



THE INFLUENCE OF SOCIAL MEDIA ON THE FORMATION OF *THE ALONE TOGETHER CULTURE* AT THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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Article Info

ABSTRACT

Keywords:

Alone Together;
Digital Literacy;
Linear Regression;
Social Interaction;
Social Media;

This study aims to analyze the influence of the intensity and pattern of social media use on the formation of a culture of alone together among young users. The phenomenon of alone together refers to a condition in which individuals are physically present with others, but are psychologically separated due to the focus on digital devices, especially social media. This study uses a quantitative approach with a survey method of 96 respondents. Data were analyzed using multiple linear regression. The results of the F test showed that all independent variables simultaneously had a significant effect on the culture alone together (Sig. F = 0.000 < 0.05). The t-test showed that several variables had a partial significant influence, namely X1 (frequency of social media access every day), X5 (comfort in expressing oneself on social media), and X8 (habit of checking notifications while studying/studying). An R-Square value of 0.586 indicates that 58.6% of the variation in the culture alone together can be explained by the ten variables studied. These findings indicate that intense social media use may reinforce an individual's tendency to be isolated in social spaces even when physically with others. This study recommends the need for increased digital literacy and awareness of the importance of direct social interaction to maintain balance in modern social life.

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1. INTRODUCTION

The rapid development of digital technology in the last two decades has brought significant transformations in almost all aspects of human life, especially in terms of communication and social interaction. One of the main products of this digital revolution is social media, which has not only become a means of communication but has also evolved into a new social space where individuals form identities, express themselves, and build relationships. Social media such as Instagram, TikTok, WhatsApp, and X (formerly Twitter) are now an integral part of daily life, especially among the younger generation and students.

According to reports, active social media users in Indonesia reach more than 185 million people, with an average usage time of around 3 hours and 18 minutes per day. Most of the active users are in the age range of 18-24 years, which incidentally is the age group of students. This shows that students are a group that is very vulnerable to the influence of social media, both in positive terms such as connectivity and access to information,

and in negative terms such as digital dependence, decreased quality of direct interaction, and social isolation. We Are Social & Hootsuite (2024)

In this context, a phenomenon known as *alone together* emerged, which was first introduced in his book entitled Turkle (2010) *Alone Together: Why We Expect More from Technology and Less from Each Other*. Turkle explains that technological advances have created an irony in modern social life: humans are increasingly digitally connected, but increasingly alienated from real interactions. Individuals can be in the middle of a crowd physically, but mentally and emotionally only focus on their phone screen or social media. This phenomenon is becoming more and more evident in campus life which used to be the main space for direct social interaction.

Recent studies support this argument. For example, a study by found that college students who used social media excessively during the COVID-19 pandemic tended to experience increased feelings of loneliness, stress, and social dissatisfaction. Although they have many online connections, the quality of those relationships tends to be superficial and cannot replace the intimacy of face-to-face relationships. This is reinforced by the results of a study that states that the higher the intensity of passive social media use (such as just looking without interacting), the higher the level of loneliness and depression experienced by individuals. Egypt et al. (2020) Huang (2022)

The phenomenon of alone together is one of the negative impacts that are now increasingly visible in campus life. This term was introduced by Turkle (2010) to describe a condition in which a person is physically present with another person, but is mentally and emotionally separated due to the focus on his or her digital device. This phenomenon can be observed with the naked eye in various corners of the North Sumatra State Islamic University (UINSU) campus.

For example, the atmosphere in the campus canteen is no longer filled with warm conversations between students as it was a few years ago. Many groups of students physically sit together at one table, but each is busy with a gadget in their hands. One person is engrossed in playing online games, another is immersed in scrolling short videos on TikTok, while others are busy editing Instagram posts or replying to messages on WhatsApp. There is very little interaction—just a small laugh over a funny video, or a brief comment that doesn't develop into a meaningful conversation. A similar situation can also be seen in the faculty waiting room, in the library lobby, and when waiting for lecturers in the classroom. Despite being in the same space, socially they are in a "different world". This phenomenon marks a shift in the pattern of social interaction among students. Activities that should be a moment to strengthen direct social relations, are instead replaced by deep involvement with the digital world. As a result, interactions become more superficial and interpersonal relationships weaken. In the long run, this has the potential to reduce students' empathy, face-to-face communication, and quality of social relationships. According to research by the Indonesian Internet Service Providers Association (APJII) reported that almost all students or around 98.19% use social media. College students spend an average of 3–5 hours per day surfing social media, with the most used platforms being YouTube (96.87%), Facebook (96.01%), WhatsApp (95.08%), Instagram (91.12%), and Twitter (67.97%). Mufti Your Promise et al. (2024)

