Digital Behaviors and Psychological Traits: Analyzing Senior High School Students' Social Media Use Through Social Studies Curriculum

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ARTICLE INFO	ABSTRACT
Keywords: Digital Behavior; Psycological Traits; Social Media; Social Studies Curriculum	*This study aims to analyze the digital behavior and psychological characteristics of high school students related to the use of social media through the perspective of the Social Science curriculum. The issue raised is how the use of social media affects social interaction and student learning at school. The method used is a qualitative approach, with data collection through in-depth interviews and observations of students and teachers at SMAN 2 Tanggul, Jember Regency. The findings show that students tend to use social media to increase engagement in discussions related to social studies materials, but also experience challenges such as impaired concentration and negative impacts on mental health. These findings indicate the need for more attention in facilitating healthy and productive use of social media in learning contexts. By understanding students' digital behaviors and psychological characteristics, this study recommends the development of more inclusive teaching strategies in the social studies curriculum, to maximize the benefits of social media as a learning tool that supports students' social and academic development.*

1. Introduction

The development of technology and global digitalization has drastically changed the way people live. The internet, especially social media, has revolutionized the way people communicate and interact. For the adolescent generation, social media is not only a means of communication, but also a tool for seeking information, expressing, and building self-identity (Livingstone & Sefton-Green, 2016). High school students, who are at a critical period of psychological development, are often influenced by the digital content they access through social media, both positive and negative. As part of Generation Z, high school students in Indonesia are exposed to digital technology from an early age. They grow up in an environment where access to the internet and social media is very accessible. More than 61% of the Indonesian population are active social media users, with most of them being teenagers (Hootsuite & We Are Social, 2023). Social media such as Instagram, TikTok, and WhatsApp are popular platforms among high school students, including in Jember.

In adolescence, social media use can affect various aspects of psychological development. Adolescence is an important period in the formation of self-identity. Social media can help adolescents find themselves through social interaction, online presence and self-expression (Yang & Brown, 2016). However, unlimited access to social media also risks causing psychological problems such as social anxiety, depression, and dependence (Twenge, 2019). Therefore, it is important to understand how adolescents' digital behaviors are shaped and how this affects their psychological characteristics. High school students are at a crucial stage in the formation of social and emotional values. Overuse of social media often impacts the development of

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emotions, interpersonal relationships and social skills (O'Reilly et al., 2018). Studies show that social media use can exacerbate loneliness and anxiety if used excessively, but on the other hand, social media can also be an effective tool in building social connections and expanding friendship networks (Keles et al., 2020).

The influence of social media on digital and psychological behavior needs to be studied in the context of education, especially through the school curriculum. Education in schools plays an important role in guiding students to understand the impact of social media on their social and psychological lives. Subjects such as Social Science (IPS) have great potential to equip students with knowledge of how digital technologies, including social media, affect social and individual dynamics (Purwanto, 2021).

The social studies curriculum in senior high school focuses on developing students' social awareness. The subject covers a wide range of topics, from social interactions to the impact of technological developments on society. Through this curriculum, students are expected to be able to understand the influence of social media on social structures, group dynamics, and interactions between individuals (Supardi, 2018). Social studies learning that integrates social media topics can also teach students to be critical of the information they consume on digital platforms. Social studies learning that is relevant to students' daily lives can have a greater impact in building their critical awareness. The integration of digital technology in social studies learning can help students understand the social changes that occur in their environment due to technological developments (Wulandari, 2020). Thus, social media can be raised as part of teaching materials to help students develop their digital and social literacy.

Jember Regency, as one of the regions with rapid development in the education and technology sectors, provides an interesting context for studying social media use among high school students. The district has a number of schools that seek to utilize technological developments in the teaching and learning process, although it also faces challenges in terms of digital awareness among students (Suharyanto, 2019). Therefore, an analysis of the digital behavior of high school students in Jember can provide important insights into their social and psychological dynamics in the digital era.

The study of digital behavior among high school students is also closely related to the concept of digital literacy. Digital literacy includes the ability to access, analyze and evaluate information received through digital media (Livingstone, 2019). In the context of social media, digital literacy allows students to be wiser in using the platform and avoid negative impacts such as hoaxes or cyberbullying.

