



Social Media Analysis as a Model for Internalizing Character Values Learners (Study at UPT SDI Karumpa Barat No. 105 Kep. Selayar)

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ABSTRACT

This study aims to analyze the moral values of social media use, the model of internalization of character values, as well as the obstacles and challenges of utilizing social media as a vehicle for character formation of students at UPT SDI Karumpa Barat No. 105 Kepulauan Selayar. This study uses a qualitative research type with an ethnomethodological approach. Data collection techniques are carried out through interviews, observations, and documentation with key informants of students as well as key informants of teachers and principals. Data analysis uses the Miles and Huberman model through data reduction, data presentation, and drawing conclusions, while data validity testing is carried out through triangulation of sources, techniques, and time. The results of the study show that the moral values of social media use of students are reflected through digital courtesy, social empathy, responsibility, cooperation, and digital communication ethics. The process of internalization of character values takes place through digital role models of teachers, moral communication habits, value reinforcement, and digital social interactions of students. Obstacles and challenges of the study include low digital literacy of students, limited monitoring of digital activities, maintaining consistency of character behavior, and creating a positive and sustainable school digital culture.

Keywords: *Social Media, Character Education, Internalization of Values, Students, Ethnomethodology.*

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INTRODUCTION

The learning ecosystem and the socialization of values are inseparable from children's lives, even in elementary school, influencing how they construct their daily moral and social identities (UNESCO, 2023). Global education reports emphasize that technology must serve the interests of students and not replace human interaction, so social media integration needs to be directed towards strengthening character dimensions (UNESCO, 2023). Digital citizenship guidelines emphasize ethical competence, empathy, responsibility, and participation as key learning outcomes in the digital space (UNESCO, 2024). This perspective is relevant for elementary education because children are in the phase of forming value habits through modeling and online social reinforcement. Thus, social media can be positioned as a pedagogical vehicle for internalizing values—not simply an entertainment channel (UNESCO, 2023; UNESCO, 2024).

This global perspective intersects with the national policy on the Pancasila Student Profile, which demands the character of faith, mutual cooperation, critical thinking, and global diversity, which can be strengthened through digital context-based projects and practices (Ministry of Education, Culture, Research, and Technology, 2022). The integration of values into project-based learning experiences enables the use of social media platforms for collaborative practices, ethical reflection, and the presentation of meaningful work. At the practical level, national digital literacy continues to be rolled out so that citizens, including students and teachers, have ethical and safe skills in the digital space (Ministry of Communication and Information, 2023). The convergence of global currents and national policies opens up opportunities to design contextual models of value internalization in social media. With this framework, this thesis positions social media as a pedagogical model, not just a tool, focusing on the design, process, and impact of character (Ministry of Education, Culture, Research, and Technology, 2022; Ministry of Communication and Information, 2023).

On the one hand, research shows that social media has the potential to support learning communication and character building if guided by clear design and norms (Kristanti, 2025). On the other hand, uncontrolled use raises risks such as mis/disinformation, cyberbullying, consumption of shallow content, and decreased self-control (Arifin, 2025). This gap indicates a lack of solid pedagogical design to direct social media practices toward character-building goals. Global recommendations reiterate the importance of maintaining human interaction and protecting learners when using technology (UNESCO, 2023). Therefore, the main challenge is not the media itself, but rather a systemic, measurable, and contextual model of value internalization (UNESCO, 2023; Arifin, 2025).

At the policy level, the national digital literacy movement has reached millions of citizens, but elementary schools still need operational tools that connect digital literacy with character internalization in the classroom and project activities (Kominfo, 2023). The Pancasila Student Profile Strengthening Project (P5) guidelines provide a foundation, but adaptation to social media practices in elementary schools has not been widely and systematically documented. This implementation gap is evident in the variability of teacher understanding, limited facilities, and the lack of guidelines for digital practice-based character assessment (Unpas, 2025). Consequently, there is a need for applied research that formulates models, steps, and indicators for value internalization through social media in the elementary school context. This is the scientific contribution that this thesis aims to address (Kominfo, 2023; Kemendikbudristek, 2022; Unpas, 2025).

