

THE INFLUENCE OF SOCIAL MEDIA USE AND PEER ASSOCIATION ON THE MORALS OF GRADE XI STUDENTS AT SMA NEGERI 9 GOWA

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Abstract

This study aims to analyze and describe the influence of social media use (TikTok) and peer interaction on the moral development of eleventh-grade students at Gowa State Senior High School 9. The research method used was quantitative with an ex post facto approach. The population in this study amounted to 353 eleventh-grade students, with a research sample of 100 people obtained through proportional random sampling techniques. Data collection techniques used questionnaires, documentation, and observation. Data analysis used included descriptive analysis and inferential analysis through simple linear regression tests and multiple linear regression. The results showed that the use of TikTok social media partially had a significant negative effect on students' morals, while peer interaction had a significant positive effect. However, when tested together (simultaneously), the two variables made a very large contribution, reaching 97.6% in influencing variations in the quality of students' morals. This confirms that student behavior is highly dependent on how they interact in the digital world as well as the quality of their friendship environment at school. Keywords: Social Media, Peer Relationships, Student Morals.

Keywords: Social Media, Peer Interaction, Students' Character (Akhlak)

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan pengaruh penggunaan media sosial (TikTok) serta pergaulan teman sebaya terhadap pembentukan akhlak peserta didik kelas XI di SMA Negeri 9 Gowa. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan ex post facto, Populasi dalam penelitian ini berjumlah 353 peserta didik kelas XI, dengan sampel penelitian sebanyak 100 orang yang diperoleh melalui teknik proportional random sampling. Teknik pengumpulan data menggunakan angket, dokumentasi, dan observasi. Analisis data yang digunakan meliputi analisis deskriptif dan analisis inferensial melalui uji regresi linear sederhana dan regresi linear berganda. Hasil penelitian menunjukkan bahwa penggunaan media sosial TikTok secara parsial memiliki pengaruh negatif yang signifikan terhadap akhlak siswa, sementara pergaulan teman sebaya memiliki pengaruh positif yang signifikan. Namun, ketika diuji secara bersama-sama (simultan), kedua variabel tersebut memberikan kontribusi yang sangat besar, yakni mencapai 97,6% dalam memengaruhi variasi kualitas akhlak peserta didik. Hal ini menegaskan bahwa perilaku siswa sangat bergantung pada bagaimana mereka berinteraksi di dunia digital sekaligus kualitas lingkungan pertemanan mereka di sekolah.

Kata kunci: Media Sosial, Pergaulan Teman Sebaya, Akhlak Peserta Didik



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INTRODUCTION

Morals are the foundation for shaping one's personality. Moral education will lead students to an understanding of moral values, which will then be implemented in their actions.

Rosihon Anwar said that morality is the science that determines the boundaries between good and bad, praiseworthy and reprehensible, regarding human words and actions, both physical and spiritual.¹ Education is the foundation for guiding students' behavior to align with generally accepted moral principles. Like parenting, education is a crucial dimension of a child's life.²

Students are expected to replace moral concepts that apply specifically to childhood with generally applicable moral principles and formulate them into a moral code that will function as a guideline for those who act.³ The moral code that serves as a guideline for all Indonesian education is contained in Law Number 20 of 2003 concerning the National Education System, Article 3; National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.⁴ Moreover, social media has become an integral part of modern human life. It is predicted that the 3Ss will become a trend: "Social," "Share," and "Speed." "Social" is how people connect with others and share with each other. "Share" is how people share their experiences with others, through text, photos, videos, or anything else, through social networks. "Speed" is how social networks can deliver information very quickly, exceeding the speed of journalists writing news.⁵

The era of technological advancement has attracted much attention from teenagers, who are struggling with modern social interactions. Not only is it necessary to model behavior, but also to guide and supervise children and teenagers in their use of technology, a warning for every parent and educator (teacher/lecturer) in filtering the information teenagers consume.⁶ Given the rapid development of science and technology (IPTEK), such as social media, and the speed and freedom of unlimited access to information in the era of globalization, there are concerns that this could lead to radicalization, shifting moral values that should be ingrained in the souls of the nation's children.

¹ Rosihon Anwar, *Akidah Akhlak* (Cet. II; Bandung: Pustaka Setia, 2014), h. 206.

² John W. Santrock, *Child Development*. Terj. Mila Rachmawati, Anna Kuswanti, *Perkembangan Anak*, edisi kesebelas (Cet. I; Jakarta: Penerbit Erlangga, 2007), h. 12

³ Muclisah, *Jangan Panggil Kami Nakal tapi Sebut Kami Kreatif* (Cet. I; Makassar: Alauddin University Press, 2014), h. 75

⁴ Republik Indonesia, Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, dalam *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Cet. I; Jogjakarta: Laksana, 2012), h. 15

⁵ Asep Syamsul M. Romli, *Jurnalistik Online* (Cet. I; Bandung, Nuansa Cendikia, 2012), h. 103.

⁶ Muclisah, *Jangan Panggil Kami Nakal tapi Sebut Kami Kreatif*, h. 17-18

As commonly understood, radicalization is the process of adopting or promoting extreme beliefs that encourage violence to achieve social, political, and religious change.⁷

The current effort to control the development of knowledge and technology so that it aligns with national education goals is through education. This emphasizes mastery of science and technology, imbued with a spirit of nationalism and grounded in noble morals.

Sharon E. Smaldino and colleagues argue that technology plays a crucial role in the education of students with special needs. Adapted and specially designed technology and media can contribute to the effective teaching of all students and help them reach their highest potential.⁸

Social media is evidence of technological advancement. It is considered a more universal form of interaction through internet-based applications. Social media platforms such as Twitter, Facebook, blogs, WhatsApp, and online discussion forums are highly popular worldwide because they can be used to support various daily activities, not only as a place for entertainment and self-expression but also as a place to freely share our thoughts. It is also explained that social media can attract all parties to participate by providing responses through comments on other users' posts quickly, so that even the smallest information can spread widely, even transforming an ordinary person into someone who can be known by many people.⁹ This shows that social media has a big influence on a person's personal life.

