



SIKASIH (Sistem Informasi Kejadian Siswa Terkasih) As A Learning Development Based on Overcoming Toxic Behavior on Social Media

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Abstract: This research aims to describe in more depth students' experiences in dealing with toxic behaviour on social media then the researchers created a learning model based on handling toxic behaviour on social media. This research used a qualitative approach with descriptive methods because this research describes a realistic view of the social world experienced by the resource person so that this experience can then be used as a reference for researchers in developing a learning model based on handling toxic behaviour on social media. The subjects of this research involved 1200 students in the Bandung Regency area. The data collection techniques were observation, document analysis, and in-depth interviews. The data analysis technique referred to interactive model data analysis, while the data validity technique is triangulation. The findings showed that students' responses in dealing with toxic behaviour experience difficulties because there were no clear rules. So, starting from this experience, the SIKASIH model is created as a learning model based on handling toxic behaviour on social media.

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Introduction

Information technology has brought major changes in various aspects of human life. From the industrial revolution to social change, information technology has been the backbone of our global evolution. Expectations for information technology are very broad and complex, covering various areas of human life Bambang Warsita (2008). According to Abdulhak (2005), the benefits of technology in education are that information technology provides wider access to educational resources. Through online platforms, students from various parts of the world can access learning resources that were previously out of reach. This results in more equitable educational opportunities, opening doors for people who previously did not have access to quality education. The development of increasingly sophisticated technology must be balanced with the progress of education in schools. Currently, technology, with all its advantages, is able to provide fast and unlimited access to information so that students can obtain learning materials easily. This provides a challenge for teachers so that students continue to use teachers as the main source of learning for students. Teachers must be able to adapt and adjust to all existing changes to guide and direct students. Teachers must be able to take their role appropriately to remain the person needed to guide, direct, motivate and design the learning that takes place in the classroom. The goal of implementing information and communication technology is to improve quality and positive and professional attitudes in teaching and learning activities.

Not only that, technology is expected to be able to solve every problem that arises in the world of education, along with the challenges and developments of the times. It is not



uncommon for technology to be interpreted as referring to electronic devices, even though the nature of technology contains a different and very broad meaning, which will be discussed further in this article. Society's understanding of technology always develops and changes with each era. In the past, *technology* was defined as machinery equipment, radios, and projectors until it was also defined as blackboards and books. Currently, *technology* is often defined as electronic devices. However, philosophers of science and scientists define *technology* as scientific activities or work aimed at solving problems in human life. Technology is always related to problems because technology is intended to solve problems, and of course, new problems will arise that must be solved by it. Technology was created to solve problems and to make work easier. Technology has an important role and contribution in life, including education and optimizing learning according to developments, conditions and community needs. This role will be felt when humans can accept and adapt to change. For this reason, this article will examine educational technology's role in improving education quality in this era of progress. So, educational technologists will no longer feel doubts and will be interested in adapting and utilizing technology with all its benefits in educational life.

Not only in a positive aspect, information technology also brings hope to overcome global challenges. According to McKeown in Suyanto (2005), in scientific research, information technology enables global collaboration and faster and wider data collection, accelerating the discovery of solutions to complex problems such as unsolved diseases. However, while looking forward to great expectations, information technology also raises several issues that need to be addressed. One of them is the issue of data privacy and security. With more and more information being stored online, protecting personal data is becoming increasingly important Munir (2009). Cybersecurity threats such as hacking and identity theft require stronger data protection efforts. Apart from that, information technology also contributes to the digital divide. Even though internet access is increasingly widespread, communities or regions still do not have equal access to information technology, which can deepen social and economic disparities. It is important to pay attention to and manage information technology developments' social, ethical and environmental impacts. Ensuring that technology is directed towards human benefit without compromising the principles of justice, security, and environmental balance is critical. Information technology is an important milestone in future development. Great hope lies in the ability of this technology to create solutions to global problems, advance human civilization, and create a more inclusive, globally-minded, and sustainable society. However, technological development must align with awareness of responsibility for its impact and sustainability for future generations. The development of information technology has influenced the way we interact, communicate and shape our worldview.

