The Influence of Social Media Use on Students' Morals at Madrasah Aliyah Negeri 3 Tabalong, South Kalimantan

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Abstract

Students' character (akhlak) is an important aspect of education that includes moral values, ethics, and good behavior. This study aims to determine the influence of social media use on students' character at MAN 3 Tabalong. The population in this research consists of all 152 students at MAN 3 Tabalong. From the total population, 23% were taken as the sample using the purposive sampling technique (based on specific considerations), resulting in 35 students as the sample. The hypothesis of this study states that there is an influence of social media use on students' character at MAN 3 Tabalong. The data collection techniques used were questionnaires, interviews, and documentation. The data were then processed using quantitative methods. Based on the results of the study, hypothesis testing showed that the value of tcount = 3.430 is greater than ttable = 1.692. The results of the linear regression analysis produced the equation Y = 33.390 + 0.479X. Furthermore, based on the results of the coefficient of determination analysis, a value of 0.218 (0.467 × 0.467) or 21.8% was obtained. The results indicate that the hypothesis in this study rejects Ho and accepts Ha, meaning that there is a positive and significant influence between social media use and students' character. Based on the coefficient of determination, it can be concluded that social media use has a 21.8% influence on students' character at MAN 3 Tabalong, while the remaining 78.2% is influenced or explained by other variables not included in this study.
Keywords: Influence, Use, Social Media, Students' Character.

Abstrak

Akhlak siswa merupakan aspek penting dalam pendidikan yang mencakup nilai-nilai moral, etika, dan perilaku yang baik. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh penggunaan media sosial terhadap akhlak siswa di MAN 3 Tabalong, populasi dalam penelitian ini adalah seluruh siswa di MAN 3 Tabalong yang berjumlah 152 orang. Dari keseluruhan populasi diambil 23% sebagai sampel dengan menggunakan teknik *purpose sampling* (pertimbangan tertentu), dengan jumlah sampel 35 siswa, hipotesis dalam penelitian ini adalah adanya pengaruh penggunaan media sosial terhadap akhlak siswa di MAN 3 Tabalong. Teknik pengumpulan data yang digunakan adalah angket, wawancara, dan dokumentasi. Kemudian data diolah dengan menggunakan metode kuantitatif, berdasarkan hasil penelitian yang dilakukan peneliti,

diperoleh data hasil pengujian hipotesis Penggunaan Media Sosial menunjukkan nilai t_{hitung} =3,430 lebih besar dari nilai t_{tabel} = 1,692, lalu hasil perhitungan analisis regresi linear diperoleh nilai Y=33,390+0,479X, kemudian berdasarkan hasil analisis koefisien determinasi diperoleh hasil sebesar 0,218 (0,467 x 0,467) atau 21,8%., hasil penelitian menunjukkan bahwa, hipotesis dalam penelitian ini menolak Ho dan menerima Ha, artinya ada pengaruh yang positif dan signifikan antara Penggunaan Media Sosial terhadap Akhlak Siswa, kemudian berdasarkan hasil analisis koefisien determinasi dapat ditarik kesimpulan bahwa Penggunaan Media Sosial memiliki pengaruh sebesar 21,8% terhadap Akhlak Siswa di MAN 3 Tabalong, sedangakan 78,2% dipengaruhi atau dijelaskan oleh variabel lainnya yang tidak terdapat dalam penelitian ini.

Keywords: Pengaruh, Penggunaan, Media Sosial, Akhlak Siswa

A. Introduction

The increasingly rapid development of technology has had a significant impact on human life. Technology has advanced rapidly in various fields, such as information and communication technology, transportation technology, healthcare technology, and many more. Technological developments provide numerous benefits to human life, such as simplifying work and daily activities, increasing efficiency and effectiveness, and accelerating the production and distribution of goods and services. The rapid development of information technology has brought about many changes in society, one of which is the emergence of social media.