Previous studies have shown that adolescents who are more skilled in digital literacy tend to be better able to control the psychological impact of social media use. For example, research by (Collin et al., 2016) found that students who had a critical understanding of social media were better able to cope with social pressure and avoid feeling isolated. This confirms the importance of digital literacy education in the school curriculum, particularly in subjects such as social studies that address contemporary social phenomena. In addition, excessive social media use has been linked to a number of psychological problems. Noted a significant increase in levels of anxiety, depression and dependence among adolescents who frequently use social media (Twenge et al., 2020). These conditions can interfere with students' academic performance and hinder the development of their social skills in the real world.

On the other hand, social media also offers opportunities for self-development and social learning. In an educational context, social media can be used to broaden students' horizons, facilitate class discussions and encourage collaboration in project-based tasks(Garrison & Kanuka, 2017). Social studies teachers can utilize social media as a tool to teach relevant social concepts, such as social change due to technology. Thus, an in-depth understanding of students' digital behavior and its psychological impact is important for educators. A social studies curriculum that integrates social media studies can help students to be more critical in using digital technology, while still maintaining a balance between social media use and real social life (Astuti, 2018). It will also enhance their ability to understand the influence of social media on social values and personal character.

In addition, a curriculum-based educational approach can be an effective way to address the psychological challenges that arise from social media use. Through learning that focuses on critical reflection and character development, students will be better prepared to face the challenges associated with the digital world (Fitriana & Fathurohman, 2020). Social studies education has the opportunity to play an active role in shaping students' awareness of responsible social media use. In the context of this study, it is important to understand how high school students in Jember use social media and how this digital behavior affects their psychological development. Through this study, it is expected to find patterns of digital behavior that are common among adolescents, as well as their impact on psychological aspects such as self-identity, self-esteem, and interpersonal relationships.

The integration of social media topics in the social studies curriculum can help students recognize the social and psychological impacts of their digital activities. With this understanding, they are expected to become wiser and more critical users of social media, and be able to maintain a balance between the digital world and daily social life (Saputra & Nurtika, 2021). While various studies have examined the impact of

social media on the psychological development of adolescents, there is still a lack of understanding of how the digital behavior of high school students, especially in areas such as Jember, affects their psychological characteristics in the context of social learning. Most studies focus on the urban context or on the individual effects of social media use, but rarely link it directly to the educational curriculum, particularly Social Studies, which can play an important role in shaping students' social and digital literacy. This study aims to fill this gap by exploring the integration of digital behavior in high school social studies learning, and how this curriculum can help students develop critical awareness and self-control in social media use.

The novelty of this research lies in the approach that integrates the digital behavior of high school students with their psychological characteristics through a learning perspective in the Social Science Curriculum. This research offers innovation by connecting how students' use of social media not only affects their psychological development, but can also be utilized as an educational tool to build digital and social literacy. In addition, this research focuses on a specific geographical context, namely Jember, which has not been widely discussed in the literature regarding the influence of social media on students in non-urban areas. Thus, this research presents a new perspective on the integration of social media in the social studies curriculum to help students understand and manage their digital behavior more critically and responsibly.

This study aims to examine the relationship between high school students' digital behaviors and their psychological characteristics. This is important because adolescents' digital behaviors often reflect their emotional state and mindset, which can be influenced by online social interactions. By integrating digital literacy into the social studies curriculum, students can better understand the risks and benefits of using social media critically and responsibly. Through a social studies learning approach, students can be taught to analyze the impact of social media on mental health, such as social anxiety or self-confidence, so that they are able to make wiser decisions in its use.

2.   Methods

The research method used in this research is a qualitative approach with a case study design. A case study is an in-depth and comprehensive research method to explore a particular phenomenon in a real context, where the boundaries between the phenomenon and its environment are not clear (Yin, 2018). In the context of this research, a case study design was used to understand in detail the relationship between students' digital behavior and their psychological characteristics at SMAN 2 Tanggul, Jember Regency. Case studies allow in-depth research into specific phenomena, namely the relationship between students' digital behavior, their psychological characteristics, and how the social studies curriculum helps facilitate critical understanding of social media.