According to Sugeng Cahyono (2018) in the current digital era, social media has become an integral part of everyday life, especially among students. However, along with the benefits of technology, toxic phenomena have also emerged on social media which have the potential to have a negative impact, especially on student groups. Social media such as Facebook, Instagram, Twitter, and other platforms provide a platform for users to interact, share information, and engage in various online activities. However, student adaptation to these changes brings its own challenges. Toxic phenomena on social media refer to harmful behavior, such as harassment, intimidation, cyberbullying, body shaming, and the spread of false information or hoaxes. Students who are often vulnerable to social pressures, from beauty standards to academic expectations, can be directly affected by these toxic behaviors.



The influence of toxic phenomena on social media can have a significant impact on students' mental and emotional health (Sugeng Cahyono, 2018). Feelings of insecurity, anxiety, and depression often arise due to the pressure of a social media environment full of unrealistic expectations. Increased cases of anxiety and depression disorders in students have been recorded and are indirectly linked to their exposure to toxic behaviour on social media. In addition, a disturbed self-view due to body shaming and negative perceptions of oneself can damage students' self-confidence. It can also affect academic performance and social interactions in the real world. Social media can also disrupt students' learning patterns (Mojtabai, Olfson, and Han. 2016). Distractions from smartphones, constant notifications, and pressure arising from content that does not support learning can interfere with concentration and focus on learning. Research shows that students are often tempted to spend the time they should allocate for studying with activities on social media. It has a direct impact on productivity and academic achievement. To address the toxic phenomenon of social media and its impact on students, education and awareness about the wise use of social media is essential.

According to Rusman (2013) Teachers, parents and the educational community must work together to help students understand the risks and negative impacts of toxic behavior on social media. Learning programs such as SIKASIH offer concrete steps in dealing with this problem. Involving teachers, parents, and students in this approach can help build awareness, skills, and positive attitudes toward social media use. Parents have a crucial role in guiding children in using social media. Building open communication, understanding children's activities in cyberspace, and providing wise guidance about digital ethics are very important. Meanwhile, teachers can become facilitators who encourage a deeper understanding of the impact of toxicity on social media and provide education about how to use technology wisely (Suryani (2015). Limiting time on social media use, monitoring the content consumed, and using security and privacy features on social media platforms can help limit exposure to potentially harmful content.

In the modern era marked by the presence of information technology, social media has become an inseparable part of everyday life. Involvement in this digital platform brings various influences, both positive and negative. Among the impacts, toxic behavior on social media is a major concern, especially when it involves the younger generation. Toxic behaviour, such as harassment, intimidation, spreading false information, and other aggressive behaviour, has damaged the social environment on social media. It creates concerns about mental health, personal development, and individual safety, especially among children and adolescents. Therefore, it is important to develop learning models that focus on dealing with these toxic behaviors to maintain safety, mental health and quality of interactions in the digital world. The rapid growth of social media use has created an environment where everyone can easily connect, share information and communicate. However, this phenomenon also has negative impacts, especially in environments where toxic behaviour triggers anxiety, depression and even traumatic experiences. The younger generation, still in the developmental stage, is vulnerable to these negative impacts. Toxic behaviour on social media affects individuals directly and forms a culture that can damage ethics and social norms (Kennedy K. 2019). Overcoming toxic behaviour on social media is crucial in preserving harmony and prosperity in society, especially for children who build identities and understand the world around them through digital interactions.

Learning models such as SIKASIH, which involve teachers, parents, and students, are essential for handling toxic behaviour on social media. It allows students to understand the



negative impact of toxic behaviour and empowers them with the skills to interact healthily and wisely on digital platforms. The importance of studying this learning model lies in providing in-depth understanding to all parties involved, from school parents to students. Teachers can play an important role in providing a comprehensive understanding of digital etiquette, while parents can guide their children in the safe and positive use of social media. More than that, a learning model based on handling toxic behaviour on social media also helps form a progressive school culture, where respect for differences, respect, and safety are core values instilled in students' mindsets. Although the importance of developing this learning model is recognized, several challenges need to be overcome. One of them is a lack of thorough understanding of the impact of toxic behavior on social media and how it can affect children as a whole. Apart from that, the involvement of parents and teachers is a crucial factor. Not all parents and teachers have sufficient understanding of social media or the skills to guide children in the wise use of these platforms. It raises the need for greater education and support for parents and teachers to accompany children using social media. Changes in school thinking and culture are also challenges. Implementing a learning model requires changes in thought patterns and norms in the school environment, which is not always easy.

