



## The Influence of Social Media X on the Political Perspectives of Civic Education Students at Pamulang University

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### Abstract

#### Abstract:

The development of information technology has made social media an important part of everyday life, including in the political realm. This study aims to determine the influence of social media X on the political perspectives of students in the Pancasila and Citizenship Education (PPKn) Study Program at Pamulang University. The study uses a quantitative approach with a causal associative method. The population of this study was all students of the Regular PPKn Study Program A, with a sample of 81 respondents selected through a proportionate stratified random sampling technique. The data collection technique used a questionnaire analyzed with validity, reliability, normality, linearity, and simple linear regression tests using SPSS version 25. The results showed that the use of X had a significant and positive effect on students' political perspectives with a significance value of  $0.000 < 0.05$  and a coefficient of determination ( $R^2$ ) of 0.678. This means that 67.8% of the variation in students' political perspectives can be explained by the use of social media X. Thus, Social Media X plays a role in shaping students' understanding, attitudes, and involvement in political issues.

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## INTRODUCTION

The rapid development of information and communication technology has brought significant transformations to various aspects of human life, particularly in social interaction patterns and political communication processes. The emergence of the internet and digital platforms has created a new communication space that transcends geographical and temporal boundaries. In this context, social media has become one of the most influential technological innovations, as it integrates communication, information exchange, and social interaction within a single, easily accessible platform. This transformation has not only changed how individuals communicate but also how they access, interpret, and disseminate information, especially political information (Rivaldy et al., 2021; Anggraeni et al., 2022).



As the use of social media continues to increase, it has become an inseparable part of everyday life. Social media enables users to access information quickly, in real time, and in large quantities. Moreover, its interactive nature facilitates two-way and even multi-directional communication, allowing users to act not only as consumers but also as producers of information. In the political context, this creates opportunities for individuals, particularly university students, to actively engage in public discourse, express opinions, and independently construct their political perspectives. Thus, social media functions not only as a source of entertainment but also as a strategic medium for disseminating political information that significantly influences public opinion formation (Rivaldy et al., 2021; Anggraeni et al., 2022).

The utilization of social media as a tool for political communication has fundamentally transformed the patterns of political engagement among younger generations. University students, as digital natives, tend to be more active in consuming and producing political content through social media platforms. Political actors, including politicians and election candidates, increasingly use social media as a strategic tool to build public image, deliver political messages, and engage with young voters more effectively. This interaction fosters a closer relationship between political actors and the public, thereby enhancing political participation and improving political literacy among millennials and Generation Z (Rosadi et al., 2020).

Furthermore, social media serves as an alternative learning medium that supports the development of students' cognitive abilities in understanding political issues. Through various available content, students are encouraged to actively seek information, compare different sources, and critically analyze ongoing political phenomena. This process contributes to the development of critical, analytical, and reflective thinking skills. In addition, discussions and debates on social media platforms enrich students' political insights and encourage more active participation in democratic processes (Pitaloka et al., 2022; Larasati, 2021).

However, despite its numerous advantages, social media also presents several complex challenges. One of the primary concerns is the widespread dissemination of inaccurate information, including hoaxes and misinformation, which can shape public perception in misleading ways. The rapid flow of information, when not accompanied by adequate verification skills, can lead to misunderstandings and even social conflict. Therefore, social media users, particularly students, are required to possess strong digital literacy skills to critically evaluate and filter information (Qadri, 2020).

In addition, the algorithmic system used by social media platforms significantly influences users' political perspectives. Algorithms tend to present content that aligns with users' preferences and prior interactions, creating what is known as an echo chamber effect. This condition limits exposure to diverse viewpoints and reinforces existing beliefs, potentially leading to biased and homogeneous political perspectives. As a result, users may develop a narrow understanding of political issues, which can hinder objective and critical thinking (Judijanto et al., 2023; Salman Farid, 2023).

Nevertheless, social media continues to play a strategic role as a new democratic space that enables broader public participation in political communication. It provides a platform for individuals to express opinions, engage in discussions, and participate in



social and political issues more openly and dynamically. This indicates that social media has great potential to strengthen democratic practices, particularly by increasing political participation among young people (Budiyo, 2016).