The research location was SMAN 2 Tanggul, Jember Regency. The unique context of SMAN 2 Tanggul, with its characteristics of students, teachers and learning environment, required an approach that understood the local dynamics in detail. The subjects of this research are described in the **Table 1**.

Table 1. Research Participants

Participants	Grade	Social Media Activity Level	Number of Students
Mele Student	11	Frequent	8
Female Student	11	Frequent	10
Male Student	12	Occasional	6
Female Student	12	Frequent	9
Social Studies Teacher	-	-	8
Vice Principal	-	-	2
Principal	-	-	1

Source: Interview result at SMAN 2 Tanggul

The participant selection technique was carried out using purposive sampling, where participants were selected based on certain criteria, such as the level of student activeness in using social media and the involvement of social studies teachers in integrating digital literacy into learning. Data collection techniques were conducted through in-depth interviews and participatory observation to gain an in-depth understanding of students' digital behavior and psychological characteristics related to the use of social media.

The collected data were analyzed using three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction was conducted to filter relevant information and identify key themes, while data presentation aimed to organize the findings in the form of a systematic narrative. To ensure data validity, this study applied source and method triangulation techniques, where

information obtained from interviews was verified with observation data and additional information from documentation, so as to increase the credibility and accuracy of the research results. In addition, a demographic data table was compiled to provide a clearer picture of the participants' characteristics, such as age, gender, class, and the level of student activeness in using social media.

3. Result and Discussions
a) Result

The results of research conducted at SMAN 2 Tanggul, Jember Regency reveal the various dynamics of social media use among students and its impact on the learning process, especially in the context of the Social Studies Curriculum. The findings are based on direct observation in the school environment as well as in-depth interviews with various stakeholders, such as the Principal, Vice Principal for Curriculum and Student Affairs, and several students who participated in the research. The use of social media by students at SMAN 2 Tanggul proved to be massive, with most students spending hours each day accessing platforms such as TikTok, Instagram, and WhatsApp. Although social media has become an integral part of their daily lives, its implementation as a learning tool in the curriculum is still very limited. The findings suggest that there is great potential to utilize social media in the learning process, but it still requires strategic efforts on the part of schools and teachers to be effectively integrated.

The Principal and Vice Principal for Curriculum recognize that social media can be an effective learning tool, but the main challenge is the lack of digital literacy among teachers and the absence of school policies that support the integration of these technologies. On the one hand, students seem enthusiastic about using social media, but most of the time they spend on the platform is used for non-educative purposes, such as entertainment. The excessive use of social media has even affected their learning concentration and social interaction. Therefore, it is important for schools to start designing digital literacy policies and programs, both for students and teachers, so that social media can be transformed from an entertainment tool to a constructive and innovative learning medium in supporting student learning outcomes at SMAN 2 Tanggul.

Initial observations at SMAN 2 Tanggul showed that the school is located in a semi-urban area, with fairly good access to technology. Most of the students come from families with middle to lower economic backgrounds, where their parents mostly work in the agricultural sector. Despite this, almost all students have access to smartphones and use social media actively. Platforms such as Instagram, TikTok and WhatsApp are very popular among students. During the observation, it was revealed that students spend an average of between 3 to 5 hours per day on social media. They access social media more often for entertainment than for education-related activities. During breaks at school, students are often seen busy with their phones, checking notifications from social media or watching content on TikTok. This intense use of social media suggests that social media is becoming an integral part of students' daily lives, both inside and outside of school.

From classroom observations, there were several cases where students appeared to lack focus during learning. Some teachers mentioned that they face challenges in maintaining students' attention, especially after breaks, as students are often distracted by their cell phones. Excessive use of social media is believed by teachers to affect students' ability to concentrate and complete tasks. The Principal of SMAN 2 Tanggul, stated that social media is recognized as a phenomenon that cannot be avoided. According to him, although the school has not fully integrated social media into formal learning, social media is a new challenge in education. "*We have not fully utilized social media as a learning tool, but we are aware of its positive and negative impacts on students,*" he explained. He emphasized that the school is trying to improve the digital literacy of teachers to be able to utilize this technology wisely in the learning process.

