Use of Social Media as a Learning Media in 21st Century Learning

Ahmad Hidir [1], **Halena Muna Bekata** [2], **Rahman Malik** [3], **Yaredi Waruwu** [4], **Najwa Syarofa** [5]

[1] *Universitas Riau, Indonesia*
[2] *Universitas Tribuana Kalabhi, Indonesia*
[3] *Universitas Sumatera Utara, Indonesia*
[4] *Universitas Nias, Indonesia*
[5] *Universitas Negeri Malang, Indonesia*

Corresponding Author: Ahmad Hidir,   E-mail; achmad.hidir@lecturer.unri.ac.id

ABSTRACT
Today's rapidly growing use of social media has both positive and negative impacts on people's social lives. Moreover, based on UNESCO data, Indonesian people are very active in using social media. This research aims to The use of social media as a learning medium aims to increase students' interest in learning, improve students' ability to use technology and increase students' awareness in using social media in the context of education. The method used in this research is a quantitative method using a survey model and in-depth interviews with one teacher and students. The results of this study show that social media can be used for learning tools or media. However, in reality, currently there is no maximum use of social networking media. The results of researchers' observations by looking at the growing phenomenon, that the use of social networking media is currently mostly only used by students to be limited to sending messages with friends, playing games (games), and buying goods online. The use of social networking media is currently still not utilized as a learning medium by students. The conclusion of this research is that media in the learning process is an inseparable part of the teaching and learning process in order to achieve an educational goal in general and learning objectives. Strategies to be able to find learning media. The right and appropriate in the learning process can be done by making considerations in the selection of social media. Therefore, the limitation of this study is that researchers only conducted research on the role of the Discovery Learning strategy in Islamic cultural history lessons, researchers hope that future researchers can conduct research on the Discovery Learning strategy by developing this strategy in other subjects.

Keywords: *Learning Media, Learning Strategy, Social Media*

INTRODUCTION

The 21st century is a century of knowledge that greatly influences perceptions in various aspects of life (Routy et al., 2018). One of the characteristics that mark the 21st century is the rapid advancement of technology (Siegel et al., 2019). This shows that technology can affect all aspects of human life, including education (Wishart et al., 2018).

Some countries that have advanced education are influenced by sophisticated and modern technology. (Schmid et al., 2018). The technology is used as a media or learning tool for students in the classroom so that it helps students' understanding of the learning material to be better (Rambaut et al., 2018). The utilization of technology and communication in education has a great impact on the effectiveness of learning in schools. (Thorsson et al., 2018). This is evidenced by the narrowing and merging of the factors of "space and time which have been the determining aspects of the speed and success of science by mankind in the 21st century." The 21st century learning paradigm essentially emphasizes the ability of students to be able to communicate, collaborate, think critically, and creatively (Richards, 2018). The achievement of these skills can be achieved by applying appropriate learning methods in terms of mastery of material and skills that support student development (Neese, 2018). The development of information technology media is one of the main cornerstones in the development of 21st century learning (Mi et al., 2019). Information technology media seems to be a mandatory thing that is used in everyday life, namely the use of the internet, one of which, where in Indonesia every year the use of the internet has increased significantly (Rajkumar, 2020). As in the Regulation of the Minister of National Education No.16 of 2007 which states that one of the mandatory competencies of teachers is to utilize information technology for the benefit of educational implementation Permendiknas, 2007) (Armitage et al., 2018). Challenges in 21st century learning and changes in the 2013 curriculum require teachers' pedagogical abilities as teachers to be better able to design learning to be more interesting and meaningful, teaching and learning activities must be extended beyond the boundaries of the classroom (Yuan et al., 2019). Student interaction with the surrounding environment must be increased with various forms of learning methods in it (Poore & Nemecek, 2018). According to (Metlay et al., 2019) However, the results of the study show that teachers' ability to design learning objectives and create curriculum documents is still lacking.

In the 21st century, Indonesia faces global challenges that are very demanding. Some of these challenges include the need for students to think, verbal and written communication, teamwork, creativity, and creativity (Thorsson et al., 2018). According to research skills, and problem solving to compete and grow well in the future. in addition, students also use their abilities to solve problems. some problems that often occur in society are the rampant use of gadgets by students which often have a negative impact on student development (Ryan & Deci, 2020). The negative impacts that are often found include the intensive socialization of students at home using gadgets, making them more absorbed in their gadgets than their friends (Siegel et al., 2019). This has resulted in a decrease in students' social skills. In the scope of understanding, due to the proximity of students to gadgets that are getting higher and the level of public trust in information technology obtained, people are more dependent on information media from the internet which results in decreased interest in finding out the origin of the information (Perez-Riverol et al., 2019). According to these events that will shape society into a consumptive person and reluctant to create in the future.