The emergence of various forms of social media has had a significant impact on communication with the general public. Essentially, social media allows for two-way activities in various forms of exchange, collaboration, and mutual acquaintance in written, visual, and audiovisual formats.Rahmanita Ginting, et al., 2021:20)

Social media has become an essential part of everyday life for modern society. In recent years, social media usage has increased significantly worldwide, including in Indonesia. Social media users in Indonesia have experienced rapid growth. According to Data Reportal, cited by Aulia Fadhilah Hana et al., in their journal, as of January 2023, there were 167 million social media users in Indonesia, representing 78% of the total 212.9 million internet users in Indonesia, or approximately 60.4% of the total population of approximately 276.4 million. (Aulia Fadhilah Hana et al., 2023:8-9)

The rise in social media usage has had a significant impact on various aspects of life, including individual morality and ethics. In Indonesia, social media use has become an essential part of the daily lives of adolescents and young adults.

The majority of social media users are teenagers, as they are constantly following social developments. Teenagers are also more likely to comply with other people's requests if they aren't self-aware and able to read the situation. On social media, it's easy for irresponsible people to create indecent news, while such news is easily accessible to anyone, including teenagers.Siti Makhmudah, 2019: 128-129)

One group affected by social media use is high school students. High school students frequently use social media to communicate with their friends, seek information, and access entertainment content. Social media provides privacy and fosters a sense of self-exploration, leading students to try new, negative experiences, such as accessing pornographic photos and videos. Social media also facilitates access to potentially harmful information, such as swearing in real-life situations, leading to fights, and the habit of lying or spreading fake news due to a lack of literacy. Furthermore, consumer behavior, which involves spending large amounts of money on internet services, has emerged. (Dede Setiawan, 2019:82)

To face the challenges of modern development, education in schools must develop knowledge and skills relevant to the development of social media. Furthermore, teachers are required to be professional in educating their students, meaning they should not be limited to imparting academic knowledge alone but also include developing character and moral values in their students.

As attached to Law Number 20 of 2003 concerning the National Education System Article 3 paragraph 1 which states that "National education functions to develop abilities and form 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 and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." Based on this Law, it can be said that morals are an important part of education because they have a very large role in shaping a person's personality.

Muhammad Athiyah Al-Abrasyi, quoted by Afriantoni in his book, said that: "Character and moral education is the soul and goal of Islamic education." (Afriantoni, 2019:18)The meaning of this opinion can be concluded that the main goal of Islamic education is to instill morals in a Muslim.

The purpose of moral education is not only to know views or theories, even half of that purpose is to influence and encourage our will, so that we form a holy life, produce goodness and perfection and benefit our fellow human beings. Morality encourages the human will to do good, but it does not always succeed if it is not obeyed by the purity of human conscience. (Khaidir, et al., 2021: 10)

M. Imam Pamungkas in his book states that: "Morals are actions that are usually done so that they become a character that is inherent in humans and will appear in actions spontaneously without prior thought." (M. Imam Pamungkas, 2023:25) What is meant by morals are actions that are carried out continuously by a person so that they become a character that is inherent in him. This character will be reflected in actions that are carried out spontaneously without prior thought. In other words, morals are good or

bad habits that have become part of a person and are reflected in the actions he does without realizing it.

Whereas According to Ibrahim Anis, quoted by Muhammad Afif Bahaf in his book, he stated that: "Morals are traits embedded in the soul, with which various good or bad deeds are born, without requiring consideration by reason."Muhammad Afif Bahaf, 2015:1)

Morals are based on the Qur'an, the authenticity and truth of which are beyond doubt, with the Prophet Muhammad SAW as his guide.*the living Qur'an*Islamic morality serves as a tool to control all human actions, and every human action is measured by a single source, namely the Qur'an and the Sunnah. Therefore, humans must always base their morality on the Qur'an and the Sunnah.Then Muhammad Nurul Wathoni, 2020: 22-23)

Good morals are those that align with the moral and ethical values held by society. Conversely, bad morals are behaviors or actions that conflict with the moral and ethical values held by society.

One of the important things a Muslim needs to pay attention to is maintaining good morals. Maintaining good morals means doing things that will keep oneself safe. By saving oneself, one is able to uphold the trust God has placed in them.Chotibul Umam, 2021: 28)

As students, when using social media, they should consider and filter the information they receive, and ensure whether it is in accordance with applicable moral values and social norms.

As per the Word of Allah SWT in the Quran, Surah Al-Isra verse 36:

And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart - about all those [one] will be questioned. (Al-Isra: 36)

The verse explains that humans must be careful when following something they don't understand, including the use of social media. As social media users, students must understand the impact of social media use on their morals and be responsible for every action they take on social media.