In theoretical studies, the concept of *alone together* is also closely related to *social displacement theory* which explains that excessive use of social media can replace real social interaction with less in-depth online relationships updated by . Research by also underlines that reliance on social media for social validation can lead to cycles of dissatisfaction and psychological isolation, especially among adolescents and young adults. (Kraut et al., 2002); (Nowland et al., 2017) Scholarship holder et al. (2020). On the other hand, some studies also show that social media is not entirely detrimental. Wise and purposeful use can increase social engagement, expand networks, and be a means of positive self-expression. Therefore, it is important to identify students' social media usage patterns that tend to lead to a culture (Verduyn et al., 2021) of *alone together*, so that proportionate interventions and solutions can be found.

In this study, the *Computer-Mediated Communication theoretical approach* (Walther, 1996) is used which emphasizes how social interaction through digital media is fundamentally different from face-to-face interaction, both in terms of depth, authenticity, and emotional involvement. In addition, the frame of mind also refers to *the Uses and Gratification Theory*, which states that social media is used to meet various personal needs such as entertainment, existence, and social identity, but does not always result in authentic emotional satisfaction. The framework of this research is structured based on the following logical flow: (In Kircaburu et al., 2020)

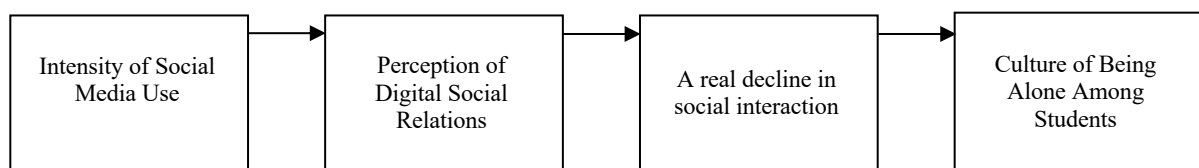


Figure 1.1 Frame of mind

This phenomenon is becoming increasingly relevant to be researched considering the role of campus as the main social space for students in building connections, identity, and social empathy. When such spaces are replaced by individualistic virtual presences, not only the quality of relationships are affected, but also the dynamics of students' academic and psychosocial lives as a whole. Therefore, it is important to understand how social media indirectly forms a new culture of interaction in the campus environment, especially through *the symptoms of alone together* that seem visible but often overlooked.

Based on this background, the formulation of the problem in this study is as follows:

- 1) What is the pattern of social media use among students of the State Islamic University of North Sumatra (UINSU)?
- 2) How does the phenomenon of *alone together culture* emerge in the social interaction of UINSU students?
- 3) To what extent does the use of social media affect changes in the social interaction patterns of UINSU students?

2. RESEARCH METHODS

This study uses a quantitative approach that aims to explain the cause-and-effect relationship between the level of intensity of social media use and the formation of a culture of *alone together* among students of the State Islamic University of North Sumatra (UINSU). The quantitative approach was chosen because it was considered the most appropriate to measure the influence between variables through numerical data that can be analyzed statistically.

The population in this study is all active UINSU students from various study programs in the 2024/2025 academic year. Based on data from the UINSU Academic and Student Affairs Bureau, the number of active students reached ±23,000 people. Given the size of the population and the unavailability of definite data on the prevalence of *the alone together culture* among students, the determination of the number of samples was carried out using the Lemeshow formula. This formula is commonly used for sample extraction in large populations with varying characteristics:

$$n = \frac{Z^2 \times P(1 - P)}{e^2}$$

Information:

n = Minimum sample count

Z = Z-score (1.96 for a 95% confidence level)

P = Proportion of population (assumed 50% as it is not known for sure)

e = Margin of error (0,1)

$$n = \frac{1,96^2 \times 0,5(1 - 0,5)}{0,1^2} = 96,04 \rightarrow 96 \text{ responden}$$

Based on the results of the calculation, the minimum number of samples used in this study is 96 respondents. The sampling technique used is probability sampling with the simple random sampling method, so that each student has the same opportunity to become a respondent.

