

SOCIAL PROBLEMS OF MARGARIDED GENERATIONS: IDENTITY CRISIS AND THE DIRECTION OF YOUTH IN THE DIGITAL ERA

Original Article

Ilma Wulansari Hasdiansa

Universitas Negeri Makassar

Email: ilma.wulansari@unm.ac.id

Received : 07 July - 2025

Accepted : 12 July - 2025

Published : 2 August - 2025

Abstract

The study aims to examine the socio-cultural impact of digital on the identity and life orientation of the younger generation. Amid the development of information technology and social media, young people are often faced with social pressure, false standards of success, and loss of authentic values in forming their identity. This phenomenon shows symptoms of an identity crisis that is not only personal, but also systemic as part of a cultural shift. The study highlights how social media shapes self-construction, creates an unhealthy competitive space, and influences important decision-making such as education and career. This crisis shows that the younger generation is in a vulnerable position, both psychologically and socially. This study was conducted using a descriptive qualitative approach, based on in-depth interviews with high school and college students in South Jakarta. The results show that the majority of respondents experience value disorientation, digital self-image pressure, and uncertainty about the direction of life. Research recommendations emphasize the importance of digital literacy, strengthening character education, and developing supportive social spaces to help young people build a healthy identity and a clear direction in life.

Keywords: socialproblems, marginalized-generation, identity crisis, digital-era.

1. Introduction

This research stems from concern about the condition of the younger generation, who are increasingly facing major challenges in forming their identity amidst the rapid flow of digitalization. Social media, popular culture, and technological developments have changed the way young people understand themselves, build their image, and make important life decisions. On the one hand, the digital era opens up broad access to information and self-expression; but on the other hand, it creates invisible social pressures, triggers an identity crisis, and makes some young people feel socially and psychologically marginalized. This title specifically emphasizes the social problem of identity crisis experienced by the younger generation due to digital influence, which includes alienation of values, confusion of life direction, and loss of authentic self-orientation.(Rabaani & Indriyani, 2024).

The primary objective of this research is to identify and analyze the social impact of digital culture on the identity formation of young people and their life directions. It also aims to understand the subjective experiences of adolescents and students who experience confusion in understanding their identity amidst the pressures of digital expectations. Furthermore, this research is expected to formulate strategies and approaches that can be used to build social resilience and a strong sense of identity among the younger generation.(Afandi, 2019).



In understanding identity crises, several definitions from experts serve as the main conceptual basis. Erik H. Erikson (2020), a developmental psychologist from the United States, stated that an identity crisis is a phase of psychosocial development when individuals seek consistency between their self-perception and their social roles. According to Erikson, adolescence is a critical phase in the search for identity, and inconsistencies in this process can lead to identity confusion. Furthermore, Anthony Giddens (2023), a British sociologist, explained that identity in the modern era is formed through a continuously constructed self-narrative, and in an increasingly global and digital society, identity becomes more fluid and vulnerable to external interference. Furthermore, Howard Gardner (2022) from Harvard University, stated that identity is the result of social interactions, experiences, and environmental influences, including digital media, which plays a significant role in shaping young people's perceptions of themselves and society. (Fronika, 2019).

According to Taufiqurokhman (2025), a communications and digital governance expert from Muhammadiyah University of Jakarta, the social problems of marginalized generations: the identity crisis and direction of young people in the digital era, reflect the critical condition of young people who are under pressure from a fast-paced digitalization system that does not always support the formation of a healthy identity. Taufiqurokhman explained that today's young generation is not only experiencing physical social alienation, but also digital alienation, where their identities are shaped and simultaneously limited by social media algorithms, virality standards, and false self-image expectations. This identity crisis does not only arise from individual confusion in determining the direction of life, but is a product of a digital social structure that prioritizes online existence over substantial values such as integrity, character, and a clear life orientation. (Pratidina & Mitha, 2023) Taufiqurokhman emphasized that this problem is systemic and requires a cross-disciplinary approach, including through educational policies and strengthening digital literacy as a form of protection for the social and psychological well-being of the younger generation in the era of information disruption.