Moral development in adolescents is now most effectively achieved through various efforts involving children's daily activities in religious and community activities that are aligned and balanced with the demands of noble morals, dynamic role models from parents, teachers, and a positive environment. This is a demand and responsibility for parents and educators to create a good and quality generation. Parental attention, control, and actions are one form of parenting that will have a long-lasting impact on the continuity of a child's physical and mental development.Buana Sari and Santi Eka Ambaryani, 2021: 8)

In this study, the research location chosen by the researcher was MAN 3 Tabalong. MAN 3 Tabalong is a formal educational institution equivalent to a senior high

school, located at Jalan Tamunti, Rt.03, No. 81, Pugaan District, Tabalong Regency, South Kalimantan Province.

Researchers chose MAN 3 Tabalong because in today's digital era, social media use is increasingly widespread among students, especially among MAN 3 Tabalong students. Social media has become an important part of their lives today and can influence their social and moral development.

B. Literature Review

Based on the results of the researcher's review of several existing studies, several relevant studies were found regarding the use of social media, namely:

First, research conducted by Muhammad Robiin, Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training (FTK), State Islamic University (UIN) Mataram in 2019 entitled "The Impact of Social Media Use on the Morals of Class XI Students at MAN 2 Central Lombok in the 2019/2020 Academic Year". (Muhammad Robiin, 2019)Research results show that social media use has both positive and negative impacts on students' morals. The positive impact is fostering communication and interaction with others. The negative impact is that students engage in deviant behavior, such as lying and disrespecting their elders.

Second, the Journal of Islamic Education, by Firman Alauddin, Wasehudin, and Zikri Alwi Haetami entitled "The Influence of Social Media and Online Games on Student Morals at Madarasah Aliyah Masyariqul Anwar Carigin", Volume 11 Number 1, June 2023. (FIrman Alauddin, et al., 2023)The results of the study indicate that social media influences the morals of students at Madrasah Aliyah Masyariqul Anwar Caringin. This is proven based on the results of the t test with a sig value of 0.000 <0.05 so that Ho1 is rejected and Ha1 is accepted. The results of testing online games also show that online games influence the morals of students, proven based on the results of the t test with a sig value of 0.000 <0.05 so that Ho2 is rejected and Ha2 is accepted. Based on the results of the study obtained, it can be concluded that social media and online games influence the morals of students at Madrasah Aliyah Masyariqul Anwar Caringin. This is proven based on the results of the F test obtained a value of 0.000 <0.05 so that Ho3 is rejected and Ha3 is accepted.

Third, research written by Mimi Putri Utami, Islamic Religious Education Study Program, Faculty of Tarbiyah and Tadris, Bengkulu State Islamic Institute, in 2020 entitled "The Influence of Social Media Use on Student Morals at MTs Tarbiyah Islamiyah Kerkap". (Mimi Putri Utami, 2020)The results of the study indicate that there is an influence of variable X, namely the use of social media, on variable Y, namely student morals. This is evidenced by the calculated t value = 1.778 which is greater than the t table value = 0.679, meaning that there is an influence of social media use on student morals with a correlation coefficient value of 0.461 or 46.1%. Thus, the use of social media has a fairly strong influence in shaping student morals at MTs Tarbiyah Islamiah Kerkap.

C. Method

This research uses quantitative research methods to determine how to search for, collect, process data and analyze research data.This quantitative research is used to develop theories and/or hypotheses related to a phenomenon, pA quantitative approach provides clarity in determining how to systematically search, collect, process, and analyze data. This type of research is particularly suitable when researchers want to test previously formulated hypotheses. In the context of this study, a quantitative approach was used to empirically examine the relationship between social media use and student morality. This method allows researchers to obtain numerical data that can be tested using specific statistical techniques. Furthermore, quantitative methods also help researchers draw logical and accountable conclusions. Therefore, using quantitative methods is an appropriate choice for developing theories or proving hypotheses related to social phenomena in students.