UPT SDI Karumpa Barat No. 105 (Selayar Islands) is located in an island ecosystem that faces limited access, but at the same time, the penetration of gadgets and social platforms among young families is relatively high—creating a paradox of both opportunity and risk for children's character development (UNESCO, 2023). In daily practice, students' interactions with social media have the potential to become an arena for modeling values: polite commenting, virtual empathy, collaborative assignments, and information literacy. However, without learning design and supervision, these practices easily shift into passive consumption and unethical behavior. Elementary school teachers urgently need a framework that guides online activities towards the values of the Pancasila Student Profile in a structured manner. Therefore, the island school context provides a natural laboratory for designing an adaptive, simple, and replicable model.

Recent Indonesian studies indicate that the internalization of values in elementary schools can be accelerated through consistent programs, teacher role models, and habit-based activities that measure behavioral outcomes (Fadila, 2025). In some schools, character initiatives succeed when routines, role models, and social reinforcement are in place—variables that can also be translated into classroom social media practices. This evidence reinforces the urgency of testing model variants that link social media activities (uploading work, reflective journals, and commenting ethics) with character indicators. Using the UPT SDI Karumpa Barat No. 105 as the location, this study captures real-world conditions while

developing a contextualized prototype. Thus, the findings have the potential to provide relevant empirical evidence for other elementary schools in the archipelago.

The main issue raised is how to design and implement social media as a model for internalizing character values, not simply as a communication tool for elementary school students. At the teacher level, operational guidelines are not yet available that map the steps, roles, content, and ethics of social media use that directly lead to character indicators. At the student level, social media practices are often not framed by character goals, resulting in sporadic and difficult-to-measure results (Arifin, 2025). At the school level, integration with P5 has not yet targeted a digital activity-based character assessment mechanism (Kemendikbudristek, 2022). Therefore, the focus of this research is to formulate and validate a social media-based value internalization model that is operational, measurable, and appropriate for the context of island elementary schools (Kemendikbudristek, 2022; Arifin, 2025).

A sub-issue that also emerged was how teachers mediate digital risks while maximizing collaborative and reflective opportunities on social platforms. The literature touts the benefits of social media for learning communication, but also underscores the potential negative impacts on character if left unsupervised (Kristanti, 2025; Siswoyo, 2024). The absence of clear behavioral indicators makes it difficult for schools to assess the internalization of values from students' online activities. Furthermore, crucial parental collaboration in island communities has not been integrated into the design of school social media activities. This research therefore needs to link the activity design, the role of actors, and character assessment indicators into a coherent model (Kristanti, 2025; Siswoyo, 2024).

The general objective of this research is to develop a model for internalizing students' character values based on social media use at UPT SDI Karumpa Barat No. 105 (Selayar Islands). Specific objectives include: (a) mapping actual practices of social media use by teachers and students; (b) designing a prototype model (activity flow, roles, content, ethics, and indicators); (c) implementing and evaluating the achievement of character indicators; and (d) developing recommendations for integration with P5. The formulation of these objectives aligns with the mandate of the Pancasila Student Profile policy and the national digital literacy agenda (Kemendikbudristek, 2022; Kominfo, 2023). With these objectives, the research is expected to produce a package of good practices that are realistic for the island context. Its scientific impact is to provide empirical evidence regarding how social media works as a model for character internalization, not simply whether it is beneficial.

The theoretical benefit is to enrich the study of character education in the digital era by linking the theory of value internalization to social media practices at the elementary school level through a retestable operational design (UNESCO, 2024; Fadila, 2025). Practical benefits for schools: the availability of simple modules for teachers (comment ethics rubrics, reflective journals, collaborative assignments) that align with P5. Policy benefits: providing concrete input for the implementation of digital literacy programs so that they do not stop at counseling, but penetrate measurable classroom practices (Kominfo, 2023). Social benefits: strengthening the family-school ecosystem in guiding children in the digital space, especially in island regions. Thus, this research has mutually reinforcing theoretical, practical, policy, and social relevance (UNESCO, 2024; Kominfo, 2023; Fadila, 2025).

