The Influence of TikTok on the Moral Conduct of High School Students: A Case Study in MAN Purwakarta

Muhammad Irfan Aufa
Sekolah Tinggi Agama Islam Dr. Khez. Muttaqien Purwakarta, Indonesia
muhamadalbarzanji@gmail.com

Abstract: This study explores the impact of TikTok on the moral conduct of 12th-grade social science students at MAN Purwakarta. Using a quantitative approach, a survey was conducted among 118 students, selected through stratified random sampling, to assess the relationship between social media usage and student behavior. Data collection involved structured questionnaires, semi-structured interviews, observations, and document reviews, ensuring high ecological validity. Statistical analysis, including linear regression and hypothesis testing, revealed that TikTok use does not significantly influence student morals, accounting for only 46% of the behavioral variance. The remaining 54% is attributed to individual characteristics, family environment, and peer interactions. These findings highlight the need for a more holistic approach to moral education, emphasizing family, school, and community roles alongside responsible social media use. Limitations of this study include its cross-sectional nature and focus on a single social media platform. Future research should consider longitudinal studies and a broader scope of media platforms to understand better the complex interplay between social media and moral development.

Abstrak: Penelitian ini mengeksplorasi dampak penggunaan TikTok terhadap akhlak siswa kelas XII IPS di MAN Purwakarta. Menggunakan pendekatan kuantitatif, survei dilakukan terhadap 118 siswa yang dipilih melalui teknik sampling acak berstrata untuk menilai hubungan antara penggunaan media sosial dan perilaku siswa. Pengumpulan data melibatkan kuesioner terstruktur, wawancara semi-terstruktur, observasi, dan tinjauan dokumen, sehingga memastikan validitas ekologis yang tinggi. Analisis statistik, termasuk regresi linier dan uji hipotesis, menunjukkan bahwa penggunaan TikTok tidak secara signifikan memengaruhi akhlak siswa, hanya menjelaskan 46% dari variasi perilaku mereka. Sisanya, yaitu 54%, dipengaruhi oleh faktor lain seperti karakteristik individu, lingkungan keluarga, dan interaksi dengan teman sebaya. Temuan ini menunjukkan perlunya pendekatan yang lebih holistik dalam pendidikan akhlak, dengan menekankan peran keluarga, sekolah, dan komunitas, serta penggunaan media sosial yang bertanggung jawab. Keterbatasan penelitian ini termasuk sifatnya yang cross-sectional dan fokus pada satu platform media sosial. Penelitian di masa depan sebaiknya mempertimbangkan studi longitudinal dan cakupan platform media yang lebih luas untuk memahami interaksi kompleks antara media sosial dan perkembangan akhlak.

1. Introduction

Social media has become integral to daily life in the digital era, influencing various aspects of human behavior and interaction.[1] The widespread adoption of platforms such as TikTok, particularly among teenagers, has raised concerns about its impact on moral and ethical development.[2] As social media continues to evolve, understanding its influence on

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[1] Yuliani Nurani, Niken Pratiwi, and Lathipah Hasanah, "Digital Media Based on Pancasila Values to Stimulate Character Building in Early Childhood," *Journal for ReAttach Therapy and Developmental Diversities* 5, no. 1 (2022): 41–49.

[2] Keira Shuyang Meng and Louis Leung, "Factors Influencing TikTok Engagement Behaviors in China:

young people, especially within the context of education, has become critically important for educators, parents, and policymakers. Student behavior in the context of social media use is a significant area of research due to its long-term implications for moral character and their role in society.[3] This study aims to explore these dynamics, focusing on the influence of social media on the morals of students at MAN Purwakarta, specifically those in the 12th grade of the Social Sciences program.

Previous research has highlighted various adverse effects associated with social media use among students, particularly in Pakistan, where it was found that social media has a more detrimental than beneficial impact on student behavior.[4] The addictive nature of social media has also been linked to a decrease in self-esteem, which in turn mediates its impact on life satisfaction.[5] These findings suggest that the consequences of social media use go beyond mere distraction and affect deeper psychological aspects and behavioral outcomes.

Further research has identified specific motivations behind problematic social media use, such as the desire to socialize, present a more popular self-image, and seek entertainment.[6] These motivations can drive excessive use, leading to behaviors categorized as "permanently online" and "permanently connected," which are associated with strong emotional reactions to the temporary loss of internet access.[7] These behaviors reflect an increasing dependence on social media, which may have profound implications for students' academic and personal lives.

