


The Influence of Using Instagram Social Media on the Morals and Achievement of Students at SMP Negeri 1 Bandar Lampung

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Abstract

This research reveals the impact of using Instagram social media on the morals and achievement of students at SMP Negeri 1 Bandar Lampung. A quantitative survey method was used with a population of 1012 students, and a sample of 91 respondents was selected using proportionate stratified random sampling technique. The results of data analysis using SPSS 16.0 show that the use of Instagram has a significant negative influence on student morals by 12%, which is influenced by the potential for cyberbullying and content that does not comply with ethical values. The use of Instagram also has a negative impact on student learning achievement by 5.5%, caused by impaired concentration and negative social-emotional influences. However, good morals make a positive contribution of 12.3% to student learning achievement, indicating that high discipline and learning motivation can improve academic results. The practical implication is the need for moral education and parental supervision to direct positive social media use for students.

Keywords: Instagram Social Media, Morals, Learning Achievement

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INTRODUCTION

The development of social media is influenced by the development of gadgets, where their use has been used by all levels of society and all age groups who now have mobile phones in the form of smartphones which contain advanced features in all areas of life that can be reached by the internet and social media (Marpuah et al. , 2021). A person can upload any information about themselves on social media platforms, create content that they want to convey to other people, leave comments (Pujiono, 2021). Everything can be done quickly and without limits. Choice of platforms that can be used to surf the internet. The types of social media that are often used are usually Facebook, Twitter, TikTok, and Instagram (Ayu, Yulianti, Nyoman, & Sastaparamitha, 2021). Instagram is a photo and video sharing application that allows users to take pictures by applying digital filters, and share them on various social networking services (Saragih, Sinulingga, Sitohang, Alvina, & Hia, 2023). Instagram is a type of social media that provides features for sharing images or photos and also videos. Many teenage students use Instagram as a choice for expressing themselves and building their image (Fujiawati & Raharja, 2021). Teenage students are making Instagram a place for their existence by emulating the public figures they follow and the current trend is uploading daily videos and even live streaming

(Kusairi & Hamzah, 2024).

The use of Instagram social media certainly influences a person's attitudes and behavior. The system for using Instagram social media is to start by following other Instagram user accounts, both from friendship communities and accounts of famous figures who have joined Instagram (Rahmatiwi, Sarjono, & Fatchurrohman, 2022). After connecting with other Instagram user accounts, you can carry out activities such as sharing videos, photos and live streaming on your Instagram account. The level of frequency in social media certainly has an impact on children's habits and daily lives, they prefer to communicate with friends in cyberspace rather than those in the real world (Rahmatullah, 2021). The millennial generation has become more likely to upload statuses or comment on Instagram than to chat directly with people around them (Dhiya Izzahtul Zayyan, 2020). So, slowly, Instagram will change the moral patterns of its users, some will become more creative individuals in creating content, appear attractive by showing off physical beauty or luxury goods, this makes Instagram seem like a place for competition and personal branding (Nurhasanah, Khadijah, Mutari, Aini, & Hidayat, 2024). So there is a change in the morals of teenage students due to the intensity of their use of Instagram (Reni Ferlitasari, Suhandi, 2020).

Misuse of social media causes a decline in the morals of its users, not only affecting the morals of the millennial generation but also endemic to students and even among parents (Uswatun Kasanah, Rosyadi, Nurngani, Wafa, & Nahdlatul Ulama Blitar, 2022). The impact of using social media is divided into two, namely positive impacts and negative impacts (Yuhandra, Akhmaddhian, Fathanudien, & Tendiyanto, 2021). The positive impacts in the world of education from the use of Instagram social media include learning creativity that can be modified and the delivery of educational information which is very quickly accessible to all groups, while the negative impacts of using Instagram social media are no less numerous than the negative impacts such as the consumer lifestyle which is widely uploaded. account users, fashion styles that are not in accordance with Islamic law and even what has gone viral recently is the spread of videos of physical and verbal bullying (Pratidina & Mitha, 2023). Therefore, it is very urgent to instill morals, which is better known as character education, in the general education system for society in general and for students in particular (Isroani & Huda, 2022). Data from the Ministry of Communication and Information (Kemenkominfo) reveals that internet users in Indonesia currently reach 212 million people (Rolando, Aulia, Rahmaningsih, & Andani, 2023). From these figures, this means that around 77% of the population has used the internet. The number of internet users in January 2023 was 3.85% higher than a year ago, furthermore, the average Indonesian uses the internet for 7 hours 42 minutes every day. Apart from that, 98.3% of internet users in Indonesia use mobile phones (Kominfo, 2023). The number of users in Indonesia makes Indonesia the eighth internet user country in the world (Research et al., 2024).