In an interview with the Vice Principal for Curriculum, it was pointed out that the main obstacle in integrating social media into learning is teachers' lack of digital literacy. "We realize the potential of social media, but teachers still need further training in order to utilize it effectively," said Ibu Nurhayati. Although the school has provided adequate internet access, utilizing social media as a learning tool has not been a priority due to the limited technological knowledge among educators.

The current social studies curriculum at SMAN 2 Tanggul still focuses on traditional learning methods, which rely more on textbooks and lectures. Social media has not been maximally utilized to increase student participation in the learning process. However, Ms. Nurhayati added that there is great potential to integrate social media in social studies learning, particularly in project activities or group discussions that can be conducted online through social media platforms. "We hope that in the future, we can involve social media more in social studies learning to reach students more effectively," she said.

The Vice Principal for Student Affairs, shared similar views on the challenges of social media use. She noted that some students show signs of dependence on social media, which negatively affects their social interactions and participation in school activities. "Social media has a huge effect on students' behavior,

especially in terms of their socialization and concentration. We try to provide guidance, but the impact of social media on their psychology is very real," she explains.

From an interview with the vice principal for student affairs, it was found that some students experienced changes in behavior patterns, such as a tendency to become more introverted or less motivated to interact directly with their peers. She mentioned that students communicate more through online platforms than face-to-face, which in the long run may affect their ability to build social skills.

The results of interviews with several grade XI students, said that social media is very helpful in finding information related to social studies lessons, especially from YouTube. However, she admitted that most of her time on social media is used to watch entertainment videos on TikTok. "Sometimes, I watch educational videos on YouTube, but more often I open TikTok for entertainment," he said. Ahmad also mentioned that there is no special assignment from teachers who utilize social media as part of the learning process.

Interviews with students revealed that during the pandemic, social media helped her connect with her friends and access learning materials. However, Dewi also felt that social media often made it difficult for her to concentrate when studying at home. "When I'm studying, I often check my social media notifications and get distracted. It's hard to fully focus on the lesson," said Dewi. She hopes teachers can provide more guidance in using social media wisely. Another student stated that social media can actually be an interesting learning tool if used properly. However, she feels that the lack of direction from teachers on how to use social media effectively in learning makes students more likely to use it for non-educative things. "If there is an assignment that uses social media, it might be more exciting, but so far there has been no assignment like that," she said.

Findings from interviews and observations show that social media has great potential to be utilized in social studies learning, especially in increasing students' interest. For example, platforms such as Instagram or TikTok can be used to create video content related to social studies topics, such as local history projects or discussions on relevant social issues. By linking educational content with platforms that are familiar to students, the learning process can become more interesting and relevant. The findings also show that there is an urgent need to train teachers in digital literacy and the use of social media in learning. Some teachers expressed that they were interested in using social media in teaching but felt they lacked the technical skills to do so. "We need further training to be able to utilize this technology effectively," said one of the teachers interviewed.

The Principal and Vice Principal for Curriculum also agreed that social media can be an effective tool in improving student engagement but clear guidelines and policies are needed from the school. The school plans to develop a digital literacy program that can help students understand how to use social media more wisely, both for personal and educational purposes. The results of this study show that there is a high dependence on social media among students, but its utilization in the context of education, especially social studies learning, is still very minimal. Teachers and school authorities recognize the importance of technology integration in the curriculum, but they need further support in the form of training and policy guidance. The use of social media as a learning tool at SMAN 2 Tanggul has great potential, but still needs to be developed more strategically to have a positive impact on student learning.