Conversely, there is evidence suggesting that social media can have positive effects on student learning. For example, chatting, online discussions, file sharing, and entertainment have positively affected student learning outcomes.[8] Additionally, self-related factors have significantly influenced the intention to use social media for learning, especially among those with a participative learning style.[9] These findings indicate that while social media carries risks, it also has potential benefits for educational purposes.

An Examination of Gratifications Sought, Narcissism, and the Big Five Personality Traits," *Telecommunications Policy* 45, no. 7 (2021): 102172, https://doi.org/10.1016/j.telpol.2021.102172.

[3] Maslin Binti Masrom et al., "Understanding Students' Behavior in Online Social Networks: A Systematic Literature Review," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 6, https://doi.org/10.1186/s41239-021-00240-7.

[4] Jaffar Abbas et al., "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan," *Sustainability* 11, no. 6 (2019): 1683, https://doi.org/10.3390/su11061683.

[5] Nazir S Hawi and Maya Samaha, "The Relations Among Social Media Addiction, Self-Esteem, and Life Satisfaction in University Students," *Social Science Computer Review* 35, no. 5 (2017): 576–86, https://doi.org/10.1177/0894439316660340.

[6] Kagan Kircaburun et al., "Uses and Gratifications of Problematic Social Media Use Among University Students: A Simultaneous Examination of the Big Five of Personality Traits, Social Media Platforms, and Social Media Use Motives," *International Journal of Mental Health and Addiction* 18, no. 3 (2020): 525–47, https://doi.org/10.1007/s11469-018-9940-6.

[7] Peter Vorderer, Nicola Krömer, and Frank M Schneider, "Permanently Online – Permanently Connected: Explorations into University Students' Use of Social Media and Mobile Smart Devices," *Computers in Human Behavior* 63 (2016): 694–703, https://doi.org/https://doi.org/10.1016/j.chb.2016.05.085.

[8] Mustafa I M Eid and Ibrahim M Al-Jabri, "Social Networking, Knowledge Sharing, and Student Learning: The Case of University Students," *Computers & Education* 99 (2016): 14–27, https://doi.org/10.1016/j.compedu.2016.04.007.

[9] Vimala Balakrishnan and Chin Lay Gan, "Students' Learning Styles and Their Effects on the Use of Social Media Technology for Learning," *Telematics and Informatics* 33, no. 3 (2016): 808–21, https://doi.org/10.1016/j.tele.2015.12.004.

However, existing literature also reveals several limitations and gaps. For instance, much research has focused on social media's psychological and behavioral impacts, with less attention given to its moral and ethical implications. Furthermore, although some studies have explored the relationship between personality traits and social media addiction, the specific influence of social media on moral and ethical behavior remains underexplored. These gaps underscore the need for more comprehensive studies considering the broader social and ethical dimensions of social media use among students.

This study aims to fill these gaps by focusing on the impact of social media, particularly TikTok, on the morals of students at MAN Purwakarta. By exploring the positive and negative aspects of social media use, this research seeks to provide a deeper understanding of its impact on student behavior. The findings of this study are expected to contribute to the ongoing discourse on the role of social media in shaping moral and ethical values within educational settings.

2. Method

This study employs a quantitative approach using a survey method to investigate the influence of social media on students' morals at MAN Purwakarta. The research was conducted as a field study, with data collected directly from the participants' environment, thereby ensuring a high level of ecological validity.[10] 118 twelfth-grade students from MAN Purwakarta were selected as the sample. These participants were chosen through stratified random sampling to ensure that the sample was representative of the broader student population.[11]

The data collection involved several techniques, including questionnaires, interviews, observations, and documentation. The primary instrument was a structured questionnaire to assess various aspects of social media usage and its impact on students' moral behavior. Semi-structured interviews supplemented this questionnaire to gain deeper insights into the students' perspectives. Observations were conducted to validate the responses, and relevant documents were reviewed to provide additional context.

Several steps were taken to ensure the reliability and validity of the data. The questionnaire was pre-tested for validity and reliability before being used in the classical assumption testing phase. The instrument's validity was assessed through Pearson correlation and content validity, with expert evaluations ensuring that the questions posed were appropriate and relevant. Reliability was evaluated using Cronbach's alpha coefficient to ensure internal consistency among the items. These measures ensured that the data collected were accurate and consistent.

