Internet Technology Exposure, Social Intercourse Patterns, and Student Characters

Husni Husni, Abdul Azis, Soni Samsu Rizal, Tanto Aljauharie Tantowie, Didih Syakir Munandar

*Abstract***:** *This study aims to determine the effect of internet technology on student characters, as well as the influence of social intercourse patterns on their characters. The study used a survey method of 77 students at a religious school in Cilacap, Indonesia. Data were collected using questionnaires, interviews, and observation techniques. The results showed; First, exposure to internet technology has a negative effect on student character. The higher internet technology exposure, the worse students character. This is indicated by the correlation coefficient of -0.507 and is significant at the significance level of 0.05. Second, the social intercourse pattern affects the character of students. The tighter of social intercourse pattern, the better the character of students, conversely the more free the students' social intercourse, the worse their character. This conclusion is obtained from the correlation coefficient of 0.737 and is significant at the significance level of 0.05. Third, exposure to internet technology and social intercourse patterns simultaneously have a significant effect on student character. This conclusion is obtained from the multiple correlation coefficient of 0.752, which is significant at the 0.05 level.*

Keywords : *Internet technology, social intercourse, character, character.*

I. INTRODUCTION

At present, some students in Cilacap, Central Java, Indonesia use communication tools such as mobile phones, smartphones, tablets, laptops, and personal computers (PCs) in their daily lives. By having some of the communication and information technology, it means that most of these students can access the internet, and thus they also experience exposure to internet technology. On the other hand, students also have different social intercourse patterns between one student and another student. Among them, some have very tight or closed relationships, loose, open, free, and very free (Group, 2008).

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The exposure of internet technology to students is believed to influence their character. It is due to internet technology having the function of influencing (Mastro, 2009) in addition to three other tasks, namely the role of information, education, and entertainment. The influence function means that internet technology has the power of information that can influence human social behavior so that internet technology is also an effective means of educational technology and the dissemination of positive values in society. However, the influence of internet technology can also be negative, if the technology is misused. Information from internet technology can affect its users, whether consciously or not.

Thus, the internet not only has a positive impact but can also have a negative effect. The internet provides enormous benefits, but on the other hand, the internet has become an information technology that is not easily limited. Various kinds of information in various forms and purposes are mixed into one where to access it only requires one finger touch (Baker, 2005). The internet has helped many people in all aspects of life so that the internet has a significant role in social life. With the internet, anything can be obtained, both positive and negative. The internet, as a communication technology, is the most widely used internet function where every internet user can communicate with other users throughout the world. By using e-mail, newsgroups, www (world wide web or network of web sites), internet users around the world can exchange information quickly and cheaply. Internet technology, therefore, is a technology to search for information or data without limits, thus making the internet a source of information that is also unlimited. Through the internet, humans are very easy to find data and information, so this technology is very effective for adding insight, communicating, and it also makes it easy for humans to find material that may be difficult to find in reality. Through this virtual internet access, every individual can add knowledge, communicate remotely, and also find information that is needed (Barr & Linebarger, 2010). Even in the world of education, the internet can help students access various information and knowledge as well as sharing or sharing research between students, especially with those who are far away from where they live.

In the view of Wright and Randall, internet technology can affect adolescents in four parameters, namely physical development, cognitive development, emotional development, and social development (Wright & Randall, 2012). First, the influence of the internet on physical development. A teenager in his time experiences changes in the body, brain, sensory capacity, and motor skills. These changes are a transition from physical children to physical adults. A teen's physical moves towards maturity.

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70

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The most striking sign of adolescent physical development is the development of genital organs, both primary and secondary. In this case, the internet can stimulate young physical growth (Husni, 2019a, 2019b). Vulgar sites, cybersex that contain dangerous material, indirectly stimulate the growth and development of teenage sexuality. In this case, the role of parents is critical to provide an understanding of the development of adolescent sexuality.

Even so, internet addiction can also adversely affect a teen's physical health and can even interfere with his physical development. The adverse effects include; 1) eating becomes irregular; 2) sleep becomes irregular; 3) physical exhaustion.

Second, the influence of the internet on cognitive development. Teenagers are very active in building their cognitive world. They already have their mindset in nature, responding to problems, sorting out and organizing ideas, and creating new ideas. The ability of adolescents in learning, memory, reasoning, thinking, and language is highly developed so that they can think abstractly or about something abstract. Teenagers can speculate. They begin to question the validity of current thinking and consider many other alternative thoughts so that they often experience conflicts of understanding. The internet can be one of how adolescents obtain information and answers to the problems they face. The internet can broaden the mindset of teenagers. However, if a teen is addicted to the internet, he becomes attached to the internet. The internet is then used as the only source of truth. A teenager is no longer able to distinguish which things are real and which are virtual. For him, the virtual is also real (Cantoni & Tardini, 2006). Teenagers become lost in their mindset. His mindset is very much influenced by the mentality that exists on the internet.