METHOD

This study uses a qualitative approach because the focus of the study is directed at an in-depth understanding of the meaning, processes, and social dynamics experienced by the research subjects. With this approach, social reality is not viewed as a stand-alone objective fact, but as a construction of meaning built through social interaction. Therefore, qualitative research is considered most appropriate to answer the problem formulation that is oriented towards analyzing changes in social cohesion patterns, rather than measuring cause-and-

effect relationships statistically (Creswell & Poth, 2018). The approach used in this study is ethnomethodology, a qualitative approach that focuses on how members of social groups practically produce and maintain social order through everyday interactions. Ethnomethodology views social reality as the result of practical actions and methods carried out repeatedly by individuals in certain social contexts. In recent studies, ethnomethodology is understood as an approach that examines how social structures emerge from concrete and empirically observable interaction practices (Lynch, 2020; Maynard & Clayman, 2021). Thus, this approach emphasizes the analysis of real social actions, not merely inner experiences or subjective perceptions. Data collection in this study was carried out in stages and sequentially, with the aim of obtaining in-depth, contextual data, and representing students' social experiences related to social cohesion patterns in the school environment (Guest, G., Namey, E., & Saldaña, J. 2014) Data analysis in this study was carried out continuously and simultaneously from the data collection process to the conclusion drawing stage. This approach allows researchers to understand the meaning of students' social experiences in depth and capture the dynamics of changes in social cohesion patterns as a whole. (Miles, MB, Huberman, AM, & Saldaña, J. (2014).

RESULT AND DISCUSSION

Moral values of social media use by students at UPT SDI Karumpa Barat No. 105.

a. Digital Courtesy Values, Empathy Values and Social Concern

Research findings indicate that the use of social media at UPT SDI Karumpa Barat No. 105 has developed into a social space that shapes students' communication ethics and social behavior. Social media is no longer merely used as a learning communication tool, but has become part of students' daily social practices in building interpersonal relationships with teachers and peers. Through routine digital communication activities, students begin to understand the importance of using polite language, respecting others, and demonstrating social awareness in their digital interactions. This condition shows that the school's digital space has formed new communication norms that influence students' moral behavior. In the context of character education, this phenomenon shows that social media can function as a moral learning vehicle that is contextual and close to students' social lives. Thus, the formation of students' character does not only take place in formal classrooms, but also develops through everyday digital social interaction experiences.

These findings are relevant to Character Education Theory, which emphasizes that character formation occurs through repeated moral habituation and social experiences. Lickona explains that character education encompasses three main dimensions: moral knowing, moral feeling, and moral action, which are interrelated in shaping individual behavior (Lickona, 1991 in Wahyuni, 2023). In this study, students not only understood the importance of digital manners conceptually but also practiced them directly in everyday social media communication. The habit of using polite language, respecting the opinions of friends, and showing concern for friends experiencing difficulties indicates that moral values have moved from the knowledge stage to concrete social action. This demonstrates that social media can become a space for the actualization of character values when educationally guided by teachers and the school environment. In other words, routine digital communication practices have become part of the process of forming the social character of elementary school students.

Furthermore, the findings of this study align with Albert Bandura's Social Learning Theory, which explains that individual behavior is formed through observation, imitation, and modeling of the surrounding social environment. Bandura emphasized that children learn by observing the behavior of models considered important in their social lives (Bandura, 1977 in Boiliu, 2022). In the context of this study, teachers serve as role models who significantly influence students' digital communication patterns. Teachers' consistent use of polite language, respect for students, and adherence to ethical communication practices in

WhatsApp groups are indirectly observed and imitated by students in their daily social media activities. This process demonstrates that the internalization of digital manners does not occur solely through formal instruction but develops through the practice of social modeling by teachers in the digital space. Thus, social media becomes an observational space where students learn to develop moral behavior through the social interactions they experience directly.

