

**THE RELATIONSHIP BETWEEN THE INTENSITY OF
TIKTOK USAGE AND STUDENTS' POLITENESS
BEHAVIOR AT SMA MUHAMMADIYAH 3 SURABAYA**

JURNAL



Disusun Oleh:

MUHAMMAD ANWAR IBRAHIM

NIM. 20221550016

**PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS STUDI ISLAM DAN PERADABAN
UNIVERSITAS MUHAMMADIYAH SURABAYA
2026**

LEMBAR PERNYATAAN KEASLIAN JURNAL

Artikel bertanda tangan di bawah ini:

Nama : Muhammad Anwar Ibrahim

NIM : 20221550016

Adalah mahasiswa Fakultas Studi Islam dan Peradaban Universitas Muhammadiyah Surabaya menyatakan dengan sebenar-benarnya bahwa jurnal yang saya tulis dengan judul "THE RELATIONSHIP BETWEEN THE INTENSITY OF TIKTOK USAGE AND STUDENTS' POLITENESS BEHAVIOR AT SMA MUHAMMADIYAH 3 SURABAYA" merupakan hasil karya sendiri.

Apabila kemudian hari ternyata jurnal ini merupakan karya orang lain, maka saya bersedia untuk menerima sanksi.

Surabaya, 22 April 2026

Yang membuat pernyataan ,



(Muhammad Anwar Ibrahim)
NIM. 20221550016

LEMBAR PESETUJUAN ARTIKEL JURNAL

Artikel jurnal oleh :

Nama : Muhammad Anwar Ibrahim

NIM : 20221550016

Judul : The Relationship Between the Intensity of TikTok Usage and Students' Politeness Behavior at SMA Muhammadiyah 3 Surabaya

Ini telah diperiksa dan disetujui untuk diujikan.

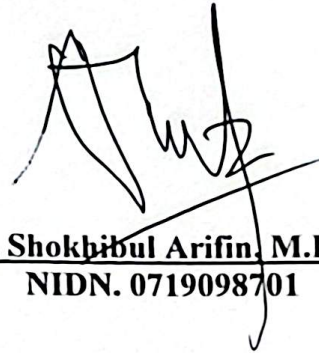
Surabaya, 22 April 2026,

Pembimbing I,

Pembimbing II,

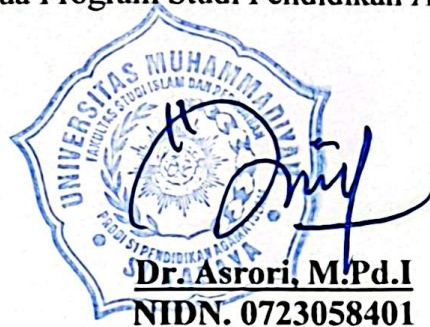


Dr. Moch. Charis Hidayat, M.Pd.I.
NIDN. 0714108802



Dr. Shokhibul Arifin, M.Pd.I
NIDN. 0719098701

Mengetahui,
Ketua Program Studi Pendidikan Agama Islam



Dr. Asrori, M.Pd.I
NIDN. 0723058401

LEMBAR PENGESAHAN ARTIKEL JURNAL

Jurnal yang disusun oleh :

Nama : Muhammad Anwar Ibrahim

NIM : 20221550016

Judul : The Relationship Between the Intensity of TikTok Usage and Students' Politeness Behavior at SMA Muhammadiyah 3 Surabaya

Ini telah dipertahankan di depan Tim Penguji Skripsi pada:

Hari : Senin

Tanggal : 6 Juli 2026

Tempat : Universitas Muhammadiyah Surabaya, Jl. Sutorejo No. 59 Surabaya Gedung At Tauhid Tower Lab SAA

Surabaya, 6 Juli 2026

Tim Penguji Skripsi

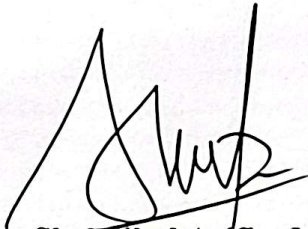
Penguji I

Penguji II

Penguji III



Dr. Moch. Charis Hidayat, M.Pd.I.
NIDN. 0714108802

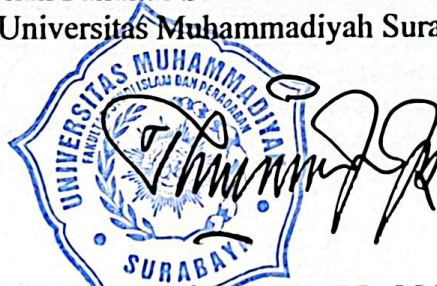


Dr. Shokhibul Arifin, M.Pd.I
NIDN. 0719098701



Dr. M. Fazlurrahman, M.Pd.I.
NIDN. 0707058602

Mengesahkan,
Dekan Fakultas Studi Islam dan Peradaban
Universitas Muhammadiyah Surabaya



Dr. Thoat Sfiawan, S.H.I., M.H.I.
NIDN. 0707108602

Abstract

THE RELATIONSHIP BETWEEN THE INTENSITY OF TIKTOK USAGE AND STUDENTS' POLITENESS BEHAVIOR AT SMA MUHAMMADIYAH 3 SURABAYA

This study examines the relationship between the intensity of TikTok usage and students' polite behavior toward parents and teachers at SMA Muhammadiyah 3 Surabaya. The increasing use of TikTok among adolescents raises concerns about its potential influence on moral conduct, particularly in relation to respect and social manners in educational and family settings. This research aims to analyze whether TikTok usage intensity significantly affects students' politeness and to identify the extent of its contribution compared to other influencing factors. A quantitative correlational approach was employed in this study. The sample consisted of 30 randomly selected students from a population of 60 students. Data were collected using structured questionnaires measuring TikTok usage intensity and students' polite behavior. The data were analyzed using simple linear regression with SPSS to determine the relationship between variables and the level of influence. The results show that TikTok usage intensity has a very weak relationship with students' polite behavior. The coefficient of determination ($R^2 = 0.048$) indicates that TikTok usage explains only 4.8% of the variation in students' politeness, while the remaining 95.2% is influenced by other factors not included in this study. Furthermore, the significance value ($0.244 > 0.05$) shows that the relationship is not statistically significant. These findings suggest that TikTok usage is not a major factor influencing students' polite behavior. The study concludes that students' politeness is more strongly shaped by family environment, school discipline, character education, and self-control rather than social media exposure. TikTok functions only as a secondary influence in behavioral development. Therefore, strengthening character education and parental guidance remains essential in shaping students' moral behavior in the digital era.