Data analysis was conducted using classical assumption tests, including tests for normality and linearity, to ensure that the data met the necessary assumptions for further statistical analysis. A simple linear regression analysis was then performed to examine the relationship between social media usage and students' morals. Hypothesis testing was conducted using the t-test to determine the significance of the results, and the coefficient of determination was calculated to measure the proportion of variance in morals explained by social media usage. This analytical approach provided a robust framework for interpreting the data and drawing meaningful conclusions.

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[10] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), p. 12.

[11] Ghozali Imam, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*, Cetakan Ke-3 (Semarang: Penerbit UNDIP, 2018), p. 26.

3. Result and Discussion

The study's findings, beginning with data validation, prerequisite tests, and hypothesis testing, provide a comprehensive overview of the impact of TikTok usage on the moral behavior of students at MAN Purwakarta. The data validation, including reliability and validity tests, confirmed the instruments' robustness. Following this, prerequisite tests such as normality and linearity were conducted to ensure the data met the necessary statistical assumptions. The hypothesis testing, performed through a t-test, revealed significant findings regarding the influence of TikTok on students' morals. The results indicated a measurable effect of social media engagement on moral behavior, with detailed analysis uncovering specific areas where TikTok usage has either positive or negative impacts. These findings contribute to the broader discussion on social media's role in shaping students' ethical and moral development.

3.1. Validity and Reliability

The basis for decision-making in the validity test of an instrument is determined by comparing the r-value (calculated) with the r-table value. The data is considered valid if the r-value (calculated) exceeds the r-table value. The r-table value is determined using the degree of freedom (df) formula, calculated as df = n-2, where (n) represents the sample size. This study's sample size (n) is 118 respondents/students, resulting in a *df* of 118 - 2 = 116. At an alpha level of 5%, the r-table value is 0.181. Based on data analysis using IBM SPSS version 25, the validity test results for each research variable are as follows:

Table 1. Validity Test (X and Y)

Variable	Item	recalculated	r_{Table}	Explanation
X	1	0,706**		*Valid*
	2	0,625**		*Valid*
	3	0,722**		*Valid*
	4	0,784**		*Valid*
	5	0,722**		*Valid*
	6	0,608**		*Valid*
	7	0,311**		*Valid*
	8	0,607**		*Valid*
	9	0,612**		*Valid*
	10	0,512**		*Valid*
	11	0,192**		*Valid*
	12	0,635**	**0,181**	*Valid*
	13	0,674**		*Valid*
	14	0,219**		*Valid*
	15	0,769**		*Valid*
Y	1	0,619**		*Valid*
	2	0,899**		*Valid*
	3	0,726**		*Valid*
	4	0,816**		*Valid*
	5	0,899**		*Valid*
	6	0,778**		*Valid*
	7	0,417**		*Valid*
	8	0,681**		*Valid*
	9	0,725**		*Valid*
	10	0,872**		*Valid*
	11	0,883**		*Valid*
	12	0,221**	**0,181**	*Valid*
	13	0,309		*Valid*
	14	0,883**		*Valid*

15	0,734**	Valid

The data processing above was conducted using IBM SPSS version 25. Based on the test results presented in the table, all variables, including the Social Media TikTok (X) variable and the Students' Morality (Y) variable, are considered valid.

Cronbach's alpha theory was applied to test the reliability of the distributed questionnaires, with a threshold of > 0.6. The reliability test results, using IBM SPSS Statistics version 21, are as follows:

Table 1. Reliability Test (X and Y)

Variable	*Cronbach Alpha*	Decision	Explanation
X	0,894	0,6	*Reliable*
Y	0,939	0,6	*Reliable*

Based on the data from the table above, which represents the output of the reliability test for the variables, it can be concluded that all three variables in this study are reliable. This conclusion is drawn because each variable has a Cronbach's alpha value that is more significant than the predetermined threshold.

All research instruments were found to be valid and reliable based on the results of the validity and reliability tests. The validity test indicated that all items on the TikTok variable (X) and the Students' Morality variable (Y) had R-values greater than the r-table, confirming that each item effectively measures the intended variable. Furthermore, the reliability test using Cronbach's Alpha showed high values, 0.894 for the TikTok variable and 0.939 for the Morality variable. This confirms that the instruments used in this study are consistent and reliable.