The statement above contradicts the statement that educational technology is actually not about technology but what really matters is how the technology is used appropriately to make students learn (Mapenko Marchenico et 2018) therefore the development of educational media must be further raised to train students to improve the skills needed in the 21st century evenly not only limited to expertise in technology but how to overcome the problems that arise from the existence of technological advances. The phenomenon of learning at this time the distribution of learning does not guarantee the presence of technological advances in all corners of learning (J Lm et 2018) The reality is that there are still many schools that do not fully use technology as a teaching and learning facility, in some schools especially many still have very limited technology. This matter requires teachers to be creative in using existing infrastructure facilities even in limited quantities(Gu et 2018). not only that, the existence of media in a concrete form as an educational supporter is expected to be able to minimize the growth of deviant technology, the development of Visual Thinking Strategies (VTS)-based picture novel media is one form of media development that does not relate to technology, but rather to visual actualization through picture novel media applied through visual thinking education strategies(Verity et navy (AL). This refers to one of the 21st century skills that students must have, The use of media through educational strategies Visual thinking can be defined as an active thinking and analytical process to master. Interpreting and producing visual messages the interaction between looking, imagining, and describing as a goal can be used and sophisticated like verbal thinking (Fajgenbaum & June, 2020). Zimmerman and Cunningham report that visualization is a process of creating mental images, or 21st century skills (Perez Riverol et navy (AL), 2019). For Brasseur Visual thinking or thinking 3/ 63 paper and pencil or with the help of technology)(Li et 2020) Through the medium of photos students work together with friends in a group to uncover problems faced together during the educational process through the educational stages of Visual Thinking Strategies Kemmany et navy (AL). 2018). Based on some of the previous research, it can be concluded that education using photo media and visual strategies helps increase students' skills in learning(Torre et 2018) Memirut(Routy et 2018) This makes it meaningful to carry out the development of media based on visual thinking strategies(VTS) as an effort to optimize thematic education in elementary schools.

The development of picture novel media based on Visual Thinking Strategis (VTS) aims to find out the factual situation of media utilization, the form of media development, media feasibility, and the effectiveness of paper and pencil educational media or with the encouragement of solar technology, 2010)(Verity et 2020). Through photo media students work with friends in a group to uncover problems faced together during the educational process of going through the educational stages of Visual Thinking Strategic VTS based on some previous research it can be concluded that education using photo media and visual strategies helps increase students' skills in learning(Chen et . 2018) This makes it meaningful to carry out the development of visual thinking strategies(VTS) based media as an effort to optimize thematic education in elementary schools. The development of Visual Thinking Strategies(VTS) based picture novel media aims to identify the factual

situation of media utilization, the form of media development, the feasibility of media, and the effectiveness of Visual Thinking Strategies(VTS) based educational media on students in Lower Schools(Funder & Ozer, 2019). For(B. Liu et 2019) Based on the development of the media, it is expected that the quality of education in Lower School will be better and able to improve children's skills in accordance with the demands of the 21st century and can raise a good reference in the development of teaching novels in elementary thematic education.

The above statement contradicts the statement that learning technology is actually not about technology but the most important thing is how the technology is used appropriately to make students learn (Марченко (Marchenko) et al., 2018). Therefore, the development of learning media must be further developed to train students to improve the skills needed in the 21st century as a whole, not only limited to intelligence in the field of technology but how to overcome the problems arising from technological advances (J. Liu et al., 2018). In reality, there are still many schools that have not fully utilized technology as a means of teaching and learning, in some schools there are even many that have very limited technology (Wu et al., 2020). This requires teachers to be creative in utilizing existing infrastructure even though it is limited in number (Gu et al., 2018). In addition, the existence of media in concrete form as a learning supporter is expected to be able to minimize the development of deviant technology, the development of picture book media based on Visual Thinking Strategies (VTS) is a form of media development that does not involve technology, but rather visual actualization through picture book media applied through visual thinking learning strategies (Verity et al., 2020). The development of this media can be one of the teacher's alternatives in improving is an intuitive intellectual process and visual imagination ideas, either in mental imagery or through images This refers to one of the 21st century skills that students must have, the use of media through learning strategies Visual thinking can be defined as an active thinking and analytical process to understand, interpret and produce visual messages, the interaction between seeing, imagining, and describing as a goal can be used and sophisticated like verbal thinking (Fajgenbaum & June, 2020). Zimmerman and Cunningham state that visualization is the process of forming images (mentally, or with 21st century skills) (Perez-Riverol et al., 2019). according to Brasseur Visual thinking or thinking 3/63 paper and pencil or with the help of technology) (Li et al., 2020). Melalui media gambar siswa berkolaborasi dengan teman satu kelompok untuk memecahkan permasalah yang di hadapi bersama saat proses pembelajaran melalui tahapan pembelajaran Visual Thinking Strategies (VTS) (Kermany et al., 2018). Based on some of the previous research, it can be concluded that learning using picture media and visual strategies helps improve students' ability to learn (Torre et al., 2018). According to (Routy et al., 2018) This makes it important to develop media based on visual thinking strategies (VTS) as an effort to optimize thematic learning in elementary schools.

The purpose of this research is for social media to help improve students' academic performance and increase their knowledge through information and data collection. whenever students are given an assignment, they go to various online platforms to collect

data to make the assignment, this social media can also be a marketing tool through social media students can promote festivals and big academy activities. This is how you can allow other students to participate in the big academy there can also advertise your arts and crafts on this platform and this is also a good platform for fundraising the digital era must be taken seriously in order to master and control the role of technology properly so that the digital era brings benefits to life. In this article, we're going to look at how to build a home that's going to be a great place to live, and how to build a home that's going to be a great place to live. we're going to look at how to build a home that's going to be a great place to live, and how to build a home that's going to be a great place to live, and how to build a home that's going to be a great place to live, and how to build a home that's going to be a great place to live.

RESEARCH METHODOLOGY

The research design used in this research is descriptive quantitative (Lai et al., 2020). including descriptive research because the results of this study will ultimately provide a description of the use of learning media in the 21st century with the aim of knowing and analyzing the results of observations made regarding how important social media is in learning using the Discovery Leaniang Strategy (Elgrishi et al., 2018). This research was conducted in one of the schools, namely Riau University, which was conducted in the beginning of the middle of the odd semester of 2022/2023, Social Media can be used for learning facilities, but in reality, currently there is no maximum use of social networking media (Guan et al., 2020). time chosen because most of them are only used by students to be limited to sending messages to friends, playing games (games), buying goods online (The UniProt Consortium, 2019). according to (Alzheimer's Association, 2018) The use of social networking media is currently still not being utilized as a learning medium by students.

