

The Impact of Digital Cultural Transformation on Elementary School Students' Identity in the Era of Globalization

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Abstract. The limited understanding and use of social media by teachers and parents in shaping elementary school students has negatively affected local cultural values and character development. Studying the use of social media among elementary school students is therefore urgent, as it can influence self-perception, cultural identity, and potential future risks. The purpose of this study is to analyze the direct impact of social media on the formation of student identity and to identify the factors that support the effective management of social media use in elementary education settings. This research employed a quantitative survey approach with a sample of 360 respondents. Data were collected through a Likert-scale questionnaire ranging from 1 (Strongly disagree) to 5 (Strongly agree). The data were analyzed using descriptive statistics and linear regression with SPSS Version 29.0. The findings revealed that social media use significantly influences children's perceptions of identity and local culture, highlighting the role of intensive supervision by teachers and parents as well as the importance of integrating digital literacy into learning materials. In conclusion, digital literacy and active environmental involvement have a positive impact on the character development of elementary school students. The practical implication is that digital literacy training within the school environment supports students in forming a positive cultural identity.

Keywords: Digital Literacy; Digital Management; Elementary School; Local Culture; Social Media

1. Introduction

In the era of increasingly rapid globalization, digital cultural transformation has become an unavoidable phenomenon, especially among future generations (Sumbal et al., 2024). The development of information and communication technology, especially social media, has changed the way elementary school children interact, communicate, and the formation of their identity (Shadiev et al., 2024). Social media has become the main platform for children to express themselves, interact with their colleagues, and access to various information that was previously difficult to access (Liu et al., 2024; Hemsley et al., 2024). The use of social media not only affects social aspects and communication, but also their perceptions and identity in the context of global culture (Akter et al., 2024; Saud et al., 2025). In this context, children are no longer influenced by local culture, but also with global culture that spread through digital platforms (Asmayawati et al., 2024). This is in line with the theory of self-identity which states that the period of student is a critical period in the formation of identity, and social media is one of the main factors that affect this process (Cai et al., 2025). Students who are active on social media tend to have a more open vision about cultural diversity and global values, but on the other hand, they are also vulnerable to social pressure and identity conflicts that arise from different standard exposure and standards (Merino et al., 2024).

In addition, social media plays a role in promoting or even changing cultural standards that apply in the community, including among elementary school children (Shadiev et al., 2024). Through platforms such as TikTok, Instagram and WhatsApp, students not only learn about international popular culture, but also began to absorb lifestyle and values that are different from their local culture (Saraiva & Nogueiro, 2025). This can enrich their vision, but also lead to

challenges in maintaining local cultural identity (Candeloro & Tartari, 2025). The importance of the role of parents and teachers in directing students to be able to undergo a healthy and embarrassing digital culture process (Chiu, 2023). They must be able to teach children to sort information, maintain their cultural identity, and be open to diversity (Säljö & Hjörne, 2024). On the other hand, the use of social media also introduces risks such as online dominance, digital addiction and social pressure that can affect the mental health of children and identity (Dong et al., 2025). Digital culture transformation through social media also affects the creation of digital identity for students, which are different from their internet identity (Gu et al., 2014). By presenting themselves differently in electronic space, which can improve or even block their original identity (Kimmons & Veletsianos, 2014). This phenomenon is known as "digital self", where students show the parties, they sometimes want, and sometimes they are different from real life (Samper-Márquez & Oropesa-Ruiz, 2025). This condition can give them freedom of expression, but also creates a dilemma in maintaining consistency of self-identity (Wachs et al., 2024).

In the context of education, father and a mother, it is important for parents and teachers to understand this dynamic strategy and develop the right guide strategy (Banić & Orehovački, 2024). Digital literacy must be an integral part of the basic education curriculum, so that children can use social media wisely and responsibly (Ika Sari et al., 2024). So that the transformation of digital culture through social media not only affects the social and communication aspects for children of elementary school age, but also affects their identity in the context of globalization (Shadiev et al., 2024). The role of parents, teachers, and society is very important in directing children to be able to use social media positively, maintain local cultural identity, and develop a healthy personality in the digital age (Huang, 2023). The development of digital literacy and character improvement is the main key to ensuring that children are not only negative users of social media, but also from individual guards, creators and officials in building their own identities in the midst of sustainable globalization (Jamal, 2017).