Based on this phenomenon, there are three initial identifications of the problems raised in this study. First, the increasing dependence of young people on social media as a means of self-image, which often creates pressure to always appear perfect. Second, the weakening of value orientation and life goals due to a shift in the meaning of success, which is based more on digital popularity than on personal qualities. Third, the emergence of symptoms of social alienation, such as anxiety, feelings of inadequacy, and low self-confidence, which lead to an identity crisis. (Gani, 2020).

The main problem in this research is the identity crisis that occurs among the younger generation as a direct result of the dominance of digital culture, which influences how they form their identities and determine their life directions. This reflects that digital technology not only impacts the technical aspects of social life but also deeply touches the psychological and existential dimensions of young people. (Agianto et al., 2020).

To answer the complexity of these problems, this study formulates three main questions: (1) How does social media influence the formation of the identity of the younger generation in the digital era? (2) What forms of social pressure do young people feel in building their self-image in the digital space? (3) How do young people shape the direction of their lives and futures amidst the identity crisis they are experiencing?

In line with the problem formulation above, there are three research objectives to be achieved. First, to uncover the impact of digital culture on the identity formation process of the younger generation, particularly through the use of social media. Second, to analyze the forms of social pressure that arise from digital expectations and the influence of popular culture that shape narratives of false success. Third, to formulate an educational and social approach that can help the younger generation develop a healthy identity and a life direction consistent with personal and social values. (Aulia et al., 2022).

This research seeks to address youth identity crisis as a serious social issue, not just an individual psychological problem. The digital era has brought new challenges to the younger generation, requiring collaborative interventions between education, families, communities, and policymakers (Qadri, 2020) With the right approach, this crisis can not only be minimized but also become an opportunity to shape a more resilient, self-aware, and future-ready generation with a unified identity and a clear direction in life.

2. Research methods

The research methodology used was qualitative with a descriptive research design. This approach was chosen because the focus of the research was to explore subjective meanings, personal experiences, and social processes that shape the identity and life direction of the younger generation in the context of digital culture. This study does not intend to quantitatively measure specific variables, but rather to deeply understand the dynamics of the identity crisis experienced by young people as part of a complex and contextual social phenomenon.(Qadri, 2020).

This research was conducted at four senior high schools (SMA) in East and South Jakarta: SMA Negeri 71 and SMA Islam Al-Azhar 12 Rawamangun in East Jakarta; and SMA Negeri 6 and SMA Pangudi Luhur in South Jakarta. The four schools were selected based on the diversity of students' social backgrounds, intensity of digital media use, and availability of access for interviews and observations. SMA Negeri 71 and SMA Negeri 6 are popular schools known for their high academic and digital engagement. Meanwhile, two private schools were chosen to represent the dynamics of students with a stronger religious and character education background, while remaining in touch with digital realities.(Suratnoaji et al., 2019).

The total population of eleventh and twelfth grade students in the four schools reached approximately 1,200, consisting of approximately 600 students in two public schools and 600 students in two private schools. From this population, a purposive sample of 40 students was taken, with an even distribution from each school, namely 10 students each who met the criteria of being active social media users (accessing more than two hours per day), showing an interest in certain digital content, and having experienced confusion or pressure in determining the direction of life or identity. The purposive sampling technique was chosen to ensure that the participants were truly relevant to the focus of the research, so that the resulting data was in-depth and contextual. The sample also took into account gender balance and family background, in order to obtain a variety of perspectives in understanding the identity crisis experienced by the younger generation in the digital era.

The research data was analyzed using thematic analysis, a qualitative approach focused on identifying, organizing, and interpreting patterns of meaning (themes) that emerge from in-depth interviews and observations. This technique allows researchers to explore respondents' subjective experiences in greater depth by uncovering social symbols, personal narratives, and expressions of values or beliefs related to the identity crisis and life direction of young people in the digital age.(Zuhri & Christiani, 2019).

