

The Effect of Social Media Intensity on the Religiosity of Students

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ABSTRACT

This study aims to analyze the effect of social media usage intensity on the religiosity of students at MA Attanwir Talun. A quantitative approach with a correlational design was used. Data were collected through a closed questionnaire administered to 120 respondents and analyzed using Pearson's correlation test and simple linear regression with the aid of statistical software. The results show a negative and significant relationship between the intensity of social media use and student religiosity ($r = -0.462$; $p < 0.05$). The coefficient of determination ($R^2 = 0.213$) indicates that 21.3% of the variation in religiosity is influenced by the intensity of social media use. The regression equation obtained is $Y = 4.215 - 0.378X$, which means that an increase in the intensity of social media use is followed by a decrease in religiosity. This study concludes that the intensity of social media use contributes to students' religiosity, so it is necessary to strengthen character education and religious digital literacy to maintain a balance between the use of technology and spiritual commitment.

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1. Introduction

The use of social media in the digital age has become a global phenomenon that is inseparable from modern society, including among students. Social media offers various conveniences in terms of access to information, communication, education, and entertainment. According to data from *The Global Statistic*, the number of internet users in Indonesia in 2025 will reach 204.7 million, with around 191.4 million people or 68.9% of them being active social media users. This figure shows an increase of 12.6% compared to the previous year, with an addition of around 21 million users since 2022 (Mubin & Pramitha, 2025). The data indicates that social media has become an integral part of Indonesian society, especially among the younger generation.

Social media serves as a platform for social interaction that allows individuals to communicate, share information, and express themselves without the constraints of space and time. Various social media platforms continue to develop increasingly sophisticated and attractive features to increase user engagement (Misroji & Syafirah, 2024). This situation encourages high intensity of social media use, especially among students who are in a phase of dynamic cognitive, emotional, and social development.

The intensity of social media use refers to the frequency and duration with which a person accesses and utilizes social media for specific purposes. In the context of education, the intensity of social media use has broad implications for the process of shaping the attitudes, values, and behaviors of students. Islamic education, as a conscious and planned effort, aims to shape students so that they are able to know, understand, appreciate, believe in, and practice religious teachings in their daily lives. In this case, educators have a strategic role in guiding students towards maturity and a well-rounded personality in accordance with the objectives of Islamic religious education (Alimni et al., 2021).

However, the influence of social media on students' religiosity is a complex issue. On the one hand, social media can be a means of disseminating religious content, broadening spiritual horizons, and encouraging online religious discussion. On the other hand, excessive exposure to social media has the potential to cause a decline in religious observance, a shift in values, and a weakening of students' spiritual commitment, especially due to easy access to content that is secular or contrary to religious values (Oktavia et al., 2024).

The development of science and technology in the digital age has also had a number of negative impacts on the attitudes and behavior of students. When spiritual values are not internalized optimally, students risk losing their direction in their attitudes and actions, making them more prone to behavioral deviations and moral degradation (Tanamal, 2022). In addition, social media is often perceived as a space for unlimited freedom of expression, which can ultimately affect the ethics, manners, and social behavior of students in real life (Fikri et al., 2023).

The religiosity of students needs to be built through a strong and sustained commitment to religion. Religiosity is not only reflected in compliance with formal rules, but also in the appreciation of religious values that are manifested through attitudes and daily behavior, both in and outside of school. This is in line with the national education goal of emphasizing the formation of individuals who are faithful, pious, have noble character, and are responsible as citizens. In this context, religiosity serves as a moral foundation that can guide individuals toward behavior that is in accordance with religious values and social norms (Lestariningsih et al., 2021).

Based on this description, it can be understood that the intensity of social media use has the potential to influence students' religiosity, both positively and negatively, in line with the rapid development of digital technology. However, empirical studies that specifically examine the influence of the intensity of social media use on the religiosity of students in the context of Islamic high schools are still relatively limited. Therefore, this study was conducted to analyze the influence of the intensity of social media use on the religiosity of students at MA Attanwir Talun, as an effort to contribute scientifically to the strengthening of religious education in the digital era.

