



Internal Factors Influential Social Media Usage toward Students Learning Achievement of Senior High School

Sanggam Pardede^{1✉}, Lasma Siagian², Kartini Sihombing³

Universitas HKBP Nommensen, Indonesia^{1,2,3}

e-mail : sanggam.pardede@uhn.ac.id¹, lasma.siagian@uhn.ac.id², kartini.sihombing@student.uhn.ac.id³

Abstrak

Maraknya media sosial pada era digitalisasi saat ini telah menjadikan perubahan pola perilaku pada masyarakat, selain dampak positif yang ditimbulkan, terdapat dampak negatif juga telah terjadi khususnya pada para pelajar. Penelitian ini bertujuan menganalisis dan menggambarkan faktor-faktor internal berpengaruh pada penggunaan media sosial terhadap prestasi belajar siswa. Metode yang digunakan adalah metode survei. Sampel penelitian 325 siswa dari total populasi 2.360 siswa SMA Negeri di Kota Sidikalang. Hasil penelitian menunjukkan bahwa variabel moralitas dan disiplin berpengaruh langsung terhadap penggunaan media sosial secara parsial dan simultan, variabel moralitas dan disiplin berpengaruh langsung terhadap prestasi belajar siswa secara parsial dan simultan, variabel moralitas dan disiplin berpengaruh terhadap prestasi belajar siswa melalui penggunaan media sosial secara parsial dan simultan. Semakin tinggi moralitas dan disiplin siswa akan meningkatkan prestasi belajar secara positif. Hasil penelitian ini menyarankan agar penelitian lebih lanjut terhadap penggunaan media sosial dapat melibatkan variabel faktor eksternal yang diduga memiliki peranan besar mempengaruhi prestasi belajar siswa.

Kata Kunci: Moralitas, Displin, Social Media Usage.

Abstract

The rise of social media platforms in the current era of globalization has caused the behavior change patterns in society. In addition to the positive impacts caused, there have also the negative impacts especially for students. This research purposed to analyze the internal factors that influence social media usage on students learning achievement. This research method was a survey method with path analysis. The research sample was 325 students from a total population of 2,360 students of the state senior high school in Sidikalang City. The findings showed that the variables of morality and discipline had a direct effect on social media usage partially and simultaneously, the variables of morality and discipline had a direct effect on students learning achievement partially and simultaneously, the variables of morality and discipline had an indirect effect on students learning achievement through social media usage partially and simultaneously. The higher morality and discipline of students will increase learning achievement positively. The study results suggested that further research to involve the variables from external factors that are predicted also have a large role in influencing social media usage toward students learning achievement.

Keywords: Morality, Discipline, Social Media Usage.

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✉ Corresponding author :

Email : sanggam.pardede@uhn.ac.id

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INTRODUCTION

One of the biggest problems today in education is students' excessive social media usage from primary school to higher education (Saputra, 2019). Meanwhile, references and guidelines for overcoming this problem are not yet available in the literature in Indonesia, so the solution taken in schools generally was a ban on students bringing smartphones to school. This is not a wise decision because students will always try to find ways to smuggle their smartphones to school which indirectly makes students adopt negative practices in their behavior (Angkasa, 2023). The high intention of students always carrying a smartphone was to access social media. The social media usage in Indonesia the student group reached 87.96%, which was the highest number of users after private employees and housewives (Kominfo, 2017).

Although digital technology developers have created many applications, devices, and digital platforms that have great benefits for the world of education, the emergence of other platforms that attract more people, especially students caused educational platforms less attractive or less developed. The rise of various social media platforms has built a space that is not bound by time, place, and conditions in establishing social interactions, no longer limited by age, occupation, profession, culture, and language (Ansari & Khan, 2020). Children and adolescents (golden age) can enter the adult space, as well as adults can express everything in a social media space, no matter who consumes the news and speech conveyed in social media (Siwi et al., 2018). Sadly, school age even enjoy what is shown on social media (Regasa & Lemmi Ettisa, 2023). Although, some platforms limit age, many children and teenagers change their age to consume news that should not be appropriate for them (Bozzola et al., 2022).