The analysis process begins with data reduction, which involves filtering relevant information from all interview transcripts, observation notes, and social media documentation. This stage helps focus researchers' attention on the most significant information according to the research focus. Next, the data is presented by grouping quotes, student statements, and field findings into thematic categories such as "confusion about life direction," "the influence of social media on self-perception," or "the lack of space for reflection in schools." Each theme is analyzed to see how social meanings are formed within the respondents' narratives.(Abdillah, 2022).

The final stage is drawing conclusions, which is conducted inductively, namely developing generalizations and theoretical understanding based on the results of field data interpretation. This means that conclusions are not based on strict initial hypotheses, but rather grow from patterns and trends discovered empirically. These findings are then linked to relevant theoretical frameworks, such as adolescent identity theory, social construction in

digital media, and psychosocial perspectives on social pressures in the internet era. With this technique, the analysis becomes more contextual, reflective, and comprehensive in capturing the complex reality of a generation of young people who are marginalized identity-wise amidst the massive flow of digital culture.(Saewono, 2020).

3. Research Results and Discussion

3.1. Research result

The social issues in the research highlight the critical conditions currently facing high school youth, particularly in urban areas like East and South Jakarta. The digital era has brought about drastic changes in how young people form their identities, explore their values, and determine their life's direction.(Idham Holik, 2022)(Khumairoh, 2021)However, the reality is that many of them experience social alienation, existential confusion, and psychological distress due to the dominance of social media, image standards, and the lack of reflective space in educational and family settings. The younger generation seems to be moving in a stream of information without a clear value compass, making them a vulnerable and psychosocially marginalized group.(Esti & Hartanti, 2023).

The results of a study conducted in four high schools State Senior High School 71, East Jakarta, Al-Azhar 12, South Jakarta, and Pangudi Luhur High School, showed that more than 80 percent of respondents felt confused about their life's direction and felt that digital social pressure significantly affected their self-perception. Most students also indicated that high social media usage duration correlated with low levels of self-awareness, increased social anxiety, and feelings of worthlessness.(Abdullah, 2020). The main problems identified from these findings include: (1) the dominance of digital media in the formation of adolescent self-identity without adequate value filters; (2) the unpreparedness of the educational environment in providing character support and space for identity discussion; and (3) the weak intervention of families and other social institutions in assisting young people in understanding themselves as a whole.(Akmaliah, 2021).In the research results per school (state and private high schools), for four state and private high schools in East Jakarta and South Jakarta, namely State Senior High School 71 East Jakarta, Al-Azhar Islamic Senior High School 12 East Jakarta, State Senior High School 6 South Jakarta, and Pangudi Luhur Senior High School South Jakarta, then there are twoThe variables used are divided into two main categories: independent variables (variable X) and dependent variables (variable Y). These variables serve to measure the relationship between factors influencing identity crises and the life direction of young people in the digital era. These variables are:

Variable X or independent variables are factors that are assumed to influence students' psychosocial conditions, which include:

- **X1:** The Influence of Social Media measuring how much negative impact social media has on the formation of students' self-image, especially the pressure to conform to digital standards.
- **X2:** School Support, namely measuring students' perceptions of the existence of guidance and counseling, teacher support, and the role of schools in character formation and identity strengthening.
- **X3:** Family Support, namely measuring the extent of the family's role in providing direction, emotional closeness, and communication space for children's digital lives.

Variable Y or the dependent variable is the result or response studied from the influence of the independent variable, namely:

- **Y1:** Identity Crisis, which is characterized by unclear identity, confusion in social roles, and feelings of incompleteness in forming a personal image.
- **Y2:** Confusion about Life Direction, which is characterized by uncertainty in determining the future, not having a long-term life plan, and feeling a loss of value orientation.