According to recent data from the Indonesian Internet Service Providers Association (APJII, 2024), political content is among the most consumed types of content across various generations of internet users in Indonesia. In particular, the social media platform X (formerly Twitter) has become highly popular among younger generations, including Generation Z and millennials. Its characteristics, such as real-time information dissemination and interactive public discussions, make it a primary source of political information, discussion, and opinion expression. Consequently, social media X plays a significant role in shaping students' political perspectives (Susanti & Prasetyo, 2024; Fauzi & Yunial, 2024).

Based on preliminary observations at Pamulang University, students of the Pancasila and Citizenship Education (PPKn) Study Program actively use social media X as a source of political information and a platform for discussion. However, this usage is accompanied by several challenges, such as difficulties in distinguishing valid from invalid information and the influence of algorithms that may reinforce personal biases. Therefore, strengthening digital and political literacy is essential to ensure that students can use social media critically, selectively, and responsibly in forming their political perspectives. In addition, the rapid spread of misinformation on digital platforms further emphasizes the need for critical thinking skills among students. This is supported by international studies which indicate that social media algorithms can create echo chambers and increase exposure to misleading information (Pariser, 2011; Vosoughi, Roy, & Aral, 2018; OECD, 2021).

Considering these phenomena, this study aims to examine in depth the influence of social media X on the political perspectives of students in the PPKn Study Program at Pamulang University. This research is expected to provide a comprehensive understanding of the role of social media in civic education and its contribution to enhancing political participation among young people in the digital era.

## **METHODS**

This study employs a quantitative approach using a causal associative method to examine the relationship between variables and to determine the causal effect of social media X on students' political perspectives. A quantitative approach is selected because this study emphasizes objective measurement of variables and statistical analysis of numerical data to produce generalizable findings. The causal associative method is used to identify the extent to which the independent variable, namely the use of social media X, influences the dependent variable, namely students' political perspectives (Sugiyono, 2019).

The population of this study consists of 264 active students from the Pancasila and Citizenship Education (PPKn) Study Program at Pamulang University, distributed across 10 classes. Due to the relatively large population size, a sampling technique was applied to obtain representative data. The sample consists of 81 respondents selected using a proportional stratified random sampling technique, which ensures that each



subgroup (class) is proportionally represented. The sample size was determined using the Slovin formula with a specified margin of error, ensuring that the selected sample adequately represents the characteristics of the population (Sugiyono, 2019).

Data were collected באמצעות an online questionnaire designed using a Likert scale. The instrument consists of 30 items divided into two main variables: the use of social media X and students' political perspectives. The Likert scale is employed as it effectively measures respondents' attitudes, perceptions, and opinions based on their level of agreement with each statement, allowing qualitative responses to be transformed into quantitative data for statistical analysis (Likert, 1932).

Prior to data collection, the research instrument was tested for validity and reliability to ensure its quality. Validity testing was conducted using the Pearson Product Moment correlation to determine the extent to which each item accurately measures the intended variable. An item is considered valid if the correlation coefficient exceeds the critical value of the r-table at a given significance level (Arikunto, 2018). Reliability testing was conducted using Cronbach's Alpha to assess the internal consistency of the instrument. A Cronbach's Alpha value greater than 0.60 indicates that the instrument is reliable and produces consistent results (Ghozali, 2018).

Data analysis was performed using SPSS version 25. The initial stage of analysis involved prerequisite tests, including normality and linearity tests, to ensure that the data met the assumptions required for parametric statistical analysis. The normality test was conducted to determine whether the data were normally distributed, while the linearity test was used to confirm that the relationship between the independent and dependent variables was linear (Ghozali, 2018).

After meeting these assumptions, the analysis proceeded with simple linear regression to determine the magnitude of the influence of social media X usage on students' political perspectives and to predict changes in the dependent variable based on the independent variable. The regression model used in this study is expressed as  $Y = a + bX$ , where Y represents the dependent variable, X represents the independent variable,  $a$  is the constant, and  $b$  is the regression coefficient indicating the direction and strength of the relationship (Sugiyono, 2019).

Hypothesis testing was conducted to determine whether there is a significant effect of social media X on students' political perspectives. The decision-making criterion is based on the significance value (p-value) with a significance level of 0.05. Additionally, classical assumption tests, including heteroscedasticity and autocorrelation tests, were performed to ensure that the regression model meets the required assumptions and produces unbiased and reliable estimates (Ghozali, 2018). Through this systematic methodological process, the study is expected to produce valid and reliable findings and provide empirical evidence regarding the influence of social media X on students' political perspectives.



