions between respondents was also not too significant, with a standard deviation of around 1.14. In the honesty indicator, most respondents stated that they tried to be honest on social media, with a mean of 3.97 for statements regarding the delivery of correct information. However, honesty related to belief in the truth of the information posted was slightly lower (mean 3.57), which may indicate that some respondents still share information that they are not fully sure about. The variation among respondents in this indicator is quite small, indicating a relatively consistent perception of the importance of honesty on social media. Politeness is one of the indicators with a very good value. On average, respondents showed polite behavior and maintained ethics in commenting on social media, with means of 3.93 and 3.98, respectively. These results indicate that the majority of respondents always try to maintain politeness, both in communicating with friends and strangers. Variation between respondents was also low, indicating that this polite behavior was consistently held by most respondents. On the empathy indicator, the results showed that although most respondents often considered other people's feelings before posting something (mean 3.68) and provided support to friends in need (mean 3.62), the average value was slightly lower than the other indicators. A higher standard deviation indicates a greater difference in the level of empathy between respondents. The tolerance indicator also recorded a high value, with an average of 3.93 for respecting differences of opinion and 3.97 for not getting involved in negative debates on social media. This shows that respondents have a fairly good tolerance in interacting with others on this platform. The variation of respondents regarding tolerance was also low, indicating a fairly strong agreement among respondents regarding the importance of a tolerant attitude. Overall, this analysis shows that the majority of respondents have good morals in using social media, with values of responsibility, honesty, politeness, empathy, and tolerance that are quite high. The validity and reliability of the instruments used also show good results, indicates that this

measuring instrument is able to effectively assess the formation of morals through social media.

In stating the relationship between the use of social media (independent variable) and the formation of student morals (dependent variable) can be explained through a regression equation. The constant value and regression coefficient from the coefficient table show a positive influence of social media use on the formation of student morals. The following is a regression equation that describes the relationship:

$$Y = 6,190 + 0,615 \text{ Penggunaan Media Sosial}$$

Based on the simple regression equation $Y = 6.190 + 0.615X$, it can be analyzed that the use of social media (X) has a positive influence on the formation of student morals (Y). The constant value of 6.190 indicates that if the use of social media is zero, the formation of student morals remains at a certain basic level, namely 6.190. This indicates that even though students do not use social media, there is still a foundation of morals that has been formed from other factors. The regression coefficient of 0.615 indicates that every one unit increase in the use of social media is associated with a 0.615 unit increase in the formation of student morals. In other words, the higher the use of social media, the greater the contribution to the formation of student morals. However, this influence must be seen in the context of how social media is used—whether the content consumed is positive and educational or not. Overall, this positive relationship suggests that well-directed use of social media can contribute to the development of better morals in students, especially if social media is used for polite, empathetic, and educational interactions.

Table 3. T-test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	6.190	1,844		3.356	.001
	Use of Social Media	.615	.035	.918	17,594	.000

Source: Data Processing

a. Dependent Variable: Total_Y

The t-statistic value for social media use is 17.594 with a p-value of 0.000, indicating that the influence of social media use on the formation of students' morals is very statistically significant. The standard beta value of 0.918 indicates that the relationship between the two variables is very strong. With a significance value far below 0.05, it can be concluded that social media use has a positive and significant influence on the formation of students' morals, so this regression model is quite good at predicting the relationship between the two variables.

Table 4. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.918 ^a	.842	.839	3.032

a. Predictors: (Constant), Total_X

b. Dependent Variable: Total_Y
Source: Data Processing

Based on the Model Summary table, the R value is 0.918, which indicates a very strong correlation between the use of social media and the formation of students' morals. The R Square value of 0.842 indicates that 84.2% of the variation in the formation of students' morals can be explained by the use of social media, so this model is quite good at explaining the relationship between the two variables. The Adjusted R Square value of 0.839 also strengthens this result, indicating that the model remains strong in explaining the formation of students' morals even considering the number of variables used. The standard error of 3.032 indicates a relatively low level of deviation or error in model predictions, indicating that the model has a good level of accuracy. Overall, this analysis indicates that the use of social media has a significant influence and close relationship with the formation of students' morals.