Keywords:

TikTok Usage, Polite Behavior, Character Education.

Abstrak

HUBUNGAN ANTARA INTENSITAS PENGGUNAAN TIKTOK DAN PERILAKU KESOPANAN SISWA DI SMA MUHAMMADIYAH 3 SURABAYA

Penelitian ini mengkaji hubungan antara intensitas penggunaan TikTok dan perilaku sopan siswa terhadap orang tua dan guru di SMA Muhammadiyah 3 Surabaya. Meningkatnya penggunaan TikTok di kalangan remaja menimbulkan kekhawatiran tentang potensi pengaruhnya terhadap perilaku moral, khususnya terkait dengan rasa hormat dan tata krama sosial dalam lingkungan pendidikan dan keluarga. Penelitian ini bertujuan untuk menganalisis apakah intensitas penggunaan TikTok secara signifikan memengaruhi kesopanan siswa dan untuk mengidentifikasi sejauh mana kontribusinya dibandingkan dengan faktor-faktor pengaruh lainnya. Pendekatan korelasional kuantitatif digunakan dalam penelitian ini. Sampel terdiri dari 30 siswa yang dipilih secara acak dari populasi 60 siswa. Data dikumpulkan menggunakan kuesioner terstruktur yang mengukur intensitas penggunaan TikTok dan perilaku sopan siswa. Data dianalisis menggunakan regresi linier sederhana dengan SPSS untuk menentukan hubungan antar variabel dan tingkat pengaruhnya. Hasil menunjukkan bahwa intensitas penggunaan TikTok memiliki hubungan yang sangat lemah dengan perilaku sopan siswa. Koefisien determinasi ($R^2 = 0,048$) menunjukkan bahwa penggunaan TikTok hanya menjelaskan 4,8% variasi kesopanan siswa, sedangkan sisanya 95,2% dipengaruhi oleh faktor-faktor lain yang tidak termasuk dalam penelitian ini. Lebih lanjut, nilai signifikansi ($0,244 > 0,05$) menunjukkan bahwa hubungan tersebut tidak signifikan secara statistik. Temuan ini menunjukkan bahwa penggunaan TikTok bukanlah faktor utama yang memengaruhi perilaku sopan siswa. Studi ini menyimpulkan bahwa kesopanan siswa lebih kuat dibentuk oleh lingkungan keluarga, disiplin sekolah, pendidikan karakter, dan pengendalian diri daripada paparan media sosial. TikTok hanya berfungsi sebagai pengaruh sekunder dalam perkembangan perilaku. Oleh karena itu, penguatan pendidikan karakter dan bimbingan orang tua tetap penting dalam membentuk perilaku moral siswa di era digital.

Kata kunci:

Penggunaan TikTok, Perilaku Sopan, Pendidikan Karakter.



The Relationship Between the Intensity of TikTok Usage and Students' Politeness Behavior at SMA Muhammadiyah 3 Surabaya

Muhammad Anwar Ibrahim¹, Moch Charis Hidayat¹, Shokhibul Arifin¹

¹Islamic Religious Education, Faculty of Islamic Studies and Civilization, Universitas Muhammadiyah Surabaya

Corresponding Author: Muhammad Anwar Ibrahim

Email: muhammadanwaribrahim20@gmail.com

Article Info

Article History:

Received March 26, 2026

Revised April 16, 2026

Accepted: May 18, 2026

Keywords:

TikTok Usage, Polite Behavior, Character Education.

Abstract

This study examines the relationship between the intensity of TikTok usage and students' polite behavior toward parents and teachers at SMA Muhammadiyah 3 Surabaya. The increasing use of TikTok among adolescents raises concerns about its potential influence on moral conduct, particularly in relation to respect and social manners in educational and family settings. This research aims to analyze whether TikTok usage intensity significantly affects students' politeness and to identify the extent of its contribution compared to other influencing factors. A quantitative correlational approach was employed in this study. The sample consisted of 30 randomly selected students from a population of 60 students. Data were collected using structured questionnaires measuring TikTok usage intensity and students' polite behavior. The data were analyzed using simple linear regression with SPSS to determine the relationship between variables and the level of influence. The results show that TikTok usage intensity has a very weak relationship with students' polite behavior. The coefficient of determination ($R^2 = 0.048$) indicates that TikTok usage explains only 4.8% of the variation in students' politeness, while the remaining 95.2% is influenced by other factors not included in this study. Furthermore, the significance value ($0.244 > 0.05$) shows that the relationship is not statistically significant. These findings suggest that TikTok usage is not a major factor influencing students' polite behavior. The study concludes that students' politeness is more strongly shaped by family environment, school discipline, character education, and self-control rather than social media exposure. TikTok functions only as a secondary influence in behavioral development. Therefore, strengthening character education and parental guidance remains essential in shaping students' moral behavior in the digital era

Introduction

How we learn, connect with one another, and communicate has all been impacted by technological advancements. Digital tools greatly enhance human efficiency, adaptability, and ease of use. They also make it easier for individuals to communicate and obtain information regardless of their location or the time of day. This shift has far-reaching consequences for the

way we teach and learn, as well as for the habits, communication styles, and social behaviour of our pupils. Due to its widespread usage in information sharing, self-expression, and mobile communication, social media has quickly risen to the ranks of Indonesia's most impactful digital technologies (Putri & Alfurqan, 2023). Nowadays, teenagers utilise social media sites like Facebook, Instagram, WhatsApp, and TikTok for all sorts of things, including entertainment, communication, and self-expression. (Yulia et al., 2024; Frey & Friemel, 2023; Tetteh & Kankam, 2024; Sitinjaket al., 2025). For students, social media is not only a communication tool. It is also a social space where they observe trends, follow public figures, imitate language, and receive feedback through likes, comments, and shares (Schunk, 2021; Valkenburg et al., 2022; Meikle, 2016).

