

The Influence of Social Media Use and Self-Awareness on The Digital Ethics of FKIP UMS Students

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Abstract

Purpose: The purpose of this study is to ascertain how social media use and self-awareness affect students' digital ethics.

Methodology: The research utilizes a correlational design and a quantitative methodology. A questionnaire with twenty-two statements was used to gather data. 255 students from the UMS Faculty of Teacher Training and Education made up the research sample. The data analysis procedure employed multiple linear regression, T-test, F-test, coefficient of determination, and prerequisite tests (normality, multicollinearity, and heteroscedasticity).

Results: The regression equation $Y = 7.900 + 0.665X_1 + 0.709X_2$ revealed that social media use (X_1) and self-awareness (X_2) had a favorable and significant impact on digital ethics. Social media ($t = 6.778$; $p < 0.05$) and self-awareness ($t = 8.203$; $p < 0.05$) have a substantial partial influence, according to the t-test, and both have a significant simultaneous effect, according to the F-test ($F = 201.326$; $p < 0.05$). 61% of the variation in students' performance is explained by the two independent factors. in students' digital ethics, according to the Adjusted R Square value of 0.612.

Applications/Originality/Value: This study is important because it shows that students' digital ethics are more influenced by their level of self-awareness than by their frequency of social media use. This finding makes an original contribution by emphasizing that strengthening digital ethics needs to focus on increasing self-awareness and digital literacy. The findings of this study can be used to improve education, particularly in the areas of digital literacy and character education, in order to mold moral and responsible online conduct.

Introduction Section

Information and communication technology advancements in the current digital era have significantly altered many facets of society, including how individuals connect, communicate, look for information, and mold the perspectives of the next generation (Priandono, 2021). Indonesia, as a country with a very large population, has experienced rapid adoption of digital technology. This has greatly affected social life and education. Education, as a conscious effort aimed at shaping a generation that is intelligent, critical, and has character, faces new challenges amid the rapid flow of information and technological developments (Rahmawati, 2020). These challenges include cultural globalization, declining moral quality, increasingly fierce job competition, and low digital literacy awareness, which makes people vulnerable to receiving and spreading false information (Yufarika, 2023). Failure to manage this transformation can lead to social problems such as gadget dependence and AI technology abuse, as well as inconsistency in the application of digital ethics in everyday life (Rusmawan et al., 2024).

The high use of digital technology has made social media the main space for the public, especially students, to access information and interact. Statistic from APJII (2024) 221,563,479 Indonesians use the internet, representing a 79.5% penetration rate. In the meantime, 139 million Indonesians, or roughly 49.9% of the country's entire population, are predicted to utilize social media by 2024. According to data, 98.19% of students utilize social media, up 3.55% between 2020 and 2022. Data shows that 98.19% of students use social media, with an increase of 3.55% from 2020 to 2022 (Putri, 2024). Social media is an online platform that enables digital contact, information sharing, and connection building (Agustina et al., (2023); Liedfray et al., (2022)). Ellison et al. (2007) social media enables users to create profiles, make connections, and engage in interactive communication. Students who are digital natives typically utilize social media to satisfy their demands for knowledge, entertainment, social contact, and self-expression, according to the Uses and Gratification theory (Katz et al., 1973).

However, Students' social media independence is not always correlated ethical behavior. Mutiarani et al. (2024) with their heavy usage of social media. freedom of expression is frequently accompanied by impulsive behavior such as violations of communication ethics and the spread of disinformation. Sari (2023) adds that low digital literacy is the main

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reason students ignore digital ethics norms. This condition shows the importance of internal factors in the form of self-awareness as a controller of digital behavior. Self-awareness is the capacity to identify one's own emotions thoughts, and actions in behavior that have an impact on oneself and others (Henrietta, 2024). Goleman 2007 in Agniarahmah et al. (2023) asserts that self-awareness helps individuals identify emotions, assess themselves neutrally, and increase self-confidence. In the digital context, According to the Self-Awareness paradigm, this capacity for introspection is crucial encouraging people to act ethically and responsibly. In the digital context, the Self-Awareness theory states that this reflective ability plays an important role in encouraging people to act ethically and responsibly (Hafizha, 2022).

