



WISE INTERNET USE

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Abstract

Wise internet use is an important issue in today's digital age, where almost everyone, including children and adults, are connected through social media. Social media, which includes platforms such as Facebook, Twitter and Instagram, allows users to share, communicate and create content. However, this rapid development also brings negative impacts, such as the spread of false information (hoaxes) and misuse of personal data. This research aims to educate high school students about the wise use of social media through an extension program at SMA Negeri 16 Padang City. The methods used were lectures and hands-on practice using information technology tools. The results of this program showed that the education provided succeeded in increasing students' awareness of the importance of wise use of social media as well as their ability to filter the information received. The conclusion of this study confirms the need for continuous education on digital literacy to minimize the negative impact of social media among adolescents.

Keywords: *wise internet use, social media, digital literacy, hoax, youth education*

1. INTRODUCTION

Talking about social media nowadays is already familiar. Almost everyone uses it, whether children or adults, either for business or limited communication with friends. Social media is an online medium where users can easily participate, share, and create content, including blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common forms of social media used by people around the world. Andreas Kaplan and Michael Haenlein define social media as "a group of Internet-based applications built on the ideology and technology of Web 2.0 that enable the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010). Social media is an application that has a function to socialize with many people in cyberspace. Various features can be used, such as sharing words, photos, videos, and even news links that come from a website.

The rapid development of social media is now because everyone seems to have their media. A user can use social media with an internet network even with slow access, without high costs, without expensive tools and done alone without employees. Social media users can freely edit, add, and modify text, images, videos, graphics, and other content models. In addition to the speed of information that can be accessed in seconds, being yourself on social media is why social media is growing rapidly. There is a desire for self-actualization and the need to create personal branding. The development of social media is rapid, and this can be seen from the large number of members that each of these social networking sites has. The following table shows the number of members of each site:

Table 1. Number of Members of Each Social Media

No.	Site Name	Number of Members
1.	Facebook	2.96 billion
2.	Instagram	1.39 billion
3.	TikTok	1.2 billion
4.	Twitter	368 million
5.	LinkedIn	875 million

Sumber: (Statista, 2023)

This phenomenon makes researchers feel called to serve the community by counselling students. This mandate is regulated in the Law of the Republic of Indonesia Number 20 of 2003

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concerning the National Education System; Article 20, paragraph 2 states that "Higher Education is obliged to organize education, research, and community service". Article 24, paragraph 2 states, "Universities have autonomy to manage their own institutions as centers for higher education, scientific research, and community service". Community service was carried out in Kuranji District, Padang City, West Sumatra, precisely at the State Senior High School (SMA) 16. The school is located on Jalan Bukit Napa No.1, Kuranji, Kuranji District, Padang City, West Sumatra 25157, and has a total of 743 students. The target of this service is to introduce and practice social media use properly among students. It aims to educate high school students to be wise in using existing social media. In addition, it teaches them not to spread news that is not true (Hoax).

2. LITERATURE REVIEW

2.1 Psychological Well-being and Internet Use

Research indicates that internet use can have both positive and negative impacts on psychological well-being. For instance, studies have found that moderate internet use can enhance happiness and life satisfaction by providing social support and facilitating meaningful interactions (Valkenburg & Peter, 2007; Oh et al., 2014). However, excessive use, particularly on social media, is linked to negative outcomes such as loneliness, anxiety, and depression (Kraut et al., 1998; Ostovar et al., 2016).

2.2 Social Relationships and Internet Use

The internet plays a significant role in shaping social relationships. It offers a platform for maintaining existing relationships and forming new ones. Positive social interactions online can contribute to a sense of community and social support, which are crucial for well-being (Valkenburg & Peter, 2007; Oh et al., 2014). However, the quality of these interactions is critical; superficial or negative interactions can exacerbate feelings of loneliness and social isolation (Nowland et al., 2018).