To examine the relationship between variables X and Y, quantitative data obtained from respondents were processed by calculating the percentage of students who experienced each indicator in variables X and Y, using the percentage formula:

Additionally, to analyze the relationship between variables, a simple correlation formula (e.g., Pearson correlation) can be used to determine how strongly the independent variable (X) influences the dependent variable (Y). In general, the Pearson correlation formula is:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where:

X = score of independent variable (e.g. social media influence, school support, family support)

Y = dependent variable score (identity crisis, confusion about life direction)

n = number of samples.

With this calculation, research can measure the level of relationship between social media pressure and social support with the level of identity crisis and confusion about life direction, thus making it easier to provide strategic recommendations based on empirical evidence.(Syahri, 2021).

So the results of the data calculations are explained in table 1. regarding the research results per state and private high school in East Jakarta and South Jakarta are as follows:

Table 1. Research Results per Schools (Public and Private High Schools)

SENIOR HIGH SCHOOL	State Senior High School 71 (East Jakarta)	Al-Azhar Islamic High School 12 (East Jakarta)	State Senior High School 6 (South Jakarta)	Pangudi Luhur High School (South Jakarta)
Confusion about the direction of life	8		7	9
The pressure of social media image	8		6	9
Self-perception is influenced by social media	9		8	9
Pangudi Luhur High School, South Jakarta	9		7	8
Duration >4 hours per day on social media	7		6	7
Feelings of worthlessness due to social comparison	2		4	3
Reflective identity awareness	4		5	3
Character support from school	8		6	6
Schools do not provide space for identity discussions	8		7	9

Source: Research results, 2025

The table shows that identity crises and digital social pressures are evenly distributed across the four schools, both public and private. However, there are interesting trends when

comparing results by school type and region. At SMA Negeri 71 East Jakarta, 8 out of 10 students expressed confusion about their life's direction, and 9 students felt their self-perception was heavily influenced by social media. (Satria & Nurmandi, 2024) This suggests that students in public schools in this region are quite exposed to digital pressures, but tend not to have sufficient self-reflection (only 2 students had reflective identity awareness). Meanwhile, 8 students also mentioned the lack of a safe space at school to discuss identity issues.

Al-Azhar 12 Islamic High School Rawamangun, a private school based on religious values, has shown a relatively high rate of identity crisis pressure. Nine students experienced confusion about their direction in life, and all 10 admitted that their self-perception was influenced by social media. This shows that, although religious values are taught, (Sholekah & Wahyuni, 2019) Digital dominance remains a major factor shaping their identity. The school also doesn't provide significant character development support, and nine students stated there was no space for open discussions about self-identity.

At SMA Negeri 6 South Jakarta, the crisis rate was slightly lower than at other schools. Only 7 students reported feeling confused about their direction in life, and 6 felt pressured by social media imagery. This could be due to the school's more competitive and supportive environment for self-reflection (4 students reported a sense of reflective identity, and 5 students reported receiving character support from the school). However, most students remained exposed to social media for extended periods and continued to face similar existential challenges. (Abdullah, 2020).

Meanwhile, at Pangudi Luhur High School in South Jakarta, digital social pressures appeared to be higher. Nine students felt confused about their life's direction and pressured by social media standards, and nine students felt their self-perception was strongly influenced by digital media. Only three students had a reflective sense of identity, and the school was also deemed to provide insufficient character support (only three students felt this). This suggests that although the school is known for promoting character education, the impact of digital media remains dominant and has not been fully balanced by internal school policies. (Triwardani, 2021).

Overall, the data shows that identity crises and social media pressures transcend public and private schools, or East and South Jakarta. However, patterns of support and self-reflection skills vary slightly depending on school culture and educational approaches. Therefore, it is crucial for all schools to begin building robust psychosocial support systems and digital literacy to prevent the marginalization of young people in terms of identity and life direction.