1.1. Problem Statement

Parents and teachers often fail to recognize the impact of social media on elementary school students' identity formation. Many elementary school students are beginning to be exposed to digital content, which can negatively impact their perceptions of their own character development and those around them (Banić & Orehovački, 2024). A 2022 survey found that 65% of students aged between 6 and 12 in Indonesia use social media at least one hour per day, which can influence the development of positive or negative identities (Gebremariam et al., 2024). This issue raises concerns that their identities are heavily influenced by images posted on digital platforms, rather than by direct experiences and local cultural values learned in schools (Torres-Pruñonosa et al., 2024). In addition, inappropriate use of social media can lead to inappropriate content for children, thus widening the gap between social and cultural norms that apply in society (Pellegrino & Stasi, 2024). Educational institutions often struggle to integrate social media positively into the learning process and develop the character of elementary school students (Rodríguez-Zurita et al., 2024). The failure of teachers and parents to educate elementary school students from the start to manage the digitalization of culture can lead to problems such as online dominance, digital addiction, and the spread of misinformation (Javaid et al., 2024). A 2020 study showed that 45% of students active on social media experienced electronic bullying, which resulted in low self-confidence and a positive sense of identity for schools in educating students (Saha et al., 2024).

In addition, the lack of ability of parents and teachers to guide students in using social media is also a factor that exacerbates new problems in the future (Hew & Xiao, 2025). In the local cultural context, many elementary school students experience identity conflict between the traditional values taught at school and at home, having international standards that differ from what students see on social media (Maemonah et al., 2023). For example, global content highlighting consumer and individual lifestyles often conflicts with the values of kinship and reciprocity taught in schools and families. Research in urban areas shows that 70% of students aged 8 to 12 are confused about who is right because they are exposed to various digital

identities that differ from local cultures on social media (Jones et al., 2024). This creates new problems for students in character formation and has an impact on minimal social values, minimal self-confidence and minimal concern for the social environment in the future. Another risk is the loss of indigenous cultural values, leading to shallow or unstable identities for future generations. At the individual level, many children suffer from social pressures through social media, which affect their self-perception and problem-solving abilities (Nawaz, 2024). A 2021 survey found that 55% of elementary school students felt pressured to appear perfect on social media, leading to feelings of low self-esteem and dissatisfaction with themselves, even though teachers had bridged the learning process with digital media (Merino et al., 2024). This problem will persist, often leading to consumerist behavior and a desire to follow global trends, thus hindering cultural identity and minimizing environmental awareness. Therefore, it is necessary to involve parents and teachers in incorporating digitalization into the learning process intensively and with strict supervision by teachers at school and parents at home (Henriques et al., 2023).

1.2. Related Research

The transformation of digital culture is an unavoidable global phenomenon, and its impact is directly on the daily lives of students, especially elementary school students (Schiera et al., 2024). The learning process with the help of social media in elementary school students is increasing, and this influences the way they form their identity and understand their culture outside of school (Zehra & Kesharwani, 2024). Social media offers various platforms such as TikTok, Instagram, and YouTube, which students use to interact and exchange experiences and express themselves, but social media is not part of the learning process (Du et al., 2024). However, the use of social media also poses new challenges in the world of 21st-century education, including the risk of exposure to inappropriate content and the impact of global culture that can change the cultural identity of students' learning (Fernández-Planells et al., 2021). In globalization, social media is a bridge that accelerates cultural exchange from various parts of the world (Mariyono et al., 2024). Elementary school students are more easily exposed to international popular culture, such as music, fashion, and viral trends from various countries through digital platforms compared to learning media in helping them learn (Omoyajowo et al., 2024). This can enrich their vision, but at the same time they have the ability to use the cultural identity and local customs they learn in their family and school environment to defend themselves from negative media attacks (Sakti et al., 2024). The positive impact of digital cultural transformation is the increase in global awareness and students' ability to adapt to technological developments, but on the other hand, concerns arise about cultural homogeneity and the loss of local culture that could damage the future of the younger generation (de Almeida Bizarria et al., 2024).

In addition, that social media influences the way children build self-concept and visualize social standards (Engel et al., 2024). They tend to imitate popular behaviors and lifestyles online, often aimed at gaining popularity and social acceptance through the internet (Andrade & Viñán-Ludeña, 2025). This can have an impact on the development of children's personality and moral identity, especially in the context of basic education (Birhan et al., 2021). In general, the transformation of digital culture driven by social media provides great opportunities and challenges to develop the identity of the younger generation (Kwilinski et al., 2024). Therefore, this study offers a novel approach by analyzing how digital education is integrated into the learning and promotion of local culture within the basic education curriculum, enabling students to preserve their identity and protect themselves from social media attacks containing inappropriate learning. Students are expected to become international citizens capable of competing and making positive contributions in the era of globalization. Social media allows students to develop their knowledge and understanding of the information they see, read, and experience.

1.3. Research Objectives

The main research question is how social media use influences the identity formation of elementary school students, as well as the challenges faced by parents and teachers in guiding positive social media use. This research is urgent due to the increasing negative use of

social media and its significant impact on the development of local identity and culture. Adequate attention must be given to ensure students are not at risk of experiencing identity conflict, loss of cultural values, and exposure to inappropriate content, which can affect their character development and self-confidence. A gap in previous research lies in the lack of understanding of effective strategies for simultaneously integrating digital literacy and preserving local culture in elementary education. Furthermore, there are still limited studies on the role of parents and teachers in guiding students to face digital challenges as a whole. Therefore, the purpose of this research is to analyze the impact of social media use on student identity and analyze the factors that influence the success of social media management in elementary school environments.