## RESULT AND DISCUSSION

### Prerequisite Test Results

#### Validity Test Results

Based on the results of the validity test using the Pearson Product Moment correlation formula, it was found that the calculated correlation coefficient (r-count) for each statement item is greater than the critical value (r-table = 0.2185) at a significance level of 5%.

This indicates that all questionnaire items meet the validity criteria and are capable of accurately measuring the intended variables. Therefore, each item in the instrument is considered valid and appropriate for use in further data analysis.

Pernyataan	R <sub>hitung</sub>	R <sub>tabel</sub>	Interpresentasi
X.1	0.822	0.2185	VALID
X.2	0.789	0.2185	VALID
X.3	0.793	0.2185	VALID
X.4	0.744	0.2185	VALID
X.5	0.747	0.2185	VALID
X.6	0.824	0.2185	VALID
X.7	0.854	0.2185	VALID
X.8	0.817	0.2185	VALID
X.9	0.858	0.2185	VALID
X.10	0.873	0.2185	VALID
X.11	0.842	0.2185	VALID
X.12	0.743	0.2185	VALID
X.13	0.601	0.2185	VALID
X.14	0.688	0.2185	VALID
X.15	0.669	0.2185	VALID

Pertanyaan	R <sub>hitung</sub>	R <sub>tabel</sub>	Interpresentasi
Y.1	0.784	0.2185	VALID
Y.2	0.822	0.2185	VALID
Y.3	0.912	0.2185	VALID
Y.4	0.803	0.2185	VALID
Y.5	0.867	0.2185	VALID
Y.6	0.816	0.2185	VALID
Y.7	0.756	0.2185	VALID
Y.8	0.712	0.2185	VALID
Y.9	0.663	0.2185	VALID
Y.10	0.813	0.2185	VALID
Y.11	0.787	0.2185	VALID
Y.12	0.717	0.2185	VALID
Y.13	0.608	0.2185	VALID
Y.14	0.670	0.2185	VALID
Y.15	0.728	0.2185	VALID

The results of the validity test indicate that all 15 statement items in the questionnaire for variable X (use of social media X) have calculated correlation values (r-count) higher than the critical value (r-table). Therefore, all items are considered valid.



The same result applies to variable Y (students' political perspectives), where all 15 items also meet the validity criteria, with r-count values exceeding the r-table.

Thus, all statements in the questionnaire can be used as valid and reliable research instruments to measure both the use of social media X and students' political perspectives in this study.

### **Reliability Test Results**

In this study, a reliability test was conducted to measure the consistency and stability of the research instrument in producing dependable and consistent data over time. Reliability testing is essential to ensure that the instrument yields similar results under consistent conditions and is free from random errors.

Thus, the reliability test serves as an important step in determining whether the questionnaire used in this study is capable of consistently measuring the variables under investigation.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.948	15

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.948	15

Based on the results of the analysis using the Cronbach's Alpha method, the variable of social media X usage demonstrates a very high level of reliability, with a Cronbach's Alpha value of 0.952. This indicates that the 15 questionnaire items used to measure this variable are highly consistent.

Similarly, the variable of students' political perspectives also shows a very high level of reliability, with a Cronbach's Alpha value of 0.948 for the 15 items tested. These



values exceed the minimum acceptable reliability threshold of 0.60, indicating that the instrument used in this study is reliable and stable in measuring students' political perspectives.

Therefore, the questionnaire instrument employed in this study can be considered trustworthy and consistent in measuring both variables, ensuring that the data obtained are valid and suitable for further analysis.

### Normality Test Results

In this study, a normality test was conducted to determine whether the research data are normally distributed. This test is essential to ensure that the data meet the assumptions required for parametric statistical analysis.