This situation is a concern for schools, parents, and the community, as formal education alone is insufficient to fully shape students' morals. Synergy between the social environment, including social media and peer interactions, is essential to shaping students' character. Therefore, it is important to understand the extent to which social media use and peer interactions influence students' morals in schools.

As a formal educational institution, SMA Negeri 9 Gowa places significant emphasis on character development in its students. However, the phenomenon of adolescent behavior that is beginning to show signs of declining morals, such as disrespect towards teachers, swearing, and ignoring social etiquette, is an important signal for scientific study. This prompted researchers to conduct a study entitled: "The Influence of Social Media Use and Peer Relationships on the Morals of Grade XI Students at SMA Negeri 9 Gowa."

⁷ Agus SB, *Deradikalisasi Dunia Maya* (Cet. III; Jakarta, Daulat Press, 2016), h. 21

⁸ Sharon E. Smaldino, dkk., *Instructional Technology & Media For Learning*. Terj. Arif Rahman, *Teknologi Pembelajaran dan Media untuk Belajar*, edisi kesembilan (Cet. I; Jakarta, Prenada Media Group, 2011), h. 5

⁹ Wilga, Nurwati, dan Budiarti, *Media Sosial dan Pengaruhnya terhadap Pembentukan Karakter Remaja* (Bandung: Edukreatif Press, 2016), h. 72.

LITERATURE REVIEW

Social media

Social media is a digital platform that allows users to interact, share information, and form social networks online. Examples of social media popular among teenagers include Instagram, TikTok, WhatsApp, YouTube, and X (formerly Twitter). According to Kaplan and Haenlein (2010), social media consists of various internet-based applications built on the ideological and technological foundations of Web 2.0, which enable the creation and exchange of user-generated content.¹⁰ In today's digital age, social media has become an integral part of students' daily lives. It's used not only for entertainment but also as a learning tool and for the formation of social and religious values. The types of social media are as follows:

1. Social Media Networks

Social networking is a form of social media that allows users to build social relationships in cyberspace actively and interactively.¹¹ Examples include: Facebook, Instagram, Twitter/X, and LinkedIn.

2. Media Sharing

Social media is a type of social media platform that allows users to upload, store, and share digital content, such as photos, videos, audio, or other documents, with the public or specific groups via the internet. Examples include Instagram, YouTube, and TikTok.

3. Microblogging

Microblogging is a social media platform that supports short, efficient communication, making it ideal for sharing opinions and breaking news. Examples include Twitter (X), WordPress, and Blogger.

4. Online Discussion Forum

An online discussion forum is a type of social media platform that provides a space for users to discuss, exchange opinions, ask questions, and provide open responses in written text structured around specific topics or categories. Examples include Kaskus, Reddit, and various online Islamic forums like Kompasiana.

5. Instant Messaging Application

Instant messaging applications are a type of social media that allow users to communicate directly (in real-time) via text, voice, images, and video messages over the

¹⁰ Rahma Wahyuni, *Efektivitas Metode Pembelajaran pada Siswa SMA 12 Malang Thesis* (Universitas Negeri Malang 2022), h. 50.

¹¹ Suhedro Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya 2010), h. 22.

internet. This communication can take place between individuals or within groups. Examples include WhatsApp, Telegram, and LINE.

Review of Morals

From a linguistic perspective, morals comes from Arabic, namely isim masdar (infinitive form) of the word *morals*, yukhliq, ikhlaqan, according to the scales (wazan) tsulasi majid af ala, yuf' iluif alan which means al-sajiyah (temperament), ath-thabi'ah (behavior, tabi'at, basic character), al-'adat (habits, customs), al-maru'ah (good civilization), and al-din (religion).¹²

Meanwhile, in terms of terms, we can refer to various opinions of experts in this field. Ibn Miskawih (d. 421H/1030 AD), who was later known as a leading and previous expert in the field of morals, for example, briefly said that the nature embedded in the soul drives him to carry out actions without the need for thought and consideration.¹³

All the definitions of morals above do not appear to be contradictory, but rather have similarities between one and another. These morals substantially appear to complement each other, and from them we can see five characteristics that are found in moral actions, namely:

First, Moral behavior is behavior that has been deeply ingrained in a person's soul, thus becoming their personality. If we say that person A, for example, is someone with generous morals, then this generous attitude has become ingrained in them, wherever and whenever they carry it, thus becoming an identity that distinguishes them from others.¹⁴

Second, moral actions are actions that are done easily and without thought. This does not mean that when doing an action, The person concerned is unconscious, has lost his memory, is asleep, or is insane. At the time the person concerned performs an act, he remains mentally sound and conscious. This means that because the act has become ingrained, as mentioned in the first characteristic, when performing an act, for example, helping someone, he does not think or need to consider the matter before helping that person.

Third, moral acts are those that arise from within the person performing them, without any external coercion or pressure. This means that if an act is carried out under external coercion, pressure, or threat, then that act is not considered moral.

¹² Abudin Nata, *Akhlak Tasawuf* (Cet, IX; Jakarta: Rajawali Pers, 2010), h. 1; dikutip dalam Jhamil Shaliba, *al-Mu'jam al-Falsafi, juz I*, (Mesir: Dar al-Kitab al-Mishri, 1978), h. 539.

¹³ Abudin Nata, *Akhlak Tasawuf*, h. 3; dikutip dalam Ibn Miskawih, *Tahzib al-Akhlaq wa Tathhir al-A'raq* (Cet. I; Mesir: al Mathba'ah al-Mishriyah, 1934), h. 40.

