



## The Portrait of Social Media on Students' Lifestyle and Education Culture

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**Abstract:** Technological advancements bring about changes in people's lives, particularly in lifestyle and educational culture. This study aims to examine the impact of social media on the lifestyle and culture of IAIN Metro Lampung students. The sampling technique employed was random sampling which determined 147 students. A closed-ended questionnaire with a Likert scale was utilized as the instrument, then graded based on the percentage scale. The study reveals that social media has a varying degree of effects on IAIN Metro Lampung students' lifestyle and educational culture changes. The influence of social media, lifestyle, and educational culture has more than 10 percent. Social media presents both positive and harmful consequences. Recommendations for the next researcher are to investigate the overcome the negative impacts created by lifestyle and educational culture changes as the impacts of social media.

## INTRODUCTION

Technology is advancing at such a quick pace during the 4.0 industrial revolution and Society 5.0. Massive technical research is being carried out to facilitate and aid human life (Crnjac et al., 2017; Morrar et al., 2017; Priatmoko, 2018). Technology is being used in various disciplines, including industry, health, economics, education, and social services (Adisel & Pranansa, 2020; Wijasena & Haq, 2021). The advancement of this technology has resulted in changes in human life dependent on social media (G. Thamrin, 2021; Zainan et al., 2021).

Sixdegree.com and Classmates.com were the first social media sites to launch. Then Blogger, a website for creating personal blogs, appeared (Badran, 2019; Nugroho et al., 2017; Samuel-azran &

Ravid, 2016). Following that, many social media platforms emerged, each with its personality and set of strengths, such as LinkedIn, MySpace, Facebook, Twitter, Wiser, Google+, and so on (Chen et al., 2019; Jannah & Nurdiyanti, 2021; Putra & Wardika, 2021). Social media is now used for various digital marketing activities such as social media maintenance, endorsement, and activation. As a result, the Digital Agency now offers Social (Lestari, 2011). Social media is also used to employ digital agencies in educational and cultural activities.

Social media has several good effects, including the facilitation of communication, the expansion of relationships, the elimination of space and time gaps, the expression of oneself, and the rapid dissemination of information at

a low cost (Kifayah & Niamah, 2021; Sari, 2021; Zainan et al., 2021). Furthermore, social media has negative effects such as alienating close individuals and vice versa, limiting face-to-face contacts, making people addicted to the internet, producing conflict, causing privacy difficulties, and making them open to unwanted influences from others (Prabowo & Arofah, 2017).

Social media has had an impact on social life in society. Changes in social interactions due to the equilibrium of social institutions in society have an impact on the social system, including the community's values, attitudes, and lifestyle (Bikmaz et al., 2010).

Lifestyle is one of the secondary human requirements that can alter depending on an individual's age and desire to change his lifestyle (H. Thamrin & Saleh, 2021). The way you dress, your habits, where you go regularly, and other factors all contribute to your lifestyle. Each person's lifestyle might impact the environment (Merlianti & Lelawati, 2021). An educator's lifestyle will serve as a model for his students. Students who want to be teachers must have a strong ethical and moral foundation (Isnawati & Kurniawan, 2021; Jamlean et al., 2021). However, rapidly emerging social media can shift students' lifestyles toward the west, thereby reducing cultural, ethical, and moral norms. With the advent of social media, it is hoped that educational culture will improve and bring about positive improvements.

Several previous studies have investigated the impact of social media on promotional media, community culture, communication patterns, lifestyle, behavior, and student achievement (Sastradiharja et al, 2021; Septiani et al, 2021; Sastradiharja et al, 2021; Harahap et al, 2021; M. R. A. Putra et al, 2021; Asdiniah & Lestari, 2021). Previous

studies have concentrated on the community and students, but no study has addressed the influence of social media on college students. Furthermore, college students are change agents who must be studied in terms of lifestyle and educational culture to assist the development of the education sector. This study examines both lifestyle and educational culture markers simultaneously, which have previously been explored separately by other academics. This research aims to examine the impact of social media on lifestyle and educational culture.