Meanwhile, digital ethics is a vital element that must be cultivated in young people. Siberkreasi & Deloitte (2020) in Isabella & Permana (2022) define digital ethics as an individual's ability to recognize, identify, modify, and control digital behavior responsibly. Digital ethics is also related to privacy protection, data security, and legal compliance (Kholiq, 2023). Ribble (2011) Digital Citizenship Theory emphasizes that digital behavior depends not only on technical abilities but also on moral awareness of rights and obligations in the digital space.

Previous studies have highlighted efforts to improve digital ethics through digital literacy and training (Summiyani et al., (2025) highlighted how inadequate self-awareness is triggering ethical violations (Abu et al., 2025). The lack of studies that specifically look at the Negative consequences of using social media and self-awareness on digital ethics, particularly among FKIP UMS students who play a crucial role as future educators, is a research gap. In fact, a deep understanding of these two factors is very important in shaping future teachers who are digitally competent and have good character.

The goal of this study is to investigate the relationship between social media use and self-awareness based on this criteria. affect FKIP UMS students' digital ethics. It is anticipated that this research will provide a scholarly contribution to the creation of character-oriented digital education models and provide a foundation for the formulation of policies that will enhance students' proficiency in digital ethics.

Method

This study employs a correlational design and quantitative methodology. This method seeks to ascertain how FKIP UMS students' use of social media and self-awareness of digital ethics are related. This design was selected because it allows for the objective and quantifiable measurement of the relationship between variables (Sugiyono, 2020). The 4,334 enrolled students from 11 study programs at Muhammadiyah University Surakarta's Faculty of Teacher Training and Education (FKIP) made up the study's population. 255 respondents made up the sample, which was calculated using the Isaac and Michael table with a 10% error rate. In order to ensure that each study program was represented proportionately, the sampling technique employed proportional random sampling.

Based on signs for each research variable, the researcher created the questionnaire used in this study. Irfan et al. (2019), provided three indicators: patterns of digital interaction, intensity of social media usage, and purpose of social media usage. A closed questionnaire with six items broken down into three indicators was used to measure the social media usage variable (X1). "I use social media almost every day" is an illustration of how heavily people use social media; "I use social media to search for information" is an illustration of why people use social media purpose; and "I share my thoughts on social media politely as a form of responsible citizen participation" is an example of digital interaction patterns. Furthermore, the self-awareness variable (X2) was measured based on the indicators proposed by Goleman (2007) in Agniarahmah et al. (2023), which consisted of three indicators, namely emotional awareness, self-assessment, and self-confidence. The self-awareness variable (X2) is measured using a closed questionnaire consisting of 6 statement items representing the 3 indicators. For the emotional awareness indicator: example 'I can recognize my feelings when using social media'; self-assessment indicator: example 'I review the content of my posts before sharing them on social media in accordance with moral values and civic ethics'; self-confidence indicator: example 'I can use social media wisely and responsibly'. Then, the digital ethics variable (Y) was compiled based on the indicators proposed by Pamungkas et al. (2023), which included four indicators, namely netiquette, understanding of negative content, ethical interaction and collaboration, and safe digital interaction and transactions. The digital ethics variable (Y) is measured using a closed questionnaire consisting of 10 items representing the four indicators. For the indicator of internet ethics (netiquette): example 'I use polite language when interacting on social media'; indicator of understanding of negative content: example 'I am careful about unverified information before sharing it'; indicator of ethical interaction and collaboration: example 'I participate in online discussions while respecting the opinions of others'; indicator of secure digital transactions: example: "I understand my rights and obligations as a social media user."