When it comes to teen-oriented social media, TikTok is among the top choices. Users may add music, filters, subtitles, and interactive elements to short videos before uploading, editing, and sharing them. (Ardiana & Ananda, 2022). Since its introduction in 2016, TikTok has developed into a music and video based platform used by various age groups, from children to adults (Rahajeng, 2022). Its content includes entertainment, education, religious messages, humor, lifestyle trends, challenges, and self-expression. This variety gives TikTok both positive and negative potential. It can support creativity, confidence, learning motivation, and digital skills, but it can also expose students to inappropriate language, excessive screen time, and behavior that may not fit social and religious values (Agustyn Nabilah, 2022; Wibowo et al., 2022; Abeywickrama, 2025; Islam, 2024; Salman, 2024).

The growing number of TikTok users shows why this platform needs serious attention in educational and social studies. We Are Social reported that TikTok had around 1.09 billion users worldwide in April 2023, with 38.5% of users aged between 18 and 24 years (Mahardika et al., 2021). In Indonesia, TikTok is especially popular among millennials and Generation Z, including teenagers and young adults (Hasiholan et al., 2020; Ariana et al., 2024; Wahyuni & Krishnan, 2026). The platform's algorithm can repeatedly present content that matches users' interests. This makes students spend more time watching, creating, sharing, and responding to videos. Such repeated exposure may influence how students speak, behave, and interact in daily life. However, students' behavior cannot be explained only by the time they spend on TikTok. Family guidance, school culture, peer influence, self-control, religious education, and the type of content they consume may also shape their behavior (Berk, 2022; Santrock, 2021; Rahayu et al., 2025; Al Farisi et al., 2025; Novanti et al., 2024).

Politeness is an important part of Indonesian social life. It reflects respect, empathy, self-control, and awareness of living with others. In the family context, politeness can be seen when students speak respectfully to parents, listen to advice, avoid rude words, show care, and respond calmly. In the school context, politeness appears when students greet teachers properly, follow classroom rules, respect different opinions, ask permission, and use appropriate language (Kalsum, 2024; Rahmawati & Utomo, 2024; Riyanto et al., 2023). Polite behavior helps students build healthy relationships with parents, teachers, friends, and the wider community. It also reflects the success of character education at home and school. Examples of polite behavior include respecting others' views, helping people in need, forgiving mistakes, and treating friends with mutual respect (Kristingrum et al., 2022). Since adolescents are still developing identity, values, and social awareness, their politeness may be influenced by both direct social interaction and digital media exposure (Berk, 2022; Twenge, 2021; Reyero et al., 2022; Hafid et al., 2022; Manago & McKenzie, 2022).

The influence of TikTok on students' behavior remains an important issue because previous findings show different results. Daniati et al. found that TikTok had a positive effect on moral behavior among elementary school students in the digital era (Daniati et al., 2024). Putri and

Alfurqan reported that students had a positive impression of TikTok and that the platform may influence polite behavior during learning activities (Putri & Alfurqan, 2023). In contrast, Agustyn Nabilah found that TikTok had both positive and negative effects. The positive effects appeared in creativity, knowledge, and psychomotor development, while the negative effects included reduced attention to the surrounding environment (Agustyn Nabilah, 2022). Other studies also show that TikTok can support learning motivation and student activeness, but excessive use may disturb study habits and encourage laziness when students lack proper guidance (Ardiana & Ananda, 2022; Wibowo et al., 2022). These findings show that the relationship between TikTok use and politeness is not simple. It may differ based on age, school environment, parental supervision, content type, and students' personal control.

In Islamic education, character formation is closely related to students' daily habits. Islamic Religious Education has an important role in guiding students to behave responsibly, respect others, and use digital media carefully (Pratama & Alamsyah, 2022). Parents and teachers also have a central role in shaping students' manners through advice, supervision, habituation, correction, and role modeling. Consistent character education helps students internalize respect and responsibility more strongly than digital trends alone (Lickona, 2021; Boiliu, 2025; Herak, 2025). Therefore, TikTok use should be understood within a broader educational context. Social media may provide models of language and behavior, but parents, teachers, school culture, and religious values help students decide which behavior should be accepted, rejected, or avoided (Schunk, 2021; Valkenburg et al., 2022).

This study focuses on SMA Muhammadiyah 3 Surabaya because preliminary observations in class XI showed that most students actively use TikTok in their daily lives. Initial observations indicated that 90% of students used TikTok, and many of them spent time creating TikTok content. This condition makes SMA Muhammadiyah 3 Surabaya a relevant setting for examining the connection between TikTok usage intensity and students' politeness toward parents and teachers. The focus on senior high school students is important because adolescents at this level are more independent in using smartphones, more exposed to online trends, and more active in forming identity and social behavior (Santrock, 2021; Pardede et al., 2025; Omoponle, 2023). At the same time, they still need guidance from parents and teachers to maintain respectful communication and responsible media habits.

