

The Relationship Between the Intensity of TikTok Usage and Students' Politeness Behavior at SMA Muhammadiyah 3 Surabaya

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Abstract

This study examines the relationship between the intensity of TikTok usage and students' polite behavior toward parents and teachers at SMA Muhammadiyah 3 Surabaya. The increasing use of TikTok among adolescents raises concerns about its potential influence on moral conduct, particularly in relation to respect and social manners in educational and family settings. This research aims to analyze whether TikTok usage intensity significantly affects students' politeness and to identify the extent of its contribution compared to other influencing factors. A quantitative correlational approach was employed in this study. The sample consisted of 30 randomly selected students from a population of 60 students. Data were collected using structured questionnaires measuring TikTok usage intensity and students' polite behavior. The data were analyzed using simple linear regression with SPSS to determine the relationship between variables and the level of influence. The results show that TikTok usage intensity has a very weak relationship with students' polite behavior. The coefficient of determination ($R^2 = 0.048$) indicates that TikTok usage explains only 4.8% of the variation in students' politeness, while the remaining 95.2% is influenced by other factors not included in this study. Furthermore, the significance value ($0.244 > 0.05$) shows that the relationship is not statistically significant. These findings suggest that TikTok usage is not a major factor influencing students' polite behavior. The study concludes that students' politeness is more strongly shaped by family environment, school discipline, character education, and self-control rather than social media exposure. TikTok functions only as a secondary influence in behavioral development. Therefore, strengthening character education and parental guidance remains essential in shaping students' moral behavior in the digital era.

Introduction

Technology has changed the way people communicate, learn, and build social relationships. Digital tools make human activities easier, faster, and more flexible. They also help people access information and interact with others without limits of time and place. In education, this change affects not only learning activities but also students' habits, communication styles, and social behavior. Social media has become one of the most influential forms of digital technology in Indonesia because it allows users to share information, express themselves, and communicate through mobile devices (Putri & Alfurqan, 2023). Platforms such as TikTok, WhatsApp, Instagram, and Facebook are now widely used by adolescents for entertainment, interaction, and personal expression (Yulia et al., 2024; Frey & Friemel, 2023; Tetteh & Kankam,

2024; Sitinjaket et al., 2025). For students, social media is not only a communication tool. It is also a social space where they observe trends, follow public figures, imitate language, and receive feedback through likes, comments, and shares (Schunk, 2021; Valkenburg et al., 2022; Meikle, 2016).

TikTok is one of the most popular social media platforms among adolescents. It allows users to create, edit, upload, and share short videos with music, filters, captions, and interactive features. The short video format makes TikTok attractive because students can watch many videos in a short time and access different types of content without feeling bored (Ardiana & Ananda, 2022). Since its introduction in 2016, TikTok has developed into a music and video based platform used by various age groups, from children to adults (Rahajeng, 2022). Its content includes entertainment, education, religious messages, humor, lifestyle trends, challenges, and self-expression. This variety gives TikTok both positive and negative potential. It can support creativity, confidence, learning motivation, and digital skills, but it can also expose students to inappropriate language, excessive screen time, and behavior that may not fit social and religious values (Agustyn Nabilah, 2022; Wibowo et al., 2022; Abeywickrama, 2025; Islam, 2024; Salman, 2024).

The growing number of TikTok users shows why this platform needs serious attention in educational and social studies. We Are Social reported that TikTok had around 1.09 billion users worldwide in April 2023, with 38.5% of users aged between 18 and 24 years (Mahardika et al., 2021). In Indonesia, TikTok is especially popular among millennials and Generation Z, including teenagers and young adults (Hasiholan et al., 2020; Ariana et al., 2024; Wahyuni & Krishnan, 2026). The platform's algorithm can repeatedly present content that matches users' interests. This makes students spend more time watching, creating, sharing, and responding to videos. Such repeated exposure may influence how students speak, behave, and interact in daily life. However, students' behavior cannot be explained only by the time they spend on TikTok. Family guidance, school culture, peer influence, self-control, religious education, and the type of content they consume may also shape their behavior (Berk, 2022; Santrock, 2021; Rahayu et al., 2025; Al Farisi et al., 2025; Novanti et al., 2024).