The growth of social media platforms at any time is experiencing very worrying developments such as Facebook, Whatsapp, Instagram, Twitter X, Youtube, Telegram, and Tiktok, Linkedin. Many social media platforms have negative connotations such as Michat, Line, Gogo live, Cheex, Golive, Kwai Go, Beetalk, Smule, Nonolive, Badoo, live me, Bigo live, and Vigo, even Tiktok which was previously a media platform for conveying individual creations, there is now displayed many vulgar attractions to increase their followers and of course, the student can also use it (Kominfo, 2019). Apart from the negative side social media has many positive sides that can be used by students as a learning resource and source of information, as happened during the lockdown period, social media usage allows communication with school friends, and teachers, and makes the learning process had no problems. Social media services enable various forms of verbal or visual communication, facilitating communication and interaction between classes, schools, and even communities including global networking (Pardede et al., 2022).

A study found that 13.7% of the variation in the Learning Achievement variable could be influenced by the intensity variable of social media usage (Shifa & Supriyadi, 2023). The other study concluded that although social media does not inherently improve students' attitudes toward learning, its unique features could be strategically leveraged to enhance overall learning achievement (Ojo et al., 2024). Additionally, some stated that social networking site usage has an effect on inappropriate social media usage and further claimed that unwarranted social media usage impacted learning achievement negatively (Nand & Shaikh Ali, 2022). High-intensity social media usage poses a risk to teenagers' mental health which greatly influences their learning achievement and social life (Boer et al., 2021). Other findings state that social media may influence moral, because the excessive intensity of social media on moral development has a negative direction on social life (Nurcahyo et al., 2018), according to findings which suggest that there is a significant influence of discipline in learning on students learning achievements (Muspawi & Ilma, 2020). 2019).

Generally, according to several studies presented above, it can be seen that social media is only placed as an independent variable, not as an intermediate variable where social media can influence the relationship of other variables to students learning achievement. In fact, initial observations carried out by researchers showed that there was a tendency for high-intensity social media usage among senior high school students at

the research locus which resulted in a decrease in learning achievement. This trend can be seen when they access social media through their smartphone during rest time and after school. During recess, the students were more likely to spend their time interacting with social media than individual and group social interactions as was common before the digital era. Likewise, when they back home from school which requires distance, almost every shuttle bus and on the bus the student always take the opportunity to use social media. This showed that students' social media usage was no longer in the normal condition of spending more time with social media compared to the learning process (Harahap et al., 2021), that meaning social media has influenced students' behavior or internal factors.

Based on the problem identification so, morality, and discipline are factors that need to be studied, because according to theories related morality and discipline that are inherent in every human being and have differences of each phase level as stated by Kohlberg and Piaget divided the levels of moral development which are the level of pre-conventional, the convention, and the post-conventional which focus on the inner self and personally held principles including the morality and everyone is obligated by rules approved by due process, and the morality is determined by how rational, and impartial but people would ideally to organize cooperation (O'Flaherty & Doyle, 2014).

Referring to the moral development level theory stated above, the student in senior high school is already at the post-conventional stage which focuses on things considered good to execute by themselves. Meanwhile, the dimension of discipline is realized through being on time, orderly, regular, and having deadlines. Obeying the Rules that are conformity or attitude change to conform to the rules. Accountability is the principle that a person must be responsible, which refers to an obligation to admit mistakes if they have had an adverse impact and correct the situation as a form of responsibility for what has been done, ready to accept tasks and dare to take risks or other terms called professional (Endah et al., 2023).