Given this context, the purpose of this research is to investigate whether or not there is a correlation between the frequency with which SMA Muhammadiyah 3 Surabaya students use TikTok and their level of civility in class. The results of this research should provide light on the hypothesis that kids' conduct toward adults (such as parents and instructors) is associated with their frequency of TikTok usage. Stakeholders may use the results to encourage teens to use social media responsibly, schools can use them to enhance character education, and parents can use them to better supervise their children's digital activities. By demonstrating that the pros and cons of social media usage should not be considered in isolation, this research adds to the ongoing conversation on how students' character develops in the digital age. According to research (Kuss & Griffiths, 2021; Anderson & Jiang, 2022; Rahma et al., 2023), the influence of this varies according to four factors: intensity, content, guidance, self-control, and the social setting in which students find themselves.

Method

Research Design

The researchers in this study employed a correlational design and a quantitative research technique. Without changing any of the other factors, we used a correlational design to find out how much time students spent on TikTok (the independent variable) and how polite they were

(the dependent variable). This study approach is well-suited to investigating real-world phenomena in educational contexts, such the possibility of a statistical correlation between students' social media use and their actions (Hasenbein et al., 2023). In order to find out which way the link was going and how strong it was, we used basic linear regression in our research.

Research Setting

The study was conducted at SMA Muhammadiyah 3 Surabaya, located in Wonokromo District, Surabaya City. This school was selected because students actively use social media platforms, especially TikTok, in their daily activities. This context provides a relevant environment for analyzing how digital media usage may relate to students' social behavior, particularly politeness toward parents and teachers.

Population and Sample

A total of sixty students from SMA Muhammadiyah 3 Surabaya made up the study's population. Thirty students were chosen for the survey from this group. In order to provide sufficient representation for statistical analysis, the sample size was decided taking into consideration the availability of participants and the practicality of the study. With the use of simple random sampling, every student in the class had an equal chance of being chosen to participate in the survey. In order to make the sample selection process more objective and less prone to selection bias, this method was used.

Variables of the Study

This study involved two main variables. The independent variable (X) is TikTok usage intensity, while the dependent variable (Y) is students' politeness behavior. TikTok usage intensity refers to the level of engagement students have with the TikTok application, including how often and how long they use it, as well as how they interact with content on the platform. Politeness behavior refers to students' attitudes and actions that reflect respect, courtesy, and proper communication toward parents and teachers in daily interactions.

TikTok usage intensity was measured through indicators such as frequency of use, duration of use, usage habits, functional purpose, and perceived effects of usage. Politeness behavior was measured using indicators such as respectful communication, obedience to parents, interaction with teachers, and ethical behavior in social situations.

Research Instruments

A structured questionnaire was the main tool used in this research. Theories about the relationship between the frequency and severity of TikTok use and courteous conduct informed the development of the questionnaire. Respondents may indicate their degree of agreement or disagreement with each statement on the questionnaire by using a Likert scale. Because of its methodical and measurable nature, this scale was selected for its ability to measure attitudes, perceptions, and behavioural inclinations.

To support the questionnaire data, preliminary observations and informal interviews were also conducted. These were used to gain initial insights into students' TikTok usage patterns and general behavior in school and home environments. However, the main dataset for statistical analysis was obtained from the questionnaire responses.

Data Collection Procedure

At SMA Muhammadiyah 3 in Surabaya, data was collected in person. Selected participants were given questionnaires by the researcher along with instructions on how to fill them out. All statements were meant to be answered truthfully by the students, drawing on their real-life

experiences and actions. The surveys were gathered after completion and double-checked for completeness before analysis. The acquired data were confirmed to be accurate and appropriate for statistical testing by following this approach.

Data Analysis Techniques

In order to analyse the data collected from the surveys, SPSS was used. There were several steps to the analysis. The first step was to do validity testing on the questionnaire to make sure that each item assessed the right variables. Second, to make sure the instrument was consistent, reliability testing was done using Cronbach's Alpha. To ensure that the variables' relationships fulfilled the criteria for regression analysis, we performed classical assumption tests, such as a normality test using the Kolmogorov-Smirnov technique and a linearity test. Lastly, the correlation between students' levels of politeness and their TikTok use intensity was investigated using basic linear regression analysis. To find out whether TikTok use has a major impact on courteous behaviour and how strong of a link it is, we utilised the regression findings.

Result and Discussion

The correlation between students' levels of politeness and their use of TikTok was investigated using a battery of statistical analysis in this research. Using SPSS, we ensured the research instrument's quality by running validity and reliability tests on the questionnaire data. Then, we confirmed that the data met the requirements for regression analysis by running classical assumption tests, such as normality and linearity tests. Following the completion of these pilot tests, we used a simple linear regression analysis to find out how much the intensity of kids' TikTok use affected their civility toward instructors and parents. The organised and methodical presentation of the results of these studies is done in this part.

Table 1. Product-Moment Correlation Coefficient Critical Values

Sample Size (N)	df (N-2)	r-table ($\alpha = 0.05$)
30	28	0.374

The validity test was conducted using the Pearson Product-Moment correlation coefficient, and Table 1 shows the critical values of this coefficient. A degree of freedom (df) of 28, determined using the formula $df = N - 2$, was obtained from the survey, which had 30 respondents. At the 5% level of significance, the critical value derived from the Product-Moment correlation table is 0.374. This number is used to determine whether the items on the questionnaire are legitimate. After computing the correlation coefficient (r-count), an item is deemed legitimate if it surpasses the crucial threshold of 0.374. On the other hand, the item should not be utilised to measure the desired study variable if the computed correlation coefficient is less than 0.374.

