

The Effect of Intensity of Social Media Use and Peer Conformity on Interpersonal Communication of High School

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ABSTRACT

This study aims to determine the partial and simultaneous effects of the intensity of social media use and peer compatibility on students' interpersonal communication in elementary school. The population of this study was all students in grades IV-VI in one of the elementary schools in Takeran District, Magetan Regency for the 2022/2023 academic year, there were 202 students. The research sample was taken using the total sampling technique. The research data were collected using a questionnaire technique. Data analysis techniques using two predictor regression analysis. Research conclusions: (1) there is an effect of intensity of social media use on interpersonal communication, (2) there is an effect of peer suitability on interpersonal communication, (3) there is a simultaneous effect of intensity of social media use and peer suitability on interpersonal communication of students in elementary school.c

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1. INTRODUCTION

The use of social media sites has become a trend or lifestyle for some people in Indonesia. Social media, such as *Facebook*, *WhatsApp*, and *Instagram* have now dominated the lives of internet users. The use of social media or social media at this time has become one of the needs for the community because it is a cheap and easily accessible communication tool. Social media users can be used to send messages and between users can communicate with each other. Interaction and communication among social media users who have a longer frequency of time with their group or group friends, causing the relationship between them to become closer. Thus, there will be conformity due to the existence of useful information on each social media user and each user wants to be socially accepted. The intensity of social media use and

conformity formed among users can have an influence on interpersonal communication between users.

Relating to issues regarding the intensity of social media use, peer conformity, and interpersonal communication, it is known that in some elementary schools there is a reality that students in the high grades, namely between grades IV to VI have recognized various social media, namely *Facebook*, *Whatsapp*, and *Instagram*. In reality, students in the high grades of elementary schools who use social media, more often establish communication with their fellow social media users via *cellphones* than directly. This condition causes a reduction in interpersonal communication that occurs. On the other hand, students who have peer conformity communicate more interpersonally with their fellow groups. For example, when doing group study, discussing in class, and discussing daily problems during breaks or outside of school.

Interpersonal communication for students is important because it can affect students' ability to express opinions in discussions, can pay attention to others when they are speaking, and do not cut off other people's opinions when speaking. In relation to interpersonal communication, researchers made preliminary observations of students in the high grades of elementary schools in Magetan Regency. Based on the results of the observation, it is known that the forms of interpersonal communication of students can be shown from the ability of students to express opinions in discussions, ask questions with friends about subject matter, and the ability of students to ask the teacher about subject matter that they have not understood. For students in higher grades, namely grades IV, V, and VI, it is known that students who already have good interpersonal communication skills will be more active in class discussions, dare to ask the teacher, and be more active in expressing opinions. Meanwhile, students who lack interpersonal communication skills will be more silent when participating in discussions, do not dare to answer the teacher's questions, and are rarely actively involved in dialog with friends outside the classroom.

The ability to communicate interpersonally is important for everyone, especially elementary school children. According to Lutte in Monks, Knoers, & Haditoro (2020) regarding ideal communication, revealed that boys and girls aged 10-18 years have characteristics: (1) shared activities and interests, (2) mutual openness (everything is discussed together), (3) mutual trust (can keep secrets), (4) empathy (feel) and honesty, (5) filling other deficiencies (friends have desirable traits), and finally (6) close relationships: attachment to one another based on openness, subtlety of feeling, and

mutual help. So these traits are possessed by fourth grade elementary school children. These traits can be used to measure children's interpersonal communication

Interpersonal communication in students can be influenced by several things. One of them is the intensity of social media use. Social media or in English called *social media* is an online media that makes it easy for users to carry out social interactions *online*. There users can communicate, *network*, share and many other activities (Kadarudin, 2020) . The results of research conducted by Hastuti (2021) found that the use of social media has a negative impact on interpersonal communication in adolescents who use social media in their daily lives, they are more likely to communicate on social media than direct interpersonal communication. Rakhmaniar (2023) in his research also proved that the use of social media significantly affects adolescents' interpersonal communication skills. The frequency of social media use has the greatest influence, followed by the duration, type, and purpose of social media use. Therefore, it is important for teenagers to utilize social media wisely in order to improve their interpersonal communication skills.

In addition to the intensity of using social media, students' interpersonal communication can also be influenced by peer conformity. According to Kiesler and Kiesler in Rakhmat (2019) that conformity is a change in behavior or beliefs towards group norms due to group pressure, *real* or imagined. Conformity can lead individuals to communicate with each other about the latest issues more intensively. The existence of conformity will further strengthen the desire of individuals to communicate with each other in groups. Research conducted by Primasari, Sancaya, & Setyaputri (2018) proves that peer guidance has an effect on improving students' interpersonal communication skills. In research conducted Akbar, Wangid, & Prawitasari (2020) it is proven that the level of peer conformity affects interpersonal communication.