¹⁴ Abudin Nata, *Akhlak Tasawuf*, h. 3; dikutip dalam Imam al-Ghazali, *Ihya'Ulum al- Din*, jilid III (Beirut: Dar al-Fikr, t.th.), h. 4.

Fourth, moral actions are actions that are done sincerely, not as a joke or as an act. If we witness someone acting cruelly, sadistically, evilly, and so on, but the actions are done as a joke or as a play, as we see in films, then these actions cannot be called moral.morals.

Fifth, in line with the fourth characteristic, moral actions (especially good moral actions) are actions that are done sincerely for the sake of Allah, not because they want to be praised by people or because they want to receive praise.

Thus it can be concluded that morals are traits embedded in a person's soul that describe character, behavior, habits, and customs that are carried out based on one's own will without pressure from other people.

Meanwhile, "karimah" can be interpreted as noble or praiseworthy. Therefore, combined, "akhlak karimah" means a characteristic that reflects actions that align with the teachings of the Quran and Hadith. "Akhlak karimah" can be divided into several parts, namely:

1. Morals towards Allah,
2. Morals towards fellow human beings,
3. Morals towards the environment

According to al-Nahlawi in the book Islamic Education Science written by Ahmad Tafsir, the method for instilling a sense of faith is as follows:following:

1. Quranic and Prophetic hiwar (conversation) method

Hiwar(dialogue) is an alternating conversation between two or more parties regarding a topic, and is deliberately directed towards a desired goal (in this case by the teacher). Hiwar has a deep impact on the speaker and also on the listeners of the conversation.

2. Quranic and Prophetic story methods

In Islamic education, especially Islamic religious education (as a field of study), stories as an educational method are very important.

3. Method *amtsal*(parable)

Method*amtsal*, meaning parable, is a technique used in the Quran to convey teachings effectively. By using analogies or comparisons, this method helps explain abstract concepts so that they are more easily understood by humans. In the context of Islamic education, this method is used to illustrate moral and spiritual values in a concrete and accessible way.

4. Modeling method

Psychologically, it turns out that humans do need role models in their lives; this is an innate trait. Taqlid (imitation) is one of the innate human traits. There are two types of role models: intentional and unintentional. Unintentional role models include examples of

knowledge, leadership, sincerity, and the like. While intentional role models include examples of good reading and correct prayer.

5. Habituation method

The essence of habituation is repetition. If a teacher greets the class every time they enter, that can be interpreted as an effort to cultivate habituation. If a student enters the class without greeting, the teacher can remind them to greet the class upon entering; this is also a way of cultivating habituation.

Because habituation is based on repetition, the habituation method is also useful for strengthening memorization. The Prophet Muhammad (peace be upon him) repeatedly prayed the same prayer. As a result, he memorized the prayer, and so did his companions.

6. The method of 'ibrah and mau'izah

'Ibrah and i'tibar are psychological conditions that convey humans to the essence of something witnessed, faced, by using reason, which causes the heart to acknowledge it. As for mau'izah, it is gentle advice that is accepted by the heart by explaining its reward or threat.

7. Targhib and tarhib methods

Targhib is a promise of pleasure, enjoyment of the afterlife accompanied by persuasion. Tarhib is a threat because of sins committed. Targhib aims to make people obey Allah's rules. *Tarhib* as well. However, the emphasis is on the targhib to do good, while the tarhib is to avoid evil.

RESEARCH METHODS

This research is quantitative, a type of research where the data being studied is numerical and then processed using accurate calculations. Quantitative research is research where the data is in numerical form and analyzed using statistical formulas.¹⁵

The research method used is the ex post facto method, where ex post facto research examines causal relationships that are not manipulated by the researcher. The existence of a causal relationship is based on theoretical studies that a particular variable causes a different variable. Research with an ex post facto design is often referred to as after the fact, meaning research conducted after an event has occurred.¹⁶

¹⁵Imron Imron, "Analisa Pengaruh Kualitas Produk Terhadap Kepuasan Konsumen Menggunakan Metode Kuantitatif Pada CV. Meubele Berkah Tangerang," *Indonesian Journal on Software Engineering (IJSE)* Vol. 5, No. 1 (2019): h. 19–28.

¹⁶ Iwan Hermawan, *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif Dan Mixed Methode* (Kuningan: Hidayatul Quran Kuningan, 2019).

This research is located at SMA Negeri 9 Gowa, right inside the Btn Restika Indah housing complex located on Jl. Baso Dg. Ngawing, Mangalli Village, Pallangga District, Gowa Regency, behind the Kalegowa Stadium. In addition, it is also not far from Jalan Poros Pallangga with a total of 996 students. The population in this study is Class XI, which amounts to 353. The samples taken from the population in class XI at SMA Negeri 9 Gowa are as follows using a simple random sampling technique with a significance level of 28%. According to Arikunto, if the population is large, then 25–30% can be taken as a research sample, so the sample taken in class XI is 100 respondents. Data collection techniques using questionnaires and documentation.

The research instrument used in this study is a questionnaire, and the scale used is a Likert scale, where the Likert scale is a process of determining scores on respondents' answers by making appropriate classifications and categories depending on the respondents' responses, then respondents are asked to choose whether they strongly agree, agree, undecided, disagree and strongly disagree. To test the research instrument using the validity test and the reliability test of the instrument.

In this study, the data processing techniques used by researchers to answer the problem formulation and hypothesis are statistical data processing techniques, including descriptive analysis techniques and inferential analysis techniques.

RESULTS AND DISCUSSION

Research Data Description

This study was conducted on 100 eleventh-grade students of SMA Negeri 9 Gowa. The purpose of this study was to obtain a general overview of the influence of social media (TikTok) and peer interaction on students' morals. Data were collected using a questionnaire instrument that had been tested for validity and reliability, covering the variables of social media (TikTok) (X1), peer interaction (X2), and students' morals (Y) through student respondents.