Table 2. Validity Test Results for Variable X (TikTok Usage)

Item	r-count	r-table	Decision
X1	0.643	0.374	Valid
X2	0.666	0.374	Valid
X3	0.661	0.374	Valid
X4	0.731	0.374	Valid
X5	0.567	0.374	Valid
X6	0.663	0.374	Valid
X7	0.459	0.374	Valid
X8	0.716	0.374	Valid
X9	0.745	0.374	Valid
X10	0.802	0.374	Valid

Table 2 demonstrates that all questionnaire items measuring TikTok usage have correlation coefficients greater than the critical r-table value of 0.374. The obtained correlation coefficients range from 0.459 to 0.802, indicating moderate to very strong relationships between each item and the total score. Item X10 exhibits the strongest correlation ($r = 0.802$), suggesting that it contributes substantially to the measurement of TikTok usage. Conversely, item X7 has the lowest correlation coefficient ($r = 0.459$), although it still exceeds the required threshold. Since all items satisfy the validity criterion ($r\text{-count} > r\text{-table}$), the entire instrument is considered valid and appropriate for measuring TikTok usage among respondents.

Table 3. Validity Test Results for Variable Y (Student Politeness)

Item	r-count	r-table	Decision
Y1	0.552	0.374	Valid
Y2	0.685	0.374	Valid
Y3	0.802	0.374	Valid
Y4	0.759	0.374	Valid
Y5	0.815	0.374	Valid
Y6	0.658	0.374	Valid
Y7	0.877	0.374	Valid
Y8	0.845	0.374	Valid
Y9	0.851	0.374	Valid
Y10	0.720	0.374	Valid

Table 3 presents the validity test results for the student politeness variable. All items demonstrate correlation coefficients above the critical value of 0.374, ranging from 0.552 to 0.877. The highest correlation is found in item Y7 ($r = 0.877$), indicating a very strong contribution to the measurement of student politeness. Meanwhile, item Y1 shows the lowest correlation coefficient ($r = 0.552$), yet it remains well above the validity threshold. These findings confirm that all questionnaire items effectively represent the student politeness construct and are suitable for use in further statistical analyses.

Table 4. Reliability Test Results for Variable X (TikTok Usage)

Variable	Cronbach's Alpha	Standard	Decision
TikTok Usage (X)	> 0.60	0.60	Reliable

Table 4 shows that the TikTok usage instrument achieved a Cronbach's Alpha value exceeding the minimum acceptable threshold of 0.60. This result indicates that the questionnaire items possess satisfactory internal consistency and measure the same construct consistently. Therefore, the instrument can be considered reliable and capable of producing stable results when administered to respondents.

Table 5. Reliability Test Results for Variable Y (Student Politeness)

Variable	Cronbach's Alpha	Standard	Decision
Student Politeness (Y)	0.915	0.60	Reliable

Table 5 indicates that the student politeness instrument obtained a Cronbach's Alpha value of 0.915. This value is substantially higher than the minimum reliability criterion of 0.60 and falls within the category of excellent reliability. The result demonstrates that the questionnaire items have very strong internal consistency and can reliably measure student politeness. Consequently, the instrument is considered highly dependable for research purposes.

Table 6. Normality Test Results

Test	Significance Value	Standard	Decision
Kolmogorov-Smirnov	0.200	> 0.05	Normal

We can see the outcomes of the Kolmogorov-Smirnov test for normalcy in Table 6. A significance level of 0.200 is considered significant, above the 0.05 cutoff. The residual data follows a normal distribution, as a result. The dataset is appropriate for parametric statistical analysis, such as simple linear regression, as it satisfies the normality assumption.

Table 7. Linearity Test Results

Indicator	Significance Value	Standard	Decision
Deviation from Linearity	0.464	> 0.05	Linear

A significant level of 0.464 for non-linearity is higher than the threshold of 0.05, as shown in Table 7. This research suggests that the correlation between TikTok use and student civility remains mostly unchanged. An essential premise of basic linear regression analysis is that the connection between the variables is linear, which is satisfied here.

Table 8. Coefficient of Determination (R^2)

Statistic	Value
R	0.220
R Square (R^2)	0.048
Percentage	4.8%

Table 8 reveals that the coefficient of determination (R^2) is 0.048, indicating that TikTok usage explains 4.8% of the variation in student politeness. This result suggests that the influence of TikTok usage on student politeness is relatively small. The remaining 95.2% of the variation is likely attributable to other factors not included in the current study, such as family background, peer influence, school environment, and individual characteristics.

Table 9. Simple Linear Regression Equation

Variable	Coefficient (B)
Constant (a)	38.095
TikTok Usage (X)	0.159

The results of the basic linear regression analysis are shown in Table 9. If students don't use TikTok at all, the projected level of politeness is 38.095, a constant. Students' civility rises by 0.159 units for every one unit increase in TikTok use, according to the regression coefficient of 0.159. There is a positive correlation between the two variables, since the coefficient is positive. The little coefficient of determination (4.8%), however, suggests that other variables have a more significant impact on determining students' nice behaviour and that TikTok use does not have a significant practical effect on it.

Implications of TikTok Usage Patterns on the Formation of Students' Polite Behavior

This study's results give light on the correlation between kids' levels of TikTok use and their civility toward adults in their lives, such as parents and instructors. The data from SMA Muhammadiyah 3 Surabaya does not point to the use of TikTok as the primary factor influencing pupils' level of civility. This finding suggests that there is a complex interplay between social, psychological, and educational factors that impact adolescents' moral behaviour, rather than the amount of time spent interacting with digital media. According to this theory, politeness is something that grows out of people's interactions with one another over time in settings like families, classrooms, and communities. While social media sites like TikTok do allow users to express themselves in many contexts, they are not fundamentally

influencing users' moral behaviour.

This interpretation challenges simplified assumptions that equate increased social media use with declining moral standards. The reality is more complex and mediated. Students are not passive recipients of digital content; they actively interpret and evaluate what they consume. Their responses to online behavior are filtered through internalized values, religious teachings, and social expectations formed in their immediate environment. Family discipline and school culture continue to exert stronger influence compared to digital exposure. Therefore, TikTok should be understood as one of many environmental variables, not as a primary causal factor in shaping politeness.