This research was conducted on students at Madrasah Aliyah Negeri 3 Tabalong because the school has characteristics relevant to the phenomenon being studied. The school environment, consisting of various student characters, provides a realistic picture of social media use in everyday life. This study aims to determine whether there is an influence between social media use and student morals at the school. The increasingly widespread use of social media has become an important part of students' daily lives, making it important to understand its impact on their moral behavior. By sampling students at MAN 3 Tabalong, researchers can observe patterns, habits, and behavioral changes that may be influenced by social media. The choice of research location also reflects the need to examine this phenomenon more specifically within the context of Islamic education. This makes the research relevant not only academically but also practically for educational institutions.

To achieve the objectives of quantitative research, researchers employed several data collection techniques to obtain valid and comprehensive information. Observation techniques were used to directly observe students' behavior related to social media use and interactions within the school environment. Through observation, researchers were able to identify behavioral patterns that might not be revealed through interviews or questionnaires. The use of questionnaires enabled researchers to efficiently obtain large amounts of data, with structured questions that explored the intensity, frequency, and type of social media use. Meanwhile, interviews provided more in-depth data regarding students' perceptions of the influence of social media on their morals. The combination of these three techniques made the data obtained more comprehensive, as it included both quantitative data and supporting qualitative data. By using various data collection techniques, researchers were able to ensure that the research results were objective and scientifically accountable.

The use of observation techniques in this study is crucial because it allows researchers to understand student behavior naturally. Observations are conducted without disrupting student activities, allowing the data obtained to represent actual conditions. Through observation, researchers can observe how students use social media, both directly and indirectly. Furthermore, observation can also reveal the

influence of social media on students' daily behaviors, such as discipline, manners, and social interactions. Observational data often serves as an important complement to questionnaire and interview results. This way, researchers can see the correspondence between questionnaire data and actual behavior. This makes observation a crucial instrument in strengthening quantitative research results.

Questionnaires are the primary instrument in quantitative research because they produce numerical data that is easily analyzed using statistics. Questionnaires are systematically structured according to indicators of social media use and student morality. Students, as respondents, simply select the available answers, ensuring a fast and efficient data collection process. Questionnaires also facilitate researchers in measuring the influence of social media on student morality using a specific scale. The data obtained is objective because students' answers reflect their perceptions and experiences directly. Furthermore, questionnaires minimize researcher bias because there is minimal researcher intervention in respondents' answers. Therefore, using questionnaires is a strategic step in obtaining valid and reliable data.

Interviews in this study served as a complement to the quantitative data. Through interviews, researchers were able to delve deeper into students' experiences with social media use. Interviews provided an opportunity for researchers to understand the reasons behind students' responses to the questionnaire. This technique also helped uncover other factors that may influence students' morality but were not measured through the questionnaire. Furthermore, interviews provided a space for students to explain their views more openly and in detail. Directed interviews allowed researchers to obtain more in-depth and varied information. Thus, interviews are an important addition to strengthening data analysis in quantitative research.

D. Results and Discussion

MAN 3 Tabalong, which is used as the research location in this article, is a formal educational institution equivalent to a Senior High School, located at Jalan Tamunti, Rt.03, No. 81, Pugaan District, Tabalong Regency, South Kalimantan Province.

1. Respondent Data

This study takes the topic of the influence of social media use on student morals at Madrasah Aliyah Negeri 3 Tabalong with a sample of 35 students.

The respondents studied were men and women with an average age of 15-19 years.

2. Data analysis

From all the data the researcher has collected from observations, interviews, and questionnaires, the next step the researcher undertook was data analysis.obtained from the research results. After the data is known, it is then calculated to determine the level of relationship between each variable in this study.

1. Questionnaire Validity and Reliability Test

a. Validity Test

To determine the level of validity, statistical calculations will be made using the SPSS 29.0 program for Windows. The output results from the validity

test calculations using 35 respondents show that all questionnaire items on the variable of social media use (X) have an r value of$_{count}$greater than the value of r$_{table}$.

Then, based on the results of the analysis of the validity calculation of the Student Morals questionnaire, the r value was obtained.$_{count}$greater than the value of r$_{table}$. So it can be concluded that all statement items are declared valid.

b. Reliability Test

Reliability testing is used to determine whether the items in a questionnaire are consistent. A variable is considered reliable if its Cronbach's Alpha is equal to or greater than 0.70. In this case, the reliability test was conducted using Cronbach's Alpha, and calculations were performed using SPSS 29.