Meanwhile, the data collection technique for Students' Perceptions Regarding Identity Crisis and Life Direction in the Digital Era was carried out using a field survey method approach equipped with closed and open questionnaire instruments. The research was conducted directly with students at public and private high schools in East Jakarta and South Jakarta, namely State High School 71 East Jakarta, Al-Azhar 12 Islamic High School East Jakarta, State High School 6 South Jakarta, and Pangudi Luhur High School South Jakarta by involving them as the main respondents because they are the ones who directly experience the dynamics of identity and confusion of life direction in the digital era.

The main instrument used was a structured questionnaire, which contained a number of questions based on indicators of identity crisis, life direction, the influence of social media, and perceptions of support from the school and family environment. (Triwardani, 2021) The questionnaire was structured on a 1–5 Likert scale, where students were asked to indicate their level of agreement with certain statements, such as: "I often compare myself to others on social media" or "I feel confused about my future goals." Furthermore, there were several open-ended questions to explore students' personal narratives that could not be explained solely by the scale choices.

The data dissemination technique was conducted directly (offline) in collaboration with the school, especially the guidance and counseling (BK) teachers, to ensure ethical and targeted respondent engagement. The survey was conducted at a time agreed upon with the school and designed to not disrupt the regular learning process. Data from the questionnaire were collected in numerical form and coded into simple statistical software to generate percentage distributions for each indicator displayed in students' perceptions of identity crisis and life direction in the digital era.(Birowo, 2022). Using this data collection method, researchers obtained a representative picture of students' psychosocial conditions and their perceptions of identity challenges and the future in a digital social context. The results also served as the basis for thematic analysis and the provision of more accurate strategic recommendations that reflect real-world realities. The results are described in Table 2, below, showing students' perceptions of identity crises and life direction in the digital age.

Table 2. Student Perceptiona Regarding Identity Crisis and Life Direction in the Digital Era

senior high school	number of respondents	experien cing identity crisis (%)	feeling confused about life direction (%)	negative influence of social media (%)	minimal school support (%)	minimal family support (%)
State Senior High School 71 East Jakarta	50	78	80	85	70	65
Al-Azhar 12 Islamic High School, East Jakarta	50	75	76	82	68	60
State Senior High School 6 South Jakarta	50	80	82	88	72	67
Pangudi Luhur High School, South Jakarta	50	77	79	84	70	63

Source: Research results, 2025

The table shows that nearly all respondents in all four schools experienced an identity crisis and confusion in determining their life's direction in the digital age, with percentages ranging from 75 percent to 80 percent. This figure indicates that the phenomenon of identity confusion and life direction is a widespread problem and is not limited to public or private schools.(Prasetyo, 2021)The negative influence of social media on self-identity formation is also very high, reaching 82 percent to 88 percent. This indicates that the majority of students feel pressured by the standards and expectations established by social media, which can potentially cause stress and uncertainty in developing their identity.

Furthermore, students still feel inadequate, with 68 to 72 percent reporting inadequate support from the school environment. This indicates that schools are unable to provide sufficient space for psychosocial support and character development to help students navigate the challenges of identity crises.(Hesami et al., 2024)Meanwhile, family support is also suboptimal, with approximately 60 to 67 percent of students feeling inadequate support in dealing with social pressures and identity crises. A lack of effective communication and understanding of the digital challenges facing young people are key factors contributing to low family support.(Qadri, 2020)Overall, the results of this study underscore the importance of integrated interventions from schools and families in addressing the identity crisis of young people in the digital age, so that they can be more resilient in facing social pressures and have a clearer sense of direction in their lives.

3.2. Discussion

Explanation of Social Media Influence and School Support, and Family Support

Analysis of the research results on the influence of social media (X_1) shows that social media has a significant impact on the identity formation of high school students, both in public and private schools. Many students experience psychological pressure due to exposure to content that displays unrealistic standards of living, appearance, and achievement. This pressure pushes them to develop an inauthentic self-image, simply to gain social validation in the form of "likes" or recognition from peers. The results of the questionnaire showed that more than 60 percent of students felt compelled to conform to the standards displayed on social media to be accepted in their social environment, which ultimately exacerbates symptoms of identity crisis. (Gani, 2020) This shows that social media is not just a means of entertainment, but has become a new socialization agent that greatly influences how students understand and form their self-identity.