2. Theoretical Framework

2.1. Theory of Forming Digital Identity Through Social Media

Social media plays a major role in forming the identity of elementary school age students in the era of globalization (Ismail et al., 2025). In this context, students begin to identify themselves through online interactions that facilitate the creation of diverse and dynamic images. Social media provides space for students to explore various roles and identities that may not be found in the real world (Kimmons & Veletsianos, 2014). They get a broader social experience, from interactions with their colleagues towards global, which indirectly is their perception of it and how they want others to see it (van Zoonen et al., 2024; Kapos et al., 2024). Thus, social media is not only a communication tool but also as a platform which is a personal identity that is greatly influenced by global culture, as well as enriching social and emotional experience for children at an early age (Merino et al., 2024)

2.2. The Theory of The Impact of Social Matching and Groups of Colleagues in the Formation of Identity

The influence of the strong social suitability and peer group in the formation of student identity through social media (Lee et al., 2020). In the era of globalization, children tend to adapt to direction and rules that develop on online platforms to get acceptance from peer groups (Barikzai et al., 2024). The tendency to follow international trends such as viral, fashion and natural challenges that are popular on social media, to get social recognition (Hamzah et al., 2024). This process creates an identity that is influenced by social pressure and the desire to receive, which can improve or even change their perception of themselves (Davlembayeva et al., 2024). This match has the ability to shape their identity to be more impressive and influenced by global rules, which sometimes contrary to local cultural values. Therefore, social media becomes a field of meeting between local and global identity that influences each other (Amoozad Mahdiraji et al., 2024).

2.3. Theory of the Influence of Social Media on Students' Values and Ethics

Social media has a big impact on the formation of values and ethics for elementary school children in the digital age. With unlimited exposure to content and spread quickly, students begin to absorb a variety of diverse, positive and negative values (Banić & Orehovački, 2024). Students who are active on social media tend to imitate the behavior and standards they see online, which can increase gradual values and erosion of conservative values that are traditionally taught (Zhu et al., 2024). This effect is not only their perception of morals and morals, but also affects their position on diversity, tolerance and social identity (Hasan & Juhannis, 2024). In the midst of globalization, social media is a tool that accelerates the process of absorbing global values that are often contrary to local culture, which causes challenges to maintain authentic cultural identity (Vrontis et al., 2024). Appropriate education and supervision methods are needed to ensure social media support to develop positive values for students (Dang et al., 2024).

3. Method

3.1. Research Design

The research method used is a quantitative approach (Farah et al., 2025). A quantitative approach was chosen because it is easier to collect data from a large number of respondents, namely students, parents, and teachers, to obtain a comprehensive picture. The research steps began with building a relevant theoretical framework, followed by the development of research instruments in the form of validated and reliable questionnaires, to ensure the accuracy and accountability of the collected data. Next, a random sample was selected from the elementary school population. After data collection through questionnaire distribution and continued with descriptive statistical analysis using SPSS Version 29.0, it was conducted to determine the relationship between social media use and identity formation, as well as factors that mediate the influence, such as digital literacy levels and parental supervision. Meanwhile, research indicators include the level of social media use of students, their perceptions of self-identity, and the views of parents and teachers on its impact on student behavior and values. Indicators of the success of the impact of social media on identity also include aspects of digital identity diversity, levels of social anxiety and stress, and the stability of local cultural identities still held by children.

3.2. Respondent

The following are respondents in the research and research subjects who were taken randomly from a number of elementary school populations in the Ternate area.

Table 1. Number of Research Respondents

No	Category	Details
1	Research population	Elementary School
2	Sample size	360 Respondents
3	Sample components. Student roles	250 Elementary School Students 40 Elementary School Teachers 70 Elementary School Parents
4	Teacher and parent roles	Primary subjects who directly experience interaction with social media
5	Category	Informants who provide insights into social media supervision and its impact on the learning and parenting process

3.3. Data Collection

The data collection technique in this study was a questionnaire. The questionnaire was distributed directly and with the help of a Google form link. The questionnaire was distributed with a Google form link to make it easier for respondents who did not have time during the research to visit the school directly when administering the questionnaire. The questionnaire was assessed on a Likert scale, with points 1 strongly disagree to point 5 strongly agree. The questionnaire has undergone validity and reliability testing to ensure the accuracy and transparency of the data obtained. The questionnaire tool was designed based on relevant indicators, such as the level of social media use, perception of self-identity, local cultural influences, and social pressures felt by elementary school students, teachers, and parents. The questionnaire has been tested for validity and reliability with a score of each questionnaire item above 0.6, namely 0.92. This indicates that the questionnaire used to obtain data is very feasible. In Table 2, the questionnaire has been developed and validated.