By the problems presented above, we can see the urgency and importance of this research being carried out to examine morality and discipline which have the potential to influence social media usage in positive and negative directions toward learning achievement. Regardless of the negative perspective of social media usage, this research acknowledges its power in sharing information related to morality and discipline as internal factors influencing social media usage. This would accelerate the empowerment of social media in the process of learning, and support education to improve its quality. Therefore, this research determines the internal factors that influence students learning achievements through social media usage. This research also formulates a model for social media usage as an effort to social media empowerment as a learning resource for students. The model formulation can guide schools, teachers, and other educational stakeholders to manage social media usage in education

To measure the relevance of morality and discipline factors toward social media usage, one of them can be done by mapping the achievement of student learning outcomes in a certain period. To measure the relevance of morality and discipline factors toward social media usage, one of them can be done by mapping the achievement of student learning outcomes in a certain period. Since one of the impacts of using social media on students is learning achievement, the learning achievement was used as a relevant reference to measure the extent of morality and discipline influential social media usage.

Meanwhile, the learning achievement includes the results of measuring behavior toward changes that are cognition, attitudes, and skills (Hoque, 2016). Because learning achievement is the result of internal and external factors, it is appropriate to use this measurement as a tool to determine the extent of the influence of morality and discipline in influencing learning achievement.

METHOD

This research is causal-comparative to describe the influence of morality and discipline on social media usage and its impact on students learning achievement. This research was conducted at the State Senior High School of Sidikalang City with a total population was 2,360 students. The sample size was 325 students with a confidence level of 95 %, and a margin error of 5% (Krejcie & Morgan, 1970), and the sample was divided using a proportional stratified random sampling technique that was 175 students at the state senior high school-1, and 150 students at state senior high school-2. Data analysis was carried out using multiple regression, while testing of the suitability of the model used a correlation matrix between variables. To find out how the causal relationship between exogenous and endogenous variables this study used path analysis.

RESULTS AND DISCUSSIONS

Results

Table Descriptive Statistics

		X1	X2	Y	Z	Valid N (listwise)
N	Statistic	325	325	325	325	325
Range	Statistic	33	35	33	9.72	
Minimum	Statistic	81	82	90	82.57	
Maximum	Statistic	114	117	123	92.29	
Mean	Statistic	102.73	104.09	111.35	87.8059	
	Std. Error	.353	.373	.328	.11468	
Std. Deviation	Statistic	6.358	6.730	5.907	2.06748	
Variance	Statistic	40.426	45.294	34.896	4.274	
Skewness	Statistic	-.454	-.336	-.291	-.316	
	Std. Error	.135	.135	.135	.135	
Kurtosis	Statistic	-.033	.008	-.137	-.469	
	Std. Error	.270	.270	.270	.270	
Sum	Statistic	33387	33830	36190	28536.91	

Based on theoretical data, morality has a minimum score of 23 and a maximum score of 115, the average morality was moderate. The theoretical data of discipline has a minimum score of 25 and a maximum score of 125, the average of discipline was moderate. The theoretical data on social media usage has a minimum score of 25 and a maximum score of 125, the average social media was moderate. theoretical data students learning achievement has a minimum score of 82.57 and a maximum score of 92.29 on students learning achievement, the average learning achievement of the state senior high school students of Sidikalang City based on the Minimum Completeness Criteria (MCC) scored was good.

Model Test

Testing the suitability of the proposed model using the correlation matrix between variables as the basis for testing obtained Chi-square at $df = 0$ was 0.00, the price of $P = 1.00 (> 0.05)$, and the price of Root Mean Square Error of Approximation (RMSEA) = 0.00, indicating that the hypothesized model was fit with the data and can generalize about students learning achievement. Thus, the testing of the proposed hypothesis was continued.

Hypotheses Test

The results of the calculation of the analysis of first sub-structural was obtained that the path coefficients both partially and simultaneously between exogenous and endogenous variables were significant, meaning that the variable using social media could be explained by morality (X_1), and discipline (X_2).