b) Discussion

The use of social media among students has become a significant phenomenon in the educational context. At SMAN 2 Tanggul, the use of social media not only serves as a communication tool, but also reflects changes in students' social behavior and ways of learning. The research findings show that, despite the potential to utilize social media in learning, students are still more likely to use this platform for entertainment than for educational purposes. This is an important highlight in understanding students' learning behavior in the digital era. Social media has been shown to have a positive impact in increasing student engagement in the learning process. The use of social media can increase interaction between students and teachers, which in turn strengthens the understanding of teaching materials (Huang & Li, 2021). Platforms such as Instagram and WhatsApp allow students to collaborate on group projects, discuss assignments and share educational resources. By utilizing social media effectively, SMAN 2 Tanggul can create a more dynamic and interactive learning environment, reducing the distance between students and educators. This is in line with Connectivism theory which emphasizes the importance of social networks in learning in the digital era (Siemens, 2014).

Constructivism theory emphasizes that learning is an active process in which students construct their own knowledge through experience and social interaction. In this context, social media can serve as a platform that allows students to share information, discuss and collaborate. However, research at SMAN 2 Tanggul shows that although students are active on social media, their interactions are more often directed towards non-educative content, which impacts the development of their understanding and knowledge in the social studies curriculum. Students' engagement in the learning process is strongly influenced by their

motivation. Self-Determination Theory (SDT) state that intrinsic motivation - driven by curiosity and personal satisfaction is more sustainable than extrinsic motivation, which is usually linked to external rewards (Deci & Ryan, 1985). At SMAN 2 Tanggul, students showed high interest in social media, but this interest did not convert into motivation to learn. The inability to link the use of social media with learning may inhibit their intrinsic motivation to explore social studies subject matter.

One significant finding from the research is the negative impact of social media use on students' learning concentration. Social media use can distract students from academic tasks, potentially lowering academic performance (Rosen, 2013). At SMAN 2 Tanggul, some teachers reported that students often seemed unfocused in learning after break, which was triggered by previous social media use. This suggests the need for strategies to manage time and social media use among students.

Digital literacy has become very important in the current educational context, especially with the increasing use of technology and social media. Digital literacy includes the ability to access, evaluate and use information effectively (Hase, 2015). At SMAN 2 Tanggul, the lack of training in digital literacy among teachers is a major barrier to utilizing social media in learning. Without these skills, teachers cannot provide adequate guidance to students on how to use social media for academic purposes. Digital literacy education is also a crucial aspect in addressing the problems that arise from the use of social media among students. Digital literacy includes an understanding of online safety, ethics, and responsibility when using technology (Ribble, 2015). At SMAN 2 Tanggul, the curriculum can be improved by including digital literacy materials that help students use social media wisely. This is important to prepare students for more complex digital challenges and prevent the negative impacts of unwise use of social media, such as cyberbullying or spreading misinformation.

Interviews with principals and vice-principals indicated the need for training for teachers in using social media as a learning tool. Integrating technology in education requires improved digital skills among educators (Selwyn, 2016). If teachers are not equipped with the necessary knowledge and skills, they will struggle to integrate social media into the curriculum effectively. Students at SMAN 2 Tanggul showed a shift in social behavior due to the use of social media. Social interaction through social media can reduce students' ability to communicate directly (Turkle, 2017). At school, many students prefer to interact through their cell phones, leading to a reduction in interpersonal communication skills. This can negatively impact their ability to build healthy relationships in social settings.

Excessive use of social media can also lead to adverse changes in learning behavior. The results showed that many students had difficulty in concentrating and tended to be more easily distracted.

The intense social media use can contribute to low academic performance (Karpinski & Duberstein, 2009). At SMAN 2 Tanggul, students who spend more time on social media tend to show lower performance in academics. Observations at SMAN 2 Tanggul also showed that although social media provides ease of interaction, it does not always create strong relationships in the real world. The online communication often cannot replace face-to-face interaction, which is essential for building deep social relationships (Valkenburg & Peter, 2011). At SMAN 2 Tanggul, many students spend more time on social media than engaging in direct social activities at school, which may hinder their social development.

