

# Social Media for Children: How Should Families and Schools Play a Role? (Bronfenbrenner's Social Ecological Analysis)

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## ABSTRACT

The rapid growth of social media has significantly influenced children's social, emotional, and cognitive development, creating both educational opportunities and developmental risks. This study examines the roles of families and schools in managing children's social media use through the perspective of Bronfenbrenner's social ecological theory. Using a qualitative case study design, data were collected from 22 participants including parents, teachers, principals, and fifth-grade students from two elementary schools in Semarang, Indonesia. Data were obtained through in-depth interviews, observation, and documentation, and analyzed using interactive qualitative analysis with triangulation to ensure validity.

The findings reveal that social media functions in three main domains for children: entertainment, education, and communication. While it supports access to information and facilitates school-family interaction, excessive and unsupervised use contributes to imitation behavior, dependency, exposure to inappropriate content, and emotional instability. Families play a primary role through scheduling, supervision, content restriction, and moral guidance, while schools contribute through policy regulation, advisory practices, and formal communication with parents. The study concludes that collaborative and continuous supervision between families and schools is essential to minimize risks and promote responsible social media engagement among children.

## INTRODUCTION

Play and learning in a child's world become a process in the formation of creativity and thinking, such as children's cognitive, affective, and psychomotor skills are trained (G. M. Waters et al., 2022). Children need interaction between themselves, the environment, peers, and others around them to gain knowledge. Everything that is abstract and concrete in the surrounding environment is a source of learning for children (Doolittle, 2014; Yu, 2022). However, social media has changed children's learning and experience (Luo et al., 2020). Thus, concerns from various parties are getting stronger because social media not only has a positive role but also has a negative effect that affects children's emotional and character development, which has a domino effect on their cognitive and affective.

Data shows that Indonesia ranks 9th out of 10 countries that use social media the most, accessing social media for an average of 191 minutes a day (Annur, 2024b). WhatsApp, Instagram, Facebook and TikTok are the four most popular platforms used in Indonesia (Annur, 2024c). In fact,

Indonesia ranks second among all countries in the world that frequently access the TikTok application (Annur, 2024a). Every year, TikTok users experience a surge from 2020 to 2022 by 22% (Kominfo, 2022). In addition to social media, people in Indonesia also like to play online games, amounting to 94.5 million online game players, and ranks 3rd from all countries in the world (Dihni, 2024). Online game players spend more than four hours a day (Muhamad, 2024). Indonesia itself has policies related to internet access contained in Government Regulation No. 71 of 2019 and Minister of Communication and Information Technology Regulation No. 19 of 2019, both of which limit content that violates the law (Adhari & Sitabuana, 2021). However, there are no policies related to usage intensity, content restrictions, content creation, and specific media platforms. As a result, the restriction policy cannot be fully implemented.

Today, children easily access social media, and every child has a device and internet facilities in their environment (Hendriyani et al., 2012). Reporting from DataIndonesia.id, the percentage of internet use in 2021 to 2022 by children aged 5-12 years is 62.42%, while at the age of 13-18 years, it is 99.16%. The negative impacts of social media such as language looseness-making popular language dominate over standard language, seeking answers instantly-eliminating the spirit for deeper exploration of questions, decreasing time for direct social interaction-time spent too much on social media, weakening ways of behaving (etiquette and ethics) when communicating with others, and the heavy flow of social media with a variety of false truths (Raut Prafulla Patil, 2016). Apart from that, social media has positive impacts, such as meetings without distance (communication with parents, schools, and peers), a variety of information to increase knowledge, different truths teaching respect for differences, and an entertainment arena to unwind (Yohanna, 2020). From this explanation, it can be synthesized that the positive and negative impacts of social media received by children are largely determined by the social structures that supervise and guide them, including family and school (Amaruddin et al., 2020).

Schools invite parents to be involved in children's education, especially in their cognitive and emotional growth and development, so that in providing cognitive learning, the formation of children's ethics and morals is a shared responsibility (Jones, 2022). Cognitive and affective formation is certainly inseparable from various influencing indicators, one of which is social media. Although in reality, parents state that social media tends to have more negative impacts than positive because, with the existence of social media, children spend too long in cyberspace and exposure to inappropriate content that is not suitable for their age. Parents consider these features to hinder education (Şahin, 2021). Therefore, parents need to reinterpret social media, which has become their children's latest social environment, and think about the best parenting to provide guidance regarding the limits of good and bad social media accessed by children.

Teachers and principals who are educators of children at school must educate, supervise, and evaluate children's social media access by providing space and time for children to think critically when viewing various content on social media (D'Olimpio, 2021), because content on social media has false truths and inappropriate displays such as violence and sexuality - content that children must filter wisely. Children's character development at school should be communicated intensely to the family (G. Baxter & Toe, 2021). Families and schools become role models in modeling the positive functions of social media to children, such as intense communication in discussing children's development at school and contextual learning that requires cooperation between teachers and parents. If the communication space is open between teachers and parents, the process of supervising children can be done easily (Haşiloğlu et al., 2020). Although children are allowed to communicate directly with their teachers through social media, teachers need to limit the topic of communication, which does not go beyond learning at school.