The source of this research comes from several teachers who teach at the school concerned, including from a survey conducted using a questionnaire, and also comes from an interview with one of the teachers who teaches at the school (Kucharski et al., 2020). The purpose of which is that the interview is conducted online, namely using existing media, when the interview discusses social media as a virtual learning medium (Huang et al., 2019). According to (Vosoughi et al., 2018) Before filling out the questionnaire, the researcher had previously asked several questions with the help and guidance of the lecturer of the technology literacy course and Islamic religious education learning, where the questions asked were related to the discussion of this research, namely the Utilization of Social Media as a medium for learning Islamic religion education.21st century learning is a learning transition where the curriculum developed leads schools to change the learning approach from teacher centred to student centered. This is in accordance with future demands where students must have thinking and learning skills.

The results of the study were obtained from using a questionnaire, namely a survey conducted using a google form that was researched to be distributed to 40 people consisting of students, teachers, students (Hansen et al., 2019). Then the results will be

further analyzed using quantitative methods to find out how many people access social media every day from the use of the Discovery Leaning Strategy (Mi et al., 2019). After analyzing the results that have been obtained, the researcher then describes the images and people who answer the questions that have been asked, after the description the researcher also includs the conclusions and results obtained (Zhang et al., 2020). The purpose of this research is to find out how many people utilize social media as a learning medium.

RESULT AND DISCUSSION

The problems that arise in the use of social media are diverse, and each problem will have an impact on every dimension of social life. these problems include social cultural change. Online communication is different from one-way communication (television, radio, or newspapers). To understand how social media can lead to social change, it is important to understand the underlying processes, including: a. Joining a group virtually b. Receiving messages and updates about group activities c. Reading, commenting or posting about news or information d. Receiving or sending private messages to the chairperson or leader of a group. Receive or send private messages to the group leader or members e. Read and participate in transparent conversations that are visible to all members Lurking in the group i.e. reading information in the group without making other members aware that he/she is a member of the group.