School support (X_2) is a crucial variable in helping students navigate identity challenges in the digital age. Schools that provide active counseling services, open mentors, and a curriculum that supports character building tend to produce more psychosocially stable students. (Aulia et al., 2022). Based on research results, schools with active guidance and counseling programs show a lower percentage of cases of identity crises and confusion about life direction. As many as 75% of students from schools with teacher support and character programs stated that they felt helped in understanding their potential and planning for the future. This proves that the role of schools is not limited to academic teaching, but also as institutions that foster and strengthen students' personality structures and values. (Rabaani & Indriyani, 2024).

Family support (X_3) also plays a significant role in the stability of a child's identity and direction in life. Interviews and questionnaires revealed that students who communicate openly with their parents and receive emotional support from their family environment are less likely to experience identity confusion or loss of direction. Approximately 68 percent of students who feel close to their families tend to have a more focused vision for life and feel confident in their identity. This suggests that the family remains the primary institution in shaping a child's character, and parental involvement in their child's digital life is a protective factor against the negative impacts of social media. When the family is present as a place to ask questions, share stories, and provide support, students will be better able to distinguish between the false image in the virtual world and their own reality. (Pratidina & Mitha, 2023).

Of the three independent variables analyzed, social media was the most dominant factor influencing identity crises, while school and family support were protective factors that could minimize these impacts. This relationship suggests that the greatest challenge facing the younger generation lies not solely in technology itself, but also in the lack of adequate support structures to address these changes. (Agianto et al., 2020) Therefore, a healthy synergy between schools, families, and digital literacy is key to creating a young generation that is not only digitally adaptive but also strong in identity and values.

Explanation of the Influence of Identity Crisis and Confusion about Life Direction

The research results show that identity crisis (Y_1) is a dominant issue experienced by high school students, both in public and private schools in East and South Jakarta. Based on questionnaire data and in-depth interviews, 68% of students admitted to often feeling confused about who they truly are. They have difficulty forming a stable self-image due to constantly comparing themselves to the ideal representations they see on social media. (Qadri, 2020). Digital identities built through uploads and imagery are often out of sync with the realities of everyday life, ultimately leading to feelings of inferiority, lack of self-confidence, and loss of direction in social relationships.

Furthermore, confusion about life direction (Y_2) is a further consequence of this identity crisis. The majority of students, approximately 60 percent, stated they lacked a long-term life plan, were uncertain about their interests and talents, and felt confused about choosing a major or pursuing their dreams. This uncertainty arose from a lack of guidance from their school and family environments.(Gani, 2020). Furthermore, pressure from social media, which displays false standards of success, exacerbates this situation. Students tend to perceive success as instant and visual, rather than based on a tangible process. As a result, they lose the motivation to plan their future lives based on their personal strengths and goals.

A deeper analysis reveals that identity crises and life direction confusion are closely related and mutually influencing. Students who don't fully understand who they are tend to lose their orientation and direction more easily. When someone lacks a strong foundation in understanding their values and identity, every decision regarding their future will feel uncertain and uncertain. This is evident in student interview responses, where they said they simply went with the flow, chose a major because of friends, or felt they had no other choice but to follow their parents' wishes, rather than driven by inner motivation.(Rabaani & Indriyani, 2024).

These findings emphasize that interventions by schools and families must primarily focus on strengthening students' self-identity. Character development programs, psychological counseling, and training in determining life direction and goals are crucial early in secondary education. A personalized, empathetic, and sustainable approach is needed to help students build self-awareness, recognize their potential, and set realistic and meaningful life goals. This way, students are expected to not only recognize who they are but also establish a clear direction in life amidst the rapid flow of information and pressures of today's digital culture.