2. Method

This study uses a quantitative approach with a postpositivistic paradigm, which emphasizes objective measurement of social phenomena through numerical data and statistical analysis. The quantitative approach was chosen because this study aims to empirically test the relationship and influence between variables and minimize researcher subjectivity through standardized research procedures (Muhajirin et al., 2024).

The research design used was associative research with a correlational type. Associative research aims to determine the relationship or influence between two or more variables, so that it can explain and predict a phenomenon based on the relationship between the variables studied (Kariani & Rusni, 2021). Meanwhile, the correlational approach is used to identify the relationship between variables without conducting experimental manipulation, making it suitable for examining educational phenomena that occur naturally in the school environment (Rangkuti & Albina, 2025).

The variables in this study consist of independent variables (X) and dependent variables (Y). The independent variable is the intensity of social media use, which is defined as the frequency and duration

of students accessing and interacting through various social media platforms. This variable is considered a factor that is thought to influence changes in other variables (Setiani, 2023). The dependent variable in this study is the religiosity of students, namely the level of appreciation, understanding, and practice of religious values in the daily lives of students.

The main objective of this study is to analyze the effect of social media usage intensity on students' religiosity. Variable X is positioned as the causal factor, while variable Y is the effect variable. By testing this relationship, this study is expected to provide an empirical description of the extent to which social media usage intensity contributes to changes in students' religiosity levels.

Data collection was conducted using a closed-ended questionnaire with a quantitative measurement scale. The data obtained was then analyzed using correlation and regression statistical analysis. Correlation analysis was used to determine the direction and strength of the relationship between the intensity of social media use and the religiosity of students, both positive and negative relationships (Selviana et al., 2024). Meanwhile, regression analysis was used to test the magnitude of the independent variables' influence on the dependent variable, as well as to predict changes in students' religiosity based on their level of social media use (Syilfi et al., 2012).

The entire data analysis process was conducted with the aid of statistical software, so that the research results are expected to have a high level of accuracy and reliability and be scientifically accountable.

No	Indicator	Value
1	Number of Respondents	120
2	Instrument Reliability (Cronbach's Alpha)	0,82
3	Average Social Media Intensity	3,6
4	Average Religiosity Score	3,8

Table 1. Internal consistency reliability of biology test

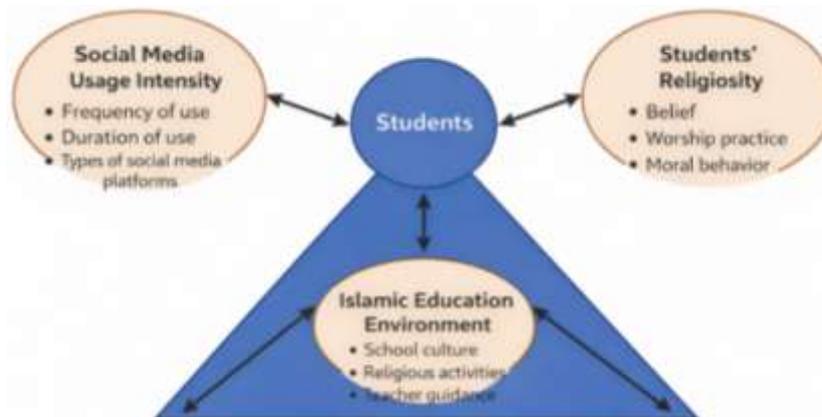


Figure 1. Conceptual framework of the effect of social media usage intensity on student' religiosity.

3. Results and Discussion

This section presents the research results and comprehensive discussion based on the statistical analysis that has been conducted. The data is presented in the form of figures, tables, and correlation and regression test results to provide an empirical picture of the effect of social media usage intensity on students' religiosity.

a. Descriptive Analysis of Social Media Usage Intensity

Based on the results of the descriptive analysis, the intensity of social media usage among students was categorized into three levels, namely high (45%), medium (35%), and low (20%), as shown in Figure 1(a). These data indicate that most students have a high level of social media usage.