Interact with others regardless of social boundaries or location Socio-cultural change is a social structure and cultural patterns in society that undergo changes due to human nature that always wants socio-cultural changes caused by social media can be positive or negative Changes that are polutive can facilitate communication between cultures, exchange knowledge, and facilitate business transactions. One of the negative changes is culture shock. Culture shock occurs because information obtained from social media is swallowed whole, believed to be true and applied in daily life even though it is actually not in accordance with the surrounding culture This can cause changes in values, norms, and rules in communication) said that social media can cause changes in six cultural elements 1 Social media brings changes to beliefs, values, and attitudes With social media, the problem of one's relationship with the creator is no longer considered an individual relationship, but a group. A person can share his or her spiritual experience or gratitude towards the creator with other people or groups for example by using Facebook or Twitter. Social media can also change values in society, for example the culture of Indonesian society is known for its polite culture with social media. There is a shift in values because someone can give sharp criticism. Blasphemy, even cursing directly against other individuals or groups without thinking about the consequences on the blasphemer Social media also causes changes in attitudes in society. One example is that someone no longer considers direct meetings or friendship as something important, because it can be done only by caring on social media. An indifferent attitude and not caring about the surrounding environment is also an impact of the use of social media that is widely found.
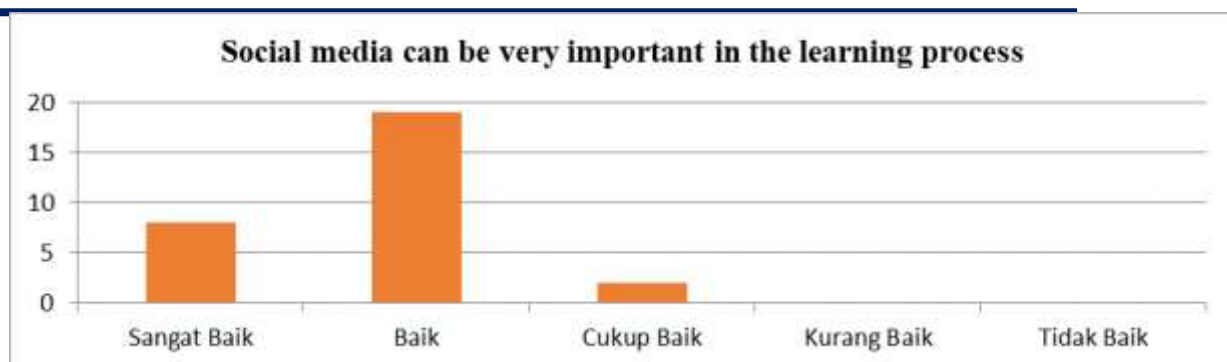
The results of the Smkn 1 Sintoga questionnaire in Padang Pariaman Regency examined by researchers were seen by the number of 30 students, 11 of them answered very well, so for this answer there were around 11 people who thought that social media was very good to use because it was able to make students easily understand the learning material taught and know how to apply social media in daily life and who were able to produce critical thinking and know that social media is able to make a person have and recognize their identity, so as to produce a good personality for their thinking. 14 people who think that social media is good to apply because it is able to make students understand the material presented 4 people out of 30 people surveyed consider it quite good to apply social media in learning this is because the use of social media as a learning medium is able to make students understand the material taught. 14 people who think that social media is good to apply because it is able to make students understand the material presented 4 people out of 30 people surveyed consider it quite good to apply social media in learning this is because the use of social media as a learning medium is able to make students understand existing learning even though it is only a small part that applies it not entirely, and no one considers that social media is normal, and 1 person considers that social media is not good to apply and cannot social media in learning because social media has not been applied at all in him and has not explained the problem thoroughly.
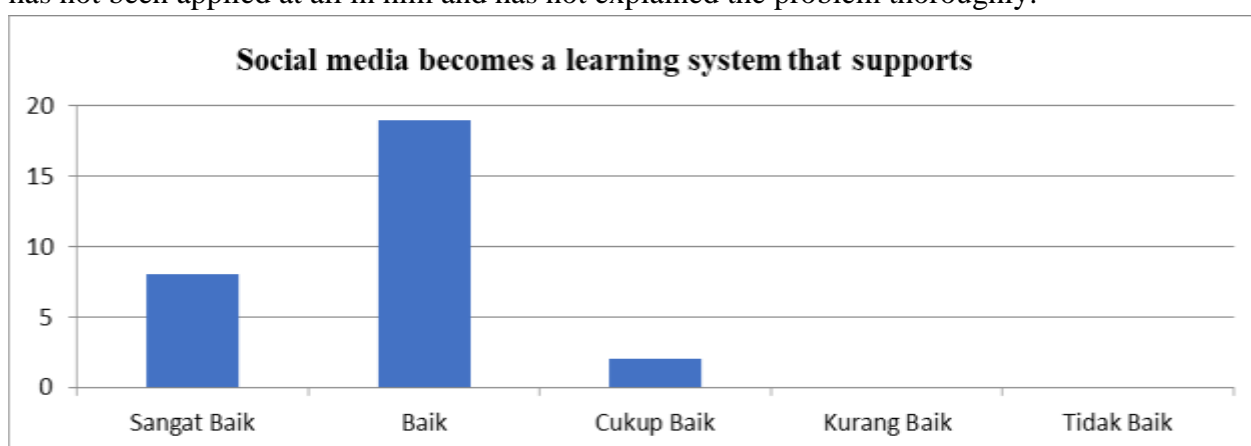
From several students and teachers who were surveyed, they answered that the existence of social media on learning was able to make understanding better in learning,
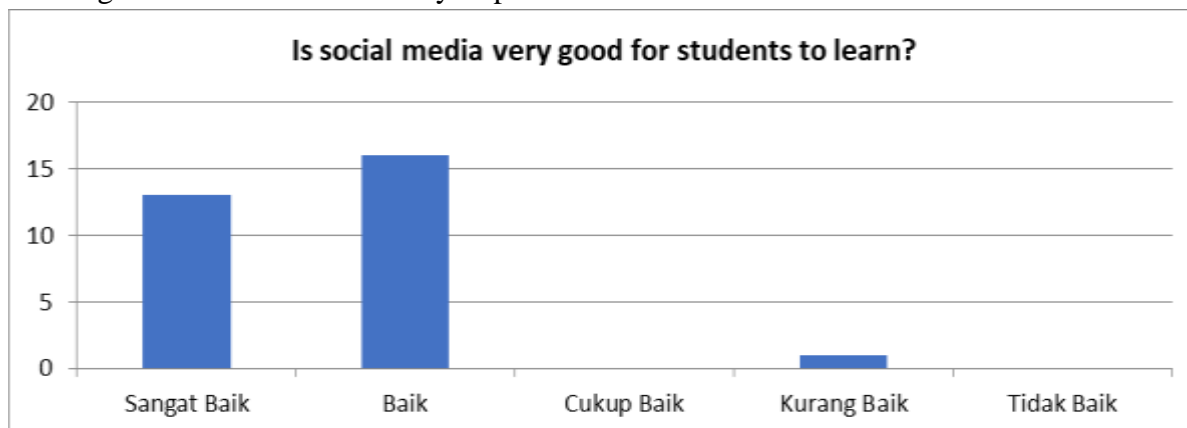
because they considered that neuroscience was very useful in education, this was because it was seen from the function alone.

How good is the existence of social media in learning, of which 15 people out of 30 people from the survey results said that the use of social media can improve understanding of learning better and be able to improve student skills, 10 people out of 30 people answered very well for the existence of neuroscience to learning and being able to apply it in schools and the environment and society for the science of the brain and nerves that are taught to facilitate life and education. There are about 5 people out of 30 who answered quite well with the utilization of social media as a learning medium or this brain science is applied in learning because this neuroscience has not been fully implemented in schools, so the assessment of understanding learning using neuroscience is not fully perfect. However, the assessment obtained for answers that consider neuroscience ordinary and not well applied and unable to make learning better is as many as People or none, this proves that neuroscience is important and able to apply and improve student understanding of the material being taught.