From the results of the social media questionnaire test, the results were $0.832 > 0.70$, so it can be concluded that the instrument used has a high level of reliability.

Then, the results of the student moral questionnaire test showed a result of $0.829 > 0.70$, so it can be concluded that the instrument used has a high level of reliability.

2. Research Hypothesis Testing

a. Simple Regression Test

After conducting validity and reliability tests, the next step is to test the research hypothesis using the Simple Linear Regression Equation formula. Simple linear regression analysis is used to test hypotheses about the partial influence of independent variables on the dependent variable.

1) Determine the values of a and b

$$a = \frac{(\Sigma AND_i)(\Sigma X_i^2) - (\Sigma X_i)(\Sigma X_i AND_i)}{n\Sigma X_i^2 - (\Sigma X_i)^2}$$

$$= \frac{(2240)(143943) - (2237)(143631)}{35(143943) - (2237)^2}$$

$$= \frac{1129773}{33836}$$

$$= 33{,}390$$

$$b = \frac{n\Sigma X_i AND_i - (\Sigma X_i)(\Sigma AND_i)}{n\Sigma X_i^2 - (\Sigma X_i)^2}$$

$$= \frac{35(143631) - (2237)(2240)}{35(143943) - (2237)^2}$$

$$= \frac{16205}{33836}$$

$$= 0{,}479$$

Based on the calculation results above, a simple linear regression equation is obtained, namely:

$$Y = a + bX$$

$$Y = 33{,}390 + 0{,}479\,X$$

The results of the calculations that have been carried out produce an equation showing the value of X which is the estimated regression as follows:

a) The value of a = 33.390. This means that if X is constant, then Y = 33.390 units.

b) The value of b = 0.479. This means that if the value of variable X increases by one unit, then variable Y will increase by 0.479 units.

Based on the calculation results above, the next step is to compile the data into a calculation using the formula *product moment,* as follows:

$$r_{xy} = \frac{N\sum xy - \sum x \sum \quad and}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{(35 x 143631) - (2237 x 2240)}{\sqrt{\{(35 x 143943) - (2237)^2\}\{(35 x 144376 - (2240)^2\}}}$$

$$r_{xy} = \frac{5027085 - 5010880}{\sqrt{\{5038005 - 5004169\}\{5053160 - 5017600\}}}$$

$$r_{xy} = \frac{16205}{\sqrt{\{33836\}\{35560\}}}$$

$$r_{xy} = \frac{16205}{\sqrt{1203208160}}$$

$$r_{xy} = 0{,}467$$

The calculated correlation coefficient is 0.467, indicating a positive correlation of 0.467 between social media use and student morality. Whether the calculated correlation coefficient is significant (generalizable) or not, it needs to be calculated using a t-test using the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}467\sqrt{35-2}}{\sqrt{1-0{,}467^2}}$$

$$t = \frac{0{,}467 x 5{,}7445}{\sqrt{1-0{,}21808}}$$

$$t = \frac{2{,}6827}{\sqrt{0{,}78191}}$$

$$t = 3{,}430$$

Based on the calculation results, it is known that t_{count}= 3.430 Next the value of t_{count}compared to t_{table}at the significance level α = 0.05 and dk = n-2 the t value is obtained$_{table}$= 1.692, while at the significance level α = 0.01 the t value was obtained$_{table}$= 2.445. It turns out that the t value$_{count}$ > t_{table}Both at the significance level of α = 0.05 and α = 0.01, it can be concluded that there is an influence of social media use on students' morals with a correlation coefficient value of 0.467 or 46.7%. Thus, the alternative hypothesis (Ha) in this study can be accepted and the null hypothesis (Ho) in this study is rejected.

2) Calculating the coefficient of determination

$KD = r^2 \times 100\%$

$$= (0{,}467)^2 \times 100\%$$

$$= 21{,}8\%$$

The calculation results above show that the percentage of influence of social media use (independent variable) on student morality (dependent variable) is 21.8%, meaning that the independent variable (social media use) used is able to explain 21.8% of the dependent variable (student morality). Meanwhile, 78.2% is influenced or explained by other variables not included in this study. This means that the coefficient of determination test provides meaning that there are still other independent variables that influence student morality.