Reality has shown that bad characters on social media are feared to affect children's education. This phenomenon obliges parents always to advise children and teachers to provide an overview of the adverse effects of social media in schools through seminars or case studies in classroom learning (Ojo, 2022). Based on the complex phenomenon of social media and its implications for students, this article will explore the roles that families and schools should play in managing children's social media. The results of this research will be discussed in depth using Bronfenbrenne's social ecology theory.

## METHOD

This research uses a qualitative method with a case study approach to reveal cases that occur in the field in depth. The case study approach deals directly with individual cases in actual reality, enabling the researcher to explore comprehensively the roles of families and schools in managing children's social media use. The research subjects were 22 participants, including parents, teachers, principals, and fifth-grade students at Primadana and Supriyadi Elementary Schools in Semarang. The selection of subjects was based on purposeful sampling techniques, considering criteria such as active social media users, family involvement in providing access to social media, and schools that demonstrate awareness of the impact of social media on students. These criteria were established to obtain data that are relevant, substantial, and rich in meaning rather than merely increasing the number of participants (P. Baxter & Jack, 2015; Yin & Robert K, 2016).

Data collection techniques included in-depth interviews, observation, and documentation conducted at home and at school. In-depth interviews were carried out with parents, teachers, principals, and students. Observations were conducted toward students to identify behavioral tendencies related to social media use. Documentation consisted of brief biographical data of the informants. The interview and observation instruments were developed contextually based on:

1. the research objectives;
2. the three operational indicators of social media identified in this study (entertainment, education, and communication);
3. the synthesized forms of social media operational limitations (scheduled use, account ownership, search history monitoring, restricted content, credibility of information, and limited language); and
4. the analytical framework of Bronfenbrenner's social ecology theory.

The instruments were not adapted from standardized scales but were constructed according to the case study design and categories that emerged from the field findings. The detailed grid of observation instruments is presented in Table 1.

**Table 1. Observation Instrumen Grid (Students)**

Aspect Observed	Indicator	Observation Focus
Imitation behavior	Language, style, appearance	Manifestation of K-POP, YouTube, or gaming influence
Dependency tendency	Instant searching	Immediate reliance on search engines when facing difficulties
Self-control	Response to supervision	Behavioral reaction when monitored by parents
Social interaction	Peer interaction pattern	Tendency toward isolation or reduced interaction
Emotional expression	Emotional fluctuation	Signs of irritability or reduced empathy
Usage intensity	Frequency and duration	Scheduled or unscheduled use patterns
Account ownership	Personal account access	Behavior in managing social media accounts
Type of content	Entertainment categories	Online games, YouTube channels, specific influencers

Source: (Own Research, 2022)

The grid of the interview instrument is presented in Table 2.

**Table 2. Interview Instrumen Grid (Parents, Teacher, Principals, and Students)**

Respondent	Aspect	Indicator	Focus of Inquiry
Parents	Family role	Division of parental roles	Educational, supervisory, and evaluative roles in social media use
	Policy	Rules and agreements	Scheduled use and limitations
	Entertainment	Accessed content	Supervision of YouTube, online games, K-POP, etc.
	Education	Academic use	Guidance and confirmation of information sources
	Communication	Parent–child and parent–teacher interaction	Monitoring cognitive, affective, and social development
	Supervision	Search history checking	Direct and indirect monitoring mechanisms
	Content restriction	Filtering/blocking	Restriction of violent and sexual content
	Impact	Behavioral and emotional change	Imitation, dependency, attitude shifts
Teachers	School policy	Device restriction	Regulation of gadget use at school
	Entertainment	Imitation behavior	Observation of behavioral influence
	Education	Learning support	Direction to use and verify social media information
	Communication	Teacher–parent communication	Reporting students' development
Principals	Institutional policy	Official regulation	Gadget prohibition and supervision policy
	Supervisory direction	Communication boundaries	Formal and limited communication patterns
	Observed impact	Physical and psychological effects	Effects of excessive social media use
Students	Usage pattern	Entertainment platforms	Frequently accessed media and content
	Academic use	Search for assignments	Use of social media in completing school tasks
	Communication	Social interaction	Communication with parents, peers, teachers
	Time regulation	Scheduled/unscheduled use	Awareness of parental limitations
	Imitation	Language, style, appearance	Adoption of behaviors from media content

Source: (Own Research, 2022)

Triangulation of techniques and sources was employed to verify the validity of the collected data. Data analysis followed the interactive model of Hubberman & Milles, namely field notes, data presentation, data reduction, and conclusion drawing (Creswell, 2015), and the matrix used in data presentation used a role matrix (Yin & Robert K, 2016). In this study, the data were presented in order from families (parents), schools (teachers & principals), and students (social media users). The results of this study will be discussed using Bronfenbrenner's social ecology theory.