The role of socialization becomes central in explaining these findings. Polite behavior is primarily constructed through repeated interpersonal interaction, particularly within the family and educational institutions. Parents serve as the earliest moral educators, while teachers reinforce behavioral expectations in structured academic settings. These environments provide continuous feedback, correction, and reinforcement that shape students' understanding of respect, communication, and emotional regulation. Berk (2022) emphasizes that adolescent moral development is heavily influenced by direct social interaction, which strengthens the argument that offline environments remain the core foundation of behavioral formation. Compared to these direct interactions, digital media offers fragmented and less accountable forms of social learning.

From a theoretical perspective, these findings refine the application of Social Learning Theory in the digital age. Bandura's framework, as discussed by Schunk (2021), explains that learning occurs through observation, imitation, and reinforcement. However, imitation is not automatic, especially in adolescent populations with developing cognitive control. In the context of TikTok, students are exposed to diverse behavioral models, yet they do not imitate them uncritically. Instead, they selectively adopt behaviors that align with their moral values and social norms. This selective process demonstrates that cognitive mediation plays a decisive role in determining whether digital content translates into real-world behavior.

The variability of TikTok's influence across individuals further strengthens this interpretation. Valkenburg et al. (2022) highlight that media effects are not uniform but depend on psychological and social susceptibility. Students with strong self-regulation, supportive family environments, and stable moral foundations are less likely to be influenced by negative digital content. In contrast, students with weaker emotional control or limited supervision may exhibit higher vulnerability. This variability explains why TikTok usage intensity alone fails to produce a strong predictive relationship with politeness. The effect of digital media is therefore conditional, context-dependent, and mediated by individual differences.

The inconsistency between this study and previous research also reflects contextual variability rather than theoretical contradiction. Some studies, such as Daniati et al. (2024) and Putri (2023), report a stronger influence of TikTok on student behavior. However, these differences may stem from variations in age group, educational level, and behavioral indicators. Santrock (2021) notes that adolescents in high school possess more advanced self-control and moral reasoning compared to younger students. This developmental difference significantly affects how digital media is processed and internalized. As a result, findings across studies cannot be generalized without considering the demographic and contextual structure of the sample population.

The implications of these findings for educational practice are substantial. Character education remains the most critical factor in shaping student politeness. Lickona (2021) emphasizes that moral development requires integration between knowledge, emotion, and behavior, which

must be reinforced through consistent practice. Schools therefore carry the responsibility of embedding politeness within daily learning environments, not merely through theoretical instruction. Teacher behavior, classroom communication patterns, and disciplinary systems function as lived examples of moral values. Without such consistency, external influences such as social media may become more influential than intended.

Parental involvement also plays a decisive role in reinforcing behavioral stability. As highlighted by Asfuri et al. (2023), supervision should not be limited to restricting digital access but must include active engagement in children's social development. Communication between parents and children regarding online content can strengthen moral interpretation skills and reduce misinterpretation of digital behavior. When parents actively guide rather than simply control, adolescents develop stronger internal regulation and moral awareness. This strengthens their ability to navigate digital environments without compromising polite behavior in real life.

Although TikTok does not demonstrate a strong direct effect on politeness, its broader implications for adolescent development cannot be ignored. Excessive or unregulated use may still affect learning discipline, attention patterns, and social interaction habits, as noted by Wibowo et al. (2022). However, these effects should not be interpreted deterministically. Twenge (2021) argues that digital media primarily alters communication patterns rather than directly reducing moral values. This suggests that the impact of TikTok is mediated through behavioral habits rather than moral degradation itself. Therefore, the focus should shift toward guiding usage patterns rather than restricting access entirely.

Politeness must be understood as a deeply rooted social value that reflects cultural identity and interpersonal ethics. Kalsum (2024) defines politeness as a foundation of social harmony that ensures respect and mutual recognition within society. Kristingrum et al. (2022) further emphasize that politeness is expressed through concrete behaviors such as respectful communication, empathy, and social responsibility. These behaviors are developed through long-term habituation rather than short-term exposure to media content. Therefore, strengthening politeness requires sustained moral education across both family and school contexts, supported by digital literacy that enables students to engage critically and responsibly with social media platforms.

Conclusion

This study concludes that the intensity of TikTok use among students at SMA Muhammadiyah 3 Surabaya does not have a significant and dominant influence on their polite behavior toward parents and teachers. Although a statistical relationship exists, its contribution is very limited, indicating that student politeness is mainly shaped by other stronger factors outside digital media exposure. These findings confirm that moral behavior in adolescents is not primarily determined by how frequently they use social media, but by the broader social and educational environment in which they grow. The results highlight that family upbringing, school discipline, and character education play a more decisive role in forming students' politeness. Internal factors such as self-control, moral awareness, and personal values also contribute significantly to how students behave in social interactions. In contrast, TikTok functions only as a supporting environmental factor that may influence communication style but does not directly shape core moral behavior. This study also emphasizes that adolescents are not passive recipients of digital content. They actively filter, interpret, and evaluate what they see on social media based on their existing values and social norms. Therefore, exposure to TikTok content does not automatically translate into changes in politeness, especially when students have strong moral foundations and consistent guidance from parents and teachers.