The data collection instrument in this study is a questionnaire prepared in the form of a Likert scale with five answer options (1 = strongly disagree to 5 = strongly agree). The questionnaire consists of two main parts, namely:

- a. Questions about the frequency and duration of social media use (independent variable).
- b. Questions that measure indicators of culture *alone together* such as social isolation, isolation when with others, and online interaction preference over in-person interaction (tied variable).

The distribution of the questionnaire was carried out online through Google Form to students from various faculties, taking into account the following inclusion criteria:

- a. An active student of UINSU,
- b. Have an active social media account (Instagram, TikTok, WhatsApp, or Twitter),
- c. Access social media for at least 2 hours per day.

The data obtained from the questionnaire will be analyzed using **SPSS software version 25**. The analysis procedure includes:

- a. Validity and Reliability Tests to ensure the quality of the instrument,
- b. Statistical Descriptive Test to find out the distribution of respondents' answers,
- c. Pearson Correlation test to see the relationships between variables,
- d. Simple Linear Regression Test to measure the influence of social media on the culture of *alone together*.

With this approach, it is hoped that a clear picture can be obtained of the extent to which social media plays a role in the formation of *a culture of alone together* among UINSU students. The quantitative approach through SPSS also allows for objective and replicative analysis, which is important for scientific contributions and future policymaking.

3. RESULTS AND ANALYSIS

This study involved 96 student respondents from various faculties at a university. Descriptive statistical analysis was conducted to look at the characteristics of respondents based on gender, faculty, semester, age, and average social media use in a day. The data analysis in this study used the Classical Assumption Test and data processing was carried out with the help of the SPSS application.

3.1. Descriptive Statistical Models

Descriptive Statistics									
	N	Range	Minimum	Maximum	Mean	Hours of deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Gender	96	1	1	2	1.74	.441	.195	-1.109	.246
Faculty	96	8	1	9	2.92	2.165	4.688	.942	.246
Semester	96	10	2	12	7.26	1.551	2.405	-1.658	.246
Age	96	6	18	24	21.54	1.085	1.177	-.665	.246
Average_Medsos_1hari	96	3	1	4	3.07	.965	.981	-.650	.246
Valid N (listwise)	96								

Based on the data, the majority of respondents were female with a percentage indicated by an average score of 1.74 (on a scale of 1 = male, 2 = female). The distribution of data also showed a negative skewness (-1,109), which indicates that the number of women was more dominant in this sample.

In terms of faculties, respondents were spread across nine different faculties, with an average score of 2.92 and a positive skewness (0.942), indicating that the majority of respondents came from faculties with smaller codes, such as the Faculty of Da'wah and Communication, Tarbiyah and Teacher Training, and Sharia and Law.

Students who participated in this study were generally in semester 7 and above, as indicated by an average score of 7.26 and a negative skewness of -1.658. This indicates that most of the respondents are final year students.

In terms of age, respondents had an age range between 18 to 24 years, with an average age of 21.54 years and a skewness of -0.665. This shows that the age distribution tends towards older age, but is still in the category of active students.

The average use of social media in one day shows that the majority of respondents spend 3 to 5 hours, even closer to more than 5 hours. The average value of 3.07 and the skewness of -0.650 corroborate this indication.

3.2. Model Summary

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.766 ^a	.586	.537	4.637	.586	12.040	10	85	.000	2.233

a. Predictors: (Constant), X10, X6, X9, X1, X8, X7, X4, X2, X3, X5

b. Dependent Variable: Budaya_Alone_Together

The results of the analysis showed that the R value of 0.766 illustrates a fairly strong correlation between the overall independent variable (X1–X10) and the dependent variable of *Culture Alone Together*. This means that there is a strong relationship between social media usage behavior and the tendency of individuals to experience *a Alone Together* culture.

An R-Square (R²) value of 0.586 indicates that about 58.6% of the variation in *Culture Alone Together* can be explained by a combination of the ten independent variables used in this model. In other words, the model is quite good at explaining the phenomenon being studied, since more than half of the changes in the dependent variables can be predicted by the model.