Moreover, the analysis of second sub-structural was obtained that the student learning achievement could be explained by the variables of morality (X_1), discipline (X_2), and social media usage (Y). So, the causal effect of the exogenous variables of morality (X_1), discipline (X_2), and social media usage (Y) toward students learning achievement (Z) could be described as an empirical causal relationship model of the variables of morality, discipline, and the social media usage toward learning achievement as follows:

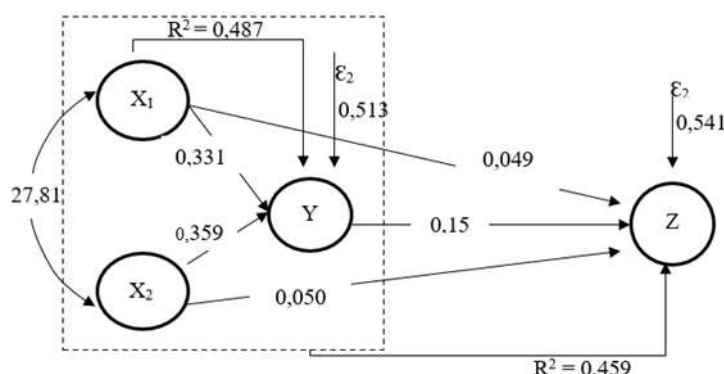


Figure Empirical Causal Relationship Model of Variables X_1 , X_2 and Y to Z

The results of research on the direct effect of endogenous variables of social media usage (Y) on exogenous variables of morality (X_1) and discipline (X_2), from the empirical causal relationship model of substructure-1 was obtained the equation that was $Y = 0.331X_1 + 0.359X_2 + 0.513\varepsilon_1$, indicating that every increase morality of one, the level of social media usage will increase of 0.331. Every increase in the discipline of one, the level of social media usage will increase of 0.359. To explain the direct effect of the endogenous variable of students learning achievement (Z) on the variables of morality (X_1), discipline (X_2), and social media usage (Y) from the empirical causal relationship model of substructure-2 was obtained the equation that was $Z = 0.049X_1 + 0.050X_2 + 0.156Y + 0.541\varepsilon_2$, indicating that every increase morality of one, students learning achievement will increase of 0.049. Every increase in the discipline of one, students learning achievement will increase of 0.050. Every increase in social media usage of one, students learning achievement will increase of 0.156.

The results of this research on the indirect effect of exogenous variables on endogenous variables based on the hypothesized model were carried out using the Sobel Test Calculator that the indirect effect of the morality variable (X_1) toward students learning achievement (Z) through social media usage (Y) was $0.331 \times 0.156 = 0.051$ which means a significant value of $0.012 < 0.05$ that the morality variable (X_1) has an indirect contribution toward students learning achievement (Z) through social media usage (Y). The indirect effect of the discipline variable (X_2) toward students learning achievement (Z) through social media usage (Y) is $0.359 \times 0.156 = 0.056$ which means a significance value of $0.011 < 0.05$ that the discipline variable (X_2) has an indirect contribution toward students learning achievement (Z) through social media usage (Y).

Discussion

Based on the results of the study showed that there was a direct influence of morality toward social media usage, which means the positive direction of social media usage whole students was determined partly by the morality that was possessed by students. This finding was in line with the research findings of Arif Setiawan et al. (2022) that morality could influence a person's social media usage, whether to achieve goodness and benefit or otherwise. The indicators of morality in this study, which include values, norms, and ethics that direct individual behavior to interact with the social environment, including social media usage, previously predicted that students who have high morality will represent themselves well certainly, and will

explore information on social media positively. The results of this study explained that morality in using social media of students can be influenced and or changed.

Furthermore, there was a direct influence of discipline toward social media usage which means the frequency and quality of students' social media usage was determined by the student's disciplinary attitude. Student discipline was able to have a positive impact on social media usage by students, this finding was in line with the results of a study that found that self-discipline was a significant predictor of academic achievement among students who used social media for learning (Izadpanah & Charmi, 2022). The scope of discipline in this study includes the dimensions of punctuality, obeying rules, and having a sense of responsibility. Therefore, the findings research showed that the discipline of students can be influenced and or changed.

From the results of the study, there was a direct effect of morality on students learning achievement which describes that the high and low of students learning achievement was determined by the moral of the student themselves. The results of the study explained that students who have high morality showed their learning achievement in the good category. This finding has also been conveyed by Yulianti (2015) that students learning achievement was significantly influenced by morality education. The results of this study explained that morality to improve students learning achievement can be influenced and or changed.