## METHOD

The researcher used quantitative-descriptive analysis. The sample in this study was selected by random cluster sampling with 147 students of IAIN Metro. The research data was obtained through a closed-ended questionnaire developed by the researcher through Likert scale indicators of social media, lifestyle, and educational culture. The following is a table of the Likert scale used.

**Table 1.** The Indicators of the Likert Scale

Statement Score		Description
Positive	Negative	
1	4	Strongly disagree
2	3	Disagree
3	2	Agree
4	1	Strongly agree

Data has been collected through Google Forms shared through social media. Google Form is used to facilitate researchers in analyzing data. The instrument indicators used in the research are adjusted to lifestyle, educational culture, and social media. Social media indicators are adapted from (Gaušis, 2017) to see their effect on lifestyle and cultural indicators.

**Table 2.** The Indicators of Lifestyle, Educational Culture, and Social Media

No	Lifestyle	Educational Culture	Social Media
1	Attitude	Religion	Network
2	Experience	Politics	Information
3	Personality	Customs	Files
4	Self-concept	Language	Interaction
5	Motive	Tool	Social Stimulation
6	Perception	Clothes	User content
7	Social class	Building	Deployment

**RESULT AND DISCUSSION**

For each indicator, this study collected data in the form of percentages. Overall, this study discovered that social media significantly impacts student lifestyle. Each lifestyle indicator is unique, but the ones with the greatest impact on social media are self-concept

and perception (Isnawati & Kurniawan, 2021; Merlianti & Lelawati, 2021).

Self-concept can help students become more self-sufficient and desire to always improve themselves. Table 3 depicts the impact of social media on lifestyle.

**Table 3.** The Influence of Social Media on Students' Lifestyle

Lifestyle Indicators	Social Media Indicators							%
	Network	Information	Files	Interaction	Social Stimulation	User Content	Deployment	
Attitude	18%	10%	10%	12%	10%	13%	10%	12%
Experience	20%	15%	15%	14%	14%	17%	12%	15%
Personality	10%	10%	11%	10%	11%	10%	20%	12%
Self-concept	20%	22%	15%	15%	20%	15%	20%	18%
Motive	10%	12%	14%	10%	14%	15%	10%	12%
Perception	10%	20%	23%	20%	11%	15%	18%	17%
Social Class	12%	11%	12%	19%	20%	15%	10%	14%

Table 3 demonstrates that social media has varying effects on each student's lifestyle indicators. Facebook, Linked-In, Google+), microblogging (Twitter), photo sharing (Instagram, Snapchat), and video sharing (YouTube, Facebook-live, Vimeo) are examples of social media commonly utilized in education (Parabhoi et al., 2017).

The average of students' attitudes toward social media is 12%. Social media has changed student learning attitudes, including changes in study planning, exams, and the learning process from printed media to offline and online social media. This mindset can guide students in dealing with technological changes in the 4.0 revolution era. Furthermore, the students are receptive to new technologies. The convenience of the

learning process allows students to obtain knowledge from any location.

Students who have a positive attitude toward social media are more likely to retain lecture knowledge rapidly. The bad attitude generated by social media, on the other hand, is a lack of engagement with the surroundings.

The student experience has an average of 15% on social media. Social media delivers a positive experience by allowing users to filter false information, keep up with the times according to their needs (online learning), and gain learning experiences through diverse media given by various applications. Experience makes students more judicious in their use of social media and provides contextual insight (Daily Social, 2018; Kosasih et al., 2020).

Students' attitudes toward social media are 12%. Social media provides a wealth of information that influences students' personalities, such as dress, speak, and develop their attitudes (Sisrazeni, 2017). Students' self-concepts on social media have an average of 18%. Students can develop a good self-concept to overcome obstacles, feel equal with peers, recognize that everyone has different sentiments, have desires and actions that are not acceptable in the community, and improve themselves. These findings are consistent with prior studies indicating that self-concept embedded in films via social media can boost self-confidence (Otta & Williams, 2012).