Furthermore, the Adjusted R Square of 0.537 provides an adjustment value to the number of predictor variables used in the model. This value shows that although the model involves many variables (10 variables), about 53.7% of the variation in *Culture Alone Together* remains explainable after accounting for the complexity of the model. This adjustment is important so that there is no *overfitting* or the illusion that the model is excellent just because of the large number of variables.

A Standard Error of the Estimate value of 4.637 indicates how far the model's predictions tend to deviate from the actual value. This value is quite low for the context of social models like this, which usually contain many psychological and behavioral variables that cannot be absolutely predicted.

An F Change result of 12,040 with a Significance of 0.000 indicates that the model as a whole is statistically significant. This means that the combination of these ten variables simultaneously has a significant influence on *the Alone Together Culture*. With $df1 = 10$ and $df2 = 85$, the significance level < 0.05 indicates that this model did not appear by chance.

Finally, the Durbin-Watson value of 2.233 is within the ideal range (about 1.5 - 2.5), which means that there is no autocorrelation in the residual model. This is important to ensure that the model's prediction errors are not systematic or repetitive.

3.3. Person Correlation Test

		Correlations										
		Budaya_Alon e_Together	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
Pearson Correlation	Budaya_Alon_Together	1.000	.067	.381	.115	.496	.572	.580	.340	.534	.124	.453
	X1	.067	1.000	.500	.501	.330	.301	.181	.414	.369	.253	.457
	X2	.381	.500	1.000	.398	.408	.391	.371	.492	.413	.215	.521
	X3	.115	.501	.398	1.000	.420	.328	.178	.468	.341	.382	.531
	X4	.496	.330	.408	.420	1.000	.610	.554	.450	.408	.279	.441
	X5	.572	.301	.391	.328	.610	1.000	.617	.455	.369	.245	.543
	X6	.580	.181	.371	.178	.554	.617	1.000	.462	.426	.281	.371
	X7	.340	.414	.492	.468	.450	.455	.462	1.000	.335	.224	.480
	X8	.534	.369	.413	.341	.408	.369	.426	.335	1.000	.253	.508
	X9	.124	.253	.215	.382	.279	.245	.281	.224	.253	1.000	.388
	X10	.453	.457	.521	.531	.441	.543	.371	.480	.508	.388	1.000
Sig. (1-tailed)	Budaya_Alon_Together	.	.257	.000	.131	.000	.000	.000	.000	.000	.115	.000
	X1	.257	.	.000	.000	.001	.001	.039	.000	.000	.006	.000
	X2	.000	.000	.	.000	.000	.000	.000	.000	.000	.018	.000
	X3	.131	.000	.000	.	.000	.001	.042	.000	.000	.000	.000
	X4	.000	.001	.000	.000	.	.000	.000	.000	.000	.003	.000
	X5	.000	.001	.000	.001	.000	.	.000	.000	.000	.008	.000
	X6	.000	.039	.000	.042	.000	.000	.	.000	.000	.003	.000
	X7	.000	.000	.000	.000	.000	.000	.000	.	.000	.014	.000
	X8	.000	.000	.000	.000	.000	.000	.000	.000	.	.006	.000
	X9	.115	.006	.018	.000	.003	.008	.003	.014	.006	.	.000
	X10	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.
N	Budaya_Alon_Together	96	96	96	96	96	96	96	96	96	96	96
	X1	96	96	96	96	96	96	96	96	96	96	96
	X2	96	96	96	96	96	96	96	96	96	96	96
	X3	96	96	96	96	96	96	96	96	96	96	96
	X4	96	96	96	96	96	96	96	96	96	96	96
	X5	96	96	96	96	96	96	96	96	96	96	96
	X6	96	96	96	96	96	96	96	96	96	96	96
	X7	96	96	96	96	96	96	96	96	96	96	96
	X8	96	96	96	96	96	96	96	96	96	96	96
	X9	96	96	96	96	96	96	96	96	96	96	96
	X10	96	96	96	96	96	96	96	96	96	96	96

The analysis was conducted to determine the relationship between Alone Together Culture and 10 indicators of causative factors (X1-X10). Based on the results of the Pearson correlation test, it was found that most independent variables had a statistically significant relationship with the Culture Alone Together variable. The following table shows the value of the correlation coefficient and its significance.

