THE EFFECT OF INTERNET ON YOUTH: WHAT WE KNOW, WHAT WE DO NOT KNOW AND WHAT WE NEED TO KNOW

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Abstract
Today’s Internet usage is a necessity for everyone and has a tremendous impact on life. The internet is able to change the way of thinking, interaction with the world, and create new forms of behavior. The vast majorities of the people who use the internet are children and teens that are categorized as youth while reportedly, many teens spend an average of 8 hours online every day. The internet is a technological advancement that one cannot avoid in the present, including children. As the need of using the internet for everyone is inevitable, providing children with the foundation for internet usage to be a force for good, equipping and supporting them to manage the inevitable risks that life proffers, using technology tools to enrich their everyday lives is a necessity for adults. What can we take from these conceptualizations of youth behavior on using the internet and what is it that we are lacking knowing thus far? The objectives -of this study are to determine the mediating effects of Internet gratification usage between purposes of Internet usage, internet skills, and patterns of internet usage and its effect on youth development. This study seeks to explore how character education of youth today is being shaped by Internet influence. The authors will summarize the articles based on their focus, research paradigms, guiding theories, journal publisher and years of publication within a decade. The intended results will be a new theoretical framework for understanding the digital world and its character impact toward children and youth in this generation. This paper also has implications for many fields of study who are interested in the issue of digital behavior and youth development.

Keywords: Internet Usage, Youth, Development, Effect, Character Education, Digital Behavior

INTRODUCTION
The Internet is now a necessity for everyone. The internet is a communication network with electronic media that is used as a place to exchange information, upload/download content, and communication facilities. Internet users have been around since 1990, but lately, internet users have experienced very rapid growth (Paul, 2016). According to Internet World Stats (2018) of the entire population in the world, 49% of internet users come from Asia, Indonesia (7.1%) ranks third after China (38.1%) and India (22.8%). A survey conducted by APJII (2017) of the entire population of Indonesia which numbered 262 million, internet users amounted to 143.26 million people, and the most accessed was social media with 4-7 hours/day.

Just like any other things, social media has a positive and negative impact on life. The negative impact is that individuals spend more time on social media that can divert concentration and focus on certain tasks, the influence of videos or photos that contain elements of violence, disrupt the privacy of others, and use other people's data to do
wrong things. The positive impact caused is to provide up to date information, be able to meet people outside of social media forums, and share ideas outside of geographical boundaries (Siddiqui, 2016).

However, the crime caused by social media is more widely reported than its goodness. Uyun (Hadi, 2018) said that since the booming of social media, the crime rate has also increased, even though there has been positive socialization of the use of social media, but the media itself also displays crimes that are actually copied by individuals (Nurhidayat, 2015). According to Bandura (Feist, 2009), individual behavior occurs because of the existence of social learning processes, namely: influenced by the environment with reinforcement and learning by observing, the perspective and way of thinking that is owned by information, and how individual behavior affects the environment and creates reinforcement. Bandura (Nurhidayat, 2015) states that individuals will do bad things when treated with bad things, the media also has a direct effect on the behavior of the individual.

Following are the classification of children’s online opportunities and risks by child’s role (Livingstone, Mascheroni, & Staksurd, 2018).

<table>
<thead>
<tr>
<th>Content: child as recipient</th>
<th>Contact: child as participant</th>
<th>Conduct: child as actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education learning and digital literacy</td>
<td>Educational Resources</td>
<td>Contact with others who share one’s interests</td>
</tr>
<tr>
<td>Participation and civic engagement</td>
<td>Global Information</td>
<td>Exchange among interest groups</td>
</tr>
<tr>
<td>Creativity and self-expression</td>
<td>Diversity of Resources</td>
<td>Being invited/inspired to create or participate</td>
</tr>
<tr>
<td>Identity and social connection</td>
<td>Advice (personal/health/sexual, etc.)</td>
<td>Social networking, shared experiences with others</td>
</tr>
<tr>
<td>Commercial</td>
<td>Advertising, spam, sponsorship</td>
<td>Tracking/harvesting personal info</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Violent/gruesome/hateful content</td>
<td>Being bullied, harassed or stalked</td>
</tr>
<tr>
<td>Sexual</td>
<td>Pornographic/harmful sexual content</td>
<td>Meeting strangers, being groomed</td>
</tr>
<tr>
<td>Values</td>
<td>Racist, biased</td>
<td>Self-harm,</td>
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</tbody>
</table>
Table 2. Top 10 myths and findings about children’s online risks