Interpersonal communication is one form of communication that is important for students, especially in establishing interactions with others, supporting smooth learning, and practicing courage in expressing opinions. Some things related to students' interpersonal communication skills are the intensity of using social media as one of the communication media and peer conformity which can support student behavior in communicating with fellow group members. This research is directed at theory testing (*ex-post facto*) about the intensity of social media use and interpersonal communication. In connection with the existence of problems regarding interpersonal communication in students as well as the intensity of social media use and peer conformity as mentioned above, researchers are interested in conducting research on:

"The Effect of Intensity of Social Media Use and Peer Conformity on Interpersonal Communication of High Grade Students in Elementary Schools."

According to Chaplin in Supriyadi & Putra (2020) the notion of intensity can be explained from three meanings, namely: (1) the quantitative nature of a sense, which is related to the intensity of the stimulus, (2) the strength of a behavior or an experience, (3) the strength that supports an opinion or an attitude. Intensity is the magnitude or strength of a behavior; the amount of physical energy used to stimulate one of the senses; a physical measure of sensory energy or data. Horrigan in Noormiyanto (2018) explains that in the intensity of a person's internet use, there are two basic things that need to be observed, namely the frequency of the internet that is often used and the length of use each time accessing the internet by internet users. Boyd in Nasrullah (2021) explains that social media is a collection of software that allows individuals and communities to gather, share, communicate, and in certain cases collaborate or play with each other. Social media has a strength in *user generated content* or UGC where content is generated by users and not by editors as in social media institutions. Meike and Young in Nasrullah (2021) explain the word social media or *social media* as a convergence between personal communication in the sense of sharing between individuals (*to be shared one-to-one*) and public media to share with anyone without any individual specificity. Meanwhile, according to Van Dijk in Nasrullah (2021), social media is a media *platform* that focuses on the existence of users who facilitate them in doing activities and collaborating. Therefore, social media can be seen as an online medium (*facilitator*) that strengthens relationships between users as well as a social bond. Based on the description above, the intensity of social media use in this study can be defined as the level of students' frequency in using social media as a means of communication with their friends.

O'Keeffe & Clarke-Pearson (2021) stated that the advantages and disadvantages of using social media are as follows: (1) Advantages of using social media: (a) staying connected with friends and family, making new friends, sharing photos, and exchanging ideas; (b) having the opportunity to bond in the community by raising money for a charity event and volunteering for local events; (c) helping the development of adolescents' social skills; (d) improving and facilitating learning opportunities for adolescents (for example, middle and high school students connect with each other to do homework); and (e) making it easier to access or find information about health. The disadvantages of using social media are (a) *cyberbullying* and *online violence*, which is the deliberate use of social media to slander, embarrass, or abuse others; (b) *sexting*, which is sending, receiving, or forwarding

messages, photos, or images of a sexual nature via cell phones, computers, or digital media. Adolescents who engage in these acts are categorized as misdemeanors; (c) depression. The intensity of the *online* world is a factor that triggers depression in adolescents so that adolescents are more socially closed. Social media is at risk of causing aggressive behavior on oneself. The rapid development of social media sites certainly has positive and negative impacts, therefore it is important to create a system of supervision and guidance for them so that the negative impact can be avoided and the positive impact is increasingly felt.

Conformity is the tendency to change one's beliefs or behavior to match the behavior of others (Taylor, Peplau, & Sears, 2020). According to Baron & Byrne (2019) conformity is a type of social influence in which individuals are willing to change their attitudes and behaviors to conform to existing norms. According to Kiesler and Kiesler in Rakhmat (2019) that conformity is a change in behavior or beliefs towards group norms due to group pressure, *real* or imagined. Based on the above opinions, it can be concluded that conformity is a change in behavior made by individuals as a result of group pressure to do the same thing that friends do.

According to Taylor et al. (2020) there are 4 characteristics of people who do conformity, namely: (1) the involvement of children in behaving with peers, namely adolescents interact with peers in socializing and establishing communication; (2) always following group invitations, namely adolescents will prefer to follow group invitations in their daily lives; (3) the existence of group uniformity, namely adolescents will equate the same preferences, preferred colors and hobbies; and (4) group acceptance, namely in a friendship there is always closeness in the group.

Referring to some of the theories above, in this study it can be concluded that conformity is a change in behavior to follow the beliefs of others. This can be seen from the characteristics of peer group conformity that a person conforms to a peer group seen from the size of the group, cohesiveness, presence and general commitment. It is also mentioned because of the involvement of children in behaving with their peers, always following group invitations, group uniformity and group acceptance.

According to Suwatno and Arviana (2023) interpersonal communication is defined as the process of exchanging information between someone with at least one other or usually between two people who can immediately know the *feedback*. Interpersonal communication is the most frequent communication format carried out by everyone in his life. Effendy (2019) suggests that interpersonal communication is a face-to-face interaction between two or more people, where the sender can convey the

message directly, and the recipient of the message can respond directly as well. In interpersonal communication, the interaction that occurs involves at least two people and is carried out directly. Devito (2011: 252) defines interpersonal communication as communication that takes place between two or more people who have a stable and clear relationship. Based on the definitions above, there is a common perception that *interpersonal communication*. Thus, interpersonal communication can be defined as face-to-face interaction between two or more people, where the sender can convey the message directly, and the recipient of the message can respond directly as well. In interpersonal communication, the interaction that occurs involves at least two people and is carried out directly.