## RESULT AND DISCUSSION

### Results

The results presented in this research are in narrative form. The researcher tells a complex and comprehensive story from the data obtained from various sources. The presentation of the results in

narrative form was chosen because the interview data was too long (although it had gone through the data sorting process) from 22 research subjects. Categories of results according to student names written in the form of initial names, including EKB, MAF, FAR, AZE, JKA, VLN, LNA, LNF. While the initial names for teachers and principals include AII, NFI, ADY, REE, MSN, and WBW. The results of research from families and students, there are backgrounds, family roles, and students' use of social media. Meanwhile, the research results obtained from schools outline three operational indicators of social media by students, namely entertainment, education, and communication. At the end of the research results, the categories of social media management by students synthesised from the family and school are presented.

### **Family: Its Role in Children's Social Media Operations**

#### **1. EKB**

In EKB's family, her father is self-employed, and her mother is a pharmacist. But as parents, they always take the time to educate and evaluate EKB. This is evident from the efforts of EKB's father. While working, EKB's father invited his son to join him in learning and playing at his shop. When EKB's mother comes home, she also discusses with her father and EKB at the shop. More attention is given because EKB is an only child; his three younger siblings have passed away. The rules in EKB's family are based on an agreement between her parents and EKB. However, when it comes to the use of social media and online games, EKB's father gives EKB a bit of freedom.

EKB's father explained that the use of social media as entertainment for EKB is free but organized. Free in the sense that there is no specific schedule, while regular means still using social media according to his needs and age. This requires strict evaluation by EKB's father. As a father, he also gave EKB the responsibility of time and quota to use it wisely. His father often advised him that there should be no harsh or negative sentences on WhatsApp, let alone demonizing people.

EKB's father admits that social media is very helpful in its role as an educational medium, but the role of parents is still needed. He reasoned that if children are less critical in seeking information and knowledge on social media, then the results of their answers will not be valid. So confirmation is still needed from parents.

According to EKB's father, the presence of social media as a means of communication has a positive role. This is because it facilitates communication between busy parents and their children. Likewise, to monitor the attitude and behavior of children at school, the communication relationship between parents and teachers is always established. If there is deviant behavior, parents can quickly ask the class teacher directly.

The use of social media is given on the condition that it is free and organized; EKB has the responsibility to utilize the time and quota to use social media as entertainment. The negative impact did not happen to EKB because her parents gave her strict supervision control, although it was not shown concretely in front of EKB. Social media entertainment is limited to watching Mael Lee's vlogger account on YouTube, which displays parodies of social criticism or indeed contains humor content. EKB only needs social media as communication to take her home from school.

#### **2. MAF**

MAF's family, whose father works as a lecturer returns home late at night. And MAF's mother is a part-time private employee, making the role of educating, teaching, and evaluating controlled by the mother's role. Meanwhile, supervision and policy are held by the father's role. MAF's mother takes a part-time job in order to have more time for MAF and his younger brother, and MAF's father, although he comes home late at night, immediately provides supervision and policies in the form of educating and evaluating, as well as reminding various family rules between parents and students that have been agreed upon.

MAF's father, he allows his children to utilize social media as a means of education. Supervision is given when his child has obtained information from social media. Discussions are always held between parents and children to find the right answers. Although he admits that he is helped by social media as a means of education, MAF's father argues that the knowledge on social media is little, the reason is because the final results are still discussed and evaluated by parents.

Social media as a means of communication does provide easy access because it crosses time and distance. MAF's father said that the Whatsapp application was able to communicate various activities at home in the midst of his busy schedule as a lecturer at a private university. This communication is carried out by him to monitor student activities at home. However, one time he evaluated the Whatsapp group of MAF's class; the content was chaotic and excessive. There were many unimportant discussions, content that was not age-appropriate, and harsh words. The content of these conversations can have a negative influence on children. He also agreed that control over the use of social media as a means of communication should be carried out continuously.

MAF tends to utilize social media as a means of entertainment, playing on social media accounts to communicate online games with his friends, looking for everything about online games on social media, and watching YouTube shows that show a player playing one of the online games with a vulgar display or not in accordance with his age (account: KIMI HIME) and playing online games (PUBG and Mobile Legends). MAF admitted that she was tempted to watch KIMIHIME because it looks vulgar and shows cleavage. MAF hid this from her parents.

### 3. FAR

FAR's family father is a nurse and health lecturer who is very busy in his career. Furthermore, FAR's mother works as a housewife. Even so, FAR's father spends time with his son to educate, teach knowledge, evaluate, and supervise the use of social media. FAR's parents divide the tasks in implementing the four indicators; the father educates affective and psychomotor, which focus on religious values, politeness, and social media. And FAR's mother focuses on her child's cognitive or academic.

FAR's father feels a dilemma in giving responsibility to his son for using social media as entertainment. On the one hand, he does not agree with his son using social media as entertainment since elementary school. On the other hand, his child needs social media to look for assignments and communicate; in the midst of being busy looking for assignments, children will definitely get a gap to find entertainment on social media. FAR's father also admitted that online games make it difficult for him to control his children. Online games make users always continue playing. This makes FAR forget about time. Likewise with YouTube, FAR's father's fear is in the YouTube algorithm, namely other video recommendations while playing videos. FAR's father realizes that his son is already smart; it is proven that if parents pass by to supervise, FAR immediately presses the back/home button.