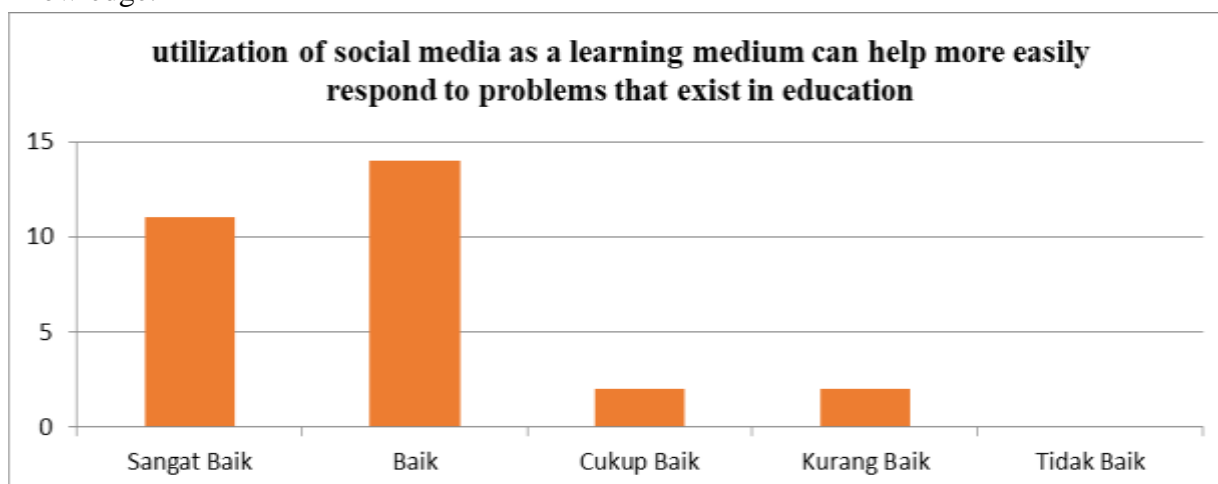Can the use of social media open up insights into learning Islamic cultural history?
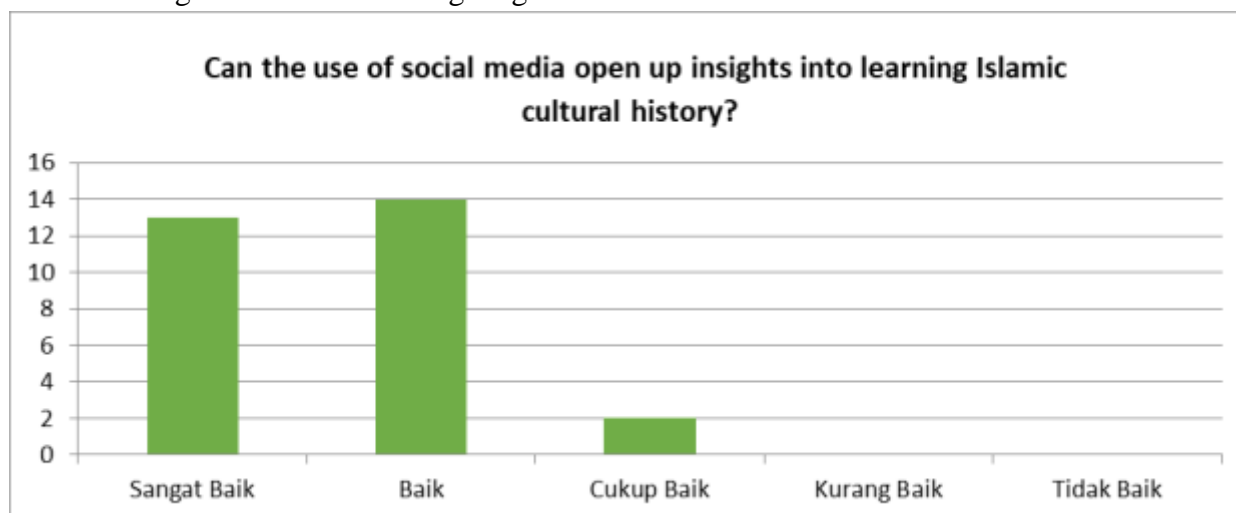
Judging from this diagram, it has stated that almost all of them consider that the existence of social media is able to open insights into the history of Islamic culture where out of 30 people surveyed, a satisfactory percentage was found, namely 13 people out of 30 people surveyed answered that social media or high-level thinking is very good and able to open students' insights in learning the history of Islamic culture at school, as well as 14 people out of 30 people surveyed answered well, that is, they answered that the existence of social media is able to open students' insights in learning, here it can be seen and concluded that it is able to open students' insights in learning including learning the history of Islamic culture. The results of other assessments also have an assessment that says quite well as many as 2 people and who answered the usual with as many as 1 person, this is because the ability of each person must be different, so the ability to obtain high-level thinking and produce critical thinking also produces low results because everyone must not have something in common and must have shortcomings. and for the results of not good results obtained 0 or none at all, this proves that the use of social media is indeed

able to open one's horizons even though it requires extraordinary skills and the spirit of learning that must be continuously improved.

Is social media very good for students to learn?

A bar chart showing responses: Sangat Baik (approximately 13), Baik (approximately 16), Cukup Baik (0), Kurang Baik (approximately 1), Tidak Baik (0). The y-axis ranges from 0 to 20.

Here it can be seen how well and very well this social media is applied and learned by students. because judging from the purpose and function of social media, it is so important and very good to be taught and learned by students, which has the function of controlling working memory and being able to describe events that occur, from the questions asked, the results obtained that there were 13 people out of 30 people answered that it was very good that social media was learned by students and 16 people out of 30 people answered that social media was good for students to learn, where the purpose and other functions of social media are able to make children learn according to the work of their brains and nerves, other results obtained by 1 person out of 30 people answered that it was not good because if it was learned by students who were underage or not yet able to accept difficult learning material and was able to make children uncomfortable and even become stressed. as well as for answers that are quite good and not good, the survey results obtained by 0 people state that no one answered that it was not good because social media did not harm children but instead was able to increase children and children's knowledge.

utilization of social media as a learning medium can help more easily respond to problems that exist in education

A bar chart showing responses: Sangat Baik (approximately 11), Baik (approximately 14), Cukup Baik (approximately 2), Kurang Baik (approximately 2), Tidak Baik (0). The y-axis ranges from 0 to 15.