In overcoming these challenges, it is necessary to carry out learning activities appropriate to the needs of students in the field. Both students and teachers need a learning model like SIKASIH, because apart from providing additional learning models, this SIKASIH model can synergize with the applicable curriculum. Apart from that, this SIKASIH learning model can provide the resources needed to deal with the problem of toxic behaviour in social media. It includes developing teaching materials, training for teachers and parents, and prevention programs that can be implemented in schools. The development of a learning model based on handling toxic behavior on social media is not only an effort to reduce the negative impact of this behavior, but also to form individuals who are wiser, responsible and adaptive in facing the increasingly developing digital world.

Research Method

This research used descriptive research with a qualitative approach focusing on developing a learning model based on informants' experiences regarding the use of social media among high school students. Qualitative research focuses on the informant's frame of reference for thinking about where they have experienced this experience. In line with qualitative research according to Taylor et al. (2016) is a method that is more than just a set of data collection techniques; but by using this method you will get results to approach the real world. As Creswell (2010) argues, descriptive studies are "a procedure for solving the problem under study by describing the condition of the subject or object in research, which can be people, institutions, society and others currently based on visible facts or what exists.

In this research, the data collection technique carried out by researchers was done through three methods: observation, interviews, and documentation studies. In this research, the researcher made observations on the physical and cultural environment of the students' school, observed the ownership of mobile phones and the type of mobile phones used, whether they could operate social media or not, as well as the students' activities in surfing with their devices. Apart from that, researchers also observed student interactions on social media, the social media that students frequently opened, the duration of time students used devices and surfed social media, and students' motivation for opening certain social media. This research was conducted at one of the district's high schools. Bandung, in this part of the



interview, the researcher carried out direct interaction by asking several questions to students, guidance and counselling teachers, homeroom teachers and parents of students. Researchers will conduct unstructured interviews using an interview guide containing the main questions, which are then developed when the interview occurs at the research location. In this study, researchers used recording tools during the interviews. The documentation in this research consisted of photo documentation sourced from students' social media. Some documentation data will later serve as a basis for research results and strengthen findings. So that research has a scientific and objective basis.

The data analysis technique used in this research refers to the concept of Milles & Huberman (2014). This interactive model classified data analysis in three steps: data reduction, data presentation, and drawing conclusions. Data validity was carried out to obtain data that genuinely supports and is by the characteristics of the problem and research objectives. In line with this, according to (Sukardi, 2003), an instrument is said to be valid if it can measure what it wants to measure. The validity used by the author was triangulation; triangulation functions to test whether there was conformity between the interview results from various informants. Then, the researcher would conclude the truth from what has been observed during interviews and observations. Then, researchers could draw common threads from the informants' expressions. This research's triangulation of informant data included students, guidance and counseling teachers, and homeroom teachers. Next, the author checked the data on the informants involved. Data checking means that the researcher collects informants who have become data sources and checks the correctness of the data and its interpretation. It can be done by (Moleong, 2017). Assessment carried out by informants, Correcting errors, Providing additional information voluntarily, Including respondents in the research arena, Assessing the overall adequacy of the data collected.

Results and Discussion

Students' use of social media is a phenomenon that is increasing along with technological developments and easier access to the internet. Social media is a web-based social networking site that allows individuals to build public or semi-public profiles within a restricted system, list other users with whom they are connected, and view and explore their list of connections made by other people with a system (Henderi, 2007). Meanwhile, according to Phillip Kotler and Kevin Keller, social media is a means for consumers to share text, image, video and audio information and with companies and vice versa (Kotler, Keller 2012). New web technologies make it easier for anyone to create and, most importantly, distribute their content. Post on a blog, tweet, Instagram, Facebook, or video on YouTube that can be reproduced and viewed by millions of people for free. This phenomenon has changed the way students interact, learn and communicate. Almost everyone has internet access via smartphones, tablets or computers in this digital era. It allows students to easily access social media platforms like Facebook, Instagram, and Twitter. This convenience encourages using social media as a communication and entertainment tool. Social media also offers various exciting features, such as sharing photos and videos, participating in various communities, and expanding social networks.