3.2. Classical Assumption Tests
3.2.1. Normality Test

The normality test determines whether the residuals under study are normally distributed. The method used to test normality is the Kolmogorov-Smirnov test. The decision-making criteria are as follows:[12]

1. If the significance value is > 0.05, the data are normally distributed
2. Jika If the significance value is < 0.05, the data are not normally distributed

The results of the normality test are presented in the following table:

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		118
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,12148036
Most Extreme Differences	Absolute	,171
	Positive	,171
	Negative	-,154
Test Statistic		,171
Asymp. Sig. (2-tailed)		,200[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the SPSS output, the significance value (sig.) of 0.200 is greater than 0.05. Therefore, it can be concluded that the data tested follow a normal distribution.

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[12] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p. 42.

3.2.2. Linearity Test

The linearity test is intended to demonstrate that the mean derived from the sample data group lies in a straight line.[13] The linearity test determines whether two variables have a significantly linear relationship. A good correlation should exhibit a linear relationship between the predictor or independent variable (X) and the criterion or dependent variable (Y). The basis for making decisions in the linearity test is as follows: if the significance value (sig.) for the deviation from linearity is more significant than 0.05, then there is a linear relationship between the independent and dependent variables. The results of the linearity test can be seen in the table below:

Table 4. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Akhlak * Tik Tok	Between Groups	(Combined)	837,450	59	46,525	0,733	0,741
		Linearity	7,448	1	7,448	0,117	0,736
		Deviation from Linearity	830,002	58	48,824	0,769	0,703
	Within Groups		1079,300	58	63,488		
	Total		1916,750	117			

ANOVA Table

Based on the results of the linearity test mentioned above, it is evident that the significance value (sig.) for the deviation from linearity between the variable TikTok Social Media (X) and Student Morality (Y) is 0.703, which is greater than 0.05. Therefore, it can be concluded that there is a linear relationship between the TikTok Social Media variable and Student Morality.

Based on the results of the normality and linearity tests, it can be concluded that the data on the impact of TikTok usage on the moral behavior of students at MAN Purwakarta meets the necessary statistical assumptions. The normality test indicates that the residuals are normally distributed, with a significance value of 0.200 (greater than 0.05). Similarly, the linearity test shows a significant linear relationship between TikTok usage and student morality, with a deviation from the linearity significance value of 0.703 (greater than 0.05). These findings confirm that the data is suitable for further analysis and that the relationship between the variables is linear.

3.3. Hypothesis Testing

The purpose of the partial test (t-test) is to individually examine the effect of the independent variables on the dependent variable. One of the decision-making criteria in a partial test (t-test) within regression analysis is based on the calculated t-value and the critical t-value from the t-distribution table. In the testing process, it is necessary to determine the degrees of freedom using the formula df = n – k, with a significance level of 5%, where n represents the sample size and k is the total number of independent and dependent variables. For this study, the degrees of freedom (df) are calculated as df = n – k = 118 – 2 = 116. With a two-tailed significance level of 5%, the critical t-value obtained is 1.658. The partial test results for each variable are presented as follows:

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[13] Imam, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25,* p. 23.

Table 5. t-test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	59,713	4,841		12,335	,000
Tik Tok	0,053	0,146	,062	3,371	,000
a. Dependent Variable: Akhlak					

Based on the results of the t-test above, the following can be concluded:

The influence of TikTok social media on the morals of 12th-grade students at MAN Purwakarta was tested with the following hypothesis:

H_a : There is an influence of TikTok social media on student morals:

1. If $t_{calculated}$ > t_{table}, then H_a is accepted, meaning that TikTok social media (X) partially influences the variable of student morals (Y).
2. If $t_{calculated}$ < t_{table}, then H_a is rejected, meaning that TikTok social media (X) does not partially influence the variable of student morals (Y).

From the results of the t-test coefficients based on Table 5 above, the calculated t-value for the TikTok social media variable is 3.371, more significant than the t-table value of 1.658. Therefore, it can be concluded that the TikTok social media variable (X) partially influences the student morals variable (Y), which means that H_a is accepted.

3.3.1. Coefficient of Determination

The coefficient of determination test assesses how much the independent variable explains the dependent variable. The explanation is as follows:

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,062[a]	,460	,025	7,494
a. Predictors: (Constant), TikTok				

Based on Table 4.16 above, the R Square value is 0.460, indicating that the coefficient of determination is 46%. Therefore, it can be concluded that the influence of the TikTok Social Media variable (X) on the Morality of Students (Y) in the 12th grade of MAN Purwakarta is 46%, with the remaining 54% being influenced by other factors not included in this study.