From the bar chart data above, the results show that many answered well and very well, of which 36.7% answered very well, this is because critical thinking is very helpful

for dealing with and solving problems and with critical thinking people will easily make decisions quickly and accurately. As well as those who answered well obtained the results of 15 people out of 30 people surveyed, this is because their thoughts have considered that by thinking critically they are able to analyze existing problems or questions from different points of view, not only looking from one direction but at every point of view they examine. Similarly, the results of 2 people out of 30 people answered quite well and 2 people answered less well So out of 30 people surveyed there were 2 people who answered less well things to look at from a different point of view this critical thinking is indeed appropriate for education but not every education and level of education this thinking is really needed by students such as education for early school children, and obtained no bad results.
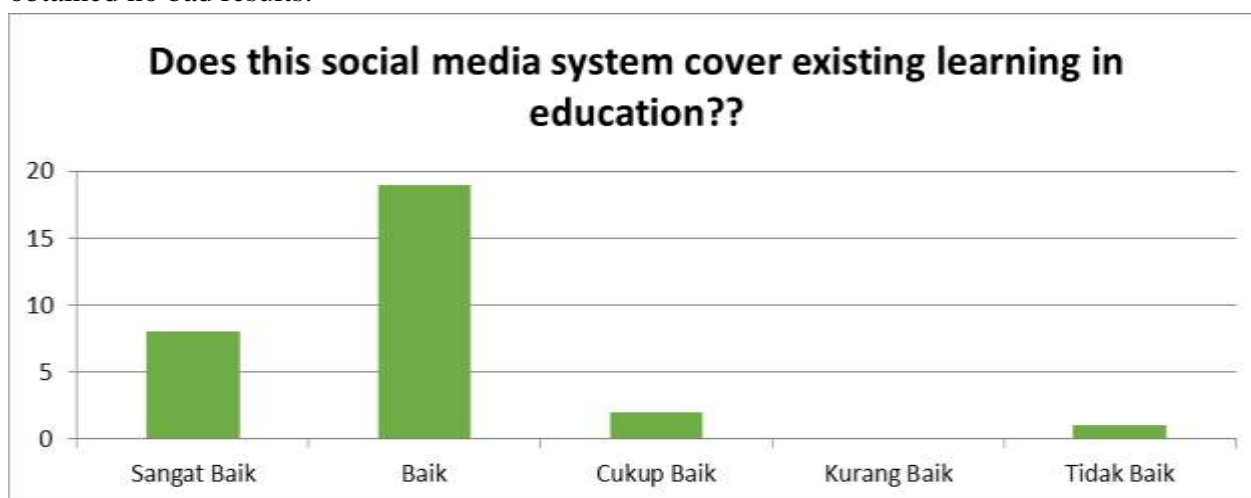
And the diagram above can be obtained survey results that answer very well where there are 8 people out of 30 people answering that social media really covers learning in education, 19 people answered that this neuroscience has covered a variety of learning in the world of education because of this social media or brain and neuroscience has covered learning because if it is not accompanied by brain science then learning will be difficult to learn and can achieve effective and efficient learning and will affect students' ability to understand existing learning, Another result obtained is that 2 out of 30 people answered quite well, this is seen from learning that focuses on learning a person's creed or morals because brain science is not born to be too important in this learning because the most important thing is how good attitudes and behavior are in learning, and the last one who answered 1 and 30 people answered not well, and no one answered less well this is because at school or where they study this social media system is still applied to certain lessons or only one or two subjects that use this social media.

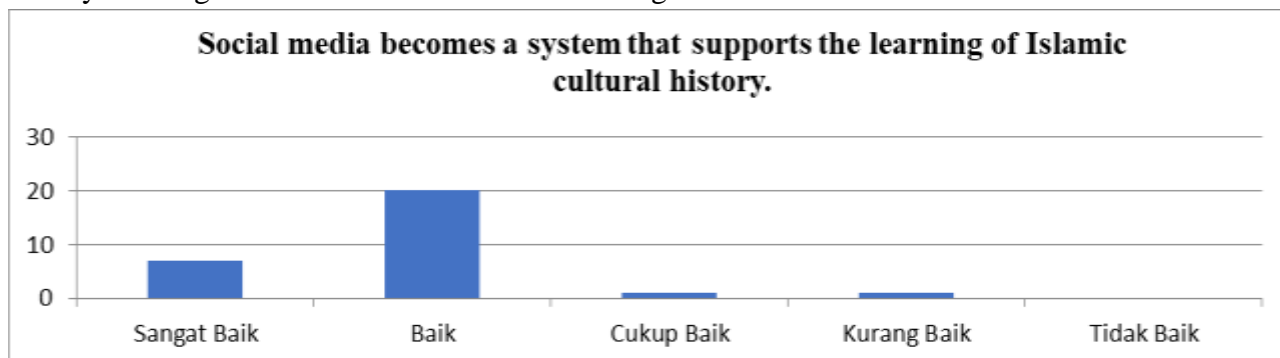**Social media becomes a learning system that supports**
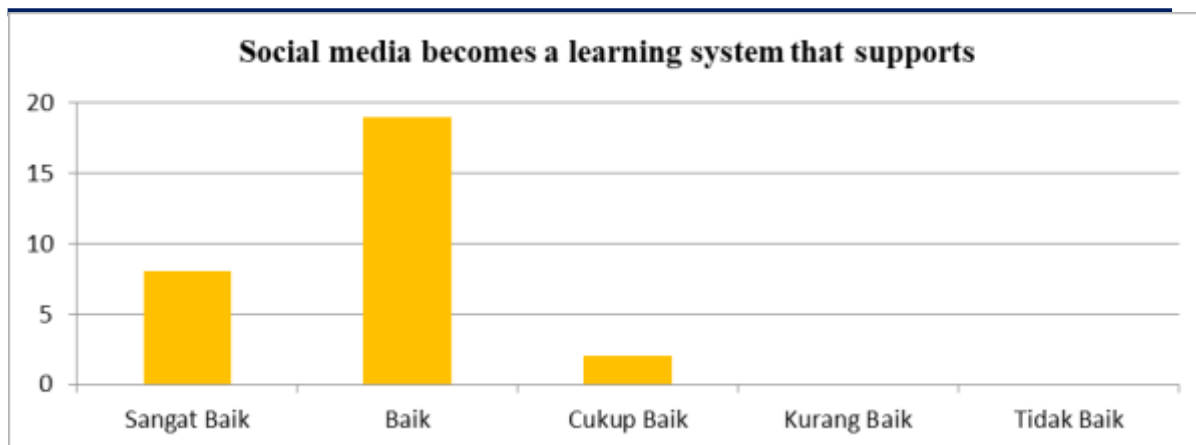
From the diagram above, it can be seen that almost all of them agree that social media can be a supportive system, which here obtained the results of 20 people out of 30 people surveyed answered well, which is more than half of the survey results answered that social media is able to support learning, this is because by using social media all learning will be easily understood by students and teachers will also have no difficulty in understanding how different children's mindsets are. 8 people answered very well because this social media is very supportive in the learning process, both general and religious learning, including Islamic cultural history subjects that require strong power. the survey results are 2 people answered quite well or quite supportive of social media being a learning system that supports the reason because it depends on how teachers or education personnel use this social media system. As well as the results obtained, no one answered less supportive and did not support the social media system in learning, this means that almost all answered that social media can support learning.