A Google Forms online survey with 22 questions and research data was gathered using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The Pearson Product Moment method was used to assess the validity of this research tool, while Cronbach's Alpha was used to assess its reliability. Guidelines for quantitative research methods were consulted in order to determine validity and reliability limits. Yusup (2018), states that a correlation coefficient of > 0.30 demonstrates a sufficiently strong correlation between the item score and the overall score, which is why statement items are deemed genuine. In contrast, an instrument is deemed credible if its Cronbach's Alpha score is ≥ 0.70 , indicating sufficient internal consistency and dependability in assessing the same concept. SPSS version 25 was used for the data analysis process. Descriptive analysis was used to characterize the respondents' traits and response patterns,

and multiple linear regression analysis was used to examine the impact of self-awareness and social media use on digital ethics. Partial effects were examined using the t-test, simultaneous effects using the F-test, and Using the coefficient of determination, the two independent variables' contributions to the dependent variable were investigated (R²).

Results and Discussion

This study was carried out at Muhammadiyah University Surakarta's Campus 1 of the Faculty of Teacher Training and Education. From the results of processing information collected from 255 participants, this study reveals a correlation among using social media, self-awareness, and digital ethics, providing a deep understanding of the dynamics of digital behavior among the younger generation. Details regarding the participant profiles are available in Tabel 1 below.

Table 1. Respondent identities

Characteristic	The quantity of responders	Percentage (%)
Gender		
Man	54	21.2
Woman	201	78.8
Total	255	100
Age		
<18	9	3.5
18-20	117	45.9
21-23	129	50.6
>23	0	0
Total	255	100
Are you actively using social media?		
Yes	254	99.6
Not	1	0.4
Total	255	100

Source: Researchers' Data Processing, 2025

According to the information in Table 1, there were 255 participants in this study. Gender, age, and social media engagement were used to characterize the respondents. Gender-wise, there were 201 respondents (78.8%) who were female and 54 respondents (21.2%) who were male. The respondents' ages ranged widely from one another. There were 9 respondents (3.5%) aged <18 years. There were 117 respondent (45.9%). The 21-23 age had 129 respondents (50.6%), making these two groups the most common age ranges among the respondents. Meanwhile, there were no respondents aged >23 years. Furthermore, regarding social media activity, almost all respondents stated that they were active. A total of 254 people (99.6%) claimed to be active on social media, while only 1 person (0.4%) stated that they were inactive.

Data Analysis

Analysis Prerequisite Test

The researcher first performed an analysis preparatory test to make sure the data satisfied the conditions for utilizing parametric statistics before testing the hypothesis. Kolmogorov-Smirnov analysis was used in the normalcy test. Asymp. Sig. (2-tailed) = 0.200 > 0.05 is the result of the One-Sample Kolmogorov-Smirnov Test. The residual data is therefore regularly distributed. Regression's normalcy assumption has therefore been satisfied.

In order to determine whether an excessively The stability of the model may be jeopardized by a strong linear relationship between the independent variables, a multicollinearity test was also carried out. According to the computation findings, for both variables X1 and X2, the tolerance value = 0,480 > 0,10 and the VIF = 2.082 < 10. This suggests that the independent variables did not exhibit multicollinearity. Put otherwise, X1 and X2 are appropriate for use in the regression model since they do not have an excessively linear connection.

Additionally, to make sure that the residual variance in the model was homogeneous, The Glejser method was used to conduct a heteroscedasticity test. According to the test results, the values considered significant for X1 and X2 are 0.062 and 0.184 correspondingly, which exceed the significance threshold of 0.05. This indicates that the regression model shows

no signs of heteroscedasticity. As a result, the model satisfies the homoscedasticity condition and the residual variance is deemed constant.

Hypothesis Test

Table 2. Multiple linear regression analysis results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.900	1.633		4.837	.000		
	X1	.665	.098	.382	6.778	.000	.480	2.082
	X2	.709	.086	.463	8.203	.000	.480	2.082

a. Dependent Variable: Y

Source: Researchers' Data Processing, 2025

Table 2 shows the multiple linear regression equation's findings, which are $Y = 7.900 + 0.665X1 + 0.709X2$. The constant value of 7.900 shows that the digital ethics (Y) value is 7.900 if the social media (X1) and self-awareness (X2) variables are 0. There is a positive correlation with the social media variable (X1) positive regression coefficient of 0.665, meaning that a one-point increase in social media (X1) would result in a 0.665 increase in digital ethics (Y). Additionally, self-awareness (X2) has a positive regression coefficient value of 0.709, meaning that if self-awareness (X2) rises by 1 point, digital ethics (Y) will rise by 0.709..