In connection with the influence of the intensity of social media use and peer conformity on the interpersonal communication of high school students, this study was conducted at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year. This study aims to determine the effect of the intensity of social media use on the interpersonal communication of high-grade students in elementary schools, the effect of peer conformity on the interpersonal communication of high-grade students in elementary schools, and the simultaneous effect of the intensity of social media use and peer conformity on the interpersonal communication of high-grade students in elementary schools.

2. RESEARCH METHOD

The research design used an *ex post facto* correlational descriptive design. The use of this *ex post facto* method is reinforced by the opinion of Nazir (2005: 73), which states that *ex post facto* research is a systematic empirical investigation, where the researcher has no direct control over *independent* variables because the manifestation of the phenomenon has already occurred or because the phenomenon is difficult to manipulate. This research is designed for *explanatory research*. This study is intended to determine the relationship between the intensity of social media use and peer conformity on interpersonal communication of high grade students at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year. This research was designed as a study using a quantitative approach with inferential statistical analysis. The population of this study is all high grade students (grades IV-VI) at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 academic year, which has 202 students. In this study, the population is limited to students who use social media. Referring to data at SDN Kuwonharjo I-III, information was obtained that of the grade IV-VI students at SDN Kuwonharjo there were 90 students who had

used social media, such as *Facebook*, *Whatsapp*, and *Instagram*. Therefore, the research sample was set at 90 students. Based on this, in determining the research sample, a method is used that is in accordance with the conditions of the research population. The sampling technique used in this study is *total sampling* technique or saturated sampling. This is often done when the population is relatively small, less than 100 people. Another term for saturated sample is census, where all members of the population are sampled (Sugiyono, 2022). The indicators of the intensity of social media use are: (1) attention to technology; (2) understanding and absorption of information; (3) duration of using social media; (4) frequency of accessing social media. Data on the intensity of social media use in this study were collected using a questionnaire. The indicators of peer conformity are: (1) behavioral involvement with peers; (2) always following group invitations; (3) group uniformity; (4) group acceptance. Peer conformity data were collected using a questionnaire. The indicators of interpersonal communication are: (1) clarity of message meaning; (2) openness in communication; (3) empathy with the interlocutor; (4) feedback in communication. Interpersonal communication data in this study were collected by questionnaire.

The data collection technique in this study used a questionnaire. The questionnaire in this study is a closed questionnaire in the form of written questions used to collect data on the intensity of social media use (X_1), peer conformity (X_2), and interpersonal communication (Y). The number of items for each variable is 25 items. The questionnaire uses four alternative answers, namely: Always, Often, Sometimes, and Never. The change of questionnaire data from qualitative to quantitative is done through scoring the results of the questionnaire entries. In this study, the questionnaire scoring was carried out based on the Likert Scale (Sugiyono, 2022) with alternative answers provided by the researcher.

In this study, the validity and reliability test of the questionnaire was carried out by distributing the questionnaire to a trial sample of 20 students who were not the research sample. From the answers to the questionnaire submitted by the trial sample, the *product moment* correlation test was then calculated. The results of the calculation of the r (calculated) value on each variable with the Microsoft Excel 2010 computer program are as follows:

Table 1. Recapitulation of Data from the Validity Test Results of the Intensity of Social Media Use Questionnaire

No.	Question Item	Calculated r value	Value r table = 0.444	Description	Category
1.	Item 1	0,682	$r(\text{count}) > r_{\text{table}}$	Valid	High
2.	Item 2	0,632	$r(\text{count}) > r_{\text{table}}$	Valid	High
3.	Item 3	0,682	$r(\text{count}) > r_{\text{table}}$	Valid	High
4.	Item 4	0,519	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
5.	Item 5	0,608	$r(\text{count}) > r_{\text{table}}$	Valid	High
6.	Item 6	0,762	$r(\text{count}) > r_{\text{table}}$	Valid	High
7.	Item 7	0,579	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
8.	Item 8	0,724	$r(\text{count}) > r_{\text{table}}$	Valid	High
9.	Item 9	0,839	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
10.	Item 10	0,617	$r(\text{count}) > r_{\text{table}}$	Valid	High
11.	Item 11	0,547	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
12.	Item 12	0,053	$r(\text{count}) < r_{\text{table}}$	Invalid	Very Low
13.	Item 13	0,839	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
14.	Item 14	0,054	$r(\text{count}) < r_{\text{table}}$	Not Valid	Very Low
15.	Item 15	0,644	$r(\text{count}) > r_{\text{table}}$	Valid	High
16.	Item 16	0,866	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
17.	Item 17	0,738	$r(\text{count}) > r_{\text{table}}$	Valid	High
18.	Item 18	0,839	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
19.	Item 19	0,628	$r(\text{count}) > r_{\text{table}}$	Valid	High
20.	Item 20	0,620	$r(\text{count}) > r_{\text{table}}$	Valid	High
21.	Item 21	0,009	$r(\text{count}) < r_{\text{table}}$	Not Valid	Very Low
22.	Item 22	0,707	$r(\text{count}) > r_{\text{table}}$	Valid	High
23.	Item 23	0,651	$r(\text{count}) > r_{\text{table}}$	Valid	High
24.	Item 24	0,054	$r(\text{count}) < r_{\text{table}}$	Invalid	Very Low
25.	Item 25	0,157	$r(\text{count}) < r_{\text{table}}$	Not Valid	Very Low