Politeness is an important part of Indonesian social life. It reflects respect, empathy, self-control, and awareness of living with others. In the family context, politeness can be seen when students speak respectfully to parents, listen to advice, avoid rude words, show care, and respond calmly. In the school context, politeness appears when students greet teachers properly, follow classroom rules, respect different opinions, ask permission, and use appropriate language (Kalsum, 2024; Rahmawati & Utomo, 2024; Riyanto et al., 2023). Polite behavior helps students build healthy relationships with parents, teachers, friends, and the wider community. It also reflects the success of character education at home and school. Examples of polite behavior include respecting others' views, helping people in need, forgiving mistakes, and treating friends with mutual respect (Kristingrum et al., 2022). Since adolescents are still developing identity, values, and social awareness, their politeness may be influenced by both direct social interaction and digital media exposure (Berk, 2022; Twenge, 2021; Reyero et al., 2022; Hafid et al., 2022; Manago & McKenzie, 2022).

The influence of TikTok on students' behavior remains an important issue because previous findings show different results. Daniati et al. found that TikTok had a positive effect on moral behavior among elementary school students in the digital era (Daniati et al., 2024). Putri and Alfurqan reported that students had a positive impression of TikTok and that the platform may influence polite behavior during learning activities (Putri & Alfurqan, 2023). In contrast, Agustyn Nabilah found that TikTok had both positive and negative effects. The positive effects

appeared in creativity, knowledge, and psychomotor development, while the negative effects included reduced attention to the surrounding environment (Agustyn Nabilah, 2022). Other studies also show that TikTok can support learning motivation and student activeness, but excessive use may disturb study habits and encourage laziness when students lack proper guidance (Ardiana & Ananda, 2022; Wibowo et al., 2022). These findings show that the relationship between TikTok use and politeness is not simple. It may differ based on age, school environment, parental supervision, content type, and students' personal control.

In Islamic education, character formation is closely related to students' daily habits. Islamic Religious Education has an important role in guiding students to behave responsibly, respect others, and use digital media carefully (Pratama & Alamsyah, 2022). Parents and teachers also have a central role in shaping students' manners through advice, supervision, habituation, correction, and role modeling. Consistent character education helps students internalize respect and responsibility more strongly than digital trends alone (Lickona, 2021; Boiliu, 2025; Herak, 2025). Therefore, TikTok use should be understood within a broader educational context. Social media may provide models of language and behavior, but parents, teachers, school culture, and religious values help students decide which behavior should be accepted, rejected, or avoided (Schunk, 2021; Valkenburg et al., 2022).

This study focuses on SMA Muhammadiyah 3 Surabaya because preliminary observations in class XI showed that most students actively use TikTok in their daily lives. Initial observations indicated that 90% of students used TikTok, and many of them spent time creating TikTok content. This condition makes SMA Muhammadiyah 3 Surabaya a relevant setting for examining the connection between TikTok usage intensity and students' politeness toward parents and teachers. The focus on senior high school students is important because adolescents at this level are more independent in using smartphones, more exposed to online trends, and more active in forming identity and social behavior (Santrock, 2021; Pardede et al., 2025; Omoponle, 2023). At the same time, they still need guidance from parents and teachers to maintain respectful communication and responsible media habits.

Based on this background, this study aims to examine the relationship between the intensity of TikTok use and students' polite behavior at SMA Muhammadiyah 3 Surabaya. This study is expected to provide clearer empirical insight into whether frequent TikTok use relates to how students behave toward parents and teachers. The findings may help schools strengthen character education, help parents improve digital supervision, and help stakeholders promote responsible social media use among adolescents. This study also contributes to the discussion on student character development in the digital era by showing that social media use should not be judged only as harmful or beneficial. Its impact depends on intensity, content, guidance, self-control, and the social environment surrounding students (Kuss & Griffiths, 2021; Anderson & Jiang, 2022; Rahma et al., 2023).