Activity on Social Media

Social media provides a functional opportunity to interact more closely with anyone. Social media offers more individual communication content. Through social media, various users can find out the habits of other users and carry out personal interactions, and can develop a deep interest, as Shapiro and Margolin (2014) noted that many teenagers use social



media for self-expression and connecting with like-minded communities. The same. Social media is a web-based social networking site that makes it possible for individuals to build public or semi-public profiles in a restricted system, list other users with whom they are connected, and view and explore their list of connections made by other people with a system (Henderi. 2007). Social media has succeeded in transforming the practice of unidirectional broadcast media communication from one media institution to many audiences into dialogic communication between many audiences. The advantage of building personal branding through social media is that it does not involve tricks or false popularity because the audience is the one who decides.

Social media have become a medium for people to communicate, discuss and even provide popularity on social media. In his book, ACng Martono (2011) mentioned several things technology promises, including the promise of popularity. Humans easily appear on the screen via the internet. Teenagers widely use Instagram and TikTok sites to upload their videos. They can style, take selfies, show and promote their faces and appearances on the internet, armed with cameras and modems to be able to upload their recorded images. They can style however they like, and people worldwide can easily watch their actions. Even videos that deviate from the values and norms that apply in society are sometimes uploaded via the internet to gain popularity. Weber's Social Action Theory examines how individuals act in society and how these individuals understand social meaning. In the context of entertainment content preferences, we can analyze his social actions using Weber's theoretical framework to understand his background, motivation and social understanding (Doyle Paul Johnson. 1994). According to Weber, social action can be classified into four types of rationality, namely practical rationality, value rationality, efficiency rationality, and traditional social action. There is a tendency to use social media for entertainment content, especially outfit ideas. This action can be categorized as practical rationality (Doyle Paul Johnson. 1994). She looks for outfit ideas that she can put into practice, similar to how people look for practical solutions to certain problems. Weber also highlighted individual motivation in social action. Tendency to like entertainment content, especially outfit ideas and anime cosplay. This shows how the motivation behind her preference is to get outfit ideas. Motivated to practice cosplay outfits based on content she sees on social media. This student's motivation is to satisfy his interest in cosplay and gain recognition from others through posting on his social media accounts.

Another thing that attracts attention to the activities carried out on social media by these students is that they actively send memes and do it in groups for reasons of freedom and fun. Based on the interview results, they feel freer and happier when interacting with their friends in the WhatsApp Chat Group. Weber's framework considers this a social action oriented towards emotional values (Doyle Paul Johnson. 1994). He pursues fun and freedom in his social interactions through this platform. It also reflects how individual subjective experiences play an important role in social Action. Students see that on WhatsApp, users can regulate who can see their status without blocking their account. In Weber's framework, this shows that the use of WhatsApp as a tool for posting is a social action oriented towards the values of control and privacy. In simple terms, we understand how preferences, values and subjective experiences influence the use of WhatsApp and Instagram in their social life.

Students as Toxic Victims on Social Media

Social media use has experienced rapid growth in recent decades, with millions interacting and sharing content daily. However, in this environment, we sometimes also witness negative impacts, which often arise in the form of toxic behavior. In certain



situations, students may become victims of toxic behavior on social media, which can result in severe psychological impacts (Ariadna Matamoros. 2021). The discussion regarding students who claim to have been victims of toxic behavior on social media is a relevant and in-depth issue in the context of the development of information and communication technology (Rudi, M. 2017). Toxic behaviour on social media is a serious issue that has become a global concern. Students, especially teenagers, are increasingly vulnerable to the negative impacts of interactions on social media platforms. In this case, students expressed their varied experiences in dealing with toxic behavior. Information technology, including social media, plays a vital role in changing it. In this context, we can understand that social media is a platform that facilitates the exchange of information. However, when toxic behavior runs rampant within them, the impact can go beyond the technical and information technology aspects.