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		81
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	7.24162545
Most Extreme Differences	Absolute	.082
	Positive	.082
	Negative	-.063
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

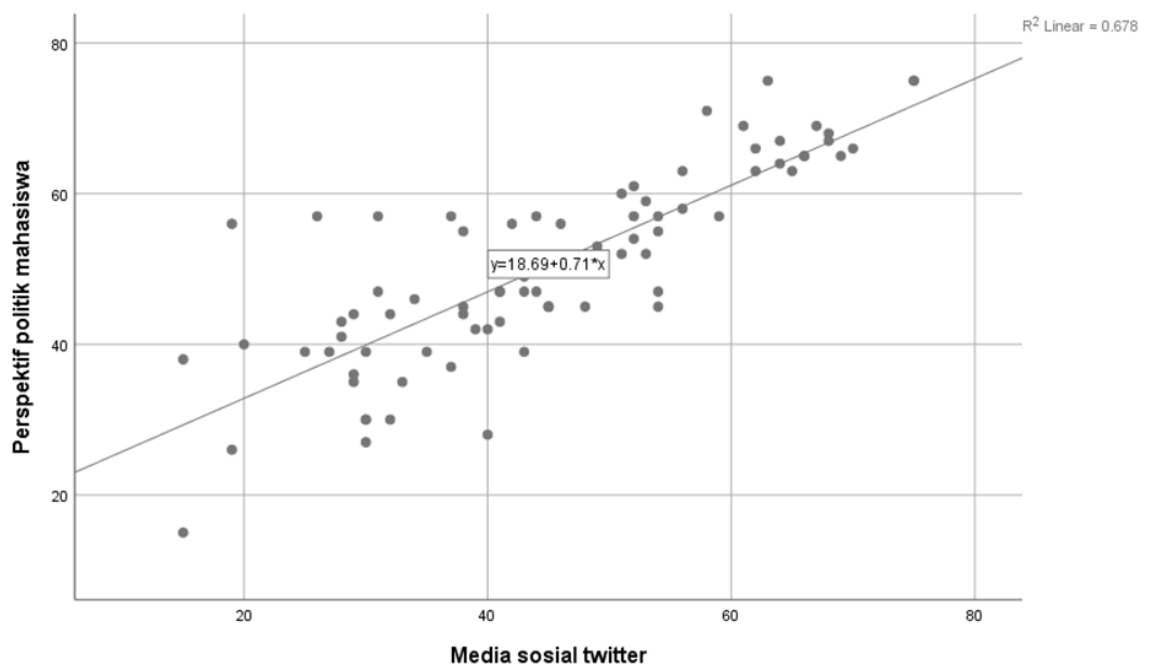
- a. Test distribution is normal.
- b. Calculated from the data.
- c. Lilliefors significance correction.
- d. This is a lower bound of the true significance.

Based on the table above, it can be concluded that the significance value of the Kolmogorov-Smirnov test for both variables (X and Y) is greater than 0.05 (Sig > 0.05). This indicates that both variables meet the assumption of normality, meaning that the data for social media X usage and students' political perspectives are normally distributed. Therefore, the data are suitable for use in statistical analyses that require a normal distribution.

## Linearity Test Results

In this study, a linearity test was conducted to ensure that the relationship between the independent variable (social media X) and the dependent variable (students' political perspectives) follows a linear pattern.

This test is important to confirm that the association between the two variables can be appropriately analyzed using linear regression, as it assumes a straight-line relationship between variables.



Based on the table, there is a positive and linear relationship between social media X and students' political perspectives, with a coefficient of determination ( $R^2$ ) of 0.678. This means that 67.8% of the variation in students' political perspectives can be explained by the use of social media X. The distribution of data points around the regression line indicates that the relationship between the two variables follows a linear pattern. Therefore, the use of social media X has a significant influence on students' political perspectives.

## Hypothesis Testing

### Simple Linear Regression Results

In this study, simple linear regression analysis was employed to determine the extent of the influence of the independent variable on the dependent variable, as well as to predict the value of the dependent variable based on the independent variable.



### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.685	2.592		7.209	.000
	Media sosial X	.707	.055	.823	12.898	.000

a. Dependent Variable: Students' political perspectives

The results show that the significance value (Sig.) for the effect of social media X (X) on students' political perspectives (Y) is 0.000, which is less than 0.05 ( $0.000 < 0.05$ ). In addition, the calculated t-value (12.898) is greater than the t-table value.

Therefore, the alternative hypothesis ( $H_a$ ) is accepted, indicating that the independent variable (social media X) has a significant effect on the dependent variable (students' political perspectives).

