

EDUCATION IN THE ERA OF SOCIAL MEDIA: SYNERGY OF EDUCATION AND MORAL DEVELOPMENT IN ADOLESCENTS

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ABSTRAK

Penelitian ini dilatarbelakangi oleh meningkatnya fenomena kenakalan remaja di Indonesia, di mana data Komisi Perlindungan Anak Indonesia (KPAI) tahun 2023 mencatat lebih dari 2.000 kasus pelanggaran etika digital dan cyberbullying. Tren peningkatan kekerasan fisik, verbal, serta penyalahgunaan media sosial ini mengindikasikan adanya krisis nilai yang tajam di kalangan generasi muda. Penelitian ini bertujuan untuk mengkaji sinergi antara sistem pendidikan formal dan pembinaan moral sebagai benteng pertahanan karakter remaja di era digital. Metode yang digunakan adalah pendekatan kualitatif melalui studi pustaka dan analisis data sekunder. Hasil kajian menunjukkan bahwa pendidikan tidak dapat sekadar menjadi instrumen transfer ilmu, melainkan harus bertransformasi menjadi ekosistem yang mengintegrasikan literasi digital dengan pendidikan berbasis nilai. Temuan penelitian menegaskan bahwa kolaborasi strategis antara peran guru sebagai figur teladan (uswah hasanah), keterlibatan aktif orang tua, serta pengawasan masyarakat dalam penggunaan media sosial merupakan faktor kunci dalam menekan perilaku menyimpang. Sinergi ini terbukti efektif dalam memperkuat identitas positif remaja dan membangun ketahanan moral yang adaptif terhadap dinamika teknologi.

Kata Kunci: Kenakalan Remaja, Pendidikan Karakter, Literasi Digital, Sinergi Moral, KPAI.

ABSTRACT

This research is motivated by the increasing phenomenon of juvenile delinquency in Indonesia, where data from the Indonesian Child Protection Commission (KPAI) in 2023 recorded more than 2,000 cases of digital ethics violations and cyberbullying. The trend of increasing physical, verbal, and social media abuse indicates a sharp value crisis among the younger generation. This research aims to examine the synergy between the formal education system and moral development as a fortress of defense of adolescent

character in the digital era. The method used is a qualitative approach through literature study and secondary data analysis. The results of the study show that education cannot just be an instrument of knowledge transfer, but must be transformed into an ecosystem that integrates digital literacy with value-based education. The findings of the study confirm that strategic collaboration between the role of teachers as exemplary figures (uswah hasanah), active involvement of parents, and community supervision in the use of social media are key factors in suppressing deviant behavior. This synergy has proven to be effective in strengthening adolescents' positive identities and building moral resilience that is adaptive to technological dynamics.

Keywords: *Juvenile Delinquency, Character Education, Digital Literacy, Moral Synergy, KPAI.*

INTRODUCTION

The phenomenon of juvenile delinquency is one of the social problems that continues to develop along with the dynamics of the times, especially in the modern era which is full of technological advances and almost unlimited digital information flows. Adolescents, as an age group that is in the process of searching for identity and exploring identity, are very vulnerable to various environmental influences, both positive and negative (Lastri et al., 2020).

This is where various forms of deviant behavior appear that fall into the category of juvenile delinquency, such as fights, skipping school, drug abuse, promiscuity, petty crimes, and deviant behavior on social media such as cyberbullying, hate speech, and immoral content. Based on data released by the National Population and Family Planning Agency (BKKBN) and the Ministry of Women's Empowerment and Child Protection (KPPPA), it is recorded that as far as 2023, as many as 29% of the total cases of violence and violations of the law involving children and adolescents in Indonesia are related to acts of violence between students, bullying, and abuse of digital media (CNN Indonesia, 2021).

In addition, survey results from the Indonesian Child Protection Commission (KPAI) show that more than 40% of junior high and high school students in big cities have been involved in brawls or have been direct witnesses to the incident. In fact, in its annual report, KPAI recorded an increase in digital bullying cases by 18% compared to the previous year, most of which were carried out through social media platforms such as Instagram, TikTok, and WhatsApp (Asnawi et al., 2022).

On the other hand, the 2022 report of the National Narcotics Agency (BNN) noted that of around 3.6 million drug users in Indonesia, around 24% are school-age teenagers. This indicates that schools and the surrounding environment are not fully capable of being an effective fortress in preventing adolescent behavioral deviations. The problem is even more complex when most teenagers do not have enough self-control in dealing with the rapid flow of digital information. Many of them imitate the free lifestyle, acts of violence, and negative content they see on social media, without adequate moral value filters (Muhamad, 2023).