The calculation for the validity test of the questionnaire on the intensity of the use of social media shows that out of 25 questionnaire items, it is known that there are 5 invalid items, namely: item no: 12, 14, 21, 24, and 25, because the r_{xy} value is less than the r_{table} value (0.444). While there are 20 valid questionnaire items. Thus, the questionnaire items used to collect data on the intensity of social media use used 20 items.

Table 2. Recapitulation of Data from the Peer Conformity Questionnaire Validity Test Results

No.	Question Item	Calculated r value	Value of r table = 0.444	Description	Category
1.	Item 1	0,626	$r(\text{count}) > r_{\text{table}}$	Valid	High
2.	Item 2	0,679	$r(\text{count}) > r_{\text{table}}$	Valid	High
3.	Item 3	0,607	$r(\text{count}) > r_{\text{table}}$	Valid	High
4.	Item 4	0,591	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
5.	Item 5	0,852	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
6.	Item 6	0,753	$r(\text{count}) > r_{\text{table}}$	Valid	High
7.	Item 7	0,649	$r(\text{count}) > r_{\text{table}}$	Valid	High
8.	Item 8	0,845	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
9.	Item 9	0,666	$r(\text{count}) > r_{\text{table}}$	Valid	High
10.	Item 10	0,790	$r(\text{count}) > r_{\text{table}}$	Valid	High
11.	Item 11	0,336	$r(\text{count}) < r_{\text{table}}$	Not Valid	Low
12.	Item 12	0,819	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
13.	Item 13	0,545	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
14.	Item 14	0,158	$r(\text{count}) < r_{\text{table}}$	Invalid	Very Low
15.	Item 15	0,852	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
16.	Item 16	0,523	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
17.	Item 17	0,712	$r(\text{count}) > r_{\text{table}}$	Valid	High
18.	Item 18	0,595	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
19.	Item 19	0,516	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
20.	Item 20	0,542	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
21.	Item 21	0,357	$r(\text{count}) < r_{\text{table}}$	Not Valid	Low
22.	Item 22	0,573	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
23.	Item 23	0,448	$r(\text{count}) < r_{\text{table}}$	Not Valid	Fair
24.	Item 24	0,524	$r(\text{count}) > r_{\text{table}}$	Valid	Enough
25.	Item 25	0,103	$r(\text{count}) < r_{\text{table}}$	Invalid	Very Low

The calculation for the validity test of the questionnaire on peer conformity shows that of the 25 questionnaire items, it is known that there are 5 invalid items, namely: item no: 11, 14, 21, 23, and 25, because the r_{xy} value is less than the r_{table} value (0.444). While there are 20 valid questionnaire items. Thus, the questionnaire items used to collect data on peer conformity use 20 items.

Table 3. Recapitulation of Data on the Validity Test Results of the Interpersonal Communication Questionnaire

No.	Question Item	Calculated r value	Table r value = 0.444	Description	Category
1.	Item 1	0,161	$r(\text{count}) < r_{\text{table}}$	Invalid	Very Low
2.	Item 2	0,562	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
3.	Item 3	0,696	$r(\text{count}) > r_{\text{table}}$	Valid	High

No.	Question Item	Calculated r value	Table r value = 0.444	Description	Category
4.	Item 4	0,682	$r(\text{count}) > r_{\text{table}}$	Valid	High
5.	Item 5	0,619	$r(\text{count}) > r_{\text{table}}$	Valid	High
6.	Item 6	0,803	$r(\text{count}) > r_{\text{table}}$	Valid	Very High
7.	Item 7	0,685	$r(\text{count}) > r_{\text{table}}$	Valid	High
8.	Item 8	0,576	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
9.	Item 9	0,538	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
10.	Item 10	0,597	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
11.	Item 11	0,641	$r(\text{count}) > r_{\text{table}}$	Valid	High
12.	Item 12	0,558	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
13.	Item 13	0,536	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
14.	Item 14	0,626	$r(\text{count}) > r_{\text{table}}$	Valid	High
15.	Item 15	0,638	$r(\text{count}) > r_{\text{table}}$	Valid	High
16.	Item 16	0,734	$r(\text{count}) > r_{\text{table}}$	Valid	High
17.	Item 17	0,743	$r(\text{count}) > r_{\text{table}}$	Valid	High
18.	Item 18	0,763	$r(\text{count}) > r_{\text{table}}$	Valid	High
19.	Item 19	0,691	$r(\text{count}) > r_{\text{table}}$	Valid	High
20.	Item 20	0,435	$r(\text{count}) < r_{\text{table}}$	Invalid	Simply
21.	Item 21	0,322	$r(\text{count}) < r_{\text{table}}$	Invalid	Low
22.	Item 22	0,558	$r(\text{count}) > r_{\text{table}}$	Valid	Simply
23.	Item 23	0,214	$r(\text{count}) < r_{\text{table}}$	Invalid	Low
24.	Item 24	0,296	$r(\text{count}) < r_{\text{table}}$	Invalid	Low
25.	Item 25	0,638	$r(\text{count}) > r_{\text{table}}$	Valid	High