Recently in Indonesia, there have been many criminal cases and crimes occurring in society (Madyatmadja, Ridho, Pratama, Fajri, & Novianto, 2022). Starting from cases of drinking, motorbike gangs, brawls between students, murder, rape and other immoral acts which always appear on social media, print media and also online news media (Syawaludin, 2022). The focus of attention in these cases is that the perpetrators were teenagers or children who were still at school. SMP Negeri 1 Bandar Lampung is very supportive of seeing the extent to which social media influences students' morals. Things that can support this research are the fact that SMP Negeri 1 Bandar Lampung has used wifi facilities in the school environment. So that students will find it easier to access social networking sites/social media. The researcher conducted the second pre-research at SMP Negeri 1 Bandar Lampung, during the mid-semester and final year exams which were carried out on the internet, the researcher observed negative behavior such as opening two window links on Chrome or Google which could be accessed by certain smartphone

brands. which has a level of sophistication above ordinary Android (SMP Negeri 1 Bandar Lampung, 2023).

Law No. 20 of 2003 concerning the National Education System emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty. , have noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Depdiknas, 2003). This description shows that national education has a mission and goals that are not light, it is responsible for developing and making people with character (Sujana, 2019). Character education has several values, one of which is religious values (Jaenullah, Ferdian Utama, 2022). The etymological aspect of value is price, degree. Meanwhile, from a terminological perspective, value is an empirical quality that is sometimes difficult or cannot be defined (Sarinastitin, 2019). In conclusion, values are the basis of humans that influence humans in implementing religious values that are in accordance with the beliefs and beliefs of every human being. Religion is a source of religious values and has a very close relationship with the entry of the soul (Khoiruddin, 2018). Designing behavior or shaping a person's character in determining whether something is good or bad is based on religious values (Ritonga, 2021). Therefore, these religious values can form a person with good morals (Azhari & Mustapa, 2021). Religious values are also contained in Pancasila which is the first principle, namely "Belief in One Almighty God". What is contained in the first principle of Pancasila, God Almighty, does not mean that God is one, but the noble qualities or nobility of God that are essential. This is related to the diversity of religions in Indonesia which makes the Indonesian state itself give its people the freedom to choose a religion according to their beliefs (Ningsih, Mayasari, & Ruswandi, 2022).

Basically, the character of a child's religious values is influenced by the family environment, social environment and educational environment (Ahsanulkhaq, 2019). Chairul Anwar in his book says "Directed education is education that is based on the principles of human nature in education (Chairul Anwar, 2014). "This means that directed education is education that can shape a person as a whole, both in terms of the physical dimension (material) and from the mental/material side (spirituality, reason, feelings and heart)." The educational environment plays a very important role in the formation of religious values apart from the family environment which is the main point in fostering and educating students' religious values (Fauzi & Hasanah, 2024). Therefore, an educational environment that is conducive and supports the formation of religious values is one of the main considerations for parents in choosing an educational institution for their children.

One of the mandatory subjects that students must take is Islamic Religious Education (Hubbi, Ramdani, Setiadi, 2020). This is in accordance with the National Education System Law No. 20 of 2003 Article 13 Point a which states that "every student has the right to receive religious education in accordance with the religion they adhere to and taught by educators of the same religion" (*Law of the Republic of Indonesia (Sisdiknas)*, 2003). Regarding religious education and religious education, it is also stated in Republic of Indonesia Government Regulation No. 55 of 2007 Article 3, namely that every educational unit in all pathways, levels and types of education is obliged to provide Religious Education. Management of religious education is carried out by the minister of religion. The aim of Islamic Religious Education for students is to instill and implement the principles of life, so that Islamic religious education material is not just theory but can also form characters with noble morals (Aziz & Zakir, 2022). Although achieving character with religious values has many challenges and obstacles, the support of the family environment, educational environment and community environment is very important (Isroani & Huda, 2022).