Table 2. Indicators and Instruments of Digital Cultural Transformation

No	Indicator.	Item
1	The influence of social media use on the formation of	How often do children access social media in a day? Which social media platforms do children use most often? To what extent do children feel they can express themselves through social media?

children's self-identity	<p>Do children feel that social media helps them understand who they are?</p> <p>To what extent do children feel that their identity is influenced by the content they see on social media?</p> <p>Are children able to maintain the consistency of their identity in the real and digital worlds?</p> <p>How do children perceive changes in self-identity after using social media?</p> <p>How much influence do peers on social media have on children's identity?</p> <p>Do children feel more confident after being active on social media?</p> <p>Do children experience confusion about their self-identity due to their use of social media?</p> <p>How often do children follow global trends on social media?</p> <p>How do children assess the role of social media in shaping their self-image?</p>
2 Ability to distinguish between facts and opinions	<p>Do children imitate the behavior they see on social media?</p> <p>How often do children see positive and negative content on social media?</p> <p>Do children understand the norms and values applied on social media?</p> <p>How do children perceive diversity and tolerance on social media?</p> <p>Do children ever feel that content on social media replaces their traditional values?</p> <p>How much influence does social media have on shaping children's attitudes and behaviors toward ethics?</p> <p>Can children distinguish between good and bad content on social media?</p> <p>How do children react to content that conflicts with their family's values?</p> <p>How often do children follow moral messages from social media content?</p> <p>10Do children understand the consequences of their actions on social media?</p> <p>How does social media influence children's attitudes of tolerance and diversity?</p> <p>Are children able to instill positive values gained from social media into their daily lives?</p>
3 The role of parents and teachers in managing children's use of social media	<p>To what extent do parents pay attention to their children's use of social media?</p> <p>Do parents provide guidance on safe and positive use of social media?</p> <p>How often do teachers talk about ethics and behavior on social media with students?</p> <p>Do parents limit the time children spend playing social media?</p> <p>How do parents monitor the content accessed by children on social media?</p> <p>Do teachers include digital education in their curriculum?</p> <p>How effective is communication between parents and children regarding the use of social media?</p> <p>Do parents involve children in discussions about positive and negative content?</p> <p>What is the role of parents in instilling local cultural values in the digital era?</p>

4	Social media management strategies to maintain local identity and culture	<p>Do teachers provide examples of wise use of social media to students?</p> <p>How big is the role of family activities in strengthening local culture and identity on social media?</p> <p>Is there any training or workshop provided by parents and teachers regarding the management of children's social media?</p> <p>Does the school have a learning program on healthy social media use?</p> <p>What strategies are implemented by the school to integrate local culture into digital activities?</p> <p>To what extent are local culture strengthening activities carried out on students' social media?</p> <p>Are there policies related to the use of social media in the school environment?</p> <p>How do learning devices support digital literacy and local culture?</p> <p>Do teachers receive training on managing social media and local culture?</p> <p>What strategies are used to bring children closer to local culture in the digital world?</p> <p>Is there collaboration with parents to monitor and develop children's digital potential?</p> <p>What is the role of the community and society in supporting positive social media use?</p> <p>Is the use of social media in schools based on local cultural guidelines and values?</p> <p>How is the success of the social media and local culture management program evaluated?</p> <p>What strategies are being developed to increase children's digital awareness and cultural identity?</p>
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Based on table 2, the following are the limits of each indicator:

The Influence of Social Media Use on Children's Identity Formation. This indicator focuses on the extent to which social media plays a role in shaping children's identity, including self-expression, consistency between real-world and digital identities, and its impact on self-confidence and identity confusion. This indicator is limited to children's social media activities, such as frequency of access, type of platform used, engagement with global trends, and peer influence in the digital space. The measured aspect is not deep psychological development, but rather the extent to which children experience change, form self-images, and assess their role in the digital world. The social media influence referred to includes children's ability to express themselves, understand their identity, experience identity consistency, and anticipate changes in self-perception resulting from interactions with digital content. Therefore, this indicator focuses more on the direct influence of social media on children's identity formation, rather than on other external factors such as family circumstances or the broader social environment. The primary focus is on examining the role of social media in the process of constructing, strengthening, and changing children's identities within the context of today's digital culture.

Ability to Distinguish Facts and Opinions. This indicator's boundaries are intended to measure the extent to which children are able to distinguish between facts and opinions in social media content, including awareness of the values, norms, and moral messages contained therein. The focus is on children's ability to sort out positive and negative information, understand the impact of content on attitudes and behavior, and assess the validity of the information received. The boundaries do not extend to academic information literacy or scientific research, but rather to children's daily experiences accessing social media. This indicator also measures children's responses to content that conflicts with family values, awareness of the consequences of digital behavior, and the application of positive values learned from social media to real life. Therefore, it measures children's cognitive and affective skills in sorting

information, not in-depth analytical skills such as academic research. The boundaries also include children's critical attitudes in responding to diverse information, the ability to recognize differences between opinions and objective facts, and the extent to which tolerance and ethical attitudes can be developed through digital interactions. This clarifies that this indicator only emphasizes children's basic literacy in dealing with the diverse flow of information on social media.