Students who are victims of toxic behavior may feel anxious, afraid, or even stressed. It reflects the role of social media as a channel that carries information, and in this case, detrimental information (Mulawarman, & Nurfitri, AD 2017). Some of them felt restless because they felt uneasy and had the feeling that someone was watching them. Learners may feel like their privacy has been invaded, creating a sense of insecurity in the social media environment. When someone feels that someone is constantly watching them on social media, this can create feelings of anxiety and discomfort (Soeparno, K., & Sandra, L. 2011). It indicates that the student may have been a victim of cyberstalking, namely the act of online stalking, which can cause significant psychological distress. The impact of this feeling of unease can include decreased emotional well-being, difficulty concentrating, and even insomnia.

Students as Toxic Actors on Social Media

The use of social media has become an inseparable part of everyday life, especially for the younger generation. However, with the freedom offered by these platforms, behavioral problems often arise that are referred to as "toxic." In the context described, a student admitted that he had been a toxic actor on social media, with behavior that involved posting photos and videos that were too sexy and inappropriate. Not infrequently, he also shows body parts that should not be shown. Toxic behavior on social media is a serious problem that needs to be understood in depth (Ribeiro. 2020). Activities such as posting overly sexual and immodest photos and videos can damage a person's self-image, integrity and morals. Moreover, irresponsible use of social media like this can create an unsafe and uncomfortable environment for other users. Toxic perpetrators often do not realize or ignore the negative impacts of their actions. One of the main impacts of toxic behavior on social media is the spread of a culture that undermines social and moral norms. This can affect the younger generation, especially teenagers, who are still in the process of forming values and ethics. With the internet, they can interact freely and form communities just by pressing a button (Tabroni. 2012). Showing inappropriate body parts or posting overly sexual content can confuse their understanding of what boundaries should be in interacting with others. Apart from that, this behavior can also have a negative impact on the self-image of students who admit it. Using social media as a platform for inappropriate exhibitions can destroy their reputation and social relationships. This can also create psychological pressure, because they may feel the need to continue maintaining the image built through the content.

Statements from students who admitted that they had been perpetrators of "toxic" actions on social media, especially by posting photos and videos that were too sexy and immodest, invited analysis from the perspective of Max Weber's theory of social action. In

this case, the actions of students who post inappropriate content on social media can be considered rational actions (Robert MZ Lawang, 2014). They may feel that this provocative content will attract attention, earn praise, or achieve a certain goal, such as popularity or more followers. As explained in Soejono Soekanto (2015), Weber also stated that values and norms play an important role in shaping social action. In society, there are social norms that regulate the behavior of its members. Posting overly sexual and inappropriate content on social media goes against social norms governing manners and morality. This shows that these students violate social norms that exist in society. In this context, students' actions can be considered rational actions in the sense that they may choose to do so because they have a clear goal, such as seeking attention or popularity. However, these actions may be irrational in the long term if they ignore the negative consequences, such as psychological impacts, social losses, or even legal consequences.

Hypothetical Model for Handling Toxic Behavior on Social Media

As a teacher, it is appropriate always to innovate, especially innovation related to learning activities in the classroom. However, it is also essential to be able to innovate in developing learning models that are based on student needs. As a result of observations and interviews at the research site, it is known that this toxic phenomenon on social media is rampant among high school students. With the various toxic behaviors, the school has responded by creating an investigation team consisting of a guidance counselor and several homeroom teachers. However, this is less effective in minimizing toxic behavior on social media. Students still massively carry out toxic practices on social media, even targeting teachers as the object of their toxicity. To better understand how Sikasih works, we can see the following picture.