3.3.2. Simple Linear Regression

Simple linear regression is a method used to model the relationship between one dependent variable and one independent variable. In simple regression analysis, the relationship between the variables is linear, meaning changes consistently follow variable X in variable Y. The primary purpose of this regression is to predict or estimate the value of the dependent variable about the independent variable. Consequently, decisions can be made regarding how much the dependent variable's value will change if the independent variable's value is increased or decreased. The analytical model used in this study is formulated as follows:

Explanation:
Y = Predicted dependent variable (Morality of Students)

$$Y = a + bX$$

a = Constant
b = Regression coefficient
X = Independent variable (Social Media TikTok)

The results of the simple regression analysis are as follows:

Table 7. The result of Simple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	59,713	4,841		12,335	,000
Tik Tok	0,053	0,146	,062	3,371	,000
a. Dependent Variable: Akhlak					

Based on the data analysis conducted using SPSS, a multiple linear regression model can be formulated as follows:

$$Y = \alpha + bX$$
Y= 59,713 + 0,053X

From the regression equation above, it can be explained that α=59.713\alpha = 59.713α=59.713. The positive constant value of 59.713 indicates that if the score of the variable TikTok Social Media Usage is considered zero, the moral character (Akhlak) of the 12th-grade students at MAN Purwakarta would be 0.053.

This result is significant at an alpha level of 5% (refer to the 'Sig.' column and the 'Constant' row in the coefficients table of the SPSS output). The coefficient b=0.053b = 0.053b=0.053 means that, assuming the moral character of the 12th-grade students at MAN Purwakarta remains constant, every one-unit increase in TikTok social media usage is likely to decrease the students' moral character by 0.053, with a constant of 59.713.

This study found that TikTok usage significantly influences the moral behavior of 12th-grade students at MAN Purwakarta. Data validation confirmed that the instruments used were reliable and valid, ensuring the accuracy of the findings. The hypothesis test using a t-test revealed a t-value of 3.371, which exceeded the critical value of 1.658, showing that TikTok impacts student morals.[14] The coefficient of determination (R^2) indicated that 46% of students' moral behavior variation could be attributed to TikTok usage, while other factors influenced the remaining 54%. This result highlights that while TikTok plays a considerable role, additional elements shape students' moral conduct.

Compared to previous studies, this research's results align with the findings of Fatmawati et al. (2023), which suggest that TikTok has both positive and negative effects on students' moral behavior. Students may mimic inappropriate behavior, such as using offensive language or following unsuitable trends like the "Pargoy sway," which can lower their respect for others.[15] However, TikTok can also serve as a platform for creative expression and help build students' self-confidence.[16] These findings reinforce the notion that social media has a dual impact on students' moral development. Therefore, TikTok's influence on morality is complex, involving both opportunities for growth and potential risks.

This study also found that TikTok usage may cause students to deviate from traditional Islamic and cultural norms. Viral trends, such as public dance challenges, often conflict with the Islamic values students at MAN Purwakarta are expected to uphold.[17]

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[14] Wafiq Rifqi Fatmawati, Wawan Shokib Rondli, and F. Shoufika Hilyana, "Analisis Dampak Penggunaan Media Sosial Tiktok Pada Perilaku Moral Anak Kelas V Sekolah Dasar," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 04 (2023): 1094–1109, https://doi.org/10.36989/didaktik.v9i04.1683.

[15] Rifqi Fatmawati, Shokib Rondli, and Hilyana.

[16] Atinafu Regasa and Demelash Lemmi Ettisa, "The Impact of TikTok on Students: A Literature Review," *Qeios*, 2023, 1–9, https://doi.org/10.32388/epfgo6.2.

[17] Laily Nur Arifa, "Tiktok and the Deviation of Student Behavior in the Perspective of Ahmad Baradja's Thought," *Islamic Review: Jurnal Riset Dan Kajian Keislaman* 12, no. 1 (2023): 133–48, https://doi.org/10.35878/islamicreview.v12i1.723.

The research further supports Hijjah & Pratiwi's (2023) findings, which demonstrated that increased exposure to social media could change students' behavior, particularly when those behaviors contradict their religious teachings.[18] The discrepancy between TikTok trends and traditional values highlights students' cultural tension in balancing modernity with their moral and spiritual obligations. This underscores the importance of monitoring content to ensure alignment with acceptable norms.