Social media as a means of education is recognized by FAR's father. Even so, his father participates as a tutor and supervisor. Especially for doing assignments from school, he guides his son in finding answers on social media.

FAR's father explained the advantage of communication through social media is that it makes it easier to listen to teacher reports on children's behavior at school about their emotional, social and cognitive development, such as preventing bullying practices and children's misunderstandings in the learning process. Children themselves can ask for assignments or information from the school to their peers or class teachers. Supervisory control is carried out by FAR's father in monitoring his child's WhatsApp application.

The role of social media is scheduled and supervised by FAR's parents by checking the history of social media. In terms of education, social media is also given flexibility on the condition that it is only for the search for knowledge, while social media communication is needed for parents to monitor FAR in attitudes and behavior to avoid bullying and behavioral deviations. As for FAR, entertainment is only through YouTube on schedule and Instagram. YouTube is more focused on educational media to support learning. Social media communication is needed by FAR only to communicate with parents.

#### 4. AZE

In AZE's family, her father works as a banker in Rembang city, while her mother works as a housewife. AZE's father and mother have bachelor's degrees. AZE's family lives not far from Supriyadi Elementary School. Because the father works outside the city, the mother's role has more portion at home in educating and evaluating AZE.

AZE's mother answered that the schedule for using social media as entertainment had been given to the child. The program was implemented to limit excessive use. Supervisory control is carried out by his father, who comes home once a week to check the search history in AZE's various social media applications. The impact felt by her mother is the negative imitation of social media, such as being brave to her parents and feeling lazy.

For AZE's family, if the child has an assignment from school or wants to find information through social media, they are allowed to use the search engine. Supervisory control is not given.

As a means of communication, Mrs. AZE said the benefits of social media include being able to monitor and supervise her children while at school. Such supervision can be in the cognitive (learning outcomes) and affective (attitude or behavior) domains. Meanwhile, AZE needs social media communication to communicate with her father, who works out of town.

Social media has also become a necessity for AZE. The use of social media as entertainment is always monitored by AZE's parents by checking AZE's social media history and search history. Social media that is often favored by AZE is videos from Korea (K-POP), although, in its operation, there is a scheduled regulatory agreement, namely on weekends (Friday-Sunday). Utilization as education is also used instantly by AZE as a shortcut when encountering difficult assignments or questions from school. For social media as communication, AZE's mother is needed to monitor and supervise AZE, but there needs to be communication with the class teacher. Meanwhile, AZE needs social media communication for video calls with her father, who works out of town.

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#### 5. JKA

In JKA's family, her father is an entrepreneur who works outside the city, while her mother is a housewife. JKA's family lives in one of Semarang's housing estates. JKA's mother admits that she plays a bigger role at home than JKA's father, as her father often goes out of town. Parents make rules and make agreements with their children about using social media as entertainment. Even so, as a mother, she emphasizes that the father's role is very important. She feels that her children will be scared if their mother calls their father, so they will stop playing on social media. However, Mrs. JKA cannot limit her son's passion for K-POP, so JKA imitates things in K-POP and brings them

into his daily activities, such as songs, dances, and performances. JKA's mother conducts supervision by always checking the search history when the device is finished making children's entertainment on social media.

JKA's parents find social media search engines helpful. If JKA gets an assignment from school, she automatically instructs him to open his device and ask his child to independently search for various answers on social media. Mrs. JKA said that the benefit of social media as a means of communication is that information from the school and family is always available and up-to-date. Mrs. JKA does not control the supervision and ownership of her children's social media accounts.

Social media plays an active role in JKA's life, one of which is to foster imitation. This was stated by her mother but denied by JKA herself. In entertainment, JKA often imitates the language, behavior, and appearance of K-POP. Although the use of social media for entertainment is scheduled, sometimes JKA's mother relaxes the use of her son. Supervision of social media is monitored by checking the history of social media searches. JKA likes to open YouTube as entertainment by watching Blackpink and BTS (K-POP) as her reference in imitating their style, language, appearance, and dance. For social media as education, although JKA's mother argues that every assignment is done through social media using a laptop, it is different from what JKA said, that she searches via Google. This behavior makes JKA addicted to social media, as evidenced when she encounters a difficult problem or assignment, then opens a search engine on social media. Social media as a means of communication has little effect on JKA, as he does not interact with friends, family, and teachers and often does activities only at home. JKA's mother does not control her attitude at school with the class teacher and only uses communication for information or announcements from the school.

#### 6. VLN

In VLN's family, her father is a private sector employee, and her mother is a part-time entrepreneur, housewife and psychology student. The psychology major was deliberately chosen to educate VLN so that VLN's mother could understand VLN's character deeply. VLN's family lives in a sparsely populated housing estate.

VLN's mother admits that the influence of gadgets is very big on children. As a parent, she is still confused about how to limit her child's use of social media and online games. Her mother can still do the law of consequences; if her mother does not hold the device, VLN is not allowed to play with the device. But only to that extent; the rest of VLN's mother uses religious education for the child. This was done because, as a parent, she was no longer able to provide excessive supervision and follow-up.