The Role of Parents and Teachers in Managing Children's Social Media Use. This indicator's boundaries emphasize the extent of parental and teacher involvement in guiding and directing children regarding social media use, through supervision, establishing rules, and maintaining communication. The focus is on concrete activities, such as limiting usage time, monitoring the content children access, and discussing positive and negative content on social media. This indicator is limited to the role of parents and teachers in the context of social media use and does not encompass all aspects of child education and development in general. Furthermore, this indicator also encompasses the role of teachers in integrating digital literacy into learning, providing examples of wise social media use, and parental involvement in instilling local cultural values in the digital age. The boundaries include direct and practical activities, such as content monitoring, family discussions, and training or workshops related to digital literacy. Therefore, this indicator focuses on how parents and teachers can establish healthy, safe, and culturally appropriate social media usage patterns, enabling children to adapt to the digital landscape without losing their identity and remaining grounded in prevailing moral and cultural values.

Social Media Management Strategies to Maintain Local Identity and Culture. This indicator focuses on strategic efforts undertaken by schools, teachers, parents, and communities to ensure that social media use supports local identity and culture. The focus is on school policies, learning programs, teacher training, collaboration with parents, and community support in strengthening digital literacy based on local culture. This indicator is limited to the child's family, school, and immediate community and does not encompass national or global strategies. Measured aspects include the extent to which local culture is integrated into students' digital activities, the implementation of cultural value guidelines, and the evaluation of the success of culture-based social media management programs. Furthermore, this indicator encompasses strategies for increasing children's awareness of cultural identity through social media, such as learning activities that emphasize local wisdom or the use of digital media to strengthen cultural pride. Therefore, it clearly defines practical strategies that educate, guide, and direct children so that their social media activities are not only healthy but also align with efforts to preserve local culture. The primary focus is ensuring that identity and culture remain vibrant and relevant in the increasingly dynamic digital era.

3.4. Data Analysis

The data analysis technique in this study was descriptive statistics with the help of SPSS Version 29.0 (Alalalmeh et al., 2024). The data analysis technique used in this study was descriptive statistics by examining the mean, percentage, and standard deviation. Prior to statistical analysis, all questionnaires used in this study were tested for validity and reliability to ensure the accuracy and consistency of the data collection tool. Validity testing was conducted using factor analysis to ensure that each indicator corresponds to the construct being measured and has a sufficiently high validity value, typically a calculated r value of ≥ 0.3 using SPSS Version 29.0. Meanwhile, reliability testing was conducted by calculating the Cronbach's alpha coefficient to determine the internal consistency of each item. A Cronbach's alpha value above 0.6 indicates that the instrument is fully reliable and can be used for further analysis; for example, in this study, the reliability value reached 0.92, indicating a very good level of consistency. After the instrument was declared valid and reliable, respondent data was analyzed descriptively to determine the distribution of responses, frequency, mean, and standard deviation of each variable. The data was then used as the basis for inferential analysis, such as Pearson correlation tests to determine the relationship between social media use and children's self-identity formation, and regression tests to determine the factors that moderate or mediate this influence.

3.5. Validity and reliability

Validity and reliability are important aspects to ensure the accuracy and consistency of data collection tools, such as the questionnaire in this study. Validity measures the extent to which a measuring instrument truly reflects the concept to be measured. In this study, validity was tested using factor analysis to ensure that the indicators used were consistent with the intended construct and had a fairly high validity value, namely $r \geq 0.3$ (Bergkamp et al., 2022). On the other hand, reliability tests the internal consistency of the tool, usually through the calculation of Cronbach's alpha. In this study, Cronbach's alpha reached 0.92, which indicates a very good level of consistency. Thus, the validity and reliability of the tool used have been formed, so that the data collected can be calculated accurately and used for further analysis. The presence of these two aspects ensures that the research findings are reliable and provide an accurate picture of the impact of social media on the identities of students, teachers and parents.

4. Findings

4.1. The Impact of Social Media on the Identity of Young Elementary School Students

Respondents found that more students perceived a positive impact from using current social media on their identity, with approximately 55.5% reporting a negative impact. However, 44.5% reported a lack of validation from educators and parents in providing learning to elementary school students.