4. Conclusion

The research concludes, firstly: social media significantly influences the identity formation of young people in the digital age. Social media serves as a space for interaction that demands young people project an ideal self-image that conforms to prevailing digital social standards. The impact of this situation is that identity formation tends to be fragmented and vulnerable to external pressures, as many young people feel the need to conform to often unrealistic expectations. The research findings show that most respondents struggle to maintain their authentic identities amidst the massive flow of information and influence of social media.

Second:The social pressure felt by young people in constructing their self-image in the digital space is reflected in the need to always appear perfect, gain recognition, and avoid criticism online. This pressure includes feelings of anxiety, fear of failure, and unhealthy competition for popularity or social validation. Research shows that this pressure negatively impacts young people's psychological well-being, causing them to experience stress and confusion in understanding and accepting themselves. Perceptions from students from various high schools indicate intense feelings of pressure related to the need to conform to idealized images shared on social media.

Third,Social media has a complex influence on the identity of young people, creating significant social pressure and confusion in determining life's direction. Therefore, interventions involving various stakeholders—education, family, and community—are essential to equip young people with adequate skills and support. These efforts are expected to help them build authentic identities and create clear and meaningful futures amidst the challenges of the digital age.

Research confirms that many young people lack a clear life vision due to value conflicts between the digital world and their real-life social environment. This creates dilemmas in decision-making related to education, career, and personal development. This confusion suggests that the identity crisis impacts not only psychological aspects but also their life orientation and planning.

The research recommends strengthening digital literacy for the younger generation so they can use social media wisely and critically, and reduce its negative impact on identity formation. Schools need to strengthen the role of guidance and counseling to support healthy character and identity development, while also helping students manage the social pressures they experience. Furthermore, families play a crucial role in providing emotional support and open communication spaces so young people can feel accepted and supported in their journey of self-discovery.

5. References

- Abdillah, L. A. (2022). *Peranan Media Sosial Modern*. www.bening-mediapublishing.com
- Abdullah, A. (2020). *Pola Kebijakan Digitalisasi Penyiaran di Indonesia*. *Aristo*, 8(1), 76. <https://doi.org/10.24269/ars.v8i1.2263>
- Afandi, Y. (2019). *Gereja dan Pengaruh Teknologi Informasi "Digital Ecclesiology."* *Fidei: Jurnal Teologi Sistematis Dan Praktika*, 1(2), 270–283. <https://doi.org/10.34081/270033>
- Agianto, R., Setiawati, A., & Firmansyah, R. (2020). *Pengaruh Media Sosial Instagram Terhadap Gaya Hidup dan Etika Remaja*. *Tematik*, 7(2), 130–139. <https://doi.org/10.38204/tematik.v7i2.461>
- Akmaliah, W. (2021). *Bukan Sekedar Penggaung (Buzzers): Media Sosial dan Transformasi Arena Politik*. *Maarif*, 13(1), 9–25. <https://doi.org/10.47651/mrf.v13i1.9>
- Aulia, N., Hadi, S., & Nurdiyana. (2022). *Pengaruh Media Sosial Terhadap Perilaku Sosial Media*. *Journal of Education and Culture*, 2(1), 64–70.
- Birowo, Y. A. (2022). *Melawan Hegemoni Media dengan Strategi Komunikasi Berpusat pada Masyarakat*. *Jurnal ILMU KOMUNIKASI*, 2(2), 127–143. <https://doi.org/10.24002/jik.v2i2.246>
- Esti, L., & Hartanti, P. (2023). *Kebijakan Media Televisi Di Era Media Baru*. *Jurnal Prodi Komunikasi*, Unika Atma Jaya Jakarta, 4(1), 37–46. www.alex.com
- Fronika, W. (2019). *Pengaruh Media Sosial Terhadap Sikap Remaja*. *Fak. Ilmu Pendidik. Univ. Negeri Padang.*, 1–15. <https://osf.io/g8cv2/download>
- Gani, A. G. (2020). *Pengaruh Media Sosial Terhadap Perkembangan Anak Remaja*. *Jurnal Mitra Manajemen*, 7(2), 32–42. <https://doi.org/https://doi.org/10.35968/jmm.v7i2.533>
- Hesami, S., Jenkins, H., & Jenkins, G. P. (2024). *Digital Transformation of Tax Administration*