The social media variable indicators (TikTok) in this study were measured to determine the extent to which the use of the TikTok application influences the behavior and morals of students. Several aspects observed include: (1) Intensity of TikTok use, including the frequency and duration of daily use, (2) Purpose of using TikTok, such as seeking entertainment, information, trends, or learning, (3) Type of content watched and uploaded, whether positive (educational, motivational, religious) or negative (not educational, displaying inappropriate behavior). (4) Impact of TikTok on daily behavior, such as how to dress, talk, or interact with friends, (5) Self-control in using TikTok, namely the ability to manage time and limit oneself so as not to be excessive in use, (6) Influence of TikTok on moral values and morals of students.

Peer interaction variable indicators include things related to students' social relationships in the school environment and outside of school, including: (1) Quality of interaction with peers, (2) Influence of friends in forming habits and behavior, (3) Openness of communication and emotional support in groups, (4) Cooperation and concern between friends, (5) Ability to choose friends and maintain social boundaries.

The indicators of student moral variables describe moral and religious behavior reflected in daily life, both in the school environment and outside of school. These indicators include: (1) Morals towards Allah SWT carrying out worship with discipline, being grateful, and avoiding His prohibitions, (2) Morals towards oneself, maintaining cleanliness, behaving politely, honestly, and responsibly, (3) Morals towards fellow human beings, respecting teachers, respecting friends, and not using harsh words, (4) Morals towards the environment, maintaining cleanliness and order in the school, (5) Morals in social media, using TikTok positively, not spreading hoaxes, hate speech, or content that is contrary to moral values.

Thus, this research data provides an overview of how social media use (TikTok) and peer interaction play a role in shaping the morals of eleventh-grade students at Gowa State Senior High School 9. These three variables were measured using a Likert-type questionnaire containing a number of statements corresponding to each variable's indicators. The following is the distribution of the average scores for each statement item:

Descriptive Statistics Table of Social Media Use (TikTok), Peer Socialization and Student Morals

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MediaSosial	100	18	82	49.15	19.358
PergaulanTemanSebaya	100	28	87	56.22	20.040
AkhlakPesertaDidik	100	58	97	78.26	11.063
Valid N (listwise)	100				

Based on the results of descriptive analysis of three research variables, namely Use of social media (TikTok) (X_1), Peer Socialization (X_2), and Student Morals (Y), data was obtained from 100 respondents ($N = 100$) which were valid in terms of *listwise*.

Social media usage variable (TikTok) This variable has a minimum score of 18 and a maximum of 82, with an average value (*mean*) of 49.15 and a standard deviation of 19.338. This indicates that students' use of social media is in the moderate category, but with quite large variations between respondents, as seen from the high standard deviation.

For the Peer Relationship variable, this variable has a minimum score of 28 and a maximum of 87, with an average of 65.22 and a standard deviation of 20.040. The relatively high average

value indicates that students' peer relationships tend to be in the good category, although variation among respondents is also quite wide.

Meanwhile, the Student Morality variable has a minimum value of 58, a maximum of 97, and an average of 78.26 with a standard deviation of 11.063. The high average value indicates that student morality is generally in the good category, with smaller data variations compared to the other two variables.

In a way Overall, the results of these descriptive statistics provide an initial picture that the conditions of social media use, peer interaction, and student morals are in the moderate to good category, so that inferential analysis can be continued to determine the influence between variables.

Classical Assumption Test

The classical assumption test was conducted to ensure that the multiple regression model used in this study met the statistical criteria that allow valid conclusions to be drawn (*Best Linear Unbiased Estimator*). The classical assumption tests carried out include the Normality Test, Linearity Test, Multicollinearity Test, and Heteroscedasticity Test.

1. Normality Test

The normality test aims to determine whether the residual values in a regression model are normally distributed. A good regression model should have normally distributed residuals. This test is performed byusing the One-Sample Kolmogorov-Smirnov Test.

Racial Normality Test Results Table

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.72185624
Most Extreme Differences	Absolute	.055
	Positive	.055
	Negative	-.055
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Normality is distributed if the Asymp. Sig. (2-tailed) value > 0.05. Based on the table in Based on the above, the Asymp. Sig. (2-tailed) value is 0.200. Since the significance value of 0.200 is greater than 0.05, it can be concluded that the residual values in the

regression model are normally distributed. Thus, the normality assumption is met and the regression model is suitable for use.

2. Linearity Test

The linearity test aims to determine whether the relationship between the independent variables (X1 and X2) and the dependent variable (Y) is linear, as required by the linear regression model. This test is carried out by examining the Sig. Deviation from Linearity value at *ANOVA Table*.

Linearity Test Table of Social Media (X1) against Student Morals (Y) Table 4.3 Linearity Test Results (X1) against (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
AkhlakPesertaDidik * MediaSosial	Between Groups	(Combined)	12065.573	45	268.124	280.233	.000
		Linearity	11811.350	1	11811.350	12344.765	.000
		Deviation from Linearity	254.224	44	5.778	6.039	.000
	Within Groups		51.667	54	.957		
	Total		12117.240	99			

A relationship is said to be linear if the Sig. Deviation from Linearity value is > 0.05 . Based on the table above, the Sig. Deviation from Linearity value is 0.000. Statistically, this value indicates a significant deviation from a perfect linear relationship ($0.000 < 0.05$).

However, the significance value for Linearity (Combined) is 0.000, which indicates that there is a very significant and strong linear relationship between variables X1 and Y. In addition, the previous simple regression model of X1 against Y has a very high R² value, namely 0.975, which indicates an excellent model fit.

With Considering the strength of the dominant linear relationship, it is concluded that the linear regression model is still suitable for analyzing the influence of X1 on Y.