References

- Abeywickrama, R. (2025). The Impact of Digital Devices on Students' Physical, Social, and Mental Health: A Case of Secondary Students at the Sri Lankan International School Riyadh (SLISR). *Linguistika Kultura: Jurnal Linguistik Sastra Berdimensi Cultural Studies*, 14(2), 77-101. <https://doi.org/10.25077/jlk.14.2.77-101.2025>
- Agustyn Nabilah, I. S. (2022). Dampak media sosial (TikTok) terhadap karakter sopan santun siswa kelas VI sekolah dasar. *Jurnal PGSD*, 4(1).
- Al Farisi, M. A., Riany, Y. E., & Yuliati, L. N. (2025). Exploring the Influence of Parental Interaction on Consumptive Behavior: The Mediating Role of Self-Control Among Santri. *Jurnal Pendidikan Islam Indonesia*, 10(1), 35-46.
- Anderson, M., & Jiang, J. (2022). Teens, social media and technology. *Pew Research Center*.
- Ardiana, E., & Ananda, A. (2022). The effect of using the TikTok application as a learning media on students' activeness and learning outcomes. *Journal of Education*, 1(2), 22–29. <https://doi.org/10.24036/langgam.v1i02.13>
- Ariana, H., Almuhtadi, I., Natania, N. J., Handayani, P. W., Bressan, S., & Larasati, P. D. (2024). Influence of TikTok on body satisfaction among generation Z in Indonesia: Mixed methods approach. *JMIR human factors*, 11(1), e58371. <https://doi.org/10.2196/58371>
- Asfuri, N. B., Meisari, I., Ambarsari, R. Y., Sasmito, F., Harbono, H., & others. (2023). Pengaruh media sosial TikTok terhadap perilaku siswa kelas tinggi. *Jurnal Pendidikan*, 10(1), 11–19.
- Berk, L. E. (2022). *Development through the lifespan* (7th ed.). Pearson.
- Boiliu, E. R. (2025). Integration Of Character and Moral Education of Students in Christian Education. *International Journal of Christian Education and Philosophical Inquiry*, 2(2), 01-10. <https://doi.org/10.61132/ijcep.v2i2.292>
- Daniati, N. S., Priyatno, A., & Muhdiyati, I. (2024). Pengaruh media sosial TikTok terhadap perilaku moralitas. *Jurnal Pendidikan*, 3, 4091–4106. <https://doi.org/10.30997/karimahtauhid.v3i4.12812>
- Frey, T., & Friemel, T. N. (2023). Social media repertoires: Investigating multifaceted social media use among late adolescents. *Journal of Quantitative Description: Digital Media*, 3, 1-33. <https://doi.org/10.51685/jqd.2023.002>
- Hafid, R. A., Serliana, S., Gusnawaty, G., & Said, I. M. (2022). Teenagers Language Politeness Strategy on Social Media WhatsApp Based on Level of Education. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 7(1), 37-50. <https://doi.org/10.30603/al.v7i1.2396>
- Hasenbein, L., Stark, P., Trautwein, U., Gao, H., Kasneci, E., & Göllner, R. (2023). Investigating social comparison behaviour in an immersive virtual reality classroom based on eye-movement data. *Scientific Reports*, 13(1), 14672. <https://doi.org/10.1038/s41598-023-41704-2>
- Hasiholan, T. P., Pratami, R., & Wahid, U. (2020). Pemanfaatan media sosial TikTok sebagai media kampanye cuci tangan. *Jurnal Komunikasi*. <https://doi.org/10.36341/cmv.v5i2.1278>
- Herak, R. (2025). Character education in the digital age: Challenges and opportunities amidst technological developments. *MSJ: Majority Science Journal*, 3(2), 245-252. <https://doi.org/10.61942/msj.v3i2.367>

- Islam, M. R. (2024). Unplugging the threat: how internet addiction among adolescents undermines learning behavior. *SN Social Sciences*, 4(9), 161. <https://doi.org/10.1007/s43545-024-00966-x>
- Kalsum, U. (2024). Pengaruh aplikasi TikTok terhadap karakter sopan santun siswa. *Jurnal Pendidikan*, 7(1), 3639–3653. <https://doi.org/10.31004/joe.v7i1.6957>
- Kristingrum, W., Listiyaningsih, M. D., & Putri, R. A. (2022). Knowledge, attitudes, and polite behavior among students. *Indonesian Journal of Midwifery*, 5, 167–176.
- Kuss, D. J., & Griffiths, M. D. (2017). Social networking sites and addiction: Ten lessons learned. *International journal of environmental research and public health*, 14(3), 311. <https://doi.org/10.3390/ijerph14030311>
- Lickona, T. (2021). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Mahardhika, S. V., Nurjannah, I., Ma'una, I. I., & Islamiyah, Z. (2021). Faktor-faktor penyebab tingginya minat generasi post-millennial di Indonesia terhadap penggunaan aplikasi tiktok. *SOSEARCH: Social Science Educational Research*, 2(1), 40-53. <https://doi.org/10.26740/sosearch.v2n1.p40-53>
- Manago, A. M., & McKenzie, J. (2022). Culture and digital media in adolescent development. *Handbook of adolescent digital media use and mental health*, 162-187. <https://doi.org/10.1017/9781108976237.010>
- Meikle, G. (2016). *Social media: Communication, sharing and visibility*. Routledge.
- Novanti, A. R., Saptono, A., & Pratama, A. (2024). The Role of Self-Control in Mediating the Influence of Social Media Use and Peer Environment on Consumptive Behavior in Senior High School Students in Bekasi City. *TOFEDU: The Future of Education Journal*, 3(5), 1270-1280. <https://doi.org/10.61445/tofedu.v3i5.241>
- Omoponle, A. H. (2023). Delinquency among senior secondary school adolescents: Psycho-personological factors: Psycho-personological factors. *International Journal of Curriculum and Instruction*, 15(3), 2145-2165.
- Pardede, S., Pardede, D. L., & Pardede, L. (2025). Exploring Smartphone Use and Learning Behaviors among Senior High School Students: Insights from a Developing Region in Indonesia. *Open Journal of Educational Research*. <https://doi.org/10.31586/ojer.2025.6099>
- Pratama, S., & Alamsyah, A. (2022). Pengaruh guru pendidikan Islam dalam membangun kesehatan mental belajar siswa. *JBKPI*. <https://scholar.google.com/scholar?q=Pengaruh+Guru+Pendidikan+Islam+dalam+Membangun+Kesehatan+Mental+Belajar+Siswa+2022>
- Putri, L. A. (2023). Pengaruh media sosial TikTok terhadap perilaku sopan santun siswa. *Jurnal Amal Pendidikan*, 4(1), 33–42. <https://scholar.google.com/scholar?q=Pengaruh+Media+Sosial+TikTok+Terhadap+Perilaku+Sopan+Santun+Siswa+Putri+2023>
- Rahajeng, R. (2022). Pengaruh TikTok terhadap perkembangan sosial emosional anak usia dini. Universitas Muhammadiyah Ponorogo. <https://scholar.google.com/scholar?q=Pengaruh+TikTok+terhadap+perkembangan+sosial+emosional+anak+usia+dini+Rahajeng+2022>