The results of observations made by researchers show that SMP Negeri 1 Bandar Lampung has a religious values program that is in synergy with the general curriculum. So that it is able to produce students who excel both in religious and general fields, this can also be seen from the religious values program in the school environment which creates religious character and personality, which is stated in the vision and mission of the SMP Negeri 1 Bandar Lampung school. When researchers conducted pre-research at SMPN 1 Bandar Lampung, researchers observed the negative behavior of several students in using Instagram, there were several negative behaviors uploaded to Instagram, such as a male student who uploaded an Insta Story smoking with 5 of his friends in front of his friend's house. The female student who uploaded an Insta Story was smoking a vape with her two friends at a cafe. The student who uploaded the Insta Story was holding a sickle at a gang gathering place consisting of several students from other schools. Based on the background above, the researcher will dig deeper into the formation of religious values in these educational institutions which are implemented in daily attitudes and behavior both in the school environment and in the Islamic religious education learning process (SMP Negeri 1 Bandar Lampung, 2023).

Based on the background above, the problem formulation in this research includes: (1) Is there an influence of the use of Instagram social media on the morals of students at SMP Negeri 1 Bandar Lampung? (2) Is there an influence of the use of Instagram social media on student achievement at SMP Negeri 1 Bandar Lampung? (3) Is there an influence of student morals on student achievement at SMP Negeri 1 Bandar Lampung? The general aim of this research is to find out an empirical picture of the influence of the use of social media Instagram on the morals and achievements of students at SMP Negeri 1 Bandar Lampung. Specifically, this research aims to analyze: (1) The influence of the use of social media Instagram on the morals of students at SMP Negeri 1 Bandar Lampung. (2) The influence of the use of Instagram social media on student achievement at SMP Negeri 1 Bandar Lampung. (3) The influence of student morals on student achievement at SMP Negeri 1 Bandar Lampung. This research is expected to have benefits for researchers and the development of science (academically). The expected theoretical value is increased knowledge about the influence of social media on students' morals and scientific progress which will be useful for interested parties for further research.

Researchers found several relevant research results, so that the results of this research show that there is a relationship between the use of social networks and social interaction, as found in Rudi Hermanto Gulo's research entitled "The Relationship between the Intensity of Social Networking Use and the Social Interaction of Islamic Adolescents in Papringan Caturtunggal Hamlet, Depok Sleman Yogyakarta," which uses a qualitative method with two variables. Misbakhul Khoiri found that social media played a role in spreading Islamic da'wah through KH's use of Facebook. Abdullah Gymnastiar, uses a qualitative approach with two variables. Alfiyana Khoiratun Nafi'ah, in her research entitled "The Influence of Using the Social Network Facebook on the Behavior of Class VIII Students towards Teachers at SMP Negeri 1 Kalasan Sleman Yogyakarta," used quantitative methods and found a significant influence between the use of Facebook and student behavior, with two variables. Gufron's research, "Strategies for Developing the Attitudes and Behavior of Santri Al Iman Islamic Boarding School in Muntilan Magelang from the Influence of Internet Social Media," focuses on strategies to overcome the negative influence of social media on the attitudes and behavior of santri, also using a qualitative approach with variables related to attitudes, behavior and media. social. This research has a novel topic by discussing the influence of Instagram social media on students' morals and achievements, using one independent variable and two dependent variables.

METHOD

This type of research uses quantitative research methods with survey methods. A quantitative approach is used to analyze data in the form of numbers using formal, standard and measuring instruments (Syahrizal & Jailani, 2023). The survey here is a data collection technique carried out by asking respondents questions without direct communication. According to Kerlinger, survey research is carried out on large and small populations, with the data studied coming from samples taken from that population to find relative occurrences, distributions and relationships between sociological and psychological variables. The survey uses a questionnaire as a communication instrument with respondents. The questionnaire in this survey is intended to measure the relationship or influence between research variables, namely the use of social media (X) on morals (Y1) and learning achievement (Y2) (Arias, Arias, & Rodríguez-Medina, 2021).