The calculation for the validity test of the questionnaire on interpersonal communication shows that out of 25 questionnaire items, there are 5 invalid items, namely: item no: 1, 20, 21, 23, and 24, because the value of r_{xy} , less than the value of r_{table} (0.444). While there are 20 valid questionnaire items. Thus, the questionnaire items used to collect data on interpersonal communication use 20 items. Valid questionnaires can be used as instruments in collecting data on the intensity of social media use, peer conformity, and interpersonal communication.

The results of the questionnaire answers, namely as many as 75 items of questionnaire statements that have been collected, are tested for reliability. The results of the reliability test of the scale question items are presented in **Table 4** below:

Table 4. Data Recapitulation of Reliability Test Results of Intensity of Social Media Use, Peer Conformity, and Interpersonal Communication Questionnaires

Variables	N Item	Calculated Alpha Value	Limit	Description
Intensity of social media use	25	0,893	0,70	Reliable

Peer conformity	25	0,919	0,70	Reliable
Interpersonal communication	25	0,914	0,70	Reliable
Total	75			

From **Table 4**, it can be concluded that all items in the research questionnaire are reliable. Based on the results of the validity and reliability tests, the scales used to collect data on the intensity of social media use, peer conformity, and interpersonal communication are 20 items each. Furthermore, the data in this study were analyzed with several statistical techniques as follows:

- a. The partial influence of the intensity of social media use and peer conformity on the interpersonal communication of high school students at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year using *Product Moment* correlation analysis with the formula (Sugiyono, 2022) :

$$r_{xy} = \frac{n \sum x_2 y - (\sum x_2)(\sum y)}{\sqrt{\{n \sum x_2^2 - (\sum x_2)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Description:

r_{x_1y} = correlation coefficient of X_2 and Y

n = number of samples

$\sum XY$ = the sum of the products of X_2 and Y

$\sum X$ = sum of X_2 values

$\sum Y$ = sum of Y values

- b. The simultaneous influence of the intensity of the use of social media and peer conformity on the interpersonal communication of high-class students at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year or the meaningfulness of the regression coefficient as a whole used the F test with the formula (Sugiyono, 2022) :

$$F_{hitung} = \frac{R^2(n - m - 1)}{m(1 - R^2)}$$

Description:

F_{reg} : F price of the regression line

N : Case Count

M : Predictor Count

R : The correlation coefficient between the criterion and the predictors.

3. RESEARCH RESULTS AND DISCUSSION

Based on the results of data analysis on the intensity of social media use, peer conformity, and interpersonal communication in appendix 20 analyzed using the help of the *Microsoft Office Excel 2007* program, it can be described as follows:

3.1. Description of Data on Intensity of Social Media Use

Based on the results of the data questionnaire scores obtained from a sample of $N = 90$ students with a score range of 20 - 80, the following calculations were obtained: $Mean = 67.06$. $Median = 67.33$. $Mode = 67.82$. The lowest score is 52, the highest score is 79. Given that the data will be reported in the form of a bar chart, it is necessary to provide a data tabulation that contains columns, then it is necessary to provide a data tabulation. By calculating the class range (R), class width (i). Class range = upper real limit score minus lowest real limit score ($79.5 - 51.5 = 28$), so it is necessary to add 2 points with the provisions of 1 point for the highest score and 1 point for the lowest score. So, R in the frequency distribution = $(28 + 2) : 5 = 6$. The frequency distribution for the questionnaire data on the intensity of social media use can be seen in **Table 5** as follows.

Table 5. Frequency Distribution of Social Media Usage Intensity Data

No.	Interval	X_i	Frequency (f)	Percentage
1	51 - 55	53	3	3,3%
2	56 - 60	58	14	15,6%
3	61 - 65	63	17	18,9%
4	66 - 70	68	30	33,3%
5	71 - 75	73	15	16,7%
6	76 - 80	78	11	12,2%
Total			90	100%

Description:

Interval : *range of social media usage intensity data*

Frequency: number of respondents

Percentage : percentage of the number of respondents (f) out of the total number of respondents

Data on the intensity of social media use as listed in **Table 5** can be presented in the form of a histogram as follows:

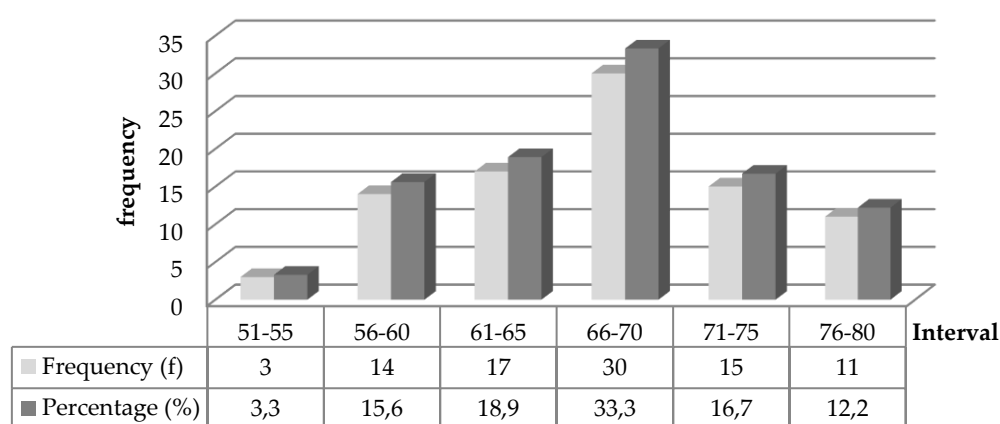


Figure 1. Data on Intensity of Social Media Use

3.2. Description of Peer Conformity Data

The results of the data questionnaire score obtained from a sample of $N = 90$ students with a score range of 20 - 80, obtained the following calculations: *Mean* = 65.39. *Median* = 65.33. The lowest score is 48, the highest score is 77. Given that the data will be reported in the form of a bar chart, it is necessary to provide a data tabulation that contains columns, then it is necessary to provide a data tabulation. By calculating the class range (R), class width (i). Class range = upper real limit score minus lowest real limit score ($77.5 - 47.5 = 30$). So, R in frequency distribution = $30 : 5 = 6$. The classed frequency distribution for the peer conformity questionnaire data can be seen in **Table 6.** as follows.

Table 6: Frequency Distribution of Peer Conformity Data

No.	Interval	X_i	Frequency (f)	Percentage
1	48 - 52	50	1	1,1%
2	53 - 57	55	9	10,0%
3	58 - 62	60	18	20,0%
4	63 - 67	65	30	33,3%
5	68 - 72	70	18	20,0%
6	73 - 77	75	14	15,6%
Total			90	100%

Description:

Interval : peer conformity data *range*

Frequency: number of respondents

Percentage : percentage of the number of respondents (f) out of the total number of respondents

Peer conformity data as listed in **Table 6** can be presented in histogram form as follows:

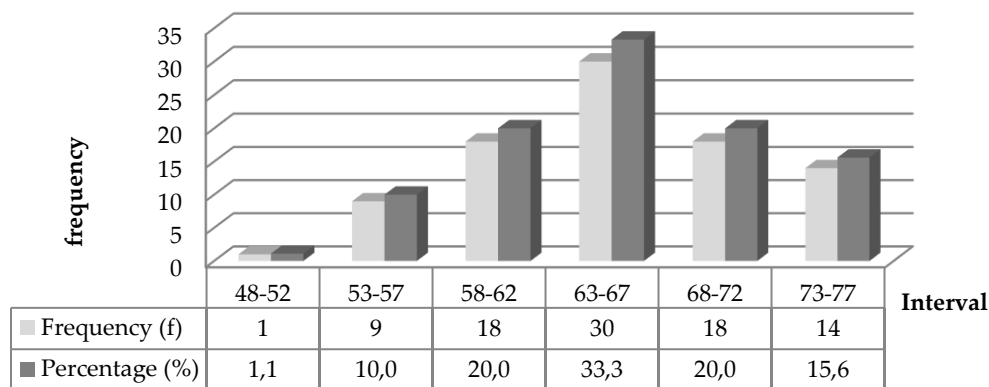


Figure 2. Peer Conformity Data

3.2. Interpersonal Communication Data Description

Based on the results of the data questionnaire scores obtained from a sample of $N = 90$ students with a score range of 20 - 80, the following calculations were obtained: $Mean = 62.92$. $Median = 63$. $Mode = 63.23$. The lowest score is 46, while the highest score is 79. Given that the data will be reported in the form of a bar chart, it is necessary to provide a data tabulation that contains columns, then it is necessary to provide a data tabulation. By calculating the class range (R), class width (i). Class range = upper real limit score minus lowest real limit score ($79.5 - 45.5 = 34$), so it is necessary to add 1 point with the provision of 1 point for the highest score or for the lowest score. So, R in the frequency distribution = $(34 + 1) : 5 = 7$. The frequency distribution for interpersonal communication questionnaire data in **Table 7** is as follows.