Method

Research Design

This study used a quantitative research approach with a correlational design. The correlational design was applied to identify and measure the relationship between TikTok usage intensity (independent variable) and students' politeness behavior (dependent variable) without manipulating any variables. This design is suitable for examining naturally occurring phenomena in educational settings, particularly to determine whether a statistical relationship exists between social media use and student behavior (Hasenbein et al., 2023). The analysis

was conducted using simple linear regression to determine the direction, strength, and significance of the relationship between the two variables.

Research Setting

The study was conducted at SMA Muhammadiyah 3 Surabaya, located in Wonokromo District, Surabaya City. This school was selected because students actively use social media platforms, especially TikTok, in their daily activities. This context provides a relevant environment for analyzing how digital media usage may relate to students' social behavior, particularly politeness toward parents and teachers.

Population and Sample

The population in this study consisted of 60 students from SMA Muhammadiyah 3 Surabaya. From this population, 30 students were selected as respondents. The sample size was determined based on the availability of participants and research feasibility while still ensuring adequate representation for statistical analysis. This study applied simple random sampling, where each student had an equal opportunity to be selected as a respondent. This technique was used to reduce selection bias and improve the objectivity of the sample selection process.

Variables of the Study

This study involved two main variables. The independent variable (X) is TikTok usage intensity, while the dependent variable (Y) is students' politeness behavior. TikTok usage intensity refers to the level of engagement students have with the TikTok application, including how often and how long they use it, as well as how they interact with content on the platform. Politeness behavior refers to students' attitudes and actions that reflect respect, courtesy, and proper communication toward parents and teachers in daily interactions.

TikTok usage intensity was measured through indicators such as frequency of use, duration of use, usage habits, functional purpose, and perceived effects of usage. Politeness behavior was measured using indicators such as respectful communication, obedience to parents, interaction with teachers, and ethical behavior in social situations.

Research Instruments

The primary instrument used in this study was a structured questionnaire. The questionnaire was designed based on theoretical indicators related to TikTok usage intensity and politeness behavior. Each item in the questionnaire was measured using a Likert scale, which allows respondents to express levels of agreement or disagreement with each statement. This scale was chosen because it is effective in measuring attitudes, perceptions, and behavioral tendencies in a systematic and quantifiable way.

To support the questionnaire data, preliminary observations and informal interviews were also conducted. These were used to gain initial insights into students' TikTok usage patterns and general behavior in school and home environments. However, the main dataset for statistical analysis was obtained from the questionnaire responses.

Data Collection Procedure

Data collection was carried out directly at SMA Muhammadiyah 3 Surabaya. The researcher distributed questionnaires to selected respondents and provided instructions on how to complete them. Students were asked to answer all statements honestly based on their actual experiences and behaviors. After completion, the questionnaires were collected and checked for completeness before being processed for analysis. This procedure ensured that the data obtained were accurate and suitable for statistical testing.

Data Analysis Techniques

The data obtained from the questionnaires were analyzed using SPSS software. The analysis process included several stages. First, validity testing was conducted to ensure that each questionnaire item accurately measured the intended variables. Second, reliability testing was performed using Cronbach's Alpha to ensure consistency of the instrument. Classical assumption tests were carried out, including the normality test using the Kolmogorov-Smirnov method and the linearity test to confirm that the relationship between variables met the assumptions required for regression analysis. Finally, simple linear regression analysis was used to examine the relationship between TikTok usage intensity and students' politeness behavior. The regression results were used to determine whether TikTok usage significantly influences politeness behavior and to measure the magnitude of the relationship.

Result and Discussion

This study conducted a series of statistical analyses to examine the relationship between TikTok usage intensity and students' polite behavior. The data obtained from questionnaires were processed using SPSS, including validity and reliability tests to ensure the quality of the research instrument, followed by classical assumption tests such as normality and linearity tests to confirm that the data met the requirements for regression analysis. After these preliminary tests were satisfied, a simple linear regression analysis was applied to determine the extent of the influence of TikTok usage intensity on students' politeness toward parents and teachers. This section presents the outcomes of these analyses in a structured and systematic manner.