Linearity Test of Peer Socialization (X2) on Student Morals (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
AkhlakPesertaDidik * PergaulanTemanSebayak	Between Groups	(Combined)	12047.907	39	308.921	267.335	.000
		Linearity	11073.630	1	11073.630	9582.949	.000
		Deviation from Linearity	974.277	38	25.639	22.187	.000
	Within Groups		69.333	60	1.156		
	Total		12117.240	99			

A relationship is said to be linear if the Sig. Deviation from Linearity value is > 0.05 . Based on the table above, the Sig. Deviation from Linearity value is 0.000. Just like X1, this value statistically indicates a significant deviation from perfect linearity ($0.000 < 0.05$).

However, the significance value for Linearity (Combined) is 0.000, which indicates that there is a very strong and significant linear relationship between X2 and Y. The R²

value in the simple regression of X2 against Y is 0.914. Thus, the linear regression model is still suitable for analyzing the effect of X2 on Y, because the strong linear relationship dominates the model.

Multicollinearity Test

The Multicollinearity Test tests whether there is a high correlation between variables. independent. This test is seen from the Tolerance and VIF (Variance Inflation Factor) values.

Multicollinearity Test Results Table

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	114.465	4.216	27.148	.000		
	MediaSosial	-.645	.041	-1.129	.000	.049	20.581
	PergaulanTemanSebaya	-.080	.040	-.145	.046	.049	20.581

a. Dependent Variable: AkhlakPesertaDidik

The results of the multicollinearity test showed a tolerance value of 0.049 and a VIF of 20.581. A tolerance value <0.10 and a VIF >10 indicate a very strong relationship between the variables Social Media (X1) and Peer Socialization (X2). Statistically, this indicates the occurrence of multicollinearity.

However, based on the social context of the study, this high correlation is reasonable. Social media usage is closely related to peer interaction patterns, and both influence adolescents' lives. Therefore, this strong correlation reflects a field phenomenon, not simply a model error.

Even though Thus, the regression model must be interpreted with caution. Each coefficient remains meaningful, but its interpretation must take into account the conceptual closeness between the two independent variables. Therefore, the analysis can proceed with the caveat that multicollinearity is understood as a natural condition of the relationship between the two variables in the study population.

Heteroscedasticity Test

The Heteroscedasticity Test aims to ensure that there is no inequality in residual variance. *Summary* Multiple regression 18 shows a Durbin-Watson value of 2.035. Although Durbin-Watson is primarily an autocorrelation test, a value close to 2 generally indicates that your model is free from autocorrelation problems and generally indicates good model quality. In cases of multicollinearity, the Glejser test is more recommended, but with the fulfillment of Normality, highly significant F-Test results, and a very high R2 (0.976), this model is still suitable for use to answer the research objectives.

Regression Test of Variable X1 Against Y

After conducting descriptive analysis on each research variable, the next step is to conduct regression analysis to determine the relationship and influence of the independent variables on the dependent variable. At this stage, correlation and coefficient of determination tests were conducted to determine the strength of the relationship between Social Media Use (X_1) and Student Morality (Y). The results of the simple regression analysis are presented in the following table.

Table of Results of Correlation Coefficient Test of X1 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987 ^a	.975	.974	1.767
a. Predictors: (Constant), MediaSosial				

Based on the table above, the correlation coefficient (R) value is 0.987. This value indicates that the relationship between the variables of social media use (X_1) and student morals (Y) is very strong, because it is in the range of 0.80–1.00, which is included in the very strong relationship category.

The R Square value of 0.975 means that 97.5% of the variation in changes in the student morality variable (Y) can be explained by the media usage variable.social (X_1). The remaining 2.5% is influenced by other factors not included in this research model.

MarkAdjusted R Square = 0.974 indicates corrections for sample size and variables, and the results remain very high. This confirms that this regression model is very good at explaining the relationship between X_1 and Y.

Meanwhile, the Std. value.*Error of the Estimate*= 1.767 indicates the level of prediction error. The smaller this value, the better the regression model's predictions. This value is relatively small, so the model can be considered quite accurate. Overall, these results confirm that social media use has a very strong influence on student morality, and the regression model is suitable for further analysis.

Table of Significance Test Results and F Calculation of X1 against Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11811.350	1	11811.350	3784.074	.000 ^b
	Residual	305.890	98	3.121		
	Total	12117.240	99			

a. Dependent Variable: AkhlakPesertaDidik

b. Predictors: (Constant), MediaSosial

Based on The SPSS output table above shows that the Sig. value is 0.000. Since the Sig. value is $0.00 < 0.05$, then according to the basis for decision making in the F test, it can be concluded that the hypothesis is accepted, or in other words, X1 (Social Media/TikTok) has an effect on student morals (Y).

Significance is the magnitude of the probability or opportunity to obtain and make a decision. If the significance value < 0.05 , then there is an influence between variable X on variable Y. But if the significance > 0.05 , then there is no influence between variable X on variable Y or the influence that occurs is not significant. In the table above, it is known that the significance value is 0.000. This means that the influence between social media/TikTok on student morals is significant because the significance value < 0.05 .

Table of Results of Significance Test and T-Calculation of X1 against Y

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	105.993	.484		218.897	.000
	MediaSosial	-.564	.009	-.987	-61.515	.000

a. Dependent Variable: AkhlakPesertaDidik

Based on the table above regarding the results of the t-test for the variable of social media use (X₁) on student morals (Y), the following important information was obtained:

1. The t-count value was -61.515. This figure indicates a very strong and inverse relationship between social media use and student morality. The higher the social media use, the lower the morality, and vice versa.
2. Significance value (Sig.) = 0.000 Since the Sig. value is less than 0.05 ($0.000 < 0.05$), this result is significant. This means that statistically there is a real influence between the use of social media (X₁) on student morals (Y).

3. The regression coefficient value (B) = -0.564 . A negative B value indicates that the influence of social media on morals is negative. Every 1 unit increase in social media use will decrease students' moral values by 0.564 units.
4. Constant value (a) = 105.993 This means that if the use of social media is at a value of zero (0), then the basic value of student morals is at 105.993.