Third, the influence of the internet on emotional development. Adolescence is a turbulent period for adolescents. Emotional tension is heightened due to physical and voluntary changes, the search for self-identity, and social conflicts. Besides, adolescents are very vulnerable to the opinions of others about themselves. Teenagers pay attention to themselves. In adolescents also begin to raise a sense of love and affection for other people, especially the opposite sex. The internet can help a teen's emotional development. Teenagers can vent all feelings that exist in him in various ways, such as through internet technology, Facebook, or Twitter. Teenagers can present themselves as they want on the internet. However, internet addiction can disrupt the emotional development of teenagers. Internet addiction can lead to mental disorders such as; (1) Online Intermittent Explosive Disorder (OIED), a personality disorder in the form of explosive emotions when online; 2) Low Forum Frustration Tolerance (LFFT), looking for immediate satisfaction or avoidance of pain immediately; 3) Munchausen Syndrome, making lies, imitating, making things worse, or influencing yourself to get sick with the aim of being treated like a sick person; 4) Online Obsessive-Compulsive Personality Disorder (OOCPD), a personality disorder that is tempted to force others to be online especially in language problems; 5) Low Cyber Self-Esteem (LCSE) or low self-esteem; and 6) Internet Asperger's Syndrome, the loss of all social rules and empathy in a person, is caused for no reason other than just accidentally dealing with an inanimate object; communicate via the keyboard and monitor at a time (Wright & Randall, 2012).

Fourth, the influence of the internet on social development.

In adolescence, a teenager begins to break away from their parents. They start to adjust to the opposite sex. Peer groups are very influential in adolescent relationships. The internet can help teenagers socialize. The internet makes it easy for teens to establish relationships with friends or the opposite sex (Campos-Castillo & Hitlin, 2013; Chessa & Murre, 2014). Distance and time are no longer obstacles in terms of communication. However, a study revealed that a teenager who is addicted to the internet tends to decrease the desire to communicate directly, face to face, especially with family. More than that, actually, the internet has limited the association of a teenager (Childs, 2014). Teenagers who are addicted to the internet can only relate to those who are also able to access the internet. Teenagers then are very selective in choosing friends. Adolescent relations are very broadly narrowed.

II. METHODS

This research was conducted in Cilacap, Central Java, Indonesia. Quantitative research using this survey method was held on 77 students in religious schools. The data in the study were collected using questionnaires, interviews, and observations of student characters. The data are analyzed by statistical analysis, in this case, using inferential. Before testing the three hypothesizes, previously, we make classical assumption tests (normality test, linearity test, autocorrelation test, and multicollinearity test). Hypothesis testing uses a correlation test and regression test.

III. RESULT

The results of this study are described in the following three explanations: First, exposure to internet technology has a negative effect on student character. The higher the exposure to internet technology, the less character of students. This conclusion was obtained through a correlation test between variables affected by internet technology (Variable X_1) and student character variables (Variable Y), in which the Pearson Product Moment Correlation Coefficient was obtained for -0.507 (strong negative correlation). The correlation coefficient of -0.507 is significant at the significance level of 0.05.

Second, the social intercourse pattern has a significant effect on the character of students. The tighter social intercourse pattern, the better the character of students. Conversely, the more free the students' association, the less character. This conclusion was obtained through the Pearson Product Moment correlation test between Variable X2 (social intercourse pattern) and Y Variables (student characters), where a correlation coefficient figure of 0.737 (very strong influence) was obtained. The correlation coefficient of 0.737 is significant at the significance level of 0.05.

Third, exposure to the internet technology and social intercourse pattern simultaneously have a significant effect on student character. This conclusion was obtained through a multiple regression test between Variable X1 (exposure to internet technology) and Variable X2 (social intercourse pattern) with Variable Y (student character), where a second correlation coefficient of 0.752 (included in the powerful category) was obtained.

The multiple correlation coefficient between the variables X1 and X2 with Y is stated significant at the 0.05 level.

IV. DISCUSSION

The results of this study prove three things, namely: (1) The exposure of internet technology has a negative effect on student character. The higher the exposure to internet technology, the less good the student's character will be. (2) The social intercourse pattern influences the character of students. The tighter the social intercourse pattern, the better the student's character will be. (3) The exposure of internet technology and social intercourse pattern simultaneously affect the character of students. The findings explain that the internet makes a significant contribution to student character. These also prove the power of the influence of internet technology that is worldwide.