The population in this study were students at SMP Negeri 1 Bandar Lampung, consisting of 1012 students. The sampling technique uses proportionate stratified random sampling, where samples are taken proportionally from each class (VII, VIII, and IX). Based on Taro Yamane's formula, a sample size of 91 respondents was obtained, divided into 30 class VII students, 31 class VIII students and 30 class IX students. Data collection techniques in this research include questionnaire methods, observation and documentation. Questionnaires are given to students to answer questions related to the use of social media and its influence on morals and learning achievement. Observations are carried out to observe directly and indirectly the behavior of students, both at school and on social media. Documentation is used to obtain data on students' academic achievements. The research instrument was prepared based on indicators from the research variables. The questionnaire used was in closed form with a Likert scale, where respondents gave checklist marks for the appropriate answers. Observations are carried out by observing students' activities at school and on social media, while documentation is used to obtain data on students' academic scores. Data analysis in this study used inferential statistics with the help of SPSS for Windows version 16.0 software to test the validity and reliability of the questionnaire. The influence of social media use on morals and learning achievement was tested using simple linear regression and percentages. Instrument validity testing was carried out using product moment correlation, while instrument reliability was measured using Cronbach's Alpha. Hypothesis testing includes normality, linearity and product moment correlation tests. This data analysis aims to determine the extent of the relationship and influence of the use of social media on the morals and learning achievement of students at SMP Negeri 1 Bandar Lampung.

RESULTS AND DISCUSSION

The first hypothesis proposed in this research is that there is a relationship between the use of Instagram social media and morals. Testing is carried out using regression techniques. Simple linear regression test analysis is to determine the switch between one independent variable and one dependent variable. The basis for decision making in the simple linear regression test is to compare the significance value < 0.05 , meaning that the variable Instagram Social Media Use has an effect on the Moral variable. However, if the significance value is > 0.05 , it means that the performance variable Instagram Social Media Use has no effect on the Moral variable. Calculations in this data analysis technique use SPSS 22 for Windows software. Below are the results of a simple linear regression test which are presented in the following table:

Table 1. Summary Test of Instagram Social Media Use (x) on Learning Achievement (and_2)

Model Summary					
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.256 ^a	.066	.055		5.702
a. Predictors: (Constant), Media Sosial Instagram					

Based on the output above, it is known that the R Square value is 0.55. This value means that the influence of Instagram social media (x) on Learning Achievement is 5.5% and the remaining 94.5% is influenced by other variables.

Table 2. Anova Test of Learning Achievement (and_2)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	202.834	1	202.834	6.239	.014 ^b
	Residual	2893.606	89	32.512		
	Total	3096.440	90			
a. Dependent Variable: Learning achievement						
b. Predictors: (Constant), Media Sosial Instagram						

Based on the output above, it can be seen that the significance value in the anova table is $0.014 < 0.05$. then the independent variable has a significant effect on the dependent variable, meaning H_0 accepted or there is an influence, meaning that it can be concluded that the variable Instagram Social Media Use has an influence on Student Learning Achievement.

Table 3. Coefficients Test for Using Instagram Social Media (x) on Learning Achievement (and_2)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	99.358	6.042		16.445	.000		
	Instagram Social Media	-.379	.152	-.256	-2.498	.014	1.000	1.000
a. Dependent Variable: Learning achievement								

Based on the output in the table above, it is known that the significance value is $0.014 < 0.05$, so the independent variable has a significant effect on the

dependent variable, meaning H_0 accepted or there is an influence between the use of Instagram social media on learning achievement.

The regression equation is as follows:

- a. $Y = a + BX_1$
- b. $Y = 99.358 + -0.379X_1$

Based on this formula, it can be concluded that every one unit increase in the independent variable Instagram Social Media Use will result in a decrease of -0.379 in the dependent variable, namely Learning Achievement.