Table 3. T-test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.900	1.633		4.837	.000		
	X1	.665	.098	.382	6.778	.000	.480	2.082
	X2	.709	.086	.463	8.203	.000	.480	2.082

a. Dependent Variable: Y

Source: Researchers' Data Processing, 2025

Referring to Table 3, displays a t-value of 6.778 for the social media variable (X1), which is higher than the t-table value of 1.976 with a significance level of 0.000 (<0.05). This indicates that social media has a big impact on digital ethics, at least in part. Additionally, the self-awareness variable (X2) has a significance of 0.000 (<0.05) and a t-value of 8.203, which is likewise higher than the t-table value of 1.976. This demonstrates how self-awareness significantly influences digital ethics

Table 4. Test results F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6981.785	2	3490.893	201.326	.000 ^b
	Residual	4369.564	252	17.340		
	Total	11351.349	254			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Researchers' Data Processing, 2025

Based on Table 4, the calculated F test result is 201.326, This has a significance of 0.000 (<0.05) and is much higher than the F table value of 3.03. This shows that The dependent variables are simultaneously impacted by the independent factors, indicating a combined effect between using social media and self-awareness of digital ethics.

Table 5. Determination coefficient test results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784 ^a	.615	.612	4.16408

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Researchers' Data Processing, 2025

Based on Table 5, the coefficient of determination based on Adjusted R Square is 0,612 (61%). This means that the variables of social media usage (X1) and self-awareness (X2) collectively explain 61% of the variation in digital ethics. (Y), while the remaining 39% is explained by other factors not covered in this research.

Social Media Use's Impact on Students' Digital Ethics

With a t-value of 6.778 (>1.976 t_{table}) and a significance value of 0.000 (<0.05), A hypothesis test shows that social media use and digital ethics are positively and significantly correlated. A t-value of 6.778 (> t_{table} 1.976) and a significance value of 0.000 (<0.05). and a significance value of 0.000 (<0.05), the hypothesis test indicates a positive and substantial correlation between social media usage and digital ethics.

This aligns with studies conducted by Harahap et al. (2024), which showed that adolescent ethics is positively and significantly influenced by social media use. Adolescent digital ethics increases with more judicious social media use. Ethics increases with more judicious social media use.

The Influence of Self-Awareness on Students' Digital Ethics

The study's findings show the significant impact of self-awareness impact on digital ethics. $Y = 7.900 + 0.709X_2$., according to multiple linear regression analysis, suggests that digital ethics rise in tandem with self-awareness and vice versa. With a t-value of 8.203 (> t_{table} 1.976) and a significance value of 0.000 (<0.05). Hypothesis testing reveals a positive and significant relationship between self-awareness and digital ethics. These results demonstrate that digital ethics increase with self-awareness.

These findings are consistent with study by Sibarani & Wiharsianti (2024), which demonstrates that student ethics are positively impacted by self-awareness. When participating in digital activities, students with high levels of self-awareness are more likely to be in control of their actions and to adhere to ethical standards.

Social Media Use and Self-Awareness's Effect on Students' Digital Ethics

Digital ethics, self-awareness, and social media use all have a positive and significant simultaneous influence, according to the F-test analysis. With a significance of 0.000 (<0.05), the computed F value of 201.326 is significantly higher than the F table value of 3.03. As a result, the dependent variable is simultaneously influenced by the independent factors. Social media use and self-awareness account for 61% of the variance in digital ethics, according to this analysis's coefficient of determination/R-squared of 0.612. Other factors not covered in this study are linked to the remaining 39%.

Conclusion

Digital ethics are positively and significantly impacted by social media use and self-awareness, according to this study. It has been demonstrated that these factors, either partially or concurrently, are powerful predictors of digital ethics, accounting for 61% of the variance in digital ethics. These findings confirm that strengthening students' digital ethics needs to be done by increasing the wise use of social media and developing self-awareness in digital activities.

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