With the increasing access of teenagers to the internet and social media, the pattern of delinquency has also shifted. If in the past, juvenile delinquency was more visible in public spaces, now many of them show deviant behavior in the digital space secretly but with a wide impact. This phenomenon demands a more comprehensive approach in the moral development of adolescents, not only through formal teaching, but also through cultural approaches, digital education, and examples from the adults around them. Therefore, it is important for all schools, families, communities, and the state to work together in building an education system that not only educates intellectuals, but also strengthens the character and morality of adolescents as the foundation of the nation's future (Nuratiah et al., 2022).



Figure 1 Juvenile delinquency data

This situation raises deep concerns about the effectiveness of the current education system in fostering the morale of the younger generation. Schools, as formal educational institutions, are often still too focused on academic achievement alone and do not pay enough attention to the aspect of character building.

Meanwhile, the family as the first and main educational institution is also faced with a new challenge: how to accompany children in facing a digital world that is so vast, fast, and often has no clear moral boundaries (Jundi, 2020).

Therefore, a strong synergy is needed between educational institutions, families, and the community in creating a moral development system that is relevant to the times. Education must be able to adapt to technological developments, but still uphold the moral values, ethics, and character of the nation. Moral coaching in adolescents can no longer be done with a one-way or conventional approach (Mursyidi, 2021).

A dialogical, contextual, and active participation approach is needed from the adolescents themselves, so that they are able to become intellectually intelligent, emotionally mature, and spiritually strong individuals in facing the challenges of life in this social media era. Research or studies on the synergy between education and moral development in the context of social media are important and relevant. Not only as a preventive effort against juvenile delinquency, but also as a long-term investment in creating a generation of the nation that is moral, characterful, and socially responsible.

This qualitative case study at SMA Rahmadiyah Al Islamy Cibinong aims to analyze the synergy of formal education, family, and social media in shaping adolescent character. Through purposive sampling techniques, data is collected through observation, in-depth interviews, and documentation. The data analysis applied the Miles and Huberman interactive model which included reduction, presentation, and conclusion drawn. This procedure is carried out systematically to explore the contextual reality regarding the moral dynamics of students in the digital era as a whole.

DISCUSSION

In the era of the increasingly rapid digital revolution, social media has become an inseparable part of the lives of teenagers. Almost every aspect of their daily lives, from communicating, studying, looking for entertainment, to forming their identity, is heavily influenced by their interactions in cyberspace. Platforms such as Instagram, TikTok, YouTube, and WhatsApp are now not only a means to network,

but also a major medium in shaping the way we think, behave, and act. It is in this context that education in the era of social media is very important, not only to equip adolescents with academic knowledge and skills, but also to direct them to be able to use social media wisely, critically, and productively.

Without proper education, social media can be a double-edged sword. On the one hand, it presents great opportunities: unlimited access to information, space to express creativity, alternative means of learning, and even economic opportunities through digital content. But on the other hand, social media also holds worrying destructive potential, such as the spread of hoaxes, cyberbullying, violent content, pornography, and the formation of false self-image that can damage adolescents' mental and moral health. Many cases show how adolescents become victims or perpetrators of behavioral deviations on social media due to the lack of digital literacy and moral coaching (Saputra, 2016).

Therefore, education must not remain silent in the face of this rapid flow of digitalization. Education in the era of social media must be able to instill digital ethical values, strengthen character, and build critical thinking skills so that adolescents are not only users, but also creators and managers of useful content. Schools, as formal educational institutions, need to integrate curricula that are relevant to digital dynamics, such as media literacy lessons, technology-based character education, and digital projects that build creativity and social responsibility. Meanwhile, the family as the first and main environment for children's development, must also play an active role in supervising, accompanying, and being an example in the healthy and proportionate use of social media.

With a synergistic approach between schools, families, and communities, education in the era of social media can be a strategic means to direct adolescents' great energy to positive and constructive things. Teenagers can be invited to use social media as a tool to share inspiration, spread good values, build learning communities, and even develop their potential in the fields of art, science, and digital entrepreneurship. When education is able to answer the challenges of the times and embrace the power of social media, then adolescents will not only become users of technology, but also pioneers of positive change in the digital society.

The urgency of education in the era of social media does not only lie in the adaptation of technology, but also in strengthening the morals, ethics, and character of adolescents so that they are able to face the ever-changing world with intellectual intelligence, emotional maturity, and moral nobility. It's time for education to transform — not just teaching, but guiding teens to become empowered and meaningful digital humans.