Table 3. The Impact of Social Media on Identity

Variable	Level	Frequency (people; n = 360)	Percentage (%)	M	SP
Overall	Low	90	25	3.18	0.29
	Simple	200	55,5		
	Tall	70	19,4		
Impact of Social Media	Low	88	24,4	3.91	0.28
	Simple	180	50		
	Tall	82	22,7		
Identity of Young Generation of Elementary School Students in the Era of Globalization	Low	80	22,2	3.61	0.39
	Simple	200	55,5		
	Tall	80	22,2		

Table 3 shows that approximately 24.4% of students reported a low level of social media use, while 19.4% reported a high level of social media use. Similarly, regarding student identity in the era of globalization, the majority (55.5%) indicated a moderate level of identity, while approximately 22.2% each reported a low and high level of identity. The highest average score was 3.91 for the social media influence on identity factor, indicating that social media has a significant impact on the development of student identity. The data demonstrate that social media has a significant impact on the identity of elementary school-aged students in this era of globalization. Most students experienced a moderate level of influence, demonstrating the importance of monitoring and managing social media to ensure its positive impact.

4.2. Elementary School Students' Attitudes Towards Social Media

The development of digital technology, particularly social media, has had a significant impact on the lives of elementary school children. Social media is not only a means of entertainment but also plays a role in shaping their mindsets, attitudes, and self-identity. This situation requires special attention to how children interact with social media, including its use, critical thinking skills in filtering information, and the role of parents and teachers in supervision. The following research findings on indicators of children's social media use are important as a basis for understanding its influence on identity formation and the preservation of local culture.

Table 4. Attitudes of Elementary School Students to Social Media

Variable	Level	Frequency (people; n = 360)	Percentage (%)	M	SP
Attitude	Negative	40	11.2%	3.89	0.41
	Neutral	60	16,6		
	Positive	260	72,2		

Table 4 shows scores in categories 4–5 = Positive, 3 = Neutral, and 1–2 = Negative. It was found that elementary school students have a positive attitude towards social media, with a percentage of up to 72.2%. No students showed a negative position, while about 16.6% were neutral towards social media and there were 11.2% negative. This condition indicates that children tend to view social media as something positive and possibly useful in their lives. The reason for the lack of students with negative situations may be due to a lack of experience or knowledge about the dangers of social media in this era, or because of parental and school supervision that limits their exposure to passive content. This positive position can encourage them to be more active in using social media, considering that it is a social tool that supports communication and learning. As a result, they tend to be able to use social media wisely, but they still need supervision to keep their use safe and productive.

4.3. Elementary School Students' Awareness of Social Media

The development of social media has become an integral part of children's lives, including elementary school students. Social media not only influences how they interact but also plays a role in shaping attitudes, awareness, and self-identity. Data from various tables shows that the majority of students have positive attitudes toward social media, with varying degrees of awareness ranging from low, simple, to high. This situation demonstrates the importance of a deeper understanding of how children use social media, as shown in the results below.

Table 5. Awareness of Elementary School Students Towards Social Media

Change	Stage	Frequency (people; n = 360)	Percentage (%)	M	SP
Awareness	Low	70	19,4	1.90	0.47
	Simple	190	52,7		
	Tall	100	27,7		

In Table 5, a high level of awareness is found in a score of 4.0 and above, 3.0-4.0 is moderate, and 1-3 is low. The results found that the level of awareness of elementary school students towards social media is uneven. There are 52.7% who have a moderate level of awareness, indicating that they may be quite familiar with social media but do not fully understand its risks and benefits. Meanwhile, 19.4% of the male share shows a low level of awareness, which can make them less able to manage or use low levels of awareness and be responsible. Meanwhile, around 27.7% of students have a high level of awareness, indicating that they have a better understanding of social media and are more likely to use it wisely. There are many different ways to use social media, and other members are connected to other groups and connected to social media, they connect with other positive and relevant groups. Social media has become a crucial space for elementary school children in the era of globalization. Its presence not only influences interaction patterns but also the formation of identity and awareness of digital culture. The research findings below demonstrate that children's attitudes, awareness, and perceptions of social media are becoming increasingly relevant and important.

Table 6. Respondents' Perceptions of Social Media About the Identity of Young Generation of Elementary School Students in the Era of Globalization

Variable	Level	Frequency (persons; n = 360)	Percentage (%)	M	SP
Whole	Low	48	13.5	4.21	0.57
	Simple	189	52.5		
	Height	123	34		
Dimensions 1: Digital culture transformation	Low	65	6.9	3.19	0.87
	Simple	208	69		
	Height	87	24,1		

Dimensions 2: social media	Low	55	15,4	4.100.89
	Simple	212	58,8	
	Height	93	25,8	
Around	Low	67	18,7	4.090.69
	Simple	198	55	
	Height	95	26,3	