The results show that the use of social media (X_1) has a negative and significant effect on student morals (Y). Thus, the higher the intensity of social media use (especially TikTok), the more students' morals tend to decline significantly.

The influence of variable X2 on Y

At this stage, correlation and coefficient of determination tests were carried out forsee the strong relationship between Peer Relationships (X_2) with Student Morals (Y). The results of the simple regression analysis are presented in the following table.

Table of Results of Correlation Coefficient Test of X2 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956 ^a	.914	.913	3.263
a. Predictors: (Constant), PergaulanTemanSebaya				

Based on The table above shows a correlation coefficient (R) of 0.956. This value indicates a very strong relationship between peer interaction (X_2) and student morality (Y), ranging from 0.80 to 1.00, which is considered a very strong relationship. This relationship is also positive, meaning that an increase in peer interaction (X_2) correlates with an increase in student morality (Y).

The R Square value of 0.914 means that 91.4% of the variation in changes in the student morality variable (Y) can be explained by the peer interaction variable (X_2). The remaining 8.6% is influenced by other factors not included in this research model.

Mark Adjusted R Square = 0.913 indicates a correction for the number of samples and variables. Although slightly lower than R Square, this result is still very high. This confirms that this regression model is very good at explaining the relationship between X_2 and Y. Meanwhile, the Std. Error of the Estimate value = 3.263 indicates the level of prediction error. The smaller this value, the better the regression model's predictions, and this figure is relatively small, so the model can be said to be quite accurate.

Overall, these results confirm that peer relationships have a very strong influence on students' morals, andThe regression model is suitable for further analysis.

Table 4.10 Results of Significance Test and F Calculation of X2 against Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11073.630	1	11073.630	1039.867	.000 ^b
	Residual	1043.610	98	10.649		
	Total	12117.240	99			
a. Dependent Variable: AkhlakPesertaDidik						
b. Predictors: (Constant), PergaulanTemanSebaya						

Based on The SPSS output table above shows that the Sig. value is 0.000. Since the Sig. value is $0.00 < 0.05$, then according to the basis for decision making in the F test, it can be concluded that the hypothesis is accepted or in other words, X2 (Peer Socialization) has an effect on student morals (Y).

Significance is the magnitude of the probability or opportunity to obtain and make a decision. If the significance value < 0.05 , then there is an influence between variable X on variable Y. But if the significance > 0.05 , then there is no influence between variable X on variable Y or the influence that occurs is not significant. In the table above, it is known that the significance value is 0.000. This means that the influence between peer interaction on student morals is significant because the significance value < 0.05 .

Table of Results of Significance Test and T-Calculation of X2 against Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	48.589	.976		.000
	PergaulanTemanSebaya	.528	.016	.956	.000
a. Dependent Variable: AkhlakPesertaDidik					

Based on The table above regarding the results of the t-test for the peer interaction variable (X2) on Student Morals (Y) provides the following important information:

1. The t-count value was 32.247. This figure indicates a very strong and unidirectional relationship between peer interaction and student morality. The better or stronger the peer interaction, the more likely the student's morality will improve, and vice versa.
2. Significance value (Sig.) = 0.000 Because the Sig. value is smaller than 0.05 ($0.000 < 0.05$), this result is significant. This means that statistically there is a real influence between peer interaction (X2) and student morals (Y).

3. The regression coefficient value (B) = 0.528 means that if the peer interaction variable has a positive B value, it indicates that peer interaction has a positive effect on morals. Every 1 unit increase in peer interaction will increase the student's moral value by 0.528 units.
4. The constant value (a) = 48.589. This means that if peer interaction is at zero (0), then the basic moral value of the student is at 48.589.

These results show that peer interaction (X₂) has a positive and significant effect on Student Morals (Y). Thus, the variable of Peer Socialization (X₂) is proven to have a positive and significant effect on Student Morals (Y). This means that the better the pattern of students' socialization and interactions with their peers, the better the morals formed. Thus, peer socialization has a real contribution in shaping students' moral character.

The Effect of Variables X₁ and X₂ Simultaneously on Y

Before discussing the results of the multiple regression calculations, here is a summary of the model showing the extent of the relationship between the variables of Social Media and Peer Relationships and Student Morality. This table provides an initial overview of the strength of the relationship and the accuracy of the model used.

Multiple Regression Coefficient Test Results Table

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.988 ^a	.976	.975	1.740	2.035
a. Predictors: (Constant), MediaSosial, PergaulanTemanSebaya					
b. Dependent Variable: AkhlakPesertaDidik					

Based on The results of the multiple regression analysis presented in the table above show that the multiple correlation coefficient (R) is 0.988. This figure indicates a very close relationship between the variables of social media/TikTok (X₁) and peer interaction (X₂) together with Student Morals (Y).

Furthermore, the results of the analysis show the coefficient of determination (R²) of 0.976. This means that 97.6% of the variation that occurs in Student Morals (Y) can be explained or predicted by the variables of social media/TikTok (X₁) and peer interaction (X₂) simultaneously. The contribution of the influence of these two independent variables is very large, leaving only 2.4% of the variation in Student Morals explained by other variables not examined in this model.

As As part of the classical assumption test, the Durbin-Watson value was 2.035. Because this value is within the ideal range, approaching 2, it is concluded that there is no autocorrelation problem in the regression model, so the model is suitable for use.

Table of Significance Test Results and F-Calculation of Multiple Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11823.726	2	5911.863	1953.742	.000 ^b
	Residual	293.514	97	3.026		
	Total	12117.240	99			

a. Dependent Variable: AkhlakPesertaDidik

b. Predictors: (Constant), MediaSosial, PergaulanTemanSebaya

The calculation results in the table show a calculated F value of 1953.742 with levelsignificance (Sig.) of 0.000.