Findings regarding the development of empathy and social awareness in students also demonstrate the existence of social practices naturally produced in everyday digital interactions. In an ethnomethodological approach, social order is formed through routine interaction practices carried out by group members in everyday life (Heritage, 2023). The results of this study also support Kristanti's (2025) research, which explains that social media can shape students' social behavior and communication ethics when used in a targeted manner in educational settings. This research shows that teacher-guided digital interactions

From the perspective of Value Integration Theory in Digital Education, this study's findings demonstrate that moral values can be effectively integrated through digital communication activities that are closely related to students' lives. Modern digital education emphasizes that technology cannot be separated from the moral and social dimensions of the learning process (Qowim, 2024). In this study, teachers not only used social media to convey learning materials but also used it as a means to build a culture of polite and socially conscious communication. This value integration was evident in the way teachers accustomed themselves to greetings, using polite language, respecting the opinions of peers, and strengthening a spirit of mutual assistance in daily digital activities. These practices demonstrate that character formation in the digital era requires the integration of technology, teacher role models, and social habits in students' digital communication activities. Thus, social media functions not only as a technological medium but also as a pedagogical space that supports the internalization of character values in elementary school students.

b. Values of Responsibility and Values of Cooperation

Research findings indicate that the use of social media in learning at UPT SDI Karumpa Barat No. 105 contributes to the development of students' sense of responsibility and cooperation through daily digital communication activities. The use of WhatsApp learning groups has helped students become accustomed to responding to teacher instructions, submitting assignments on time, and engaging in learning activities with their peers.

These findings are relevant to Character Education Theory, which explains that character is not formed through mere theoretical delivery, but through the consistent practice of moral behavior in everyday life. Lickona emphasized that character formation must involve concrete actions so that students can directly experience the practice of moral values in their social lives (Lickona, 1991 in Azizah, 2023). In this study, the value of responsibility developed through students' habits of following digital learning rules, completing assignments, and maintaining commitments in school social media activities. Meanwhile, the value of cooperation emerged when students helped each other understand the material, shared assignment information, and worked together in digital group activities. This process demonstrates that social media has become a space for moral habituation that allows students to directly practice character values in their digital social activities. In other words, student character formation takes place through the real experiences they have in everyday digital communication.

Furthermore, the results of this study align with Albert Bandura's Social Learning Theory, which emphasizes that individual behavior develops through observation of the social environment and experiences of interacting with others. Bandura explains that the social learning process occurs through observation, imitation, and social reinforcement received by individuals from their environment (Bandura, 1977 in Ihsan, 2022). In the context of this study, students learn responsibility and cooperation because they see these practices being carried out and continuously reinforced by their teachers and peers in social media learning activities. When students see their peers actively submitting assignments or helping other

group members, these behaviors indirectly become social models that influence other students. This indicates that social media has become an observational space where students learn positive social behavior through everyday digital interaction experiences. Thus, the social learning process in the digital space plays a significant role in shaping the values of responsibility and cooperation in elementary school students.

From an ethnomethodological perspective, the values of responsibility and cooperation that develop in social media activities are the result of social practices repeatedly produced by group members in their daily lives. Garfinkel explains that social order is built through routine actions carried out by individuals in their social interactions (Garfinkel in Heritage, 2023). In this study, activities such as reminding each other about assignments, helping friends understand learning, and collaborating on group assignments are forms of social practices that are continuously reproduced in students' digital lives.

The results of this study also support Siswoyo's (2024) research, which explains that the use of social media in learning can increase social engagement and student collaboration when guided educationally by teachers. This research shows that group-based digital communication can foster a sense of collective responsibility and strengthen social relationships among students during the learning process. The findings of this study even show that in the elementary school context, social media not only helps students complete academic assignments but also builds social awareness regarding the importance of mutual assistance and appreciating the contributions of peers in learning groups. This condition indicates that social media has great potential in fostering a collaborative culture when used positively and purposefully in elementary education environments. Thus, the use of social media in learning should not be viewed solely as a technological tool, but also as a medium for developing students' social character.