3. **Teachers' Steps in Anticipating the Negative Influence of Social Media Use on Student Morals at MAN 3 Tabalong**

The steps teachers can take to anticipate the negative impacts of social media use are as follows:

1. Restrictions on use*Mobile phone*

One of the things that schools do to anticipate the use of social media by students is to reduce the use of cell phones in the school environment.

As stated by the Head of Madrasah:

Student regulations prohibit bringing cell phones unless there's a specific reason or instructed by the subject teacher. However, they must be collected before use. Only when needed may they be used, under teacher supervision. (Suberiani, 2024)

This was also confirmed by Mrs. Hj. Bahjatussaniah, S.Ag., as a teacher of Aqidah Akhlak who said that:

The school doesn't completely ban cell phone use, but they're only allowed for specific purposes. Upon arrival at the school, they're left with the homeroom teacher or guidance counselor, and returned upon leaving school. (Bahjatussaniah, 2024)

2. Education Through Religious Activities

One way teachers can anticipate the negative impacts of technological developments, particularly the use of social media, is through religious activities. This guidance typically takes place on weekdays after congregational Dhuhr prayers, during weekly Friday Taqwa prayers, and during Monday morning ceremonies.

Guidance is carried out through teachers who are on duty by delivering lectures or advice in front of all students, conveying the importance of instilling noble morals, especially in the present era, and also being wise in responding to developments in the times.

As stated by Mr. Drs. H. Suberiani, M.Pd., as the Head of Madrasah, that:

On a normal day, after congregational Dhuhr prayers, we usually evaluate students' activities and behavior. So, each day, we emphasize student discipline, attendance, and daily morals—all of which are constantly reminded. We also consistently encourage students to use social media wisely, both at school and at home. (Suberiani, 2024)

Guidance or direction is also carried out during the teaching and learning process. Teachers often give instructions to students in using social media so that they are truly wise in using social media.

In this case the Head of Madrasah said:

Schools often provide advice and guidance that social media use isn't always positive, but can also have negative effects. Students should be able to manage their social media, choosing and selecting media positively. Education is also provided on wise social media use and how to manage time between social media access and learning. (Suberiani, 2024)

However, schools certainly cannot control students' use of social media at home, as social media is accessible anywhere and cannot be

controlled by third parties. Social media's ability to provide easy and efficient access to information and communication makes it a part of everyday life for many, including students.

In this case, Mrs. Hj. Bahjatussaniah, S.Ag., as the Aqidah Akhlak teacher said that:

> *Every teacher always advises students to limit their use of social media at home, but when they are at home, of course we cannot control them directly. So, here is the role of their parents. Parents must supervise their children because when using social media at home, children generally use it alone in their rooms, while parents rarely supervise them. (Bahjatussaniah, 2024)*

Based on the interview results above, it can be concluded that the steps teachers take to anticipate the negative impacts of social media use on students' morals are by limiting the use of cell phones and providing guidance through religious activities or providing direction when the teaching and learning process takes place in class.

Conclusion

Based on the results and discussion of the research, researchers can conclude several things related to the focus of the research, namely the influence of social media use on student morals at MAN 3 Tabalong. The results of hypothesis testing using the product moment formula and t-test show that the t-value = 3.430 is greater than t-table = 1.692. This results in Ho being rejected and Ha being accepted, which means there is a positive and significant influence between social media use on student morals. In other words, the wiser and more controlled the use of social media, the more likely it will have a positive impact on the formation of student morals. This study shows that social media is not only a communication tool, but can also influence student character and behavior, depending on how its use is controlled and directed. This finding emphasizes the importance of the role of teachers, parents, and the school environment in guiding students so that the use of social media is constructive, in addition, the results of the coefficient of determination analysis show that the independent variable, namely social media use, has an effect of 21.8% on the dependent variable, namely student morals, while the remaining 78.2% is influenced by other variables not examined in this study. This indicates that students' morals are influenced by many factors besides social media, such as family environment, peers, and learning at school. As an anticipatory measure against the negative influence of social media, teachers at MAN 3 Tabalong implemented several strategies, including limiting cell phone use during class hours, providing guidance through religious activities, and providing direct guidance during the teaching and learning process in class. These efforts are expected to minimize the negative impacts while increasing the positive benefits of social media for students' moral development. Thus, the active role of teachers is key in shaping students' character in the digital era.

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