Table 6 measures respondents' perceptions of the impact of social media on the identity of young elementary school students in the era of globalization. Respondents' perceptions were divided into three levels: low, medium, and high. Overall, of the 360 respondents, 189 (52.5%) expressed a moderate view of the impact of social media on their identity. Meanwhile, 123 (34%) felt the impact was high, and 48 (13.5%) felt it was low. This indicates that the majority of students feel a real and significant impact from social media. In the digital culture transformation dimension, 208 students (69%) were at the medium level, 87 students (24.1%) felt the impact was high, while only 65 students (6.9%) felt it was low. In the general social media dimension, 212 students (58.8%) were at the medium level, and 93 students (25.8%) felt the impact was high. Meanwhile, regarding their perception of the general influence of those around them, approximately 55% (198 students) expressed a moderate opinion, while 95% (26.3%) felt their opinion was high. The majority of elementary school students believe that the influence of social media and digital transformation is important in shaping their identity in the era of globalization, although a small number still consider this influence to be low. Social media plays a significant role in shaping the attitudes, awareness, and transformation of elementary school children's digital culture. Its influence extends beyond daily interactions to the identity of the younger generation. Research findings on this variable are relevant for understanding the dynamics of social media use in the era of globalization.

Table 7. Regression Coefficients

Variables	Unstandardized coefficients		Standardized coefficient	t	P	Collinearity statistics	
	β	Standard error				Tolerance	VIF
Constant	2.512	0.171		11.218	.000		
Consciousness	0.219	0.051	0.29	3.998	.001	0.519	2.303
Attitude	0.175	0.043	0.219	4.189	.000	0.560	2.108
Digital Cultural Transformation	0.119	0.211	0.319	4.091	.001	0.419	3.103
Dimensions of Social Media Impact	0.192	0.041	-0.191	-3.190	.012	0.16	3.41
R = .586				F = 191			
Squared R ² = .344				p = .000			
Adjusted R squared				n = 360			

The regression analysis results in Table 7 show that variables such as awareness, attitude, digital cultural transformation, and social media influence significantly influence the dependent variable in the model. The awareness variable has an unstandardized coefficient of 0.219 and a standardized coefficient of 0.29, indicating that increasing awareness will positively increase the dependent variable. Similarly, attitude also makes a significant contribution, with an unstandardized coefficient of 0.175 and a standardized coefficient of 0.219, indicating that a positive attitude will increase the dependent variable. Digital cultural transformation has a significant positive effect, with an unstandardized coefficient of 0.119 and a standardized coefficient of 0.319, indicating the importance of digitalization in influencing this variable.

Conversely, social media influence shows a negative coefficient (-0.192), which is statistically significant, indicating that increasing social media influence is actually associated with a decrease in the dependent variable. Overall, the R-squared value for this model is 0.344, meaning that approximately 34.4% of the variance in the dependent variable can be explained by the four independent variables. This value indicates that other factors outside the model also play a role, but the model is very effective in explaining the influence of these variables on the dependent variable.

5. Discussion

This study found the impact of social media on the identity of elementary school students in the era of globalization. One key finding indicates that the majority of students have a positive perception of social media. This is evidenced by data showing that the majority of students, more than 70 percent, expressed a positive attitude toward social media as a communication and learning tool. This positive attitude can encourage them to be more active and use it more frequently in their daily activities. On the other hand, a small proportion of students, around 10 percent, expressed neutral to negative attitudes toward social media, possibly due to a lack of experience and knowledge, or a lack of interest from adults, such as parents and teachers, in providing guidance and supervision. Furthermore, students' levels of awareness of social media varied widely. About half of the students had an average level of awareness, meaning they had a good understanding of social media use but were not fully aware of its risks and benefits. The remaining 27.7 percent, including students with a high level of awareness, demonstrated a good understanding of social media and used it wisely. Conversely, approximately 19.4% of students showed a low level of awareness, which could hinder their ability to manage social media use responsibly. This situation highlights the need for intensive educational efforts to improve students' understanding so they can use social media wisely and safely. Other findings highlight that the majority of students feel social media has a significant impact on their identity formation. Nearly one-third of participants reported a moderate impact, while the remainder were split between those who felt the impact was high and low. Specifically, the data show that the majority of students feel social media can help them interact and express themselves.

However, this impact can also have negative consequences if not properly monitored, such as misinformation or social pressure from the online environment. These findings underscore the important role of parents and teachers in monitoring and guiding students' social media use to ensure a more positive impact on the identity formation process. Regression analysis results indicate that certain factors significantly influence students' perceptions and use of social media. Students' awareness and attitudes toward social media significantly influence their use and understanding of it. Variables such as awareness and positive attitudes encourage more thoughtful and responsible social media use, while negative attitudes can contribute to unhealthy or excessive use. Equally important, well-managed digital culture transformation has demonstrated positive impacts for students, demonstrating that appropriate digitalization can enhance students' learning experiences and personalize their identities in the era of globalization.