The development in the world today cannot be separated from the event of internet sites that are so easily held by everyone's hands. Internet technology has succeeded in bringing a very rapid change in the lives of teenagers and even children. One tangible difference between them is increasingly making the distance that was previously far as if close and makes it easier to actualize what is desired through the internet. The internet has a reliable power in society because it can mobilize people's perceptions and change the character of children and adolescents, create a "new world," and be formed through a world network that can penetrate space that has no boundaries and also time.

According to the Indonesian Ministry of Communication and Information, internet users in Indonesia currently have reached 63,000,000 people, and 95% are only used as access to social networking. Social networking technology has held a big enough in providing various kinds of convenience for teens and children to communicate with each other, mainly because the application can be obtained easily on a smartphone or smartphone. Teenagers and children can easily access information, including information that is not appropriate for their age levels, such as information about pornography and violence.

The use of the internet has become a part of the lives of teenagers today, through the internet teenagers are able to share about all the activities that have been uploaded. The function of cyberspace itself has evolved and refers to the exchange of meaning in the use of social networking technology, one of the trends in internet technology today. Social technology has become a daily necessity for some people in the world, including children and adolescents (Flander, 2009; Gillespie, 2006). Almost all people use it except for a few age groups that have not been touched by this technology, but as a whole, it has been used in terms of how to use and use it widely.

It is very worrying because based on data from the Ministry of Communication and Information of the Republic of Indonesia the internet users in Indonesia currently reach 63 million people, and 95 percent are only for accessing social networks through social networking is full of pornography, violence, infidelity, hoaxes (fake news), fraud, and others (Kasten, 2013; Knobloch-Westerwick, 2015). If this research proves that exposure to internet technology has a negative effect on student character, it does not seem to be released from the nature of internet technology which is laden with pornography, violence, infidelity, hoaxes (fraudulent news),

fraud, and others (Husni, Setiawan, Azis, Tantowie, & Rizal, 2020).

Among the biggest worries are pornography attacks on children and adolescents. Pornography is part of cybercrime in cyberspace. There are two factors causing it. First, pornography is included in the form of crime because there are those who are injured and also have a negative impact on the social conditions of the existing community. Even the government has regulated pornography in Law No. 11 of 2008 concerning Information and Electronic Transactions (UU ITE). Second, violating the law because it utilizes the internet network and its application in forming a society with a new culture. Pornography becomes content that can change the social conditions of a community, like other forms of internet use for social engineering such as social movements that are gathered in cyberspace and successfully make changes in the real world.

In Indonesia, the internet has become a favorite technology for pornographic content spreaders, even our country's most significant trade transaction via the internet is obtained from the pornography business. Quite sad if imagined, because with the internet everyone can surf freely to run multicultural applications. Psychological phenomena that arise due to the rapid development of internet technology today does not only occur among adults or adolescents; it has even spread to children (Park, 2009). The powerful influence of the internet is very worrying for parents; for example, the development of sexuality appears prematurely (Wright & Randall, 2012). The use of the internet that is not in place has a significant role in damaging the morale of the nation, especially the younger generation.

Naturally, the threats of cybercrime are launched through social networking sites, because at this time, children and adolescents are the most significant users of these sites. Nielsen's research (Childs, 2014) revealed Facebook users in 2014 in Indonesia increased by 700 percent compared to 2013. While in the same period, Twitter users in 2014 increased by 300 percent. Most users are aged 15-39 years. Teenage internet users also tend to spend more time on the internet than in previous years. Almost all telecommunications providers and operators admit that Facebook dominates 40-60 percent of internet traffic. Checkfacebook.com data shows that Indonesia ranks 7th in the world, with 62 million users.

Teenagers and children are quicker to adapt to cyberspace and have also quickly changed their lifestyles. Social networking sites like Facebook or Twitter will make them more comfortable in cyberspace. The role of parental control is also essential in this regard, but on the one hand, the parents are still adapting to the rapid development of the internet. Event of the internet that took victims of adolescents and children had previously occurred when news of the practice of sexual abuse emerged through Facebook's social networking technology revealed in this country, is a portrait of the iceberg phenomenon of cybercrime in the form of pornography that afflicts children and a teenager (et al., 2004).

With so much exposure to news about these pornographic videos, then the government reacts violently to technologies that continuously broadcast the story, even some technologies not only present through the news but are packaged in the form of infotainment.