2.3 Personal Productivity and Internet Use

Wise internet use also involves balancing online activities with offline responsibilities. The concept of internet addiction highlights the potential for internet use to interfere with daily life, leading to reduced productivity and negative psychosocial outcomes (Gross, 2004; Kim & Lee, 2011). Strategies for promoting wise use include setting boundaries, prioritizing offline activities, and using digital tools mindfully to enhance rather than detract from personal and professional goals.

2.4 Educational and Developmental Impacts

In educational settings, the internet serves as a valuable resource for learning and development. It facilitates access to information and collaborative learning opportunities (Kraut et al., 2002). However, it also requires critical evaluation skills to discern credible sources and avoid misinformation (Frison & Eggermont, 2015).

3. IMPLEMENTATION METHOD

The participants of this counselling activity were SMA Negeri 16 Padang City students. The equipment and tools needed in this activity are: 1. Computer / Laptop / Notebook 2. Material 3. Infocus 4. Internet 5. Speaker / Loudspeaker 6. Table 7. Chair. This training is implemented in 1 day, May 24, 2024, which starts from 08.00 - 12.00. The schedule of activities is as follows:

Table 2. Schedule of the training program

No.	Service Activities	Activity Hours
1.	Opening of the Training Event by the Principal	08:00 am – 08:15 am
2.	Activity Implementation	08.15 am – 12.00 pm
3.	Closing	12.00 pm

The training was conducted using lectures and practical methods with the following details:



1. Training venue preparation: The training will be held at SMA N 16 Padang.
2. Preparation of Materials and Training.
3. Module Printing.
4. Planning and Determination of Training Schedule
Planning and determining the schedule are completed based on the schedule of activities.
5. Training Implementation Phase
Training is conducted using tutorial methods and hands-on practice.

4. RESULTS AND DISCUSSION

The findings of this study underscore the importance of balanced and thoughtful internet use, which can enhance well-being and productivity. The educational program's success, evaluated through participant responses and skills enhancement, further supports the need for such initiatives.

1. Positive Participant Feedback

The program received very positive feedback from the participants. They appreciated the strategies and practical tools provided to effectively manage internet usage, leading to a better balance between online and offline activities.

2. Social Media Skills Enhancement

The participants showed significant improvements in their social media skills. They reported better equipped to engage in meaningful online interactions, manage time effectively, and utilize social media for constructive purposes. This aligns with findings that emphasize the role of quality interactions in enhancing social well-being (Valkenburg & Peter, 2007; Nowland et al., 2018). In addition, this work aims to evaluate the relationship between internet use and its impact on psychosocial outcomes, specifically psychological well-being, social relationships, and personal productivity.

1. Psychological Wellbeing

Moderate internet use has increased happiness and life satisfaction, supported by meaningful online interactions (Valkenburg & Peter, 2007; Oh et al., 2014). In addition, excessive use, especially on social media, is correlated with increased loneliness, anxiety, and depression (Kraut et al., 1998; Ostovar et al., 2016).

2. Social Relationships

The quality of online interactions significantly affects social well-being. Positive interactions foster a sense of community and social support, while negative or superficial interactions lead to increased feelings of loneliness (Nowland et al., 2018). Participants reported improved skills in managing and engaging in online social interactions, indicating the program's effectiveness in improving their ability to foster meaningful relationships.

3. Personal Productivity

A negative correlation was found between excessive internet use and personal productivity. Participants who spent more time online for non-work activities reported decreased productivity and higher stress levels (Gross, 2004; Kraut et al., 1998). The service participants showed improved skills in managing their internet usage, balancing online activities with offline responsibilities, and contributing to better productivity.

4. Education Impact

The Internet facilitates access to educational resources and collaborative learning, improving educational outcomes (Kraut et al., 2002). The need for critical evaluation of online information

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was highlighted, with participants showing improved skills in distinguishing credible sources (Frison & Eggermont, 2015).

5. CONCLUSION

This study highlights the dual-edged nature of internet use, where balanced and mindful engagement can enhance well-being and productivity, while excessive use poses significant risks. The educational program's success, marked by positive participant feedback and improved social media skills, underscores the importance of such interventions in promoting wise internet use. Future research should continue exploring strategies to enhance the benefits of internet use while mitigating its risks.

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