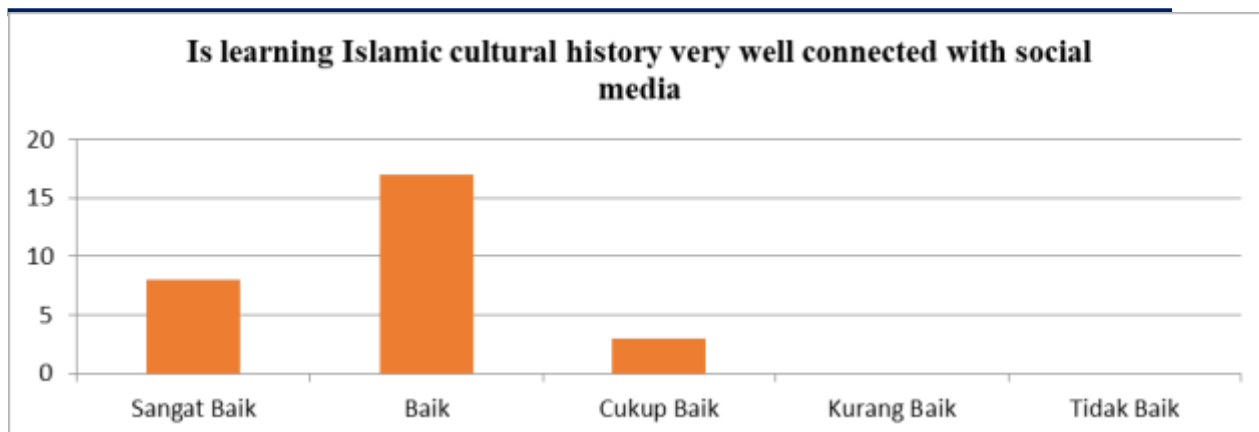**Social media becomes a learning system that supports**
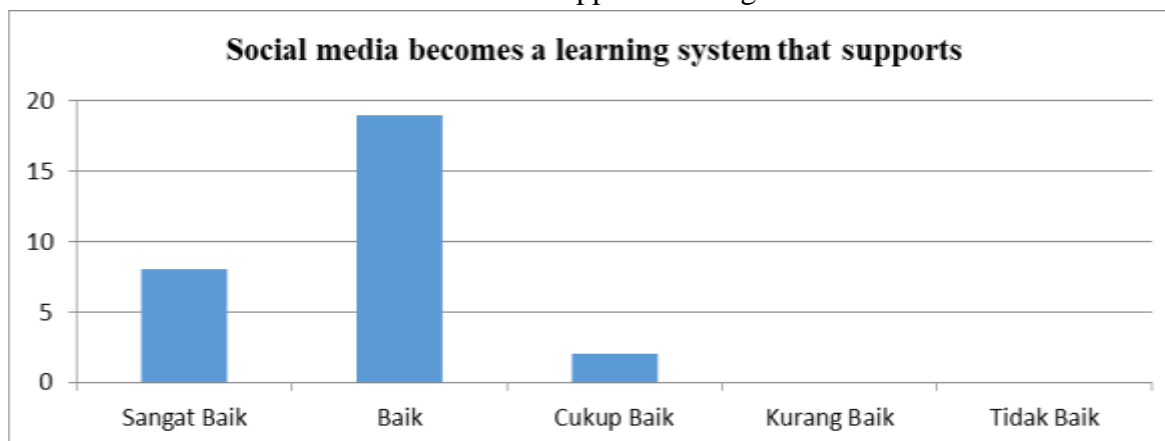
Based on the results of the survey above, there are several revenues about the existence of social social media in learning Islamic cultural history, social media is able to make learning effective and interactive, of which 14 out of 30 people surveyed answered very well because with this social media it can make children easily understand learning especially by using a social media system which or this higher order thinking ability can be applied with a brain science system which is very influential in the world of education, 14 people out of 30 answered well because the effectiveness of a lesson was influenced by

how the mindset of the teacher and students themselves, and there were 2 people who answered quite well because indeed the use of social media with the use of Social Media as a learning media is good and increases student understanding but there are some problems in the application and how to learn social media and social media for teachers or students who have not learned at all learning and this system for the beginning of learning, and from 30 people in the survey no one answered less well and not well So it can be concluded that with the existence of social media. in social media-based Islamic cultural history learning is able to make interactive learning.