As a psychology student, Mrs. VLN bases the psychology of children when seeking knowledge through social media - there must be a percentage. Not all of the child's questions should be searched through social media. This is so that children do not depend on social media. According to him, children also need to read learning information from books. The reason is there is some information on social media that cannot be accounted for. So, when the child's learning results are finished, parents must check them again and match them with the material in the textbook.

VLN's father is not allowed to bring gadgets to school, which makes it difficult for Mrs. VLN to communicate with her child regarding school pick-up and drop-off. Even though the communication application from social media is needed for Mrs. VLN to pick up her child and deliver her belongings that are left at home. Mrs. VLN does not control her children's behavior at school. In addition, there is no communication to monitor children's behavior between parents and class teachers.

Social media has a big influence on VLN's life. He is more inclined to use social media and online games as entertainment. The entertainment can be in the form of playing online games (PUBG

and mobile legend) and watching youtube accounts that display tutorials on playing online games. The most influential impact on VLN's politeness is that she is tempted and likes to watch KIMIHIME's YouTube account. VLN admitted that she liked KIMIHIME's videos because of her appearance: her breasts were slightly exposed. This happened due to the unscheduled use of devices by VLN's parents, so every day, VLN freely accessed online games and KIMIHIME YouTube. Even though parents have supervised checking the history, VLN can open it secretly without the knowledge of VLN's parents.

However, it was through watching online games that VLN learned about the abusive talk (this was also conveyed by VLN's mother), as well as YouTube videos from the KIMIHIME account that made VLN tempted because of the sexy appearance, which had an impact on VLN's psychology and behavior in viewing a woman.

#### 7. LNA

In LNA's family, her father is self-employed, and her mother is a housewife. Her father has a bachelor's degree (diploma) in multimedia, and her mother has a bachelor's degree in information systems. LNA's family lives in a densely populated housing estate in the neighborhood of private offices. LNA's father has his own business and often comes home; even so, her father has a small portion of the time for LNA. LNA's father still likes to channel his hobby to futsal. While LNA's mother has more time for her children at home, even so, sometimes her time is divided into two with the automotive community she participates in. LNA's parents' flexibility is because LNA's grandparents live together at home.

LNA's mother explained that although social media is important for children, limits must remain. She gives advice to her children on what content they should and should not see. In fact, by giving two sides of black and white, it makes children more curious to open it. Supervisory control is carried out by checking the history, as well as blocking negative and inappropriate content for their age. As for the child's passion for Korean movies, the mother cannot limit it because it has become her child's hobby or spectacle.

Mrs. LNA does not provide follow-up in monitoring social media as a means of education by children. In addition to not providing supervisory control, she directly entrusts scientific information to children; there needs to be direction and guidance from parents.

Mrs. LNA emphasized that social media as a means of communication is needed to obtain information from the school and ask about activities with children. LNA's parents did not use social media as a medium of communication with teachers in monitoring children's behavior at school.

The role of social media has a significant impact on LNA. Although LNA's mother has blocked negative social media accounts, she is unable to limit the consumption of social media as entertainment, one of which is LNA's penchant for consuming K-POP entertainment. This makes LNA often use YouTube to watch KPOP and even buy books. Social media as education is done on the basis of LNA's family not providing tutoring to LNA. Meanwhile, LNA uses social media as communication to channel her hobby of community on social media with other KPOP fans. LNA's behavior in utilizing social media is due to the absence of a schedule and LNA's parents, who allow her always to access social media.

#### 8. ALF

ALF's family has a self-employed father who directs a car repair shop. ALF's mother used to work at the education and culture office outside of the city and decided to quit her job to spend time with her children. ALF's father has a bachelor's degree in economics and a bachelor's degree in mechanical engineering (trainer), while ALF's mother has a bachelor's degree in public administration.

ALF's mother said that giving children gadgets to play on social media is inappropriate. As a parent, she does not make policies, rules or agreements with her children but says that the

government is the most responsible. For Mrs. ALF, the government should provide restrictions by giving halal and haram "signs" on each social media application.

Mrs. ALF said that social media as an educational tool is only to support the learning program. Stay focused on the material taught by teachers in class and in textbooks. For her, parents must also select the answers that children get from social media search engines.

According to Mrs. ALF, children do not need to be given social media applications on their gadgets. Supervision of children is limited to Whatsapp groups between guardians and class teachers. ALF's parents do not control supervision through personal communication with the teacher.

The role of social media in ALF is not significant. This is a result of the parents' strict policies and rules for ALF. Although scheduled, ALF only has a short time to open social media for entertainment, such as YouTube. Although ALF says he does not want to play online games and his mother does not allow it, ALF's history of watching YouTube online games implicitly suggests that he wants to play online games like his friends. Not having a social media account for entertainment and communication, ALF argues that he does not need to have one because it is not important to him. Even though ALF only opens YouTube for entertainment, his mother still feels guilty for providing these facilities and says that the government should be responsible for labeling social media as "halal" and "haram".

### **School: Its Role in Children's Social Media Operations**

Teachers and principals also have a crucial role in determining policies through advice given to students. Directions and restrictions need to be given by educators to their students while at school. To simplify the goals and objectives conveyed by the school, it is categorized into three indicators obtained from the answers of the research subjects.