Parents are often complacent when their children are busy surfing the internet, both at home, via cellphones, and at internet cafes. Physically children seem calm and beautiful in front of the internet, but they may have been exposed to dangerous things. The role of parents cannot be 24 hours. Still, with effective communication between family members, surely parents will be able to embrace their children to be more positive using the internet. However, there is another impact of the internet on children and adolescents that are of great concern, namely internet addiction. According to Young (Young, 2015), a person can be called addicted to the internet if the individual shows certain behaviors. These behaviors are based on addiction criteria that can distinguish between people who are addicted to the internet and those who aren't addicted. An internet user can already be classified as an internet addict if he meets at least five of the eight criteria mentioned by Young: (1) Cyber sexual addiction, that is someone who searches on porn sites or cybersex compulsively. (2) Cyber-relationship addiction, that is someone who is swept up in friendship through the cyber world. (3) Net compulsion, which is someone who is obsessed with trading sites (cyber shopping or day trading) or gambling (cybercasino). (4) Information overload, that is someone who searches information sites compulsively. (5) Computer addiction, which is someone who is obsessed with online games.

A number of behavioral symptoms have been classified as an addict. The symptom is as follows: (1) The mind of internet addicts is continuously focused on internet activity, and it is challenging to be diverted in another direction. (2) There is a tendency for the use of internet time that continues to grow in order to achieve the same level of satisfaction that has been felt before. (3) The person concerned repeatedly fails to control or stop using the internet. (4) There are feelings of discomfort, moodiness, or irritability when they try to stop using the internet. (5) There is a tendency to stay online beyond the targeted time. (6) The use of the internet carries the risk of losing meaningful relationships, jobs, study opportunities, and careers. (7) The use of the internet causes users to fool families, therapists, and others to hide their excessive involvement with the internet. (8) The internet is used to escape problems or to relieve negative feelings such as guilt, anxiety, depression, and so on (Young, 2015).

A user can already be classified as an internet addict if he meets at least five of the eight criteria mentioned by Young. From this picture proposed by Young, it appears that addiction to the internet has a detrimental effect on three main functions of personality, namely the function of controlling feelings, academic and work functions, and relationship functions. In other words, internet addiction has the potential to paralyze an individual's personality. If the estimated 11% of users are internet addicts is a fairly accurate estimate, it can be imagined how great the impact of damage that would occur nationally if internet users in Indonesia had exceeded 25 million people.

Internet addiction also has a significant negative impact on the spiritual side. First, being an internet addict means giving your life to the internet to control yourself. This means that we have become servants of the internet. Second, internet addicts often begin the process of addiction and roll the addiction to lies. From the data that can be obtained, it can be seen that about 50% of people lie about their age, body weight, occupation,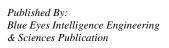 marital status, and gender. When becoming addicted, the possibility of lying extends because they have to hide the failure to complete their duties and obligations due to surfing. In addition to lying to other people, addicts also often deceive themselves by saying that the internet is not dangerous, and what it does does not hurt anyone. Third, due to internet addiction is damage to self and relationship with God. The desire to surf causes people to put their attention on themselves in a healthy manner and divert attention away from spiritual things. Addiction can make a person develop bad traits, such as laziness, the habit of avoiding problems, fantasizing, not caring, and less responsible. Personality can get worse because of internet addiction. Fifth, the internet is a technology for addicts to inflame fantasies that are subject to lust and self-worship.

V. CONCLUSION

This study can be concluded as follows: First, exposure to internet technology has a negative effect on student character. The higher the exposure to internet technology, the less good the character of students. This conclusion was obtained through a correlation test between variables affected by internet technology (Variable X_1) and student character variables (Variable Y), in which the Pearson Product Moment Correlation Coefficient was obtained for -0.507 (strong negative correlation). The correlation coefficient of -0.507 is significant at the significance level of 0.05. Second, the social intercourse pattern has a significant effect on the character of students. The tighter the rules of the association, the better the character of students. Conversely, the more free the students' association, the less their character. This conclusion was obtained through the Pearson Product Moment correlation test between Variable X_2 (social intercourse pattern) and Y Variables (student characters), where a correlation coefficient figure of 0.737 (powerful influence) was obtained. The correlation coefficient of 0.737 is significant at the significance level of 0.05. Third, exposure to the internet technology and social intercourse pattern simultaneously have a significant effect on student character. This conclusion was obtained through a multiple regression test between Variable X_1 (exposure to internet technology) and Variable X_2 (social intercourse pattern) with Variable Y (student character) where a multiple correlation coefficient of 0.752 (included in the powerful category) was obtained. The multiple correlation coefficient between the variables X_1 and X_2 with Y is stated significant at the 0.05 level..

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