Conversely, the negative impacts of social media, such as dependency, social pressure, and digital security risks, were found to be statistically negatively correlated with several aspects of student identity development. In addition to psychological and behavioral aspects, students' perceptions of the risks and benefits of social media play a role in shaping their identity. The majority of students believe that social media can broaden their horizons and strengthen their social connections, but they are also aware of risks such as the spread of misinformation and cyberbullying. This awareness is crucial for students to be able to use social media critically and responsibly. These findings also underscore the importance of teaching digital literacy in elementary schools, enabling them to distinguish between genuine and fake content and understand the ethics of online communication. In the development of identity in the era of globalization, social media serves not only as a communication tool but also as a powerful indicator of identity and a source of influence. This influence can be positive if used to

enhance students' self-confidence, creativity, and social competence. However, if social media is not managed properly, it can create pressure to conform to unrealistic standards, which can undermine self-confidence and disrupt the process of building a healthy identity. Therefore, the role of parents, teachers, and educational institutions in providing supervision is crucial.

Theories are relevant to the concept of self-identity development and the influence of social media in today's digital era. One of the main theories underlying this research is the Social Identity Theory which states that individual identity is formed through the process of social categorization and interaction with certain groups (Satwika et al., 2025). Social media as a form of digital communication strengthens this process because it allows users to build self-image and identity through online interactions, which can influence self-perception and the perception of others towards the individual. In addition, social learning theory also supports this understanding, where individual behavior and attitudes, including perceptions of social media, are learned through observation and imitation of role models in their environment (Sokolova et al., 2024). The theory of cognitive and social development from Piaget and Vygotsky suggests that early age is an important period for forming an identity that is influenced by external factors such as social media and social interactions in the surrounding environment (Clemente-Suárez et al., 2024).

This finding is consistent with other studies that state that social media can be a tool that strengthens children's sense of social connection and self-identity development if used appropriately (Wu et al., 2023). They emphasize the importance of the role of parents and educators in supervising the use of social media to minimize the risk of exposure to inappropriate content and to support positive experiences in the development of elementary school students' identities (Liu et al., 2024). In addition, supporting this finding, the use of social media among elementary school children shows a positive impact in building self-confidence and improving communication skills, but must be balanced with adequate digital literacy education so that children know how to navigate digital platforms responsibly (Asmayawati et al., 2024). This study confirms that the influence of social media on the identity of elementary school children is quite significant, but the level of influence is moderate and depends on the level of awareness and supervision from parents and the educational environment (Hikmat et al., 2024). The use of social media can support identity development if used positively and accompanied by appropriate education, but on the contrary, it will pose various risks if not controlled properly.

6. Conclusion

In conclusion, the impact of social media on the identity formation of elementary school children is quite significant. Overall, students demonstrated average understanding and awareness of the impact of social media on their identity, with most feeling its influence was stable and not overly dominant in their lives. However, students also demonstrated positive perceptions of social media use, viewing it as an effective tool to support communication and learning. This positive attitude is supported by parental and school supervision, which is able to limit exposure to harmful content and increase students' awareness of the benefits and risks of social media. Students' awareness of the risks and benefits of social media itself remains low to average, indicating the need for increased media education and awareness so they can use it more wisely and responsibly. Students' perceptions of the impact of social media are closely related to the transformation of their digital culture, as this medium not only broadens their horizons but can also trigger imitative behavior and negative social pressure. The role of parents and the educational environment is crucial in guiding their students towards positive social media use and reducing risks that can affect their identity development. With proper supervision and adequate digital education, social media can be an effective tool in supporting the development of self-confidence and communication skills in elementary school students.

Limitation

A limitation of this study is the lack of in-depth descriptions of family and community environmental factors that influence students' perceptions and the impact of social media on them. The study focused more on students' general perceptions and attitudes, without exploring the underlying psychosocial factors in detail. Furthermore, a longitudinal approach, which could demonstrate changes in perceptions and the impact of social media over time, was not employed. Therefore, the results of this study are cross-sectional and cannot capture long-term dynamics. Expanding the study to include different geographic regions and socioeconomic backgrounds would allow for a more diverse range of perceptions, but the geographic and demographic limitations of the sample limit the generalizability of these findings. Limitations in measuring subjective levels of awareness and perceptions may impact the accuracy of the data, so the results should be interpreted with caution, given the complexity and dynamics of social media use among students.

Recommendation

Further research is recommended to expand the geographic scope and demographic variation, including rural areas and families with different socioeconomic backgrounds, to ensure more representative and generalizable findings nationally and internationally. A longitudinal approach is also recommended to monitor changes in perceptions and the impact of social media on children's identities over time, allowing for a deeper understanding of the dynamics of their development. Further research could also expand the scope of variables studied, such as psychological factors, family environment, and community, that influence social media use and identity formation. Qualitative approaches, such as in-depth interviews and case studies, can help understand children's experiences and perceptions in greater detail. Furthermore, the development of more objective and standardized measurement tools will improve data accuracy and the interpretation of results. Finally, it is important to evaluate the effectiveness of implemented digital education and digital literacy programs to develop more effective strategies to support the positive development of students' identities in the digital age.

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Conflict of Interest

In this publication, there is no conflict of interest between the author and other people.

Declaration of Generative AI-assisted Technologies

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