Next is a simple linear regression test analysis to determine the influence of one independent variable on one dependent variable. The basis for decision making in the simple linear regression test is to compare the significance value < 0.05 , meaning that the Moral variable has an influence on the Moral variable. However, if the significance value is > 0.05 , it means that the Moral variable is related to the Moral variable.

Calculations for this data analysis technique use SPSS 22 for Windows software. Below are the results of a simple linear regression test which are presented in the following table:

Table 4. Summary Moral Test on Learning Achievement

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.150 ^a	.023	.012	5.831
a. Predictors: (Constant), Akhlak				
b. Dependent Variable: Learning Achievement				

Based on the output above, it is known that the R Square value is 0.12. This value means that the influence of Morals on Learning Achievement is 12% and the remaining 88% is influenced by other variables.

Table 5. Moral Anova Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.951	1	69.951	2.057	.155 ^b
	Residual	3026.489	89	34.005		
	Total	3096.440	90			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Akhlak						

Based on the output above, it can be seen that the significance value in the anova table is $0.155 > 0.05$ because $\text{sig} > \alpha$. This means that it can be concluded that the Moral variable has no effect on student learning achievement.

Table 6. Moral Coefficients Test on Learning Achievement

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF

1	(Constant)	79.63 7	3.336		23.87 1			
	Morality	.152	.106	.150	1.434	.155	.041	1.210
a. Dependent Variable: Learning achievement								

Based on the output in the table above, it is known that the significance value is $0.152 < 0.41$, so the Morals variable has a significant effect on the Learning Achievement variable, meaning H_0 is accepted or there is an influence between Morals and Learning Achievement.

The regression equation is as follows:

a. $Y = a + BX_1$

b. $Y = 79.637 + 0.152X_1$

Based on this formula, it can be concluded that every one unit increase in the independent variable Instagram Social Media Use will result in an increase of 0.152 in the dependent variable, namely Learning Achievement.

The Influence of Instagram Social Media on Morals

The results of research on the influence of the use of Instagram social media on student morals at SMPN 01 Bandar Lampung, which were analyzed using the SPSS 22 application, in the coefficients table it is known that t_{count} Social Media Instagram = -0.160 and in the model summary table by looking at R Square = 0.12 or 12%. So, the influence of Instagram social media on student morals at SMPN 01 Bandar Lampung is 12%. This shows that the negative influence can be categorized as low. Other factors outside the method used by researchers also play a role in influencing these variables. Based on the results of the data analysis above, it is linked to the theory used by researchers that the use of Instagram social media influences student morals at SMPN 01 Bandar Lampung. The Negative Influence of Instagram on Student Morals such as the potential for students to get involved in *cyberbullying* or become a victim of such behavior. This can affect students' mental and emotional health. Influence of Popular Culture: Content that is inconsistent with ethical and religious values spread on Instagram can influence students to imitate negative behavior. For example, the glamorization of luxurious lifestyles, consumerist behavior and impolite behavior can even disrupt students' concentration in studying. This can have a negative impact on their academic performance and character development.

In the research, what happened was that the use of Instagram social media had a negative effect on students' morals. So it can be understood that Instagram has a significant influence on students' morals, negatively. Apart from Instagram, other things that influence morals are:

1. Negative Content on the Internet
Easy access to inappropriate, violent or pornographic content can affect a person's morals and behavior, especially children and teenagers
2. Social Influence
Peers who have bad behavior such as smoking, consuming alcohol, or committing criminal acts can influence a person's morals through social pressure and the desire to be accepted in the group.
3. Television and Film Media
Television programs or films that contain violence, vulgarity, or bad moral values can set negative examples that are imitated by viewers.
4. Lack of Supervision and Education from Parents.

Children who receive less attention, supervision and moral education from their parents tend to be more susceptible to being influenced by negative things from the environment.

5. Influence of Social and Cultural Environment.

A social environment that is permissive towards immoral behavior or a culture that does not prioritize moral values can make individuals feel that bad behavior is normal and accepted.