From the perspective of the Value Integration Theory in Digital Education, this study's findings demonstrate that digital learning activities can be an effective means of integrating the values of responsibility and cooperation into students' lives. Modern digital education emphasizes the use of technology in a humanistic manner and is directed toward strengthening students' social values (Qowim, 2024).

c. Values of Honesty and Digital Ethics

Research findings indicate that the use of social media in learning activities at UPT SDI Karumpa Barat No. 105 contributes to the development of students' values of honesty and digital ethics in their social lives. Digital communication activities conducted through the learning WhatsApp group have led students to begin to understand that the digital space has moral norms and rules that must be respected together. In daily practice, students are becoming accustomed to using correct identities, conveying information honestly, and maintaining communication behavior so as not to harm others. This situation shows that social media is not only a communication technology space, but also a socio-moral space that shapes students' ethical awareness in using digital media. These values of honesty and digital ethics develop through routine interactions between students with teachers and their peers in daily learning activities. Thus, social media has become part of students' social experiences in understanding the moral boundaries of digital technology use.

These findings are relevant to Character Education Theory, which explains that moral education should be directed at shaping concrete behavior through experience and social conditioning. Lickona explains that good character is reflected through an individual's ability to understand moral values, feel their importance, and apply them in everyday actions (Lickona, 1991 in Fauziah, 2023). In this study, students not only learned that using rude language or spreading false information is bad behavior, but they also began to demonstrate more ethical communication behavior in their use of social media for learning. The attitude of using polite language, maintaining good communication, and avoiding the spread of false information indicates that moral values have been practiced in students' digital lives. This process demonstrates that social media can be a means of actualizing character education when directed positively by teachers and the school environment. Thus, the formation of

values of honesty and digital ethics occurs through continuous social conditioning in students' digital communication activities.

Furthermore, the results of this study support Albert Bandura's Social Learning Theory, which emphasizes that individual social behavior develops through observation of the environment and social figures considered important. Bandura explained that individuals learn by observing the behavior of models, then imitate that behavior if it is deemed positive or receives social reinforcement (Bandura, 1977 in Nurhayati, 2022). In the context of this study, teachers act as digital models, providing examples of ethical and responsible social media use to students. The teachers' use of polite language, avoiding the spread of negative information, and maintaining ethical communication within learning groups are behaviors observed and imitated by students in their daily digital activities. This indicates that the internalization of digital ethical values does not occur solely through moral lectures, but develops through a process of social modeling in routine digital interactions. Thus, social media becomes an observational space where students learn to develop moral behavior through digital social interaction experiences.

From an ethnomethodological perspective, the digital ethics and honesty developed among students represent a form of social order produced through everyday communication practices within the school's digital space. Garfinkel explains that individuals construct and maintain social reality through routine actions considered normal in everyday life (Garfinkel in Heritage, 2023). In this study, students' habits of using polite language, refraining from spreading false information, and maintaining good behavior when interacting on social media demonstrate the existence of digital social norms shared by group members. These norms are not simply derived from written rules but are formed through the ongoing experiences of interactions between teachers and students in social media learning activities. This situation demonstrates that digital ethics is a social construct constructed collectively through everyday digital communication practices within the school environment.

The results of this study also support Nurwiati's (2024) research, which explains that character education in the digital era needs to be directed at developing ethical awareness of social media use in students from elementary school age. The study shows that students who are accustomed to using social media educationally tend to have a better awareness of digital communication ethics and social responsibility in technology use. The findings of this study indicate that this moral awareness develops through actual practices carried out by students in everyday digital communication, not simply through formal school rules. This condition indicates that social media has great potential in shaping students' moral awareness when used in an educational environment that supports the habituation of positive values. Thus, digital character education needs to be understood as an important part of the modern educational process that is relevant to the social lives of students today.