Independent Variables	Correlation Coefficient (r)	Sig. (1-tailed)	Interpretation of Relationships
X1	0.067	0.257	Weak, insignificant
X2	0.381	0.000	Moderate, significant
X3	0.115	0.131	Weak, insignificant
X4	0.496	0.000	Moderate-strong, significant
X5	0.572	0.000	Strong, significant
X6	0.580	0.000	Strong, significant
X7	0.340	0.000	Moderate, significant
X8	0.534	0.000	Strong, significant
X9	0.124	0.115	Weak, insignificant
X10	0.453	0.000	Moderate, significant

Information: = Significant on A = 0.05

From the results of the correlation above, it can be concluded that:

- a. Variables X2 to X8 and X10 showed a statistically significant relationship with Alone Together Culture. This shows that there is a significant influence of these factors in shaping Alone Together behavior among respondents.
- b. The highest correlation coefficient was found at X6 ($r = 0.580$), which indicates that this variable has the strongest relationship with Culture Alone Together. This can be interpreted that the higher the X6 score, the higher the individual's tendency to engage in Alone Together behavior.
- c. X1, X3, and X9 did not show a significant relationship, indicating that the three variables likely did not contribute significantly to the formation of a Alone Together culture in this study sample.

The positive correlation of all significant variables shows that the stronger the perception or intensity of the independent variable, the stronger the tendency of the Alone Together Culture that is formed.

3.4. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	14.057	3.148		4.465	.000	7.797	20.317						
	X1	-2.073	.708	-.262	-2.929	.004	-3.480	-.666	.067	-.303	-.204	.609	1.642	
	X2	1.071	.753	.131	1.423	.158	-.426	2.567	.381	.153	.099	.574	1.742	
	X3	-1.366	.777	-.168	-1.758	.082	-2.912	.179	.115	-.187	-.123	.534	1.874	
	X4	.967	.625	.152	1.547	.126	-.276	2.210	.496	.165	.108	.507	1.974	
	X5	1.623	.710	.239	2.287	.025	-.212	3.033	.572	.241	.160	.445	2.246	
	X6	1.291	.725	.182	1.781	.078	-.150	2.733	.580	.190	.124	.465	2.150	
	X7	.154	.654	.022	.235	.815	-1.147	1.455	.340	.026	.016	.561	1.781	
	X8	2.353	.632	.325	3.723	.000	1.097	3.610	.534	.374	.260	.637	1.570	
	X9	-.770	.713	-.086	-1.079	.283	-2.187	.648	.124	-.116	-.075	.770	1.299	
	X10	1.260	.701	.187	1.798	.076	-.133	2.653	.453	.191	.125	.449	2.225	

a. Dependent Variable: Budaya_Alon_Together

Based on the results of multiple linear regression analysis of the dependent variables of *Culture Alone Together*, it was found that of the ten indicators of social media behavior, only three variables significantly affected the development of this culture, namely X1 (daily routine of opening social media), X5 (comfort in expressing oneself on social media), and X8 (habit of checking notifications while studying or studying).

Variable X1, namely "I open social media every day without being absent", has a negative regression coefficient of -2.073 with a significance value of 0.004 ($p < 0.05$). This means that the more often a person opens social media consistently every day, the more likely it is to *reduce* the level of engagement in *the Alone Together Culture*. This result can be interpreted that the habit of opening social media regularly does not necessarily have a negative impact on the quality of social interaction, especially if its use is done consciously and controlled.

In contrast, the X5 variable, namely "I feel more comfortable expressing myself on social media", showed a significant positive influence with a coefficient of 1.623 and a significance value of 0.025. This suggests that individuals who feel more comfortable expressing themselves on social media tend to be more engaged in *the Alone Together Culture*. This comfort in the virtual world can reflect a withdrawal from direct social interaction, thus encouraging social isolation even when individuals appear to be digitally active.

The most dominant variable was X8, which was "I often check social media notifications while studying or studying", with a regression coefficient of 2.353 and a significance value of 0.000. This indicates that the distraction from social media in academic activities significantly increases the tendency of individuals to enter the *Alone Together* culture. This behavior reflects how attachment to digital notifications interferes with physical social presence and lowers the quality of attention to real-world interactions.