Table 1. Product-Moment Correlation Coefficient Critical Values

Sample Size (N)	df (N-2)	r-table ($\alpha = 0.05$)
30	28	0.374

Table 1 presents the critical values of the Pearson Product-Moment correlation coefficient used as a reference in the validity test. The study involved 30 respondents, resulting in a degree of freedom (df) of 28, calculated using the formula $df = N - 2$. Based on the Product-Moment correlation table at a significance level of 5%, the critical value obtained is 0.374. This value serves as the benchmark for determining the validity of questionnaire items. An item is considered valid when its calculated correlation coefficient (r-count) exceeds the critical value of 0.374. Conversely, if the calculated correlation coefficient is lower than 0.374, the item is considered invalid and should not be used in measuring the intended research variable.

Table 2. Validity Test Results for Variable X (TikTok Usage)

Item	r-count	r-table	Decision
X1	0.643	0.374	Valid
X2	0.666	0.374	Valid
X3	0.661	0.374	Valid
X4	0.731	0.374	Valid
X5	0.567	0.374	Valid
X6	0.663	0.374	Valid
X7	0.459	0.374	Valid
X8	0.716	0.374	Valid
X9	0.745	0.374	Valid
X10	0.802	0.374	Valid

Table 2 demonstrates that all questionnaire items measuring TikTok usage have correlation coefficients greater than the critical r-table value of 0.374. The obtained correlation coefficients range from 0.459 to 0.802, indicating moderate to very strong relationships between each item and the total score. Item X10 exhibits the strongest correlation ($r = 0.802$), suggesting that it contributes substantially to the measurement of TikTok usage. Conversely, item X7 has the lowest correlation coefficient ($r = 0.459$), although it still exceeds the required threshold. Since all items satisfy the validity criterion ($r\text{-count} > r\text{-table}$), the entire instrument is considered valid and appropriate for measuring TikTok usage among respondents.

Table 3. Validity Test Results for Variable Y (Student Politeness)

Item	r-count	r-table	Decision
Y1	0.552	0.374	Valid
Y2	0.685	0.374	Valid
Y3	0.802	0.374	Valid
Y4	0.759	0.374	Valid
Y5	0.815	0.374	Valid
Y6	0.658	0.374	Valid
Y7	0.877	0.374	Valid
Y8	0.845	0.374	Valid
Y9	0.851	0.374	Valid
Y10	0.720	0.374	Valid

Table 3 presents the validity test results for the student politeness variable. All items demonstrate correlation coefficients above the critical value of 0.374, ranging from 0.552 to 0.877. The highest correlation is found in item Y7 ($r = 0.877$), indicating a very strong contribution to the measurement of student politeness. Meanwhile, item Y1 shows the lowest correlation coefficient ($r = 0.552$), yet it remains well above the validity threshold. These findings confirm that all questionnaire items effectively represent the student politeness construct and are suitable for use in further statistical analyses.

Table 4. Reliability Test Results for Variable X (TikTok Usage)

Variable	Cronbach's Alpha	Standard	Decision
TikTok Usage (X)	> 0.60	0.60	Reliable

Table 4 shows that the TikTok usage instrument achieved a Cronbach's Alpha value exceeding the minimum acceptable threshold of 0.60. This result indicates that the questionnaire items possess satisfactory internal consistency and measure the same construct consistently. Therefore, the instrument can be considered reliable and capable of producing stable results when administered to respondents.

Table 5. Reliability Test Results for Variable Y (Student Politeness)

Variable	Cronbach's Alpha	Standard	Decision
Student Politeness (Y)	0.915	0.60	Reliable

Table 5 indicates that the student politeness instrument obtained a Cronbach's Alpha value of 0.915. This value is substantially higher than the minimum reliability criterion of 0.60 and falls within the category of excellent reliability. The result demonstrates that the questionnaire items have very strong internal consistency and can reliably measure student politeness. Consequently, the instrument is considered highly dependable for research purposes.

Table 6. Normality Test Results

Test	Significance Value	Standard	Decision
Kolmogorov-Smirnov	0.200	> 0.05	Normal

Table 6 presents the results of the Kolmogorov-Smirnov normality test. The significance value obtained is 0.200, which exceeds the threshold of 0.05. Therefore, the residual data are normally distributed. The fulfillment of the normality assumption indicates that the dataset is suitable for parametric statistical analyses, including simple linear regression.