Education in the Social Media Era for Students of Rahmadiyah Al Islamy Cibinong High School

The rapid development of information and communication technology has had a great influence on the world of education, including in the Rahmadiyah Al Islamy Cibinong High School. One of the most tangible forms of change is the presence of social media as an integral part of students' lives. In the midst of this dynamic, education is required to not only adjust, but also utilize social media as a strategic means in supporting the learning process and fostering students' character. For Rahmadiyah Al Islamy High School students, education that is adaptive to the era of social media has provided various tangible benefits in academic, social, and spiritual aspects.

Social media expands access to science. Outside of the classroom, students can easily access a variety of digital learning resources such as learning videos, e-books, scientific articles, and online discussions. Teachers at SMA Rahmadiyah Al Islamy have also begun to use platforms such as WhatsApp Group, YouTube, and Google Classroom to distribute materials, assign assignments, and establish more dynamic learning communication. This not only makes the learning process more flexible, but also fosters students' independence in finding and managing information responsibly.

Education that is integrated with social media provides space for the development of creativity and self-expression. Students of SMA Rahmadiyah Al Islamy Cibinong are encouraged not only to be content consumers, but also to be positive creators. Through digital literacy activities, multimedia projects, and educational content competitions, they can channel talents in the fields of graphic design, videography, writing, and digital da'wah. Social media is a productive stage for students to show their identity as a modern Islamic generation but still have

noble morals.

Social media also plays a role in forming social networks and solidarity between students. Through online interactions, they learn to work in teams, share ideas, and collaborate in school activities and virtual communities. In this context, education at SMA Rahmadiyah Al Islamy not only pays attention to the cognitive aspect, but also pays great attention to the development of morals, morals, and digital ethics. Students are taught the importance of maintaining good manners in commenting, respecting the privacy of others, and being wise in sharing information so as not to become spreaders of hoaxes or hate speech.

Education in the era of social media at SMA Rahmadiyah Al Islamy Cibinong also provides a great opportunity for digital-based Islamic character development. The school encourages students to use social media as a means of da'wah full of wisdom, such as creating Islamic content, sharing Qur'an and hadith quotes, and spreading the spirit of ukhuwah and kindness. With this approach, social media is no longer a threat, but rather a strategic tool to foster a strong Islamic character in the midst of the rapid flow of value globalization.

The benefits of education in the era of social media for the students of Rahmadiyah Al Islamy Cibinong High School will only be optimal if it is accompanied by continuous guidance from teachers and parents. This collaboration is important to ensure that the use of social media does not shift the noble values that have been the foundation of Islamic education, but instead becomes a medium for strengthening faith, knowledge, and morals. With education that is responsive and adaptive to the times, students are expected to be able to grow into a digital generation that is intelligent, creative, and moral ready to face future challenges without losing their identity as superior Muslim students.

Interviews were conducted with several main informants, namely Islamic Religious Education (PAI) teachers, Counseling Guidance teachers, and several students from grades XI and XII. The results of interviews with PAI teachers show that social media has now become part of a more contextual approach to da'wah and Islamic learning. *"We encourage students to create da'wah content on Instagram or TikTok that is in accordance with Islamic values. The results are quite*

good, students become more active, and religious values can be conveyed in their own language," said one of the PAI teachers at the school.

Meanwhile, the Counseling Guidance teacher said that the use of social media also provides opportunities to foster students' character indirectly. He said that by monitoring student activities through school accounts or school digital activities, teachers can identify changes in attitudes or certain counseling needs. *"Many students are more expressive on social media. We can see their potential and problems from uploads or comments, then follow up with a personal approach,"* he said.

From the results of direct observation of learning activities and extracurricular activities, it can be seen that social media is not only a means of communication between students and teachers, but also a means of publication of school activities. In several activities such as religious competitions, creative classes, and the P5 project (Pancasila Student Profile Strengthening Project), school social media is an important showcase that appreciates students' work and achievements. This encourages the students' enthusiasm to continue to be creative and active, because their work can be seen by the public, including families and the community.

One of the grade XI students, Dina, admitted that she was motivated to study and preach because she received a positive response from the content she uploaded. *"I once made a video about manners in socializing according to Islam, and it turned out that many people liked it. I became enthusiastic about creating other content, as well as learning more about religion,"* he said. This expression is in line with the statement of Fadhil, a grade XII student, who said that social media actually makes him closer to the teacher because he can have light discussions through DMs or comments, without having to feel awkward like when face-to-face.

From all the results of interviews and observations, it can be concluded that the use of social media at SMA Rahmadiyah Al Islamy Cibinong has provided great benefits in supporting an adaptive, creative, and meaningful educational process. Education is no longer limited to the classroom, but extends to digital spaces that are close to students' daily lives. With this approach, students not only receive knowledge, but also internalize moral and spiritual values in a way that is more

appropriate to their times.