Meanwhile, other variables such as X2 (frequent social media when with friends), X3 (social media as an important part of routine), X4 (more frequent online communication than offline), X6 (easier to make friends online), X7 (anxiety if not open social media), X9 (social media helps stay connected), and X10 (spending more than half of free time on social media), did not show a statistically significant influence on *the Alone Together Culture* at the level of 5%. However, some of them such as X3, X6, and X10 have a significance value close to 0.05 and can be considered to contribute in the context of exploratory analysis or at a significance level of 10%.

In addition, the Variance Inflation Factor (VIF) value on all variables was below the 10 mark and the tolerance was above 0.1, indicating the absence of serious multicollinearity problems in the model. This means that the relationships between variables are free of high correlation interference, so the interpretation of the regression coefficient can be considered valid.

3.5. Uji Hypothesis

3.5.1. T Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	14.057	3.148		4.465	.000	7.797	20.317					
	X1	-2.073	.708	-.262	-2.929	.004	-3.480	-.666	.067	-.303	-.204	.609	1.642
	X2	1.071	.753	.131	1.423	.158	-.426	2.567	.381	.153	.099	.574	1.742
	X3	-1.366	.777	-.168	-1.758	.082	-2.912	.179	.115	-.187	-.123	.534	1.874
	X4	.967	.625	.152	1.547	.126	-.276	2.210	.496	.165	.108	.507	1.974
	X5	1.623	.710	.239	2.287	.025	.212	3.033	.572	.241	.160	.445	2.246
	X6	1.291	.725	.182	1.781	.078	-.150	2.733	.580	.190	.124	.465	2.150
	X7	.154	.654	.022	.235	.815	-1.147	1.455	.340	.026	.016	.561	1.781
	X8	2.353	.632	.325	3.723	.000	1.097	3.610	.534	.374	.260	.637	1.570
	X9	-.770	.713	-.086	-1.079	.283	-2.187	.648	.124	-.116	-.075	.770	1.299
	X10	1.260	.701	.187	1.798	.076	-.133	2.653	.453	.191	.125	.449	2.225

a. Dependent Variable: Budaya_Alonge_Together

Based on the results of multiple linear regression analysis, a T Test was carried out to determine the influence of each independent variable on the dependent variable partially. The test results showed that there were three variables that had a significant effect on the culture of *alone together*, namely the X1 variable (I open social media every day without being absent) with a significance value of 0.004, the X5 variable (I feel more comfortable expressing myself on social media) with a significance value of 0.025, and the X8 variable (I often check social media notifications while studying or studying) with a significance value of 0.000. The three variables have a p-value of less than 0.05 so it can be concluded that these three variables individually make a significant contribution to the *culture of alone together*. Meanwhile, other variables such as X2, X3, X4, X6, X7, X9, and X10 did not show significant influence because their significance values were greater than 0.05. This indicates that these variables partially do not contribute significantly to the formation of a *culture of alone together* in the context of social media use.

3.5.2. F Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial
1	(Constant)	14.057	3.148		4.465	.000	7.797	20.317		
	X1	-2.073	.708	-.262	-2.929	.004	-3.480	-.666	.067	-.303
	X2	1.071	.753	.131	1.423	.158	-.426	2.567	.381	.153
	X3	-1.366	.777	-.168	-1.758	.082	-2.912	.179	.115	-.187
	X4	.967	.625	.152	1.547	.126	-.276	2.210	.496	.165
	X5	1.623	.710	.239	2.287	.025	.212	3.033	.572	.241
	X6	1.291	.725	.182	1.781	.078	-.150	2.733	.580	.190
	X7	.154	.654	.022	.235	.815	-1.147	1.455	.340	.026
	X8	2.353	.632	.325	3.723	.000	1.097	3.610	.534	.374
	X9	-.770	.713	-.086	-1.079	.283	-2.187	.648	.124	-.116
	X10	1.260	.701	.187	1.798	.076	-.133	2.653	.453	.191

a. Dependent Variable: Budaya_Alonge_Together

Furthermore, to determine the influence of the overall independent variable simultaneously on the dependent variable, Test F was carried out. The results of the F test showed an F value of 12.040 with a significance value of 0.000, which was below the significance limit of 0.05. This indicates that together, the variables X1 to X10 have a significant effect on the culture of *alone together*.

Thus, it can be concluded that although not all variables have a significant influence partially, collectively these variables have a significant contribution in influencing the culture of *alone together* on social media use.