Table 7. Linearity Test Results

Indicator	Significance Value	Standard	Decision
Deviation from Linearity	0.464	> 0.05	Linear

Table 7 shows that the significance value for deviation from linearity is 0.464, which is greater than 0.05. This finding indicates that there is no significant deviation from a linear relationship between TikTok usage and student politeness. Thus, the relationship between the two variables can be considered linear, fulfilling one of the main assumptions required for simple linear regression analysis.

Table 8. Coefficient of Determination (R^2)

Statistic	Value
R	0.220
R Square (R^2)	0.048
Percentage	4.8%

Table 8 reveals that the coefficient of determination (R^2) is 0.048, indicating that TikTok usage explains 4.8% of the variation in student politeness. This result suggests that the influence of TikTok usage on student politeness is relatively small. The remaining 95.2% of the variation is likely attributable to other factors not included in the current study, such as family background, peer influence, school environment, and individual characteristics.

Table 9. Simple Linear Regression Equation

Variable	Coefficient (B)
Constant (a)	38.095
TikTok Usage (X)	0.159

Table 9 presents the regression coefficients obtained from the simple linear regression analysis. The constant value of 38.095 indicates the predicted level of student politeness when TikTok usage is assumed to be zero. The regression coefficient of 0.159 suggests that every one-unit increase in TikTok usage is associated with a 0.159-unit increase in student politeness. The positive coefficient indicates a positive relationship between the two variables. However, considering the low coefficient of determination (4.8%), the practical influence of TikTok usage on student politeness remains limited, implying that other factors play a more dominant role in shaping students' polite behavior.

Implications of TikTok Usage Patterns on the Formation of Students' Polite Behavior

The findings of this study provide an important empirical clarification regarding the relationship between TikTok usage intensity and students' polite behavior toward parents and teachers. The evidence suggests that TikTok use does not operate as a dominant determinant

of politeness among students at SMA Muhammadiyah 3 Surabaya. This outcome indicates that adolescent moral behavior is not primarily shaped by the frequency of digital media exposure, but rather by a broader constellation of social, psychological, and educational influences. In this sense, politeness emerges as a socially embedded construct that develops through long-term interaction within family systems, school environments, and cultural norms. Digital platforms such as TikTok function more as contextual spaces of expression rather than structural forces that directly shape moral conduct.

This interpretation challenges simplified assumptions that equate increased social media use with declining moral standards. The reality is more complex and mediated. Students are not passive recipients of digital content; they actively interpret and evaluate what they consume. Their responses to online behavior are filtered through internalized values, religious teachings, and social expectations formed in their immediate environment. Family discipline and school culture continue to exert stronger influence compared to digital exposure. Therefore, TikTok should be understood as one of many environmental variables, not as a primary causal factor in shaping politeness.

The role of socialization becomes central in explaining these findings. Polite behavior is primarily constructed through repeated interpersonal interaction, particularly within the family and educational institutions. Parents serve as the earliest moral educators, while teachers reinforce behavioral expectations in structured academic settings. These environments provide continuous feedback, correction, and reinforcement that shape students' understanding of respect, communication, and emotional regulation. Berk (2022) emphasizes that adolescent moral development is heavily influenced by direct social interaction, which strengthens the argument that offline environments remain the core foundation of behavioral formation. Compared to these direct interactions, digital media offers fragmented and less accountable forms of social learning.

From a theoretical perspective, these findings refine the application of Social Learning Theory in the digital age. Bandura's framework, as discussed by Schunk (2021), explains that learning occurs through observation, imitation, and reinforcement. However, imitation is not automatic, especially in adolescent populations with developing cognitive control. In the context of TikTok, students are exposed to diverse behavioral models, yet they do not imitate them uncritically. Instead, they selectively adopt behaviors that align with their moral values and social norms. This selective process demonstrates that cognitive mediation plays a decisive role in determining whether digital content translates into real-world behavior.