- Rahayu, E., Neni, N., & Siregar, M. (2025). The Influence of Social Media, Family Religious Education, School Religious Environment, and Religiosity on High School Students' Morality in Pekanbaru. *Jurnal Pendidikan Progresif*, 15(3), 1744-1763. <https://doi.org/10.23960/jpp.v15i3.pp1744-1763>
- Rahma, A., et al. (2023). Dampak penggunaan TikTok terhadap perubahan perilaku sosial mahasiswa. <https://doi.org/10.31957/cjce.v2i2.2647>
- Rahmawati, N. R., & Utomo, P. (2024). The Role of School Environment and Its Influence on Students' Discipline and Politeness Character in Primary School Students. *Indonesian Journal of Character Education Studies*, 1(2), 64-76. <https://doi.org/10.64420/ijces.v1i2.193>
- Reyero, D., Pattier, D., & García-Ramos, D. (2022). Adolescence and Identity in the Twenty-First Century: Social Media as Spaces for Mimesis and Learning. In *Identity in a hyperconnected society: risks and educative proposals* (pp. 75-93). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-85788-2_6
- Riyanto, S., Prayitno, H. J., Huda, M., & Yuniawan, T. (2023). The Application of Moderate Politeness into School Practices of an Urban Muhammadiyah Primary Students in the Era of Global Communication. *International Journal of Language Education*, 7(4), 729-747. <https://doi.org/10.26858/ijole.v7i4.58985>
- Salman, A. A. (2024). *Screen Time as a Determinant of Socio-Emotional and Language Skills Acquisition of Preschool Children in North Central Nigeria* (Doctoral dissertation, Kwara State University (Nigeria)).
- Santrock, J. W. (2021). *Adolescence*. McGraw-Hill Education. <https://www.mheducation.com/highered/product/adolescence-santrock/M9781260565687.html>
- Schunk, D. H. (2021). *Learning theories: An educational perspective*. Pearson. <https://scholar.google.com/scholar?q=Learning+Theories+Schunk+2021>
- Sitinjak, C., Kristiyani, V., & Handoko, D. (2025). From Likes to Bonds: A Scoping Review on the Impact of Social Media on Youth Social Interaction Patterns. *Nusantara Journal of Behavioral and Social Science*, 4(3), 145-160. <https://doi.org/10.47679/njbss.202593>
- Tetteh, P. K., & Kankam, P. K. (2024). The role of social media in information dissemination to improve youth interactions. *Cogent Social Sciences*, 10(1), 2334480. <https://doi.org/10.1080/23311886.2024.2334480>
- Twenge, J. M. (2021). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy*. Atria Books. <https://scholar.google.com/scholar?q=iGen+Twenge+2021>
- Valkenburg, P. M., Meier, A., & Beyens, I. (2022). Social media use and adolescent mental health: Umbrella review. *Current Opinion in Psychology*, 44, 58–68. <https://doi.org/10.1016/j.copsyc.2021.08.017>
- Wahyuni, E. S., & Krishnan, P. S. (2026). Social Media Influence on Cultural Identity Formation Among Generation Z in Multicultural Societies: A Cross-National Study of Malaysia, Indonesia, and India. *International Journal of Society, Culture and*

Human Sciences, 1(1), 1-11. <https://doi.org/10.47134/pssh.v2i1.241>

Wibowo, R., et al. (2022). The drawbacks and advantages of TikTok on students amid COVID-19. *Jurnal Basicedu*, 6(3), 5302–5310. <https://doi.org/10.31004/basicedu.v6i3.2735>

Yulia, M., Purbosari, P. M., & Angganing, P. (2024). Analisis dampak TikTok terhadap karakter sopan santun. *Jurnal Murhum*, 5(2), 204–216. <https://doi.org/10.37985/murhum.v5i2.711>

8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

-  **33 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
-  **2 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 5%  Internet sources
- 4%  Publications
- 1%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.



Educia Journal

ScieClouds Publishing

Jl. Abdul Kadir, Makassar, Postal Code: 90224. Indonesia

Date: (May 11, 2026)

LETTER OF ACCEPTANCE.

Dear Muhammad Anwar Ibrahim, Moch Charis Hidayat, Shokhibul Arifin
ID-Number: (2026-0402-336)

With respect, we declare that your manuscript entitled "*(The Relationship Between the Intensity of TikTok Usage and Students' Politeness Behavior at SMA Muhammadiyah 3 Surabaya)*" has been accepted for publication in *Educia Journal ISSN (2988-019X), Volume 04 Issue 02 2026*. Your manuscript has gone through the review process and is considered to meet academic quality standards. We congratulate you on the acceptance of your work and look forward to good cooperation for the finalization process until publication. For further information, please contact us at officialeditor@scieclouds.com.

Please check the authenticity of LOA on the following link: [LOA Verification](#)

Sincerely,

Chairman of Publication Pemuda Peduli Publikasi Insan Ilmiah



Fahrul Kahfi