The Influence of Instagram Social Media on Learning Achievement

The results of research on the influence of Instagram Social Media on Learning Performance at SMPN 01 Bandar Lampung, which was analyzed using the SPSS 22 application, in the coefficients table it is known that t_{count} Social Media Instagram 0.256 and in the model summary table by looking at R Square = 0.55 or 5.5%. So, the big influence of the use of Instagram social media on student learning achievement at SMPN 01 Bandar Lampung has a negative effect of 5.5%. This shows that the negative influence can be categorized as Low. Other factors outside the method used by researchers also play a role in influencing these variables. Based on the results of the data analysis above, it is linked to the theory used by researchers that the use of Instagram social media influences learning achievement at SMPN 01 Bandar Lampung.

In the research that occurred, the negative influence of Instagram on student learning achievement. So it can be understood that Instagram has a significant influence on student learning achievement in a negative way. Apart from Instagram, other things that influence learning achievement are:

1. Concentration Disorders
Spending too much time on Instagram can distract students from academic tasks, causing them to have difficulty focusing on their studies.
2. Procrastination and Procrastination
The tendency to frequently check Instagram can lead students to procrastinate on homework or studying for exams, reducing time that could be spent studying.
3. Decreased Study Time
Time spent on Instagram can reduce time that should be spent studying, reading books, or doing assignments.
4. Lack of Sleep
Students who use Instagram late at night tend to lose sleep, which negatively impacts their ability to concentrate and retain information in class.
5. Negative Social and Emotional Influence
Overexposure to content depicting luxurious lifestyles, ideal bodies, or false success can make students feel dissatisfied, anxious, or depressed, which in turn can affect their academic performance.
6. Social Pressure and Cyberbullying
Pressure to get by "likes" and "followers" or become a victim *cyberbullying* can cause stress and anxiety which interferes with concentration and motivation to learn.
7. Addiction and Addiction
Instagram addiction can make students constantly want to check their account, which disrupts study time and productivity.

The Influence of Using Instagram Social Media on Morals and Learning Achievement

The results of research on the influence of morals on learning achievement morals at SMPN 01 Bandar Lampung, which were analyzed using the help of the SPSS 22 application, in the coefficients table it is known that t_{count} Moral is 0.150 and in the model summary table by looking at R Square = 0.123 or 12.3%. So, the big influence of Morals on

Student Learning Achievement at SMPN 01 Bandar Lampung is 12.3%. This shows that the positive influence can be categorized as low. Other factors outside the method used by researchers also play a role in influencing these variables. Based on the results of the data analysis above, it is linked to the theory used by researchers that morals have a positive effect on learning achievement at SMPN 01 Bandar Lampung.

In the research, there was a positive influence of morals on student learning achievement. The better the students' morals, the higher their learning achievement. The following is a more detailed explanation of how good morals can contribute to higher learning for participants, namely:

1. **Increased Discipline**
Students with good morals tend to be more disciplined in managing their time and study activities. They come to school on time, follow lessons consistently, and complete assignments on time. This discipline helps them to always be ready to face exams and assignments, so that their learning achievement increases.
2. **Harmonious Relationships with Teachers and Friends**
Students who have good morals usually have more harmonious relationships with their teachers and friends. They show a respectful attitude and good cooperation, which makes it easier for teachers to provide guidance and friends more open to working together in study groups. This positive relationship creates a conducive learning environment.
3. **Development of Social and Emotional Abilities**
Good morals help students develop their social and emotional abilities. Students who are able to manage emotions and interact well with others tend to experience less stress and conflict, which allows them to focus on learning and improve academic achievement.
4. **High Learning Motivation**
Students with good morals usually have higher motivation to study. They understand the importance of education and have clear goals in learning. This high motivation encourages them to try harder and be persistent in achieving good results.
5. **Honest and Fair Attitude**
Honesty in learning encourages students to do assignments and exams on their own without cheating. This attitude ensures that the grades they get reflect their true abilities, and this can increase their self-confidence and motivation to continue to improve their achievements.
6. **Positive Character Development**
Good moral education helps students develop positive characters such as responsibility, perseverance and hard work. This character is very important in the learning process, because students who are responsible and diligent tend to complete assignments well and achieve better results in academics.
7. **Good Time Management**
Students with good morals tend to be more organized and good at time management. They are able to divide their time between studying, playing and other activities in a balanced way. This good time management helps them optimize their study time so that the results are more effective and efficient.