From the perspective of the Value Integration Theory in Digital Education, the findings of this study demonstrate that the integration of moral values in the use of digital technology is an essential part of modern-day learning. Digital education is not merely oriented towards technical skills in using social media, but must also build ethical awareness and moral responsibility in students in the digital space (Qowim, 2024). In this study, teachers not only utilize social media to convey learning information but also integrate digital ethical values through the habit of polite communication, strengthening honesty, and monitoring students' digital behavior. This practice demonstrates that social media can be an effective pedagogical space in shaping students' moral character when accompanied by consistent guidance. Thus, the integration of character values in digital education is a crucial need in facing the development of technology and modern communication culture among elementary school students.

Model and Process of Internalization of Character Values that Occur Through Social Media Activities Among Elementary School Students.

d. Digital Teacher Exemplary Model and Character Value Habituation

Research findings indicate that the process of internalizing character values through social media at UPT SDI Karumpa Barat No. 105 takes place through teachers' digital role models and the instilling of positive behavior in daily digital communication activities. Teachers not only function as conveyors of learning information, but also act as digital moral figures who demonstrate how social media is used politely, responsibly, and with respect for others. In learning WhatsApp group activities, students continuously observe teachers' communication patterns using polite language, providing respectful responses to students, and maintaining communication ethics in the digital space. These conditions cause students to slowly adapt their communication behavior to the patterns exemplified by teachers. This situation shows that social media has developed into a pedagogical space where moral role models are directly practiced in students' digital lives. Thus, the process of internalizing character values does not occur solely through formal lectures, but develops through the digital social practices experienced by students every day.

These findings are relevant to Character Education Theory, which asserts that character formation occurs through role models and the practice of moral behavior in everyday life. Lickona explains that effective character education must provide real-life moral experiences so that students not only understand values cognitively but also practice them in social actions (Lickona, 1991 in Prasetyo, 2023). In this study, the practice of polite communication on social media, the use of greetings, respect for friends' opinions, and respect for teachers demonstrate that character values are produced through repeated digital social experiences. These practices demonstrate that social media can be a means of character formation when used in a targeted manner and accompanied by moral practice by teachers. In other words, character values develop not only through theoretical knowledge but also through the communication habits practiced by students in their daily social media activities. This suggests that digital habits play a significant role in shaping the character culture of elementary school students.

Furthermore, the results of this study align with Albert Bandura's Social Learning Theory, which emphasizes that individuals learn through observing the behavior of social models in their environment. Bandura explained that children tend to imitate the behavior observed from figures perceived as influential and authoritative in their lives (Bandura, 1977 in Hidayat, 2022). From an ethnomethodological perspective, the digital role models and character value instillation observed in this study demonstrate the process of establishing social order through everyday interaction practices. Garfinkel explains that social reality is constructed through routine actions carried out by individuals in their social lives and is collectively understood as normal behavior (Garfinkel in Heritage, 2023). In this study, the practice of using polite language, greetings, respecting teachers, and maintaining ethical communication habits on social media are forms of social order produced collectively by teachers and students in the digital life of the school. These practices then develop into a digital communication culture that is shared by members of the learning group. Thus, the formation of students' character does not only occur through formal school rules, but through digital social practices that are continuously reproduced in daily communication activities.

The results of this study also support Nurwiati's (2024) research, which explains that teacher role models in digital spaces have a significant influence on the formation of students' character in the modern technological era. The study shows that students tend to imitate the communication patterns and digital behaviors demonstrated by teachers in online learning activities. The findings of this study even show that in the context of elementary schools in the island region, teachers' digital role models are the primary mechanism in developing students' communication ethics and social behavior in learning social media. This condition shows that social media is not only a means of communication technology, but has developed into a social space where character values are practiced and passed down through daily interactions. Thus, the success of students' digital character formation is greatly influenced by the quality of social role models displayed by teachers in the school's social media space.