The results of the study showed that there was a direct effect of discipline toward students learning achievement described that a student who has high discipline was oriented to has good learning achievement. Even another research result stated that discipline was one of the variables classified as very high in influencing learning outcomes (Susanti & Atmini, 2022). Likewise, the results of his research showed that discipline has a positive effect on students learning achievement (Senjaya et al., 2020) . Therefore, the results of this study explained that discipline can be influenced and or changed to improve students learning achievement.

The results of the study also showed that there was a direct influence of social media usage toward students learning achievement. Among the three variables of this study, social media usage has been the largest category in influencing students learning achievement positively. Based on the scope of the research indicators of social media usage toward learning achievement described that social media usage by students can get a more flexible scope of learning discussion and develop a broader horizon of student understanding of the material. This finding was in line with the results of Ashraf et al. (2021) which explained that the important role of using social media platforms in the concept of open learning could link the learning process globally thereby increasing learning, cooperation, and information sharing among students, teachers, and professionals in their fields which was very important for learning.

The results of an in-depth study through indirect effect analysis that placed the variable of social media usage as a mediator which could be influenced by morality and discipline variables to improve the student learning achievement found that there was an indirect effect of morality toward students learning achievement through social media usage, and the magnitude of the effect was greater than the direct effect of morality toward students learning achievement, meaning that social media usage influenced by morality positively to increase learning achievement. Likewise, the results showed that there was an indirect effect of discipline toward students learning achievement through social media usage, and the magnitude of the effect was greater than the direct effect of discipline toward students learning achievement, meaning that social media usage influenced by discipline positively to increase learning achievement. The results of this study proved that the positive direction of social media usage on learning could be achieved through strengthening morality and discipline.

These findings can be a solution to various problems related to social media has a very large negative effect on the country, especially the younger generation (Auxier, 2020), social media has a negative influence on learning achievement in senior high school (Ojo, 2022), social media usage has a very weak effect on

learning achievement (Pransisca Putri et al., 2023) which is controlling the social media usage by influencing morality and discipline. This is in line with previous researchers' findings that the learning process was not only limited to delivering material and teaching students by rote but must have creativity to explore the latest learning resources, and provide alternative solutions to participants in meeting learning needs by current conditions by strengthening internal factors of learners (Pardede et al., 2022). This is also supported by planned behavior theory which stated that the intention to carry out certain actions was due to subjective norms and attitudes towards behavior (Ajzen, 2011). A student who has positive morality and good discipline in using social media has support from the school environment and its surroundings and has no experienced obstacles toward social media usage in learning, the student's intention to use social media will be better.

The research results showed that there was a direct influence of morality, discipline, and social media usage toward students learning achievement simultaneously, which described that maximum social media usage toward students learning achievement can be achieved by increasing morality and discipline. That is necessary to change the paradigm related to social media is only information and social interaction, because in fact, social media has developed itself into a platform including educational platforms that can be used in the teaching and learning process (Latifah et al., 2022). If strengthening morality, discipline and social media usage are implemented together, then students will be able to manage their time, attitudes, activities and focus of choices on learning which have a positive impact on their academic performance (Zakir et al., 2022) e, and the main key is required consistency and supporting provided by parents and teachers to ensure that students understand and apply these principles in everyday life.

CONCLUSION

Based on the research results can be concluded that (1) there is a direct influence of morality and discipline on social media usage partially and simultaneously, (2) there is a direct influence of morality and discipline on social media usage partially and simultaneously, (3) there is an indirect influence of morality and discipline towards students learning achievement through social media usage partially and simultaneously. The findings described that social media usage can be directed positively to improve the student's learning achievement by strengthening students' morality and discipline. Therefore, a teacher should create a synergy of equality with students, teachers, and parents in building a sense of empathy, morals, responsibility, discipline, and a sense of belonging in the education process. These findings also support the idea that student technology self-efficacy diminishes the undesirable relationship between high-intensity of social media usage and students learning achievement.

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