Table 7. Frequency Distribution of Interpersonal Communication Data

No.	Interval	X_i	Frequency (f)	Percentage
1	45 - 49	47	6	6,7%
2	50 - 54	52	5	5,6%
3	55 - 59	57	19	21,1%
4	60 - 64	62	24	26,7%
5	65 - 69	67	13	14,4%
6	70 - 74	72	19	21,1%
7	75 - 79	77	4	4,4%
Total			90	100%

Description:

Interval : interpersonal communication data *range*

Frequency: number of respondents

Percentage : percentage of the number of respondents (f) out of the total number of respondents

Interpersonal communication data as listed in **Table 7** can be presented in histogram form as follows:

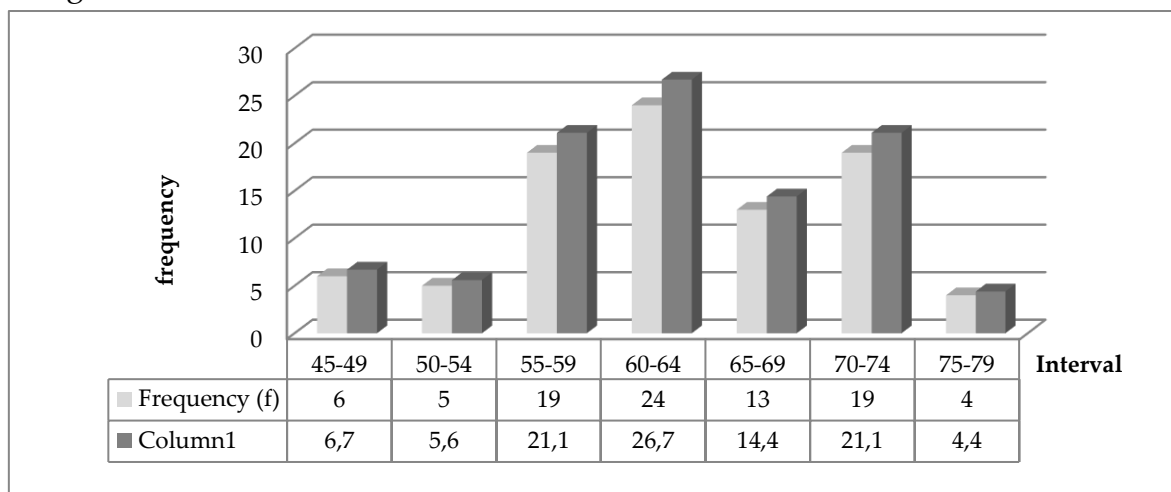


Figure 3: Interpersonal Communication Data

3.2. Hypothesis Testing Results

Based on data analysis of the effect of intensity of social media use and peer conformity on interpersonal communication with Two Predictor Regression Analysis, the calculation results are as follows.

1. The Effect of Intensity of Social Media Use on Interpersonal Communication

= The results of data analysis regarding the effect of the intensity of social media use on interpersonal communication, obtained the value of $r_{\text{(count)}}$ 0.306 (negative). After being consulted with r_{table} for $N = 90$, $db = N - 1 = 89$ and 5% significance level is 0.207, so it can be seen that the value of $r_{\text{count}} > r_{\text{table}} = (0.306 > 0.207)$, meaning significant. Thus, it can be concluded that the hypothesis that reads "There is an effect of the intensity of the use of social media on the interpersonal communication of high-class students at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 school year", is accepted.

2. The Effect of Peer Conformity on Interpersonal Communication

=Based on the results of data analysis regarding the influence of peer conformity on interpersonal communication, the value of r_{count} 0.318 is obtained. After being consulted with r_{table} for $N = 90$, $db = N - 1 = 89$ and a significance level of 5% is 0.207, so it can be seen that the value of $r_{\text{count}} > r_{\text{table}} = (0.318 > 0.207)$, meaning significant. Thus, it can be concluded that the hypothesis that reads "There is an influence of peer conformity on the interpersonal communication of high grade students at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 school year", is

accepted.

3. Simultaneous Effect of Intensity of Social Media Use and Peer Conformity on Interpersonal Communication

=The results of data analysis on the effect of intensity of social media use and peer conformity on interpersonal communication using Two Predictor Regression Analysis obtained the price of F_{count} 10.595. > After being consulted with the price of F_{table} for $N = 90$, with a significant level of 5% is 3.20 so that the obtained value of $F_{(\text{count})}$ F_{table} or $(10.595 > 3.20)$, means significant. Thus, it can be concluded that the hypothesis that reads "There is a simultaneous influence of the intensity of the use of social media and peer conformity on the interpersonal communication of high-class students at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 school year", is accepted.

Referring to the results of hypothesis testing on the effect that the intensity of social media use on interpersonal communication, a negative $r_{\text{calculated}}$ value was obtained. Thus, it can be conveyed that the intensity of the use of social media negatively affects the interpersonal communication of high grade students at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 academic year. That is, if the intensity of students' use of social media increases, then interpersonal communication will tend to be low. Conversely, if the intensity of students' use of social media is low, then interpersonal communication tends to be high. The results of this study relevant to the findings of research conducted by Rakhmaniar (2023) that the use of social media significantly affects adolescents' interpersonal communication skills. Students' interpersonal communication has undergone changes where students are more likely to use *smartphones* in carrying out daily communication and without realizing the limitations of interacting directly (*face to face*) as found in interpersonal communication.