This study involved 81 respondents from the Pancasila and Citizenship Education (PPKn) Study Program at Pamulang University. The data were analyzed quantitatively using SPSS version 25. The variables examined in this study consisted of the use of social media X as the independent variable (X) and students' political perspectives as the dependent variable (Y). Both variables were measured using 15 questionnaire items based on a Likert scale, which were further processed to obtain descriptive statistical measures such as mean, median, mode, and range.

The descriptive analysis reveals that the average score for social media X usage is 44.90, with a median of 44.00 and a mode of 45, within a score range of 15 to 75. These results indicate a moderate to high level of variation in how students utilize social media X. Meanwhile, students' political perspectives show a higher average score of 50.44, with a median of 50.00 and a mode of 57, within the same range. This suggests that students exhibit diverse political viewpoints, reflecting differences in their exposure to information, personal experiences, and engagement with political content.

The validity test confirms that all questionnaire items for both variables are valid, as the calculated correlation coefficients (r-count) exceed the critical value ( $r\text{-table} = 0.2185$ ). Furthermore, the reliability test results indicate very high levels of internal consistency, with Cronbach's Alpha values of 0.952 for social media X usage and 0.948 for students' political perspectives. These findings demonstrate that the research instrument is both valid and reliable, ensuring that the data collected are accurate and consistent for further analysis.

The normality test using the Kolmogorov-Smirnov method shows significance values greater than 0.05, indicating that the data for both variables are normally distributed. This fulfills the assumptions required for parametric statistical analysis. In addition, the linearity test reveals a linear relationship between the independent and dependent variables, with a coefficient of determination ( $R^2$ ) of 0.678. This means that



67.8% of the variation in students' political perspectives can be explained by the use of social media X, while the remaining percentage may be influenced by other factors not examined in this study.

The results of the simple linear regression analysis indicate that the use of social media X has a significant effect on students' political perspectives, as evidenced by a significance value of 0.000 ( $p < 0.05$ ) and a calculated t-value of 12.898, which exceeds the critical value. This finding confirms that the proposed hypothesis is accepted. It suggests that increased engagement with social media X contributes significantly to shaping students' political understanding, attitudes, and viewpoints.

These findings reinforce the idea that social media X plays a crucial role as a digital platform for political communication and information dissemination. Through exposure to political content, participation in online discussions, and interaction with diverse viewpoints, students are able to construct and refine their political perspectives. However, this influence is not without challenges. The presence of misinformation, algorithm-driven content filtering, and potential bias highlights the importance of critical thinking and digital literacy in navigating political information.

Overall, this study emphasizes the strategic role of social media X in shaping political perspectives among university students, particularly in the context of civic education. Nevertheless, it is important to acknowledge that other variables such as educational background, social environment, and personal experiences may also contribute to the formation of political perspectives. Therefore, further research is recommended to explore these additional factors. Moreover, the importance of digital literacy and responsible use of social media should be emphasized to promote informed, balanced, and critical political opinions among students.

## CONCLUSION

The results of this study indicate that the use of social media X has a significant and positive influence on the political perspectives of students in the Pancasila and Citizenship Education (PPKn) Study Program at Pamulang University. This finding suggests that social media functions not only as a communication tool but also as a medium that shapes students' political views, attitudes, and understanding.

Empirically, the research instruments used in this study have demonstrated high levels of validity and reliability. This indicates that the data collected are accurate and consistent, thereby ensuring that the findings are scientifically credible and dependable. Furthermore, the data meet the required statistical assumptions, including normality and linearity. The coefficient of determination ( $R^2$ ) value of 0.678 shows that 67.8% of the variation in students' political perspectives can be explained by the use of social media X. This highlights the substantial role of social media in influencing students' political thinking, although other external factors beyond the scope of this study may also contribute.

In addition, the results of the simple linear regression analysis reveal that the more intensively students use social media X, the stronger their political perspectives are formed. This implies that exposure to political information, online discussions, and digital interactions on the platform directly contributes to the enhancement of students'



political awareness and engagement. Thus, social media X can be understood as an informal yet effective medium for political learning. However, its significant influence also necessitates strong digital literacy skills, enabling students to critically evaluate information and avoid bias, misinformation, and opinion polarization. Overall, this study reinforces the view that social media is a strategic factor in civic education in the digital era, particularly in shaping a generation of young individuals who are more politically aware, critical, and participatory.

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