The high intensity of social media use indicates that students actively and routinely access various digital platforms in their daily lives. This condition has the potential to influence students' social interaction patterns, ways of thinking, and spiritual habits.

b. Descriptive Analysis of Students' Religiosity

The results of the analysis of students' religiosity show that 40% are in the high category, 38% in the medium category, and 22% in the low category, as shown in Figure 1(b).

Religiosity in this study reflects the level of understanding, appreciation, and practice of religious teachings in daily life. Although the majority of students are in the high and medium categories, there are still some students with low levels of religiosity who need more attention in the process of religious character building.

This section presents the research results and discussion based on statistical analysis conducted using SPSS software.

c. Pearson Correlation Test

The results of the Pearson correlation test between the intensity of social media use and the religiosity of students are presented in Table 1 below:

Table 1. Pearson Correlation

	Social Media Intensity	Religiosity	
Social Media Intensity	1	-0.462**	Sig. (2-tailed) = 0.000
Religiosity	-0.462**	1	N = 120

** Correlation is significant at the 0.01 level (2-tailed).

Based on these results, a correlation coefficient (r) of -0.462 with a significance of $0.000 < 0.05$ was obtained, which means that there is a negative and significant relationship between the intensity of social media use and the religiosity of students.

d. Simple Linear Regression Test

The results of the simple linear regression test to determine the effect of social media usage intensity on students' religiosity are presented in Tables 2 and 3 below:

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.462	0.213	0.207	0.418

Table 3. Coefficients

Model	Unstandardized B	Std. Error	t	Sig.
(Constant)	4.215	0.256	16.460	0.000
Social Media Intensity	-0.378	0.082	-4.610	0.000

The R Square value of 0.213 indicates that 21.3% of the variation in religiosity is influenced by the intensity of social media use. The regression equation obtained is: $Y = 4.215 - 0.378X$.

The regression coefficient is negative and significant (Sig. $0.000 < 0.05$), which means that the higher the intensity of social media use, the lower the level of religiosity among students.

The results of this study indicate that the intensity of social media use has a negative and significant effect on students' religiosity. These findings indicate that high social media use without control and guidance can reduce students' involvement in religious activities. Exposure to diverse digital content, including entertainment and secular content, can distract students from religious activities such as worship, reading the Qur'an, and participating in religious activities at school. This is in line with the view that the development of digital technology can have an impact on changes in the values and behavior of the younger generation if it is not balanced with spiritual strengthening.

However, social media also has positive potential if used wisely. Digital platforms can be a means of preaching, religious learning, and strengthening religious literacy. Therefore, the role of educators and parents is very important in providing guidance, supervision, and religious character building amid technological developments.

Overall, this study confirms that the intensity of social media use is one of the factors that contributes to students' religiosity, although it is not the only determining factor. Strengthening

character education and religious digital literacy is an important strategy in maintaining a balance between the use of technology and students' spiritual commitment in the digital age.

4. Conclusion

Based on the results of research on the *Effect of Social Media Intensity on the Religiosity of Students at MA Attanwir Talun*, it can be concluded that social media intensity has a negative and significant effect on student religiosity. The Pearson correlation test shows a value of $r = -0.462$ with a significance of $0.000 (< 0.05)$, which means that the higher the intensity of social media use, the lower the level of religiosity. The simple linear regression test shows an R Square value of 0.213, so that 21.3% of the variation in religiosity is influenced by the intensity of social media use. The regression equation $Y = 4.215 - 0.378X$ confirms that an increase in the intensity of social media use is followed by a decrease in religiosity. Descriptively, 45% of students have a high intensity of use, while religiosity is in the high (40%) and medium (38%) categories. Thus, the intensity of social media use is one of the factors contributing to students' religiosity, although not the only one. Strengthening character education, religious digital literacy, and the active role of teachers and parents are needed so that the use of social media remains in line with students' spiritual commitment in the digital era.

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