3.6. Discussion

The results of this study confirm that the culture of *alone together* is significantly influenced by social media usage patterns, which is reflected in the R Square value of 0.586. This suggests that more than half of those cultural variations can be explained by the frequency and intensity of social media use. These findings are in line with recent studies showing that excessive use of social media can directly affect the quality of social interactions, leaving individuals feeling physically together but psychologically isolated. Click or tap here to enter text. In the context of students in Islamic universities, Dr. Elfi Yanti Ritonga, MA (2023) emphasized that uncontrolled use of social media can reduce spiritual awareness and social sensitivity among students, because the interactions that occur are more one-way and personal. Meanwhile, Dr. Irma Yusriani Simamora, MA (2022) stated that the dominance of digital communication has shifted dialogical values in academic culture, including the decline in the quality of direct discussion and empathy between individuals. Partially, variables such as the frequency of daily social media (X1), the comfort of expressing oneself on social media (X5), and the habit of checking

notifications while studying or studying (X8) have a significant influence on the *culture of alone together*. This reinforces the hypothesis that the intensity and patterns of digital interaction are the main factors in shaping this culture. A study by Zhao et al. (2023) also found that individuals who used social media more frequently for self-expression tended to experience a decrease in the quality of face-to-face social interaction and an increased feeling of social isolation.

This phenomenon is in line with the warning in the Qur'an for humans to build real social relationships, not pseudo-ones. Allah SWT said:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.” (QS. Al-Hujurat: 13).

This verse emphasizes the importance of direct social relations between humans, not the alienation that arises due to the dominance of the digital world. In contrast, variables such as opening social media while with friends (X2) and communicating more through social media than in person (X4) did not show a statistically significant influence. This can be interpreted that the use of social media when interacting directly with social interaction does not necessarily significantly reduce the *culture of alone together*, but the personal intensity of the use and focus on social media is more decisive. (Bouffard et al., 2022)

The Qur'an also emphasizes the importance of manners in building social relationships that have a real presence. In QS. An-Nur: 27, Allah said:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَدْخُلُوا بُيُوتًا غَيْرَ بُيُوتِكُمْ حَتَّىٰ تَسْتَأْذِنُوا وَتُسَلِّمُوا عَلَىٰ أَهْلِهَا

“O you who have believed, do not enter houses other than your own houses until you ascertain welcome and greet their inhabitants.” (QS. An-Nur: 27).

This verse teaches social manners based on real interactions, not digital interactions that lack emotional presence. The *culture of alone together* itself is a phenomenon that is widely studied in the context of modern social interaction, especially in the younger generation who are highly dependent on digital technology (Turkle, 2017). This study confirms that this culture is not just about physical presence but rather how social media changes the way individuals interact and express themselves so that there is a reduction in real social interaction. (Riedel-Heller, 2023) As a closing discussion, it is necessary to realize that social culture change must also start from a change in personal behavior. This is affirmed in QS. Ar-Ra'd: 11:

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

“Indeed, Allah will not change the condition of a people until they change what is in themselves.” (QS. Ar-Ra'd: 11).

This verse reinforces the importance of personal awareness in improving healthy patterns of social interaction, including in the use of social media. The practical implication of these findings is the need to develop digital literacy that emphasizes a balance between the virtual world and the real world. Education and policies should encourage the healthy use of social media so as not to cause negative effects such as social isolation caused by the *culture of alone together* (Huang, 2022). In addition, social and environmental support that encourages direct interaction still needs to be prioritized, especially in the educational and family environment. Overall, this research makes an important contribution to understanding how social media shapes today's social behavior. Using a comprehensive quantitative approach, the results of the research can serve as a basis for future research to explore other factors that may play a role in the *culture of alone together* as well as the development of effective intervention strategies.

4. CONCLUSION

Based This study found that the intensity and pattern of social media use play a significant role in shaping the Alone Together culture among students at UINSU. The research revealed that frequent social media use, comfort in expressing oneself online, and the habit of checking notifications during study sessions are key factors that contribute to students' emotional isolation, even when they are physically present with others. These findings highlight the negative impact of excessive social media use on students' real-world social interactions. To address this issue, the study emphasizes the importance of promoting **digital literacy** among students and fostering awareness about the need to balance online and offline interactions. By encouraging students to be more mindful of their social media habits, educational institutions can help mitigate the effects of social isolation and improve students' social engagement and well-being.

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