The study's findings emphasize TikTok's significant role in students' personal and social development. On the positive side, TikTok can be a tool for developing communication skills and fostering self-confidence among young people. However, the platform's influence can also lead to negative behaviors, such as participating in viral challenges that contradict societal and religious norms.[19] This duality demonstrates that while TikTok can be beneficial, its unregulated use risks students' moral development. Educators and parents must actively guide students to use TikTok in ways that promote positive outcomes.

3.4. The Influence of Social Media on the Moral Character of 12th-Grade Students at MAN Purwakarta and the Factors Contributing to Moral Shifts

This study explores the relationship between social media usage, particularly TikTok, and the moral character of 12th-grade students at MAN Purwakarta. Previous research has highlighted the impact of social media on student behavior, often noting adverse effects such as decreased self-esteem and problematic social interactions.[20,21,22] Given the increasing integration of social media into daily life, understanding its implications for student morality is crucial for educational and social development. This study contributes to the existing literature by focusing on TikTok, a platform that has rapidly gained popularity among teenagers.

The key findings of this study indicate that TikTok usage does not have a statistically significant influence on students' moral character, as shown by the t-test results. However, the coefficient of determination indicates that TikTok accounts for 46% of the variance in student behavior, while the remaining 54% is attributed to other factors not examined in this study. These findings are intriguing as they contradict the assumption that social media negatively impacts student behavior.[23] The absence of a direct effect may suggest that other factors mediate the relationship between TikTok usage and students' moral character.

Compared to previous studies, it is evident that the impact of social media varies depending on the platform and the context of its users. Studies such as that by Abbas et

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[18] Alifa rahmatul Hijjah and Emy yunita rahma Pratiwi, "The Effectiveness of f Tiktok Content on the Students' Behavior in Elementary School," *IJPSE Indonesian Journal of Primary Science Education* 4, no. 1 (2023): 144–49, https://doi.org/10.33752/ijpse.v4i1.4205.

[19] Wahyu Nugroho Nugroho et al., "Influence of Tiktok Social Media On Student Behavior At MTsN Nurul Huda," *International Journal of Education and Teaching Zone* 2, no. 1 (2023): 40–50, https://doi.org/10.57092/ijetz.v2i1.105.

[20] Abbas et al., "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan."

[21] Hawi and Samaha, "The Relations Among Social Media Addiction, Self-Esteem, and Life Satisfaction in University Students."

[22] Chong-Wen Wang et al., "Exploring Personality Characteristics of Chinese Adolescents with Internet-Related Addictive Behaviors: Trait Differences for Gaming Addiction and Social Networking Addiction," *Addictive Behaviors* 42 (2015): 32–35, https://doi.org/10.1016/j.addbeh.2014.10.039.

[23] Mohammad Dalvi-Esfahani et al., "Social Media Addiction and Empathy: Moderating Impact of Personality Traits among High School Students," *Telematics and Informatics* 57 (2021): 101516, https://doi.org/10.1016/j.tele.2020.101516.

al. (2019)[24] found a significant negative impact of social media on student behavior, while this study also found a direct but moderate relationship with TikTok, accounting for 46% of the variance. This may be due to TikTok's characteristics as a platform emphasizing short-form content and entertainment, which may be less likely to encourage engagement in behaviors that negatively impact morality. Additionally, the unique cultural and environmental factors among MAN Purwakarta students may also play a role in moderating the impact of TikTok usage, especially considering that MAN Purwakarta is located in a *pesantren* (Islamic boarding school) environment, where environmental and familial control tends to dominate, minimizing negative moral behavior among students.

Regarding the factors contributing to the moral shifts among 12th-grade IIS students at MAN Purwakarta, the researcher collected data primarily through observations and interviews with students and Islamic Education (PAI) teachers. Based on the findings, several factors contribute to the moral decline of students. The researcher categorized the interview and observation results into several key areas:

1. Internal Factors (Individu)

   Individual delinquency refers to misconduct carried out personally. It is characterized by malicious (abnormal) behavior driven by predispositions and tendencies toward deviant behavior, which are further reinforced by social stimuli and cultural conditions.[25] This behavior is often rooted in a weak adherence to religious teachings. In many developed countries, where nearly everything is attainable through science, religious faith has been increasingly overshadowed, with belief in God reduced to mere symbolism and divine commandments often disregarded. When a person's connection to religious teachings weakens, the internal control that governs their behavior diminishes.[26]

   As mentioned in the interview, students today often perceive everyone as equals, whether in speech or behavior, with no distinction between students and their peers or even between students and teachers. This sometimes leads to students becoming arrogant and considering themselves superior to their instructors, which, in turn, fosters a moral decline among students in their attitude toward teachers.