The results of this study confirm that the use of social media has a significant and positive influence on the formation of students' morals, highlighting the novelty of the findings in the context of technological developments and digitalization among adolescents. Along with the increasing access and involvement of students in social media platforms, these results indicate that social media not only functions as a means of communication, but also as a space where students' moral values and attitudes develop. With a very strong relationship between the intensity of social media use and the formation of morals, this study underlines the important role of social media as a modern socialization agent that also influences students' mindsets, ethics, and behavior.

The continuation of this research is very important, considering the novelty of the issue of social media and its impact on students' psychosocial development. In an increasingly advanced digital era, exposure to various information on social media can shape patterns of values and behavior, both positive and negative, adopted by students. This research adds a new perspective that is relevant to educational and social studies, where social media is not only considered a source of information or entertainment, but also as an important variable in the formation of character and morals of the younger generation. This shows that the use of social media can be a double-edged sword, which on the one hand has the potential to positively influence morals if used properly, but on the other hand can also have negative impacts if unsupervised.

The implications of this study are quite broad, especially for schools, parents, and policy makers. For schools and educators, these findings emphasize the importance of integrating digital literacy education that can guide students in using social media wisely. Digital literacy education not only helps students filter information, but also builds awareness of the impact of social media use on themselves and others. For parents, these results serve as a reminder of the need for active involvement in monitoring and discussing the content their children access on social media in order to help shape more positive characters. Meanwhile, for policy makers, these results provide a basis for designing policies that support healthier and more educational use of social media for students, such as digital awareness campaigns or regulation of content that can be accessed by children.

Overall, this study provides an important contribution in examining the role of social media in shaping students' character and provides practical and strategic insights for various stakeholders to maximize the benefits of social media in developing the morals of the younger generation. These findings also open up opportunities for further research on how specific elements in social media, such as social interactions and types

of content, influence certain aspects of students' moral formation, so that it is expected to provide more targeted guidance in shaping a more moral and responsible younger generation in the digital era.

This study is supported by findings from Utami (2020), which show that the use of social media has a fairly strong influence in shaping students' morals. Utami found that social media not only functions as a communication platform, but also as a space that influences students' attitudes, behaviors, and moral values. Through interactions on social media, students gain various perspectives and experiences that contribute to the formation of their character and moral values. Utami's research strengthens the results obtained in this study, where social media is seen as a modern socialization agent that plays an important role in students' moral development. Students' exposure to various types of content on social media also shapes the way they assess and understand moral aspects in everyday life. With empirical evidence from Utami, the results of this study are even stronger in showing that social media is not only a communication tool, but also has a significant impact on the formation of morals. Overall, this study together with the findings of Utami (2020) provide important contributions to the study of the influence of social media on students' character development. These results underline the importance of supervision and guidance in the use of social media, so that its positive impact on the formation of morals can be optimized, and its negative effects can be minimized.

CONCLUSION

This study found that the use of social media has a significant and positive influence on the formation of students' morals, indicating that the more often students use social media, the greater the impact on their moral values and character. Social media functions not only as a means of communication and entertainment, but also as a socialization agent that shapes students' attitudes and behavior, with a very strong influence on their character development in the digital era. The implications of this finding are quite broad, especially for schools, parents, and policy makers. Schools need to integrate digital literacy into the curriculum so that students can use social media wisely, filter inappropriate content, and develop empathy and other positive values. Parents must also actively monitor and accompany their children in using social media, providing direction that supports the formation of positive character. Meanwhile, policy makers can consider regulations and educational programs that encourage healthy use of social media for students. With this collaborative approach, the positive impact of social media on the formation of students' morals can be maximized, while its negative potential can be minimized.

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