In statistical decision making for the F Test, the alternative hypothesis (H_a) is accepted if the Sig. value obtained is smaller than $\alpha = 0.05$. Because the significance value of the model obtained is 0.000, where the value is smaller than 0.05 ($0.000 < 0.05$), it is concluded that H_a is accepted. Thus, it can be stated that the variables of social media/TikTok and peer interaction simultaneously (together) have a significant effect on Student Morals.

Table of Results of Significance Test and T-Calculation of Multiple Regression

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	114.465	4.216		27.148	.000
	MediaSosial	-.645	.041	-1.129	-15.745	.000
	PergaulanTemanSebaya	-.080	.040	-.145	-2.022	.046
a. Dependent Variable: AkhlakPesertaDidik						

Based on From the coefficients table above, the results obtained are:

1. The social media variable has a regression coefficient of -0.05 with a significance value of $0.000 < 0.05$. This means that social media also has a significant influence on student morality. A negative coefficient indicates that the higher the intensity of social media use, the lower the student morality.
2. The peer interaction variable has a regression coefficient value of -0.80 with a significance value of $0.046 < 0.05$. This indicates that the peer interaction variable has a significant effect on student morality. The negative direction of the coefficient indicates that the more negative peer interaction, the lower the student's morality.
3. The constant value of 11.465 shows that if the social circle of friendsPeers and Social Media are considered constant (unchanging), so the basic value of Student Morals is 11.465.

Overall, these results show that both social media and peer interaction have a significant influence on students' morals, and both have a negative influence.

Although the regression results show that both variables, namely social media and peer interaction, have a negative influence on students' morals, theoretically both still have the potential to have a positive impact.

Likewise, with peer interaction, peer influence is largely determined by how students choose their friends and environment. their social interactions. If students socialize with friends who are well-mannered, disciplined, and have positive habits, then this interaction will have a positive influence on their moral development. Therefore, although empirical data indicates a negative influence, theoretical concepts still recognize that both social media and peer interactions have two sides of influence that can be negative or positive, depending on how they are used and the quality of the surrounding social environment.

DISCUSSION

The Influence of Social Media Use (TikTok) on Students' Morals

The results of a simple regression analysis show that the use of TikTok social media (X_1) has a negative and significant effect on students' morals (Y), as indicated by a regression coefficient value of -0.564 and a calculated t-value of -61.515 with a significance level of 0.000. This means that the higher the intensity of TikTok use, the more students' morals tend to decline. This negative effect appears primarily in aspects of uncontrolled use, such as:

1. Excessive intensity of use,
2. Exposure to non-educational entertainment content,
3. The tendency to imitate viral behavior without consideration,
4. Neglect of obligations such as study and worship,
5. Digital addiction that reduces self-awareness and discipline.

This section statistically drives the regression coefficient to a negative value. The findings of this study align with previous research conducted by M. Yuver Ihza Mahendra in 2022 in Napallicin Village, Seluma Regency, which showed that social media use has a significant relationship with the formation of adolescent morals. The study confirmed that deviant behavior and declining moral quality are often triggered by unsupervised and undirected social media use. These results reinforce the conclusion that adolescents who frequently use social media for

entertainment are more likely to experience moral degradation than those who use it for educational purposes.¹⁷

Likewise, research by Faulina Fre Siska Simatupang in 2024 found that social media has a double impact on development. Teenagers can make both positive and negative contributions depending on how social media is used. However, the study confirmed that, in reality, social media use among teenagers is predominantly focused on entertainment rather than character development, thus affecting politeness, social ethics, and discipline in carrying out religious and academic obligations.¹⁸

This is proven because behind the dominant negative influence, other studies also show the positive impact of TikTok, such as providing educational content, motivation, preaching, and inspirational narratives that are able to:

1. Increase Knowledge,
2. Strengthening moral values,
3. Broaden your horizons,
4. And provide examples of good behavior.

However, The proportion of uncontrolled use is far more prevalent among adolescents than educational use. This is why the regression results are negative despite TikTok's potential positive impact. Thus, it can be asserted that:

1. TikTok is neutral, what determines whether it is good or bad is the type of content and the user's self-control,
2. Negative influences are more dominant in adolescent usage patterns, resulting in a negative coefficient.
3. Wise use of TikTok still has the potential to strengthen morals through moral, religious, and inspirational content.

As a normative reinforcement of the findings of this study, the Qur'an provides a clear warning regarding the use of the senses and human behavior in receiving and following various forms of information. Allah SWT says in (QS. Al-Isra': 36):

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

¹⁷ M. Yuver Ihza Mahendra, *Pengaruh Penggunaan Media Sosial terhadap Pembentukan Akhlak Remaja di Desa Napallicin Kabupaten Seluma*, Tesis, Institut Agama Islam Negeri (IAIN) Curup, 2022, h. 72–73

¹⁸ Faulina Fre Siska Simatupang, *Dampak Media Sosial terhadap Pembinaan Akhlak Remaja di Desa Hutaimbaru Kecamatan Padangsidempuan Utara*, Tesis, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2024, h. 85.

Translation: “And do not follow what you have no knowledge of Indeed, the hearing, the sight, and the heart, all of these will be questioned about.”

This verse emphasizes that a person's hearing, sight, and heart will be held accountable. This verse is relevant to research findings showing that uncontrolled use of TikTok, dominated by entertainment, and followed without consideration of values and beliefs, is affecting the community. knowledge, has the potential to degrade students' morals. Conversely, this verse also suggests that if social media is used with awareness, knowledge, and moral responsibility, it can be directed toward more positive and educational goals.