From the perspective of Value Integration Theory in Digital Education, this research finding demonstrates that digital technology needs to be integrated with moral values and

social habits in the learning process. Modern digital education emphasizes that technology use should not be solely technically oriented but should also be directed toward developing students' character (Qowim, 2024).

e. Education Model and Moral Strengthening

Research findings indicate that the process of internalizing character values through social media at UPT SDI Karumpa Barat No. 105 takes place not only through role models and habituation, but also through educational models and moral reinforcement carried out by teachers in daily digital communication activities. Teachers utilize social media as a space to provide advice, motivation, digital ethics reminders, and reinforce positive behavior to students. In learning WhatsApp group activities, teachers actively insert moral messages related to politeness, discipline, responsibility, and mutual respect among students. These activities demonstrate that social media has developed into a character education space that allows teachers to carry out moral development in a more flexible and contextual manner. Thus, character learning does not only take place in formal classrooms, but also extends into digital spaces close to students' daily social lives.

These findings are relevant to Character Education Theory, which explains that moral education must be carried out consciously through a process of guidance, value reinforcement, and the formation of social habits in students. Lickona explains that character education requires continuous moral reinforcement so that students are able to develop ethical awareness in everyday life (Lickona, 1991 in Rahmawati, 2023). In this study, teachers not only delivered academic learning materials but also actively reinforced students' moral behavior through daily digital communication. This moral reinforcement was evident when teachers gave appreciation to students who used polite language, reminded students to respect their peers, and provided motivation for students to use social media positively. This process shows that character education in social media takes place through moral guidance carried out contextually in students' digital lives. Thus, social media has become an educational tool that supports the continuous strengthening of students' character.

Furthermore, the results of this study align with Albert Bandura's Social Learning Theory, which emphasizes the importance of reinforcement or social reinforcement in shaping individual behavior. Bandura explained that behavior is more easily maintained when individuals receive positive reinforcement from their social environment (Bandura, 1977 in Suryani, 2022). In the context of this study, teachers provided moral reinforcement through praise, motivation, and positive responses to students' positive behavior in social media learning activities. When students demonstrated polite communication or helped their peers in digital learning, teachers provided appreciation, leading to students tending to repeat these behaviors. This reinforcement process demonstrates that internalization of character values occurs through digital social interactions involving observation, social responses, and reinforcement of positive behavior. Thus, social media serves as a social learning space that enables students to develop moral behavior through direct interaction experiences.

From an ethnomethodological perspective, teachers' moral reinforcement through social media demonstrates a social practice that gradually shapes communication norms and moral order in students' digital lives. Garfinkel explains that social order is built through routine actions and everyday communication practices that are shared by members of a social group (Garfinkel in Heritage, 2023). In this study, teachers' activities of providing advice, reminding students about communication ethics, and guiding students' behavior on social media are social practices that are continuously reproduced in the digital life of schools. These practices then shape a shared understanding of what is considered good and appropriate behavior in the social media learning space. Thus, the moral reinforcement in this study is not merely instructional but also part of the social communication culture that develops in the digital lives of elementary school students.

The results of this study also support Kristanti's (2025) research, which explains that social media can be used as a means of strengthening students' character if used

educationally and accompanied by moral guidance by teachers. The study shows that reinforcing positive behavior in digital communication can increase social awareness and ethical use of social media in students. The findings of this study even show that moral strengthening through social media is more effective because it is carried out in a communication space close to students' daily activities. This condition makes it easier for students to understand and apply moral values because they directly experience digital communication practices oriented towards character building. Thus, social media in the context of basic education has great potential to become a more contextual moral development space compared to character learning approaches that are only theoretical. From the perspective of the Theory of Value Integration in Digital Education, the findings of this study show that effective digital education must integrate the technological dimension with the development of students' moral values. Modern digital education not only emphasizes the technical ability to use social media but also demands ethical awareness and social responsibility in students' digital activities (Qowim, 2024).

f. Internalization of Values through Digital Social Interaction

The research findings indicate that the process of internalizing character values in students at UPT SDI Karumpa Barat No. 105 takes place through digital social interactions carried out routinely in learning social media activities. Character values are not only understood as material taught by teachers, but develop through social communication experiences experienced by students in everyday digital life. Interactions in the learning WhatsApp group make students accustomed to communicating more politely, respecting the opinions of friends, helping others, and maintaining social behavior in the digital space. These activities show that social media has become a new social space that allows students to practice moral values directly in their lives. Thus, the internalization of character values in this study takes place through digital social experiences that are contextual, repetitive, and close to the lives of elementary school students.