Parties in schools also realize that the use of social media must still be monitored and directed. Therefore, schools apply mutually agreed social media use ethics, as well as provide consistent assistance. In this case, synergy between schools, teachers, students, and parents is an important factor so that social media really becomes an educational tool that strengthens character, not weakens it.

Through these interviews and observations, it is proven that education in the era of social media is able to present a more relevant and fun way of learning for the students of Rahmadiyah Al Islamy Cibinong High School. This is a clear example that when technology and Islamic educational values are combined wisely, social media is not a challenge, but a great opportunity to produce a young generation that is intelligent, characterful, and responsible in the digital era.

Synergy of Education and Moral Development Can Maximize The Use Of Social Media Which Can Minimize Adolescent Delinquency

Social media has become a new space for teenagers to express themselves, form identities, and interact with the world amid the rapid flow of globalization and advances in information technology. However, without proper supervision, this digital world not only offers opportunities but also provides various forms of behavioral deviation. The number of cases of cyberbullying, the spread of negative content, online pornography, and consumptive behavior and instant lifestyles are evidence of the lack of supervision and moral education of adolescents about social media use (Aprilia et al., 2020).

The synergy between education and moral development is a non-negotiable imperative. Education is no longer enough to teach academic knowledge, but it must also develop strong character values. Similarly, moral development cannot run on its own without the support of an education system that is responsive to the challenges of the times. When the two go hand in hand, it will create a learning space that not only educates the intellect, but also forms a noble heart and attitude in facing complex digital life.

Education in schools, both formal and informal, must be able to provide students with an understanding of digital ethics, social media responsibilities, and the impact of negative behavior in cyberspace. This can be done through contextual learning, real-case discussions, and structured digital literacy activities. Students

need to be encouraged to realize that digital footprints are a reflection of personality, and that every online action has real-world consequences. On the other hand, moral development from the family environment and the community must also run in harmony. Parents need to be role models in the use of positive and non-reactive social media, as well as establish open communication with their children in order to form trust and emotional closeness.

In practice, this synergy can also be realized in the form of program collaboration between schools, religious teachers, all teachers in schools, and the youth digital community. For example, through educational creative content training, digital da'wah competitions, anti-hoax campaigns, and personal mentoring about social ethics on social media. This kind of activity not only equips students with technical skills, but also strengthens the value of responsibility, empathy, and integrity in socializing online.

This synergy has a strategic impact in minimizing juvenile delinquency. Many forms of juvenile delinquency such as fights, drug abuse, pornography, and harassment now start from negative interactions on social media. With an educational approach that fosters morality holistically, the potential for this mischief can be suppressed from its roots. When adolescents feel valued, involved, and given a space for positive actualization on social media, their tendency to seek negative vents will be significantly reduced.

Teenagers who are equipped with a strong education and proper moral coaching will be better able to distinguish between good and bad in the digital world. They won't be easily swayed by destructive trends, won't easily spread harmful content, and won't be tempted to gain popularity in an instant way. Instead, they will use social media as a means to spread goodness, expand horizons, build positive communities, and show their identity as an intelligent and noble generation.

Therefore, cooperation in education and moral development is essential to build a resilient young generation in the era of social media. It's not just about mastering technology; It's also about how that technology will be used, whether to build or destroy it. Social media will not be a threat if education and morals support and reinforce each other; instead, they will be a strategic tool to build a superior,

competitive, and Islamic character of adolescents.

CONCLUSION

The growth of students' awareness in using social media more wisely, critically, and productively. They are not only users, but also creators of positive content that reflects the identity of intelligent and moral Muslim students. In fact, through this approach, various potential juvenile delinquency that is usually triggered by social media abuse can be significantly suppressed. Teachers, especially in the field of Islamic Religious Education and Counseling Guidance, have used social media as a medium for character building, a means of delivering digital da'wah, and a space for appreciation for students' creativity. The result is the growth of students' awareness in using social media more wisely, critically, and productively. They are not only users, but also creators of positive content that reflects the identity of intelligent and moral Muslim students. In fact, through this approach, various potential juvenile delinquency that is usually triggered by social media abuse can be significantly suppressed. Education in the era of social media at SMA Rahmadiyah Al Islamy Cibinong has been carried out in an integrative manner, where the learning process not only hones intellectual intelligence, but also forms a strong personality and character in the midst of the rapid flow of digital information. The synergy of education and moral development is the main foundation in preparing the younger generation to be able to survive, compete, and benefit in the era of technology that continues to develop.

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