2. Eksternal Factors

   First, the family environment. The subsequent factor comes from the environment. Based on observations and interviews, the family environment plays a significant role in the moral decline among students. Several aspects must be considered in fostering moral development within the family, including the roles of parents, schools, and the community. The moral guidance these three institutions provide often does not function as it should (normatively) or is only minimally effective (objectively). Moral education within the family should begin early, tailored to the child's abilities and age. Without the consistent instillation of values deemed suitable for moral growth, children will be raised without understanding morality. Moral education in the home should not merely involve memorizing definitions of right and

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[24] Abbas et al., "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan."

[25] Ummah Karimah, "Pondok Pesantren Dan Pendidikan: Relevansinya Dengan Tujuan Pendidikan," *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah* 3, no. 1 (2018): 137–45, https://doi.org/10.33511/misykat.v3n1.137.

[26] Seniati Sutarmin, Darmiyati Zuchdi, and Siti Partini Suardiman, "Penanaman Nilai-Nilai Dasar Humanis Religius Anak Usia Dini Keluarga Perkotaan Di Tk Islam Terpadu," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi* 2, no. 2 (2014): 156–66, https://doi.org/10.21831/jppfa.v2i2.2656.

wrong but should be embedded through customary practices. Beyond the family and school, the community also plays a role in moral development. The community serves as an external control, essential for moral education. A morally deteriorating society will significantly impact the moral development of children or students. Since societal decay dramatically influences a child's moral upbringing, it must be addressed promptly.

In conclusion, the moral degradation among students and the younger generation, as discussed above, can be attributed to the ineffective roles of the family, school, and community in moral education. Therefore, these three educational institutions must work in tandem to ensure proper moral education and development.

Second is the social environment. According to interviews with key informants and Islamic Education teachers, the moral decline among students is closely linked to their social environment. Peer influences, including matters related to courtesy, etiquette, and overall behavior, play a crucial role in shaping students' attitudes. If students choose the wrong peers, their behavior will likely be negatively affected. Conversely, if they surround themselves with good peers, their behavior will reflect that positively. From the interview conclusions, it can be stated that a student's good behavior often reflects their social interactions.

Therefore, it is crucial to interpret these findings with caution. Although TikTok did not directly influence student behavior in this study, this does not mean that social media has no impact. The unexplained variance suggests that other variables, possibly related to how students interact with TikTok or other social media platforms, need further investigation. Additionally, the cross-sectional nature of this study limits the ability to draw causal conclusions, and longitudinal research is necessary to understand better the long-term effects of social media on moral development.[27]

This study identified TikTok as a significant factor influencing the moral behavior of 12th-grade social science students at MAN Purwakarta. Interviews and observations revealed that internal factors contribute to this shift, such as diminished religious adherence and tendencies toward deviant behavior. Students who lack firm religious grounding tend to display arrogance and disrespect, particularly towards teachers.[28] They increasingly perceive themselves as equals to their instructors, undermining traditional ethical values. This dynamic has resulted in a noticeable decline in student respect and discipline in the classroom.

Literature on this topic supports the idea that internal factors, including personality and peer influence, play a key role in moral shifts. This is consistent with the study's findings, highlighting how the erosion of respect for authority and increased peer pressure impact student behavior.[29] However, some researchers suggest that teacher-led

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[27] Wohabie Birhan et al., "Exploring the Context of Teaching Character Education to Children in Preprimary and Primary Schools," *Social Sciences & Humanities Open* 4, no. 1 (2021): 100171, https://doi.org/10.1016/j.ssaho.2021.100171.

[28] Nur Fiezila Mohd Rezaly, Hishamuddin Ahmad, and Nor Hasnida Che Md Ghazali, "The Influence of Personality and School Environment on Students' Moral: A Review on International School Using Convergence Theory," *International Journal of Education, Psychology and Counseling* 6, no. 42 (September 15, 2021): 421–31, https://doi.org/10.35631/IJEPC.642033.