Student motives have an average of 12% of social media. Each person's motivations are unique. Students can introduce themselves through numerous

media, such as WhatsApp status, Facebook status, Instagram status, websites, and videos (Agormedah et al., 2020; Amry, 2014). Student perceptions have an average of 17% on social media. Students believe that the lecturers' material and assignments can be adequately scheduled. It allows them to better manage their study time. Students can see the advantages of using social media (Kerkhoven et al., 2016; Noor, 2017; Simamora, 2020).

Students' social class have an average of 14% on social media. Students at each level exhibit a variety of features. The higher a student's social class, the savvier they are when using and utilizing social media (Putri et al., 2019).

Furthermore, social media influences lifestyle and educational culture. Table 4 displays the research findings.

**Table 4.** The Influence of Social Media on Students' Educational Culture

Educational Culture Indicators	Social Media Indicators							
	Network	Information	Files	Interaction	Social Stimulation	User Content	Deployment	%
Religion	12%	10%	15%	12%	10%	13%	12%	12%
Politics	20%	18%	18%	21%	15%	20%	18%	19%
Customs	12%	10%	10%	12%	13%	10%	15%	12%
Language	23%	20%	15%	18%	19%	15%	15%	18%
Tool	11%	10%	15%	10%	15%	16%	13%	13%
Clothes	10%	18%	14%	10%	14%	14%	12%	13%
Building	12%	14%	13%	17%	14%	12%	15%	14%

Table 4 shows that social media affects student education culture. Each indicator of educational culture has a varying percentage. Social media affects the religious culture of students by 12%. Social media facilitates the learning process, assessment, and administration in the religious learning process. Social media can broadcast various religious activities, such as determining fasting and Eid al-Fitr (Digdoyo, 2018; Jensani et al., 2019).

Social media affects the political culture of students by 19%. Student politics is applied to learning in the classroom and activities outside the classroom. Politics can help students carry

out activities such as seminars and training to have good social interactions in society. Social media affects student culture by 12%. Western culture erodes local customs, which can be accessed through social media. Customs have begun to fade and switch to the present (Cahyono, 2016).

Social media affects students' language culture by 18%. Language can be accessed on various social media to increase students' language skills. In addition, the provisions require certain TOEFL scores which can direct students to speak English (Iswara & Susana, 2019).

Social media affects the culture of students' tools and clothing by 13%. These two things are closely related. The tool as an educational culture has significant increase. Tools can be modified into various forms that are more modern but do not eliminate customs in education, for example, in learning that integrates social media in the form of offline and online-based applications and software. This finding supports previous researchers that social media can affect social change in learning (Harahap et al., 2021), and student culture in online lectures positively impacts the times (Rachmaniar et al., 2021).

Social media affects building culture by 14%. Various modern buildings strongly influence the building culture of the current era through social media (Saputra, 2020). The building is adjusted to the capacity of the number of participants in each class (Rachmaniar et al., 2021).

Overall, changes in student culture in education are influenced by social media, which has positive and negative impacts (Afria & Warni, 2021; Harlina et al., 2021; Siswanto et al., 2021). A positive culture can integrate conventional culture into modern culture. The resulting integration can support students to follow the dynamic development of information technology. Previous research found that social media could make people's culture more advanced in terms of communication and sales promotion media.

Besides educational culture, social media makes student lifestyles easier, more efficient, effective, and portable. Previous researchers found that lifestyle and social media can improve student achievement (Asdiniah & Lestari, 2021).

The findings of this study support previous research that the impact of social media provides changes in all fields, especially in education. The findings of this research are expected to continue to strive, innovate, and develop social media

with things that support the development of education and publish the best culture in their area to the world.

## CONCLUSION

This study shows that social media has a positive and negative impact on the lifestyle and culture of IAIN Metro Lampung students. Each indicator has a different percentage. However, all indicators have an influence greater than 10%. These findings indicate that social media as a means of technological development impacts lifestyle and educational culture. The limited number of respondents (only one campus) is the drawback of this study. It is hoped that the next research can analyze larger respondents.

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