Social media sites can be used as a practical means of communication between one user and another. Students who often use or access social media, for example: *Facebook*, *WhatsApp*, and *Instagram* are more likely to use *smartphones* in conducting daily communication and without realizing the limitations in interacting directly as found in interpersonal communication. The impact of social media can reduce interpersonal communication activities. Individuals are more likely to use or access social media rather than conduct interpersonal communication. This can also be indicated from the questionnaire answers submitted by respondents that when they want to find out information from friends, students prefer to use social media. Every day, students access social media to find lesson information, communicate with friends, and so on.

So, in communicating with their friends, students use social media more than using interpersonal communication.

The results also show that peer conformity has a positive effect on the interpersonal communication of high grade students at SDN Kuwonharjo Takeran District, Magetan Regency in the 2022/2023 academic year. That is, if students' peer conformity is high, it will increase interpersonal communication and vice versa, if students' peer conformity is low, causing interpersonal communication to tend to be low. The results of this study relevant to the findings of research conducted by Akbar, Wangid, & Prawitasari (2020) that the level of peer conformity affects interpersonal communication.

Conformity is a type of social influence in which individuals are willing to change their attitudes and behaviors to conform to existing norms. Conformity can lead individuals to communicate with each other about current issues more intensively. One of the most important functions of peer groups is to provide a source of information about various matters among group members. Through peer groups, students can receive feedback from their peers about their abilities. Each student can assess the things they have done. Based on the results of the questionnaire answers submitted by students, it can be seen that students at SDN Kuwonharjo, Takeran District, Magetan Regency have a fairly high level of peer conformity. This is as stated by students as research respondents that students have been doing every picket duty in an orderly manner with other friends. If a friend is sick, students visit him together with friends. Students also do homework in groups to make it easier to solve difficult problems.

Based on data analysis, it is known that the intensity of social media use and peer conformity simultaneously affects the interpersonal communication of high-class students at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year. Effendy (2019) suggests that interpersonal communication is a face-to-face interaction between two or more people, where the sender can convey the message directly, and the recipient of the message can respond directly as well. In interpersonal communication, the interaction that occurs involves at least two people and is carried out directly. Interpersonal communication in students can be influenced by several things. One of them is the intensity of social media use. Social media sites can be used as a practical means of communication between one user and another. Students who often use or access social media, for example: *Facebook*, *WhatsApp*, and *Instagram* are more likely to use *smartphones* in carrying out daily communication and without realizing the limitations in interacting directly as found in interpersonal

communication. The impact of social media can reduce interpersonal communication activities. Individuals are more likely to use or access social media rather than conduct interpersonal communication.

In addition to the intensity of using social media, students' interpersonal communication can also be influenced by peer conformity. Conformity can lead individuals to communicate with each other about the latest issues more intensively. The existence of conformity will further strengthen the desire of individuals to communicate with each other in groups. One of the most important functions of peer groups is to provide a source of information about various matters among group members. Through peer groups, students can receive feedback from their peers about their abilities. Each student can assess the things he has done. Based on the results of this study, it can be conveyed that the interpersonal communication of high-class students at SDN Kuwonharjo, Takeran District, Magetan Regency in the 2022/2023 academic year can be influenced by the intensity of social media use and peer conformity.

4. CONCLUSIONS

Based on the results of the research and discussion that has been described, several conclusions can be drawn from this study as follows:

- (1) There is an effect of the intensity of social media use on the interpersonal communication of high school students in elementary school.
- (2) There is an influence of peer conformity on interpersonal communication of high school students in elementary school.
- (3) There is a simultaneous influence of the intensity of social media use and peer conformity on the interpersonal communication of high-grade students in elementary schools.

Based on the above conclusions, some suggestions are made to several parties as follows:

(1) For schools

Schools should use the results of this study as a consideration in providing direction to students, especially in terms of monitoring the use of social media in students and implementing various activities to direct the formation of positive peer conformity, so that interpersonal communication skills in students remain good.

(2) For teachers/counselors

It is recommended to the teacher/counselor staff to better monitor the intensity of social media use in students, so that students use social media for things related to lessons only and provide assistance to students in interacting and communicating so that peer conformity leads to more positive things and students increasingly have skills in interpersonal communication.

(3)For students

Students are expected to be able to utilize the results of this study to be applied in every student learning activity, both at school and outside of school, so that students can change their behavior, especially in terms of interpersonal communication, both between students and teachers and with their friends through the use of social media that is not excessive and the formation of positive peer conformity, such as carrying out discussion activities and group study.

(4)For other researchers

It is recommended that future researchers in experimental research determine a larger number of subjects, so that the selection of research subjects can be carried out in accordance with the expectations of researchers and add other variables as control variables in the study, for example gender factors, social environment, and so on.

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