These findings are relevant to Character Education Theory, which explains that internalization of values occurs when students directly experience moral practices in their social lives. Lickona explains that character formation must involve the dimensions of moral knowing, moral feeling, and moral action so that moral values do not stop at the knowledge stage but develop into real behavior in everyday life (Lickona, 1991 in Hidayah, 2023). In this study, students not only learned the importance of manners, cooperation, and social care theoretically, but also practiced these values in social media interactions with teachers and friends. This process shows that social media has become a space for moral practice that allows students to directly experience the application of character values in their digital communications. Thus, internalization of character values occurs through real social experiences and is continuously reproduced in daily digital activities.

Furthermore, the results of this study align with Albert Bandura's Social Learning Theory, which asserts that an individual's social behavior develops through observation and interaction with their social environment. Bandura explains that individuals learn by observing the behavior of others and then adapt their behavior based on the social experiences they receive from their environment (Bandura, 1977, in Kurniawan, 2022).

From an ethnomethodological perspective, the digital social interactions that took place in this study demonstrate that moral values are produced and maintained through the daily communication practices of group members in the digital school environment. Garfinkel explains that social order is formed through routine actions and social practices that are continuously reproduced in everyday life (Garfinkel in Heritage, 2023). In this study, practices such as greeting each other, respecting each other's opinions, helping with assignments, and maintaining ethical communication within the learning group are forms of social practices that gradually build digital moral norms among students. These norms are then collectively understood as normal and appropriate behavior in the digital school environment. Thus, the internalization of character values in this study occurs not only through teacher instruction but also through the practice of digital social interactions carried out repeatedly by students in their daily lives.

The results of this study also support Siswoyo's (2024) research, which explains that digital interactions in social media can strengthen students' character formation when used in an educational learning environment. The study shows that active digital communication can shape students' social awareness, communication skills, and moral behavior in everyday life. The findings of this study even show that in the elementary school context, digital social interaction experiences have a significant influence on how students understand communication ethics and social relationships with others. This condition indicates that social media not only influences technical behavior in technology use but also shapes students' social culture and character in their digital lives. Thus, social media can be an effective means of internalizing character values when used positively and guided through consistent social guidance.

From the perspective of the Value Integration Theory in Digital Education, this research finding demonstrates that digital technology must be understood as part of a modern character education framework. Digital education focuses not only on technological mastery but also on students' abilities to develop ethics, social responsibility, and moral behavior in the digital space (Qowim, 2024).

CONCLUSION

The use of social media at UPT SDI Karumpa Barat No. 105 shows that social media functions not only as a means of communication and learning, but also as a space for character education that supports the formation of students' moral behavior. Values such as digital courtesy, empathy, responsibility, cooperation, and honesty develop through ongoing digital social interactions. The process of internalizing character values occurs through teachers' digital role models, habituation of moral behavior, reinforcement of values in learning, and students' social interaction experiences on social media. Teachers play a crucial role as role models in building communication ethics and positive behavior that are then imitated by students. However, utilizing social media as a vehicle for character building also faces various challenges, such as differences in students' digital literacy levels, teachers' limitations in monitoring students' digital activities, and the need to adapt character education to ever-changing technological developments. Furthermore, student character formation is influenced by various social environments, including those at school, within the family, and through social media outside of school. Therefore, strengthening digital literacy, fostering consistent positive behaviors, supervision involving schools and families, and developing a healthy school digital culture are necessary to ensure optimal use of social media as a sustainable means of character education.

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