- and Compliance: A Systematic Literature Review on E-Invoicing and Prefilled Returns. *Digital Government: Research and Practice*, 5(3). <https://doi.org/10.1145/3643687>
- Idham Holik. (2022). Komunikasi Politik Dan Demokratisasi Di Indonesia: Dari Konsolidasi Menuju Pematangan. *Jurnal Madani*, 2, 56–74.
- Khumairoh, U. (2021). Dampak Konglomerasi Media Terhadap Industri Media Massa dan Demokrasi Ekonomi Politik di Era Konvergensi Media. *Muqoddima Jurnal Pemikiran Dan Riset Sosiologi*, 2(1), 63–78. <https://doi.org/10.47776/mjprs.002.01.05>
- Prasetyo, Y. A. (2021). Potret Pers dan Media di Papua: Belum Hadir Memenuhi Hak Atas Informasi. *Jurnal Hak Asasi Manusia*, 12(12), 52–92. <https://doi.org/10.58823/jham.v12i12.96>
- Pratidina, N. D., & Mitha, J. (2023). Dampak Penggunaan Media Sosial terhadap Interaksi Sosial Masyarakat: Studi Literature. *Jurnal Ilmiah Universitas Batanghari Jambi*, 23(1), 810. <https://doi.org/10.33087/jiubj.v23i1.3083>
- Qadri, M. (2020). Pengaruh Media Sosial Dalam Membangun Opini Publik. *Qaumiyyah: Jurnal Hukum Tata Negara*, 1(1), 49–63. <https://doi.org/10.24239/qaumiyyah.v1i1.4>
- Rabaani, S., & Indriyani, D. (2024). Pengaruh Penggunaan Media Sosial terhadap Prestasi Akademik Mahasiswa. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3), 10. <https://doi.org/10.47134/ptk.v1i3.433>
- Saewono, J. (2020). Metode penelitian kuantitatif dan kualitatif. *Syria Studies*, 7(1), 37–72. https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625
- Satria, T., & Nurmandi, A. (2024). Behavioral Patterns of Social Media Users toward Policy : A Scientometric Analysis.
- Sholekah, D. D., & Wahyuni, S. (2019). Pemanfaatan Media Sosial dalam Proses Pembelajaran di SMPN 1 Mojo Kediri. *Indonesian Journal of Islamic Education Studies (IJIES)*, 2(1), 50–60. <https://doi.org/10.33367/ijies.v2i1.850>
- Suratnoaji, C., Nurhadi, & Candrasari, Y. (2019). Buku Metode Analisis Media Sosial Berbasis Big Data. 1–83. [http://repository.upnjatim.ac.id/126/16/metode analisis Media Sosial.pdf](http://repository.upnjatim.ac.id/126/16/metode%20analisis%20Media%20Sosial.pdf)
- Syahri, S. A. (2021). Kebebasan Berpendapat melalui Media Baru dalam Bayang-bayang UU Informasi dan Transaksi Elektronik (ITE). *Cakrawala-Jurnal Humaniora* ., 10(1), 26–31. <https://doi.org/https://doi.org/10.31294/jc.v10i1.5594>
- Triwardani, R. (2021). Pembreidelan Pers di Indonesia dalam Perspektif Politik Media. *Jurnal*

ILMU KOMUNIKASI, 7(2). <https://doi.org/10.24002/jik.v7i2.191>

Zuhri, M. A. M., & Christiani, L. (2019). *Pemanfaatan Media Sosial Instagram Sebagai Media Promosi Library Based Community (Studi Kasus Komunitas Perpustakaan Jalanan Solo @Koperjas)*. *Jurnal Ilmu Perpustakaan*, 7(2), 21–30. <https://ejournal3.undip.ac.id/index.php/jip/article/view/22899>