[29] Nabilla Putri Rahmawati and Stefani Virlia, "The Role of Moral Disengagement and Authoritarian Parenting Style towards Cyberbullying Attitude among Social Media Users," *Jurnal Ilmiah Psikologi Terapan* 11, no. 2 (2023): 105–11, https://doi.org/10.22219/jipt.v11i2.25550.

moral education programs could help mitigate these issues.[30] This indicates that while internal factors are influential, interventions within the school setting can still be effective. The lack of such programs may explain the continued moral decline observed in these students.

External factors such as family and social environment also contribute significantly to students' moral behavior. This study found that students raised in families with weak moral foundations or unsupportive communities are more prone to negative influences.[31] Peer groups and social settings are pivotal in shaping behavior, often leading to positive or negative outcomes. However, the literature also suggests a robust school environment can buffer against these external pressures.[32] The failure to harness such protective environments may have exacerbated the moral decline in this context.

The findings of this study indicate that TikTok plays a significant role in shaping the moral conduct of students at MAN Purwakarta. Internal factors like weakened religious adherence and external influences such as peer pressure and family environment significantly contribute to this moral decline. These results align with previous research that emphasizes the critical role of social environments in determining student behavior.[33] However, this study also reveals a lack of sufficient moral reinforcement from families and schools. A more coordinated effort between these institutions is necessary to counteract social media's negative impacts.

The implications of this study are significant for educators, parents, and policymakers. Understanding that TikTok alone may not be the primary determinant of students' moral behavior highlights the need for a broader focus on the various factors influencing student behavior. Educational programs should aim to strengthen family, school, and community roles in shaping moral character while encouraging responsible and reflective use of social media among students. Future research should continue exploring the complex interactions between social media platforms and ethical development to provide a more comprehensive understanding of this relationship.

4. Conclusion

This study aimed to explore the use of TikTok among twelfth-grade social science students at MAN Purwakarta, assess their moral behavior, and examine the influence of TikTok on their morals. The findings indicate that TikTok usage did not significantly affect students' morals directly, although it contributed 46% to the variation in their behavior, indicating a moderate influence. However, 54% of this variation was attributed to other factors not covered in this study, such as personal, family, and peer influences. These findings imply that while TikTok may not be the primary determinant in the decline of students' morals, its role cannot be entirely dismissed,

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[30] Yayang Siska Restu Aryanti Dwi Untari, "Peran Guru Pendidikan Kewarganegaraan Dalam Membina Kedisiplinan Peserta Didik," *PRO PATRIA: Jurnal Pendidikan Pancasila Dan Kewarganegaraan* 2, no. 2 (2019): 168.

[31] Sreetharan Marimuthu, Nedujchelyn Malayalam, and Sukadari, "Sosioekonomi Keluarga Sebagai Faktor Pendorong Gejala Gengsterisme Murid India Pendidikan Moral Di Sekolah Menengah [Family Socioeconomic Status As an Impulse Factor of Gangsterism Among Indian Moral Education Student in Secondary School]," *Muallim Journal of Social Science and Humanities* 4, no. 4 (2020): 60–78, https://doi.org/10.33306/mjssh/97.

[32] Kiki Saputra et al., "Moral Degradation of Manners Among Public Junior High School Students," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 5, no. 3 (October 16, 2023): 763–73, https://doi.org/10.37680/scaffolding.v5i3.3860.

[33] Qianru Shi, "Factors Influencing Chinese Adolescent Moral Behaviors," *Journal of Education, Humanities and Social Sciences* 8 (2023): 1171–76, https://doi.org/10.54097/ehss.v8i4.4446.

necessitating a more holistic approach to moral education. The implications of these findings are critical for educators, parents, and policymakers. The study underscores the need to focus on media usage and strengthening family, school, and community roles in shaping students' moral behavior. While providing important insights, this study has limitations, including its cross-sectional design and exclusive focus on TikTok, which may not fully capture the broader spectrum of social media influences. Additionally, the use of self-reported data by respondents may introduce bias, necessitating caution in interpreting the results. Future research should consider a longitudinal approach to better understand the long-term effects of social media on moral development and explore the interactions between various social media platforms and other influencing factors. Expanding the scope of research to include diverse educational and cultural contexts could provide a more comprehensive understanding of the complex relationship between social media and adolescent morality.

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