#### **1. Entertainment**

AII said that in using social media as entertainment, students must first obtain moral education, to filter and sort out what videos they can or cannot imitate. As a class teacher, AII gives this advice, but there needs to be supervision and communication with parents regarding students' use of social media as entertainment.

NFI said that not only do teachers play an important role, but there must be good cooperation with parents. Because parents have more time with students, supervision should be carried out by parents freely. Because at school it is not allowed to bring devices, parents should have supervisory control by always checking the accounts and social media history used by students as entertainment. According to Mrs. NFI, advice on the use of social media is also needed by students, although she realizes that there must be negative impacts. However, so far, she feels that there has been no "internal" communication between teachers and parents to discuss the role of social media as entertainment by students.

According to ADY, the use of devices to browse social media as entertainment can mean that: students have special characters in learning, and there are students who have to play social media first in order to learn. Although ADY himself admits that if social media is very broad and unlimited, then there must be limits. The restrictions were not explained by ADY. He did not internalize value education related to which concepts should be imitated and should not be imitated from social media by students.

REE said that the use of social media as student entertainment is common thing, but limits are also needed. Even so, he did not explain what limits needed to be done. There is no supervisory control between teachers and parents in the use of social media by students. As a classroom teacher, REE observes that there is a lot of imitation of student behavior due to social media, such as Korean

movies and songs. These Korean films and songs produce language behavior, appearance, body style, dance, and Korean songs sung by students.

As the principal, MSN made a policy restricting students from bringing devices to school. As a follow-up step, MSN asked parents to always appeal to their children by checking their social media history. According to her, the impacts of excessive social media use include: physical (eye and body health) and psychological (decreased sense of empathy, emotions tend to erupt, uncontrolled imitation behavior, eroding faith).

WBW, as the school principal gave a positive appreciation for the existence of social media such as Instagram and YouTube. For him, social media is indeed needed by students as long as it is utilized as well as possible. However, policies, programs, advice, and supervisory control are not carried out by Mr. WBW as restrictions on the use of social media by students so that they are not used excessively.

## 2. Education

AII conveyed that the existence of social media can help students explore when learning to explore the subject matter. AII gave direction in the form of advice: it is permissible to open social media as long as it is for doing assignments.

NFI said that they could get a variety of general knowledge that is in books from social media. She gave examples such as practical learning tips, mathematical formulas, and various other materials. However, NFI also provides restrictions through advice so that not all questions or assignments are done through social media. This is an effort so that students can avoid having a dependence on social media.

ADY admits that there are several school assignments whose completion requires social media. Because he believes that the material contained in the national curriculum student book is very little, and the scope is small. So social media is needed to explore and elaborate on the material in more depth.

REE said that social media is very good if it is used to support learning. REE even asked students to look for references on social media as a comparison to the material in the book. However, REE gave advice on the need to filter answers obtained from social media because the truth is still doubtful.

As a principal, MSN realizes that the advancement of technology is a necessity, cannot be rejected, and, as much as possible, taken advantage of. He conveyed to parents the need for assistance to students, even though social media was used to do assignments at home. Supervisory control is carried out continuously by Mr. Muhsino in collaboration with his parents.

As the principal, WBW, said that the positive purpose of social media is to explore learning materials that have been given by teachers in class. However, he does not conduct policies and supervision of students regarding students' use of social media as a means of learning.

## 3. Communication

AII said that social media, as a means of communication, can help teachers communicate about student behavior at school to parents. This behavior can be seen in the development of students in participating in learning or their politeness behavior. If the teacher considers students good enough, then there is no "internal" communication between teachers and parents. NFI said that social media as a means of communication does not affect teachers and students. The benefits are felt if there is communication between teachers and parents. Because students cannot bring devices, teachers only store some students' numbers. It is intended that parents can supervise their children at home and school. Even though various behavioral deviations have been written in the order book, NFI still reports them to parents. What parents often ask is about cognitive and behavioral issues at school.

According to ADY, social media such as Whatsapp helps various school programs and policies that must be carried out. This is realized through the communication relationship between teachers and parents. ADY also said that parents often ask about their children's cognitive (learning outcomes), affective (behavior), and spiritual (religious education) at school. Meanwhile, there needs to be more communication through social media between teachers and students.

REE feels helped by the presence of social media through its communication features. It can communicate various important information from the school to parents. If there is deviant student behavior, parents can directly contact the teacher via social media to discuss it.

As the principal, MSN admits that social media as a medium of communication is indeed very helpful as a liaison between the school and the family. However, there is some information that becomes privacy to the school, which cannot be explicitly conveyed to parents. Teachers must be able to sort and choose things that need to be conveyed to parents. The communication should be formal and one-way (from teacher to parent). If there is something that parents want to ask, MSN suggests coming directly to the school. This policy is to make the discussion more comfortable because the language on social media is very limited. The limited language on social media often needs to be improved between teachers, parents and students.

As the principal, WBW supports social media as a means of communication between teachers and parents. However, he always provides direction and supervision to each teacher to avoid getting involved in less useful chats. For this reason, Mr. WBW appealed to teachers to be able to condition communication formally and only important information from the school, not more than that. According to him, communication is done through social media as needed.