The variability of TikTok's influence across individuals further strengthens this interpretation. Valkenburg et al. (2022) highlight that media effects are not uniform but depend on psychological and social susceptibility. Students with strong self-regulation, supportive family environments, and stable moral foundations are less likely to be influenced by negative digital content. In contrast, students with weaker emotional control or limited supervision may exhibit higher vulnerability. This variability explains why TikTok usage intensity alone fails to produce a strong predictive relationship with politeness. The effect of digital media is therefore conditional, context-dependent, and mediated by individual differences.

The inconsistency between this study and previous research also reflects contextual variability rather than theoretical contradiction. Some studies, such as Daniati et al. (2024) and Putri (2023), report a stronger influence of TikTok on student behavior. However, these differences may stem from variations in age group, educational level, and behavioral indicators. Santrock (2021) notes that adolescents in high school possess more advanced self-control and moral reasoning compared to younger students. This developmental difference significantly affects

how digital media is processed and internalized. As a result, findings across studies cannot be generalized without considering the demographic and contextual structure of the sample population.

The implications of these findings for educational practice are substantial. Character education remains the most critical factor in shaping student politeness. Lickona (2021) emphasizes that moral development requires integration between knowledge, emotion, and behavior, which must be reinforced through consistent practice. Schools therefore carry the responsibility of embedding politeness within daily learning environments, not merely through theoretical instruction. Teacher behavior, classroom communication patterns, and disciplinary systems function as lived examples of moral values. Without such consistency, external influences such as social media may become more influential than intended.

Parental involvement also plays a decisive role in reinforcing behavioral stability. As highlighted by Asfuri et al. (2023), supervision should not be limited to restricting digital access but must include active engagement in children's social development. Communication between parents and children regarding online content can strengthen moral interpretation skills and reduce misinterpretation of digital behavior. When parents actively guide rather than simply control, adolescents develop stronger internal regulation and moral awareness. This strengthens their ability to navigate digital environments without compromising polite behavior in real life.

Although TikTok does not demonstrate a strong direct effect on politeness, its broader implications for adolescent development cannot be ignored. Excessive or unregulated use may still affect learning discipline, attention patterns, and social interaction habits, as noted by Wibowo et al. (2022). However, these effects should not be interpreted deterministically. Twenge (2021) argues that digital media primarily alters communication patterns rather than directly reducing moral values. This suggests that the impact of TikTok is mediated through behavioral habits rather than moral degradation itself. Therefore, the focus should shift toward guiding usage patterns rather than restricting access entirely.

Politeness must be understood as a deeply rooted social value that reflects cultural identity and interpersonal ethics. Kalsum (2024) defines politeness as a foundation of social harmony that ensures respect and mutual recognition within society. Kristingrum et al. (2022) further emphasize that politeness is expressed through concrete behaviors such as respectful communication, empathy, and social responsibility. These behaviors are developed through long-term habituation rather than short-term exposure to media content. Therefore, strengthening politeness requires sustained moral education across both family and school contexts, supported by digital literacy that enables students to engage critically and responsibly with social media platforms.

Conclusion

This study concludes that the intensity of TikTok use among students at SMA Muhammadiyah 3 Surabaya does not have a significant and dominant influence on their polite behavior toward parents and teachers. Although a statistical relationship exists, its contribution is very limited, indicating that student politeness is mainly shaped by other stronger factors outside digital media exposure. These findings confirm that moral behavior in adolescents is not primarily determined by how frequently they use social media, but by the broader social and educational environment in which they grow. The results highlight that family upbringing, school discipline, and character education play a more decisive role in forming students' politeness. Internal factors such as self-control, moral awareness, and personal values also contribute

significantly to how students behave in social interactions. In contrast, TikTok functions only as a supporting environmental factor that may influence communication style but does not directly shape core moral behavior. This study also emphasizes that adolescents are not passive recipients of digital content. They actively filter, interpret, and evaluate what they see on social media based on their existing values and social norms. Therefore, exposure to TikTok content does not automatically translate into changes in politeness, especially when students have strong moral foundations and consistent guidance from parents and teachers.

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