Excessive social media use has also been associated with mental health problems among adolescents. The intense social media use can lead to increased anxiety and depression (Twenge, 2018). At SMAN 2 Tanggul, some students reported feeling depressed when seeing the perfect lives displayed by their friends on social media. This can lead to feelings of inferiority and dissatisfaction, which negatively impact their psychological well-being. Schools have an important role in promoting digital literacy and responsible social media use. Media education should be an integral part of the curriculum to prepare students for the challenges of the digital world (Buckingham, 2016). At SMAN 2 Tanggul, there is no clear policy regarding the teaching of digital literacy, which causes students to not gain an adequate understanding of how to use social media constructively.

The findings show that there is a great opportunity to integrate social media into learning at SMAN 2 Tanggul. With the right approach, social media can be used to increase student engagement in social studies learning. The use of social media in learning can improve collaboration and communication between students (Huang & Li, 2021). For example, teachers can invite students to create group projects that are published on social media as part of the assessment.

Collaborative learning facilitated by social media can strengthen students' learning experience. The collaborative learning increases students' motivation and academic achievement (Johnson & Johnson, 2014). At SMAN 2 Tanggul, if social media is used as a platform for collaboration in learning projects, students can be more engaged and motivated in learning, as well as learning from each other. Although there are challenges in the use of social media, the opportunities to improve student learning are enormous. According to (O'Keeffe & Clarke-Pearson, 2011), the incorporation of social media in education can assist students in building important skills for the future. At SMAN 2 Tanggul, it is important to formulate a clear strategy so

that social media can be optimally utilized to support social studies learning and student character development.

A strategic plan is needed that involves training for teachers and developing curriculum that is responsive to technology. Through ongoing training programs, teachers can be better prepared to face challenges and utilize social media in their teaching. The development of technological competence among educators is essential for creating an effective learning environment in the digital age (Mishra & Koehler, 2006). School policies that support the use of social media in education are needed. Schools can develop guidelines on the use of social media in learning and provide training to teachers to improve their digital literacy. For example, policies that facilitate the use of platforms such as Google Classroom or Edmodo can help students collaborate more productively (Ribble, 2015).

From the above analysis, it is important to conduct further research that examines innovative methods of integrating social media in learning at SMAN 2 Tanggul. In-depth research can help identify the best strategies in utilizing social media as a learning tool, as well as evaluate its impact on student learning outcomes. Furthermore, research can also explore the cultural and social aspects that influence students' interactions on social media, and how these can contribute to their learning experiences. With a better understanding of these dynamics, SMAN 2 Tanggul can continue to develop effective approaches in utilizing social media to support education in the digital era.

This comprehensive analysis highlights the importance of managing and integrating social media in education. Although social media has a negative impact on learning concentration and social interaction, the potential to improve student engagement in learning cannot be ignored. With the right approach, SMAN 2 Tanggul can turn this challenge into an opportunity to improve the teaching and learning process. Finally, further research is needed to explore innovative methods of integrating social media in learning. This research could include experiments with different types of platforms and teaching strategies, as well as measurement of the long-term impact of social media use on student learning outcomes. Thus, the research at SMAN 2 Tanggul can make a significant contribution to the development of education in the digital era.

4. Conclusions

The use of social media among students of SMAN 2 Tanggul has a significant impact on their psychological and educational aspects. The findings indicated that social media serves as an important platform for social interaction and collaborative learning, but also poses challenges such as pressure to fulfill social expectations and anxiety related to self-image. In addition, students expressed the need for better emotional support and social connectedness within their online environment. Thus, this study recommends the development of educational policies that integrate digital literacy and social-emotional education in the curriculum, to optimize the benefits of social media as a learning tool and support students' psychological development. For researchers, this study highlights the importance of exploring the interplay between digital behaviors and psychological traits in the context of social studies education, emphasizing the need for further investigations into how curriculum design can foster critical thinking about social media use among high school students. Future studies should consider diverse demographic and cultural settings to expand the generalizability of findings. For policymakers, it is essential to integrate digital literacy into social studies curricula, ensuring that it addresses not only technical competencies but also ethical considerations and the psychological impacts of social media. Providing teacher training and developing supportive policies for schools can enhance the curriculum's effectiveness in preparing students to navigate the digital world responsibly and critically.

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