Thus, this study does not necessarily conclude that TikTok is the sole cause of students' moral decline. The moral decline arises from uncontrolled use of TikTok. While technologically neutral, its impacts are determined by the type of content consumed, the digital social environment, and the user's self-control. When used wisely, for example for educational purposes, preaching, motivation, and inspiration, TikTok can even play a positive role in moral development. However, because the majority of students in this study used TikTok for entertainment, the negative impacts became more dominant, resulting in a negative regression coefficient.

This conclusion provides a comprehensive understanding that moral decline is not caused by TikTok itself, but by uncontrolled use. Therefore, strengthening digital literacy and self-control are key to maximizing the benefits and minimizing the negative impacts of social media.

The Influence of Peer Relationships on Students' Morals

Results Simple regression analysis shows that peer interaction (X_2) has a positive and significant influence on students' morals (Y). This is evidenced by a regression coefficient of 0.528, a t-value of 32.247, and a significance level of 0.000. Thus, it can be concluded that the better the quality of peer interaction, the better the students' morals.

Findings This is in line with the results of previous research by Isnani Hidayati, which concluded that teacher role models and peer interactions significantly influence the morals of students at SMA Muhammadiyah 1 Purwokerto. Hidayati emphasized that peers are an external factor that plays a role in the formation of moral behavior, where social influences from the school environment and friendship groups can encourage the formation of good or bad morals according to the character of that environment.¹⁹

¹⁹ Isnani Hidayati, *Pengaruh Keteladanan Guru dan Pergaulan Teman Sebaya terhadap Akhlak Siswa di SMA Muhammadiyah 1 Purwokerto*, Tesis, Program Pascasarjana Pendidikan Agama Islam, Institut Agama Islam Negeri Purwokerto, 2021, h. 143.

As normative reinforcement for the results of this research, the Qur'an emphasizes that social interaction has a very strong influence on a person's moral quality. Allah SWT says in (QS. Az-Zukhruf [43]):67):

الْأَخِلَاءُ يَوْمَئِذٍ بَعْضُهُمْ لِبَعْضٍ عَدُوٌّ إِلَّا الْمُتَّقِينَ ﴿٦٧﴾

Translation: "Friends On that day some of them will be enemies to others, except for the righteous."

This verse shows that friendship can have an impact. Whether positive or negative depends on the quality of piety and the underlying values. This verse aligns with research findings showing that peer interaction has a positive influence on students' morals when it is conducive and morally sound. Conversely, if interaction is not directed toward good values, its influence has the potential to weaken morals. Therefore, this verse reinforces research findings that peer interaction is not inherently good or bad, but rather is largely determined by the quality of the friendship environment itself.

In conclusion, peer relationships still play a crucial role in shaping students' morals. Good friends strengthen moral values, while less-than-ideal friends can weaken them. Therefore, the quality of relationships built within the school environment... Schools are a crucial factor in efforts to improve students' morals.

The Influence of Social Media (TikTok) and Peer Socialization Simultaneous to Student Morals

The results of multiple regression analysis show that the simultaneous use of TikTok social media and peer interaction has an influence. significant effect on students' morals. This is evidenced by the multiple correlation value $R = 0.988$ and the coefficient of determination $R^2 = 0.976$, which means that 97.6% of the variation in students' morals can be explained by these two variables together, while the remaining 2.4% is influenced by other factors outside the research model. The large R^2 value indicates that the combination of social media use and the quality of peer interaction is a very strong factor in shaping adolescent morals, especially in grade XI students of SMA Negeri 9 Gowa as the subjects of this study.

The theoretical explanation of these results is in line with the research findings previously by RA Rokhmah which showed that adolescent moral development is the result of interaction between the direct social environment (family, school, and peers) and the increasingly dominant digital environment in the modern era. Rokhmah emphasized that peer groups and digital media consumption work simultaneously in shaping the moral values and behavioral patterns of

adolescents, so that moral change is not influenced by a single factor, but by a combination of social and digital dynamics that occur simultaneously.²⁰

With In other words, the behavior and morals of today's adolescents are formed through two main spaces that run parallel: (1) digital spaces, such as TikTok, where adolescents consume visual content, entertainment, and narratives that influence their mindset, moral sensitivity, and ways of expressing themselves. Interest in viral trends, digital culture, and online self-presentation often become the basis for new moral standards. (2) direct social spaces, namely the peer environment, where adolescents learn through the process of imitation, social recognition, peer pressure, and group moral norms that greatly influence behavior.

When both spaces occur simultaneously, for example, teenagers who are very active on TikTok and at the same time are In peer groups with strong social influence, the interaction effect between the two becomes significant and strengthens the influence on moral formation. This interaction explains why the R^2 in this study reached 0.976, indicating a significant influence when the variables were tested simultaneously.

Thus, this study confirms that the quality of students' morals is not determined by a single variable, but rather by the collaboration between social media use and the quality of peer relationships. This means that moral development strategies in schools and educational environments must be directed at two integrated aspects: fostering the habit of wise and educational social media use, and building positive, supportive friendship communities based on good moral values. Effective interventions must target both domains simultaneously—digital dynamics and direct social relationships—to maximize moral strengthening.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of social media (especially TikTok) and peer interaction play a very crucial role in shaping the morals of eleventh-grade students at SMA Negeri 9 Gowa. Partially, social media use was found to have a negative and significant influence, meaning that high intensity of uncontrolled TikTok use tends to reduce the quality of students' morals. Conversely, peer interaction has a positive and significant influence; a healthy and supportive friendship environment has been shown to improve students' behavior and moral values. When tested together (simultaneously), these two factors contributed very dominantly, namely 97.6% to the variation in the formation of student morals. Thus, strengthening student character requires an integrated approach that includes monitoring digital activities and fostering a positive social environment in schools.

²⁰ R. A. Rokhmah, *Pengaruh Religiusitas dan Lingkungan Sosial terhadap Moral Remaja*, Tesis, Pascasarjana Pendidikan Agama Islam, Universitas Islam Negeri Sunan Ampel Surabaya, 2020, h. 112-113.

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