### **Social Media: Wise Steps to Provide Operational Limits**

All research subjects agreed that social media is a necessity born from the development of the latest technology, so its presence cannot be rejected and must be filtered in its operation. The restrictions presented below are the results of reductions taken from interviews and observations made to families, schools, and students. This limitation is needed so that families and schools wisely give advice and make agreements with students regarding the use of social media.

#### **1. Scheduled Use**

Social media operations have a clear schedule agreed upon by the family, school, and students. Because of the unlimited freedom in using social media, it causes negative effects on students, namely addictive behavior.

#### **2. Social Media Account Ownership**

In a technology-based era, social media is needed to establish relationships with friends in cyberspace. However, the creation of social media accounts needs to be studied comprehensively about its usefulness. Families and schools communicate and consult: Is the student ready to have a social media account?

#### **3. Search History**

Families have full responsibility for checking the history of students' social media accounts. The school can only provide reminders to the family regarding the search history on the student's social media account. Checking the search history is done continuously, which can be done directly (opening the student's device) or remotely (cloning the student's social media account on the parent's device). Although the gap remains because of the sophistication of today's technology that gives users the flexibility to delete history one by one or in its entirety.

#### **4. Restricted Content**

Parents can consult with teachers regarding content that needs to be restricted because it is not appropriate for the age of the students, especially in their emotional and social development. Blocking social media applications that have a tendency to show violent and sexual content should be done.

#### 5. The Truth on Social Media is Not Credible

Social media offers a variety of information about science, from classical to contemporary. Families and schools need to advise students not to rely too much on social media. Information on social media should only be used as a reference, not as an absolute answer. Students need to confirm answers obtained on social media (Instagram, YouTube, etc.) with notebooks and textbooks obtained from the school.

#### 6. Limited Language

Social media does offer access to communication across distance and time. However, families and schools need to conduct an in-depth study regarding the needs of students in communicating with their families, schools, or peers. The language on social media could be more extensive, especially in written language. This limitation can lead to misunderstandings because individuals who interact cannot see verbal (concrete) expressions with their interlocutors.

### **Discussion**

The discussion in this research is to review the results of case studies of students as social media users and the roles that must be carried out by their families and schools, starting from the grand theory analysis, followed by the roles and policies of families and schools presented with supporting theories.

#### **Social Ecology: Family, School Relationships in View of Student Social Media Operations**

Bronfenbrenner's social ecology states and visualizes that a person's development is shaped by the influence of a complex set of systems in the environment (Eggen & Kauchak, 2016). These complex systems consist of family, peers, social institutions (including schools), and individual communities and cultures (including social media). Bronfenbrenner's social-ecological system categorizes five systems of the surrounding environment: close interpersonal interactions to broad cultural influences. The five systems are the microsystem, mesosystem, exosystem, macrosystem and chronosystem (Santrock, 2018), as illustrated in the following figure:

The microsystem consisting of family, school, and students' surroundings (peers and social media) is relevant to the Tri-Center of Education initiated by K.H.Dewantara, that the education received by students occurs in the family realm, the college realm, and the youth or community realm (Dewantara, 2013; Musanna et al., 2017; Pranoto et al., 2017). In these three environments, a dialectical process occurs (mesosystem), providing a mutual experience—influencing and being influenced between social actors and social structures. The ecosystem is the condition that determines the development of students, such as social media and background from family and school (socio-cultural). The macrosystem consists of the values that surround students' lives, which can be seen from the advice and regulations practiced by families and schools. Meanwhile, the Chronosystem is the time dimension that provides guidance on various levels of events or essential phenomena of students' sociocultural conditions.

Microsystems are the environments where individuals spend the most time, in families, peers, schools and neighborhoods. In the microsystem, individuals interact directly with parents, teachers, peers and others. For Bronfenbrenner, the student is not a passive recipient of experiences but rather someone who reciprocally interacts with others and helps build the microsystem. Mesosystems involve the relationships between microsystems. Examples are the relationships between family experiences and school experiences and between family and peers. Education

conducted at home is nothing but a socio-cultural practice, meaning that values are internalized and practiced in the form of programs that parents have arranged for children (Burke & Cleaver, 2019). Although sometimes families and schools experience misunderstandings in educating children due to ignorance of each other's educational goals, families and schools learn and understand each other to reach a consensus. Families must participate in continuing the learning process that has been carried out at school (Curdt-Christiansen, 2020)

Any decision or policy made by the family determines the quality of childcare (Barraclough & Smith, 1996). A father and mother are responsible for parenting children. Although, in practice, psychologically, a mother has a stronger power to use her mother tongue in guiding children (Gogonas & Maligkoudi, 2022). Of course, this can be utilized by a mother to regulate access to entertainment by children through social media. The development and emotional problems of students are determined by the parenting provided by their families. Family structural therapy is needed to fulfill the roles taken between father and mother in parenting in educating children. An understanding that teaches the limits of each role as a parent so that the practice of a parent in providing guidance to children is clear and not contradictory (Feck, 2022). This can be realized when the family presents learning to children through experience; a mother gives advice to children about the positive and negative effects of social media, while a father provides firmness in the rules that have been made regarding the use of social media. Economic family background can be used as a positive or negative basis for providing valuable education to children (Jabar, 2021). For example, parents who are low in social and economic class have two choices, making it an excuse for children to be independent in determining their learning process or still taking the time to educate and evaluate children's development. Therefore, the supervision of children's social media does not care about the family background. Every family has a choice in educating and evaluating, of course, through different ways. For children's education to be successfully implemented, families need schools in the process (Curdt-Christiansen, 2020).