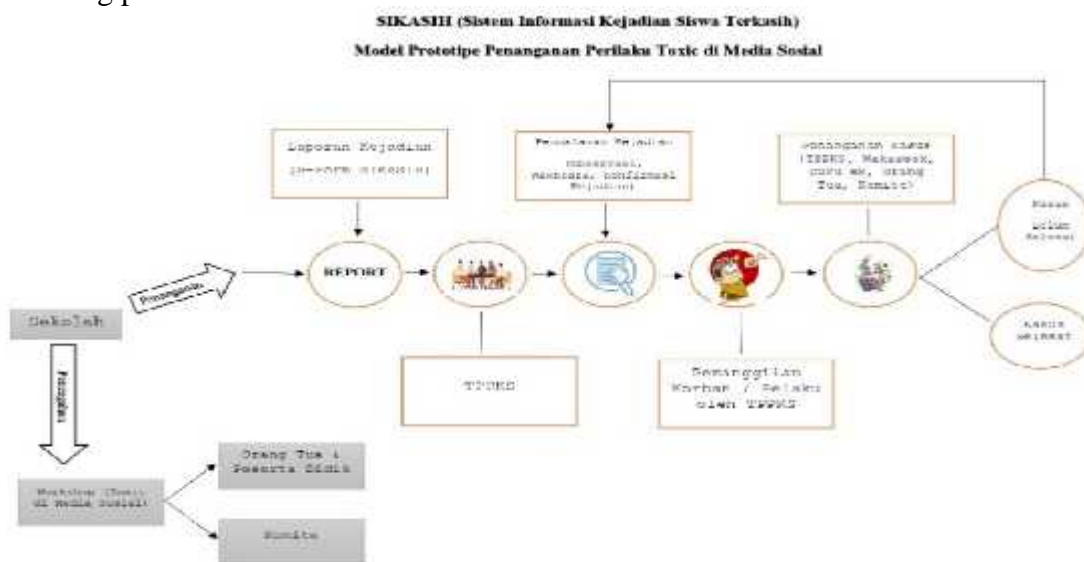


Figure 1. Picture of the SIKASIH Model Learning

Steps of the SIKASIH Model

The spearhead of this model is the school, which is the centre of this program and has two functions that must be carried out to deal with toxic behaviour on social media. The first is the prevention function; in the realm of prevention, schools hold joint workshops with students, parents and the school committee. These elements are important in efforts to prevent the rise of toxic behaviour on social media. Workshops can be held periodically every three months by inviting external speakers with appropriate knowledge. The second is



prevention; in prevention efforts, several elements are important and must be present, namely the TPPKS (Student Accident Implementation Team), where the TPPKS consists of guidance counsellors, homeroom teachers, and committees. The TPPKS has the task of carrying out periodic checks on reports submitted to the Google form provided, after which the TPPKS carries out an in-depth investigation of the incident based on the reports received through interviews and observations to confirm the incident or report. After the report has been studied, the TPPKS will then summon the victims and/or toxic perpetrators on social media. After the summons is made, the TPPKS handles it according to the case or incident that occurred. However, you need to remember that the reporter will maintain the confidentiality of this series of reports, and even if it is needed in the case investigation process, the reporter will still have a safe place. Once handling cases or taking action on completed cases, TPPKS must uphold ethical values and the honour of both the perpetrator and the victim. After handling the incident, it will then be evaluated whether the incident has been completed or not completed. If it is finished, then the case or incident is closed. However, if the incident is not finished, it will return to the incident-deepening stage and continue to the next stage.

Conclusion

Students' experiences in carrying out activities on social media are very diverse and there is much toxic behavior carried out. So to handle this, researchers developed the SIKASIH Learning Model (Distinguished Student Incident Information System), a learning model developed from students' experiences on how to deal with toxic behavior on social media, in collaboration with schools and research committees, develop this learning model. With the development of this model, toxic behavior on social media among students is hoped to be reduced.

Recommendation

After this research was completed, the researcher realized that many things still needed to be studied about this research. Hopefully, future researchers can develop this model more perfectly and test it in several schools so that its usefulness can be felt more. Schools can design educational programs that focus on awareness of the negative impacts of social media. These programs may cover aspects of online etiquette, identification of toxic behavior, and ways to deal with stress from social media interactions. Providing students with a deep understanding of responsible use in the digital world is an important step. For guidance and counseling teachers, we hope that this SIKAH learning model can be implemented as a guidance and counseling teacher program and if necessary can be modified to make it more perfect.

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