The novelty in this research lies in the empirical analysis of the impact of using Instagram social media on student morals at SMPN 01 Bandar Lampung. The research results show that Instagram has a negative influence of 12% on student morals, which is categorized as a low influence. Another novelty is the specific identification of how content on Instagram, such as potential cyberbullying and popular culture that is inconsistent with ethical and religious values, affects students' mental and emotional health. Apart from

that, this research also highlights other factors that influence students' morals, such as negative content on the internet, social influences, television and film media, lack of supervision and education from parents, as well as the influence of the social and cultural environment. The contribution of this research is to provide deeper insight into how social media, especially Instagram, influences students' moral development. This is important for educators, parents, and policy makers in formulating strategies to reduce the negative impacts of social media and promote more positive uses. Apart from that, this research also underlines the important role of moral education and parental supervision in shaping students' morals.

This research shows that Instagram has a negative influence of 5.5% on student learning achievement at SMPN 01 Bandar Lampung, which is also categorized as a low influence. The novelty in this research is a detailed analysis of how Instagram use interferes with students' learning processes, such as impaired concentration, procrastination and procrastination, decreased study time, lack of sleep, negative social and emotional influences, social pressure, and dependence or addiction. Apart from that, this research also identified other factors that influence learning achievement, such as poor time management and social pressure. This research provides empirical evidence about the negative impact of Instagram on learning achievement, which can be used by educators and policy makers to design more effective interventions in reducing excessive social media use among students. Apart from that, the results of this research can also be a basis for parents in monitoring their children's use of social media and directing them to activities that are more beneficial for academic development.

Good morals contribute positively to student learning achievement by 12.3%. This shows that the better the students' morals, the higher their learning achievement. This research also highlights specific aspects of how good morals, such as discipline, harmonious relationships with teachers and friends, development of social and emotional abilities, high learning motivation, honesty, positive character development, and good time management, contribute to increased achievement academic. This research is very important for educators and policy makers in designing curricula and educational programs that not only focus on academic achievement but also the development of character and moral values. In addition, this research provides guidance for parents and teachers in developing strategies to support students in developing good morals, which will ultimately improve their learning achievement.

CONCLUSION

Based on the results of the analysis presented, it can be concluded that a simple linear test shows that the variable Instagram Social Media Use on students' morals has a negative influence of 12%. Sig value. deviation from linearity is $0.303 > 0.05$, meaning that H_0 is accepted so that the regression model is linear, namely the use of Instagram social media on the dependent variable, namely Morals. A simple linear test shows that the variable Instagram Social Media Use on Learning Achievement has a negative influence of 5.5%. Sig value. deviation from linearity is $0.14 > 0.05$, meaning that H_0 is accepted so that the regression model is linear between the independent variable, namely Instagram Social Media Use, and the dependent variable, namely Learning Achievement. The linear test shows that there is a positive influence between the Morals variable on Learning Achievement of 12.3%. Sig value. deviation from linearity is $0.155 > 0.05$, meaning that H_0 is accepted so that the regression model is linear between the Morals variable and the dependent variable, namely Learning Achievement. Theoretically, Instagram social media has an influence on students' morals, although the research results do not show a significant value. However, with the influence between these two variables, it is hoped that school institutions can limit and provide education regarding the use of Instagram social media to students. This is important because negative content on Instagram can affect

students' morals. Theoretically, Instagram social media has an influence on student learning achievement, although the research results do not show a significant value. However, with the influence between these two variables, it is hoped that school institutions can limit and control students' use of Instagram social media. This research shows that the use of Instagram, both individually and collectively, provides a significant correlation to the Morals and Learning Achievement of students at SMPN 01 Bandar Lampung. Therefore, more attention is needed to this predictor variable to improve students' morals and learning achievement. Apart from that, excessive use of social media also affects the quality of learning achievement.

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