Families and schools need to utilize social media as a communication medium to discuss children's emotional, social, and cognitive development (Haşiloğlu et al., 2020). In the context of social media becoming the new world for children, teachers and parents need to conduct consultation sessions to discuss the policies that should be made to limit children in operating their social media. Teachers and principals are also obligated to develop policies and curricula that aim to recapture the attention of children distracted by social media (Al-Hamad et al., 2022; Andersson et al., 2014). Schools also need to present lessons that discuss multicultural and civic education because the cultural hegemony in social media can change children's paradigms, perceptions and behaviors (Supa et al., 2021). As educational institutions that are role models for children, schools can provide another perspective, namely using social media, especially digital technology in learning (Dennen et al., 2020). This aims to divert children's views on negative content from social media so that children tend to view social media as an educational tool. It should be emphasized that in addition to the curriculum, policies and regulations that schools have made, the teaching style of each teacher will determine the emotional development of children (Pirskanen et al., 2019). Therefore, teachers can provide an overview of the positive and negative impacts of social media use directly or incorporate it into the subject matter. As mentioned, families or schools cannot stand alone in carrying out the role of educating and evaluating children in using social media. There must be active and harmonious involvement between families and schools (Curdt-Christiansen, 2020; Jabar, 2021; Robson & Hunt, 1999; Sisson et al., 2022).

Ecosystems operationally emerge through experiences in other environments (students do not have an active role) and influence "what" is experienced by students and teachers in a direct

context; social media is one example of an ecosystem. Social media is indeed the closest environment to students or the virtual world that students visit every day. However, students do not have the authority to regulate the content that is present in it. Instead, social media offers a variety of features that can easily influence students' characters. Actually, social media aims as a means to make it easier for someone to access entertainment, education, and communication (Mihailidis, 2014). However, there are also many violent contents scattered on social media (S. Waters et al., 2020). If not used wisely, social media that contains a variety of content and is freely displayed on social media can affect children's affective state: experiencing depression, anxiety, and stress (Chen & Xiao, 2022). In addition, social media can affect children's academic ability (Luo et al., 2020).

Not only does it affect children's psychology, but it also affects the social aspects of children. Social media can make children anti-social individuals (Ojo, 2022; Yohanna, 2020), more comfortable being alone or isolated (Pang, 2022), procrastination and difficulty in decision-making (Elsayed, 2021), moral panic (Picard, 2015), questionable content (Melton et al., 2021). If the use of social media is not supervised, the negative impact of social media on the social sphere can easily occur.

The outbreak the impact that arises from the phenomenon of children using social media is due to the fact that nowadays, children are given easy access and flexible facilities. This is shown by the fact that parents give gadgets to their children from an early age (Hendriyani et al., 2012). However, families and schools have the hegemony of power in authority in determining what kind of social media access is used by children (Hampden-Thompson & Galindo, 2017; Handayani et al., 2021; Saputri & Marzuki, 2021; Sinha, 2023; Yang, 2017).

Macro systems involve culture on a broad scale. Culture is what encompasses the role of ethnicity and socio-economic factors in student development. Culture is the context in which students, parents, peers and teachers live - reinforcing the values and customs of society. For example, the culture of the family and school shapes students' emotional and social development. The chronological system includes the socio-historical conditions of student development. The life experienced by students today will certainly be different from that experienced by their parents or grandparents. Character building or students' emotional and social development occurs in the social and cultural arena that accompanies the passage of time or students' daily lives. The culture in question is the internalization of moral values provided by families and schools and cultivated or familiarized by children in their daily lives (Altın et al., 2019; Arslan, 2021; Ü. Şahin, 2019; Saputri & Marzuki, 2021; Weis et al., 2022). Thus, positive moral values can prevent children's tendency to access negative content on social media. However, these moral values do not stop at the implementation stage but are already in the form of praxis or children's character. The formation of this praxis certainly requires different habituation techniques and time for each child (Altın et al., 2019; Berkowitz, 2022; McGrath et al., 2022; Susilo et al., 2022). Families and schools have a crucial role in guiding and supervising children in operating their social media programmatically and continuously.

## CONCLUSION

Parents and schools are concerned about how social media affects children's emotional, social and cognitive development. Social media is a means of entertainment, education and communication. When children use social media, it requires educating and evaluating through guidance and supervision by parents, teachers, and principals. Families and schools must work together harmoniously through intense communication to make policies to limit children's use of social media. If not handled intensely by families and schools, the negative effects of social media can easily affect children's character.

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