Based on the results of the diagram above, it is known that social media can be a system that supports learning where out of 30 people surveyed, 20 people answered well, this is because with this social media, an educator will easily understand the attitude of children's abilities and children's skills which can be developed then with this neuroscience will find out how a person thinks. As well as 7 people out of 30 answered very well this is because this neuroscience is a system that studies humans as a whole or comprehensive learning about the capabilities of the human brain so that it can be ascertained that social media can be a system that supports in any subject including Islamic cultural history where this learning is related to brain abilities that require the ability to remember and memorize lessons. Other survey results, namely with a fairly good answer with survey results 2 people out of 30 people consider neuroscience to be quite supportive in learning the history of Islamic culture due to their lack of knowledge or lack of expertise in the neuroscience system taught in learning the history of Islamic culture and no one answered not well, this proves that social media is able to become a system that supports learning including learning the history of Islamic culture.

Is learning Islamic cultural history very well connected with social media

A bar chart showing survey responses:
- Sangat Baik: 8
- Baik: 17
- Cukup Baik: 3
- Kurang Baik: 0
- Tidak Baik: 0

Based on the results of the respondents in the diagram above, we can see that out of 30 people in the survey gave views related to learning Islamic cultural history very well connected with many who chose that social media is well connected in learning where the survey results found that there were 18 people answered well, This is because judging from the name of the subject alone, it looks very related, which is in learning Islamic cultural history which really requires brain science to understand the material provided 8 people out of 30 who answered very well on the answer whether learning is very well connected to the social media system with many who chose that social media is connected to learning because social media is brain and nerve science which will be very related to memorization, memory and the ability of students to understand learning, including learning that requires the ability to remember to say back and memorize material that requires strong memory as well as the old ones, of which there were 4 people and 30 people answered quite well, and for answers less good and not good no one answered for that option, so this proves that learning cultural history is indeed well connected to the social media system which discusses brain and neuroscience which is needed in all learning including history. The use of social media can make it easier in the learning process. through social media, students can actively be more creative and independent so that the quality of lessons can increase both in terms of knowledge and quality. so that social media for learning is not only limited in terms of learning materials. we can divide it into 3 useful parts, namely for infrastructure, information and a tool for producing to distribute media content itself.

Social media can really play a role in the world of education. this can certainly be seen from the increasing number of methods developed in the world of education and many have utilized learning media taken from social media. the application of social media for learning can further trigger the quality of learning when utilized as much as possible. however, that does not mean that social media does not have a negative side. if there is no control in its use and not filtering information, it can even cause errors in the learning process.

CONCLUSION

Social media, also known as social networking, has captured the attention of Indonesian society, especially teenagers. Social media is considered to be a place for works, opinions and responses, and even a medium to express the situation that occurs. The government itself has regulated social media users in article 27 paragraph 3 of the ITE Law (electronic information and transaction law) which regulates information and electronic transactions and regulates prohibited acts. However, teenagers' behavior is still often contrary to these laws, the proof is that social media is used by teenagers to spread gossip / slander, defame people, and bully others. verbal aggression behavior is a behavior carried out by teenagers on social media by writing discourse / opinions uploaded on social media such as hurting, insulting, bullying, spreading gossip, slandering. Meanwhile, self-concept is a comprehensive view of himself, which includes the abilities he has, the feelings he experiences, his physical condition and his immediate environment.

Social media in education is the process of using media in teaching and learning systems and methods that prioritize social interaction in it. social media in education has become a form of reciprocity whose results, both positive and negative, continue to grow widely. in this era of globalization, almost all aspects of life are undergoing rapid changes. The development of science and technology (IPTEK) is very influential on every aspect of human life ranging from lifestyle, interaction specifically in the world of education, social relations, etc. the development of technology makes a series of humans prefer different or unique things so that humans sometimes prefer their interactions in cyberspace. the rapid development of technology fosters new innovations that are more tantalizing to humans. We as people who have reason and mind, we must be able to sort out which ones are beneficial to us and according to our needs, not making us fall into negative things. but must be able to use the technology properly, so that its utilization is really under control.

In the world of education, the use of technology in the field of internet is widely utilized in learning activities. Because the internet is able to communicate information between computer networks separated by distance and time, it is often used in distance learning activities. In the internet, there are many facilities that can be used as a means of learning, such as: websites, blogs, facebook, youtube, and others. therefore in this paper we will discuss the usefulness of various social networks that can be utilized as learning media and learning facilities. data collection to reveal the two variables above uses a self-concept scale and verbal aggression which is compiled using a theoretical approach. This study was conducted to determine the relationship between self-concept and verbal aggression in adolescent social media users. from the results of the research and analysis above, it can be concluded that there is a correlation or negative relationship between self-concept and verbal aggression in adolescent social media users. the existence of a negative relationship indicates that the higher the self-concept, the lower the verbal aggression, and vice versa, the lower the self-concept, the higher the verbal aggression. adolescents who have a low self-concept certainly have a higher level of verbal aggression. Teenagers who have a low self-concept certainly have dissatisfaction with themselves, so that it will affect the way they view the things they see or read on social media, because this self-

contentment is what causes teenagers to vent on social media by giving negative responses.

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