<table>
<thead>
<tr>
<th>Myths</th>
<th>Finding</th>
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<tbody>
<tr>
<td>Digital natives know it all</td>
<td>Children knowing more than their parents have been exaggerated – only 36% of 9- to 16-year-olds say it is very true that ‘I know more about the internet than my parents’; 31% say ’a bit true’, and two in three 9- to 10-year-olds say ‘not true’. Talk of digital natives obscures children’s need for support in developing digital skills</td>
</tr>
<tr>
<td>Everyone is creating their own content now</td>
<td>In the past month, only one in five used a file-sharing site or created a pet/avatar, and half that number wrote a blog. While social networking makes it easier to upload content, most children use the Internet for ready-made, mass-produced content</td>
</tr>
<tr>
<td>Putting the PC in the living room will help</td>
<td>53% of children go online at their friends’ house, 49% go online in their bedroom and 33% go online via a mobile phone or handheld device. So this advice is out of date. It would be better to advise parents to talk to their child about the Internet or share an online activity with them</td>
</tr>
<tr>
<td>Under-13s cannot use social networking sites (SNS) so no worries</td>
<td>With 38% of 9- to 12-year-olds having a SNS profile, it is clear that age limits don’t work. Since many ‘underage’ users registered with a false age, even if the provider did tailor privacy and safety settings to suit young children, they could not identify them</td>
</tr>
<tr>
<td>Bullies are baddies</td>
<td>Most (60%) 11- to 16-year olds who bully – online or offline – have themselves been bullied by others, and 40% of those who bully online have been bullied online. Both those who bully and who are bullied online tend to be more psychologically vulnerable, suggesting a vicious cycle of behaviour that damages both victim and perpetrator</td>
</tr>
<tr>
<td>People you meet on the Internet are strangers</td>
<td>Most (87%) 11- to 16-year-olds are in touch online with people they know face to face. A quarter are in touch with people unconnected with their social circle, and 9% met offline someone they first met online. Few went unaccompanied or met someone older, and only 1% had a negative experience. The challenge is to protect children from rare but harmful occurrences without limiting the opportunities of the majority</td>
</tr>
<tr>
<td>Offline risks migrate Online</td>
<td>In part, the evidence supports this – children who report more offline risks of various kinds are more likely to report more risks online and more likely to report harm as a result. But offline risk does not predict all online risk, so it cannot be assumed that children not considered at risk offline are not at risk online. We still do not know all the factors that account for online harm, and</td>
</tr>
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</table>
Everyone is watching porn online

| Estimates for exposure to pornography online are lower than many anticipated – a quarter saw sexual images in the past year online or offline, and one in seven saw them online, rising to a quarter of older teens. Even assuming some under-reporting, it seems that media hype over pornography is based on unrepresentative samples or just supposition.

Teaching digital skills will reduce online risk

| More skills are associated with more, not less, risk – because more use leads to more skills, more skills lead to more opportunities and opportunities are linked to risk. One reason that opportunities and risks are linked is because children must explore and encounter some risk to gain resilience. Also, exploring for information or fun leads to unexpected risks because the online environment is not designed with children's interests in mind (for instance, too many pop-ups). But more skills could reduce the harm that some children experience from online risk.

Children can get around safety software

| Only 28% of 11- to 16-year-olds say they can change filter preferences. And most say what their parents do in relation to their Internet use is helpful (27% ‘a lot’, 43% ‘a little’). However, it is true that nearly half think their parents' actions limit their online activities, while a third say they ignore their parents (7% a lot, 29% a little).

The internet is a technological advancement that we cannot avoid in the present, a lot of mass media which contains the bad impact of the internet on individual behavior, makes people think that the internet is something bad. Though positive internet use can also be applied using strict rules and norms to reduce the adverse effects on the nation's generation.

The Internet is a device that is connected to a network that also interconnected and can reach all information from various parts of the world. The Internet has many benefits in all aspects of life and yet there still has a feeling of anxiety by parents because of the many adverse effects of the Internet reported (Chalim, 2018). The internet has a tremendous impact on life. It is able to change the way of thinking, how to interact with the world, and create new forms of behavior. Through the internet, especially social media, individuals can do everything publicly, such as sharing their personal lives, giving comments, and sharing information in a quick time (Putri, 2016).

Rofadillah, Taufik, and Hakim, (2018) in their study say that the development of the Internet has made people depend on on-tech facilities on modern technologies such as computers, laptops, notebooks, mobile phones, tablets, smartphones, and others. This study examines the influence of the development of Internet technology in depth, to be able to find out how big the impact on users of the influence of modern technological advances, after being viewed from various perspectives North, Indonesia. Communities are now increasingly happy to use information technology (internet) and have a positive impact on using the Internet as a learning facility, although there are
few negative impacts, it needs to be intensive in educating children to avoid negative influences from the development of information technology (internet).

Furthermore, the use of the internet is a routine thing to use every day, whether it is a benefit or even a danger, depending on the individuals who use it (Siddiqui, 2016). The rules and norms of internet usage that are strictly applied by parents, teachers, or schools make individuals perceive different things about internet usage (Smith, 2015). Parents should not close meetings on internet use of children, because there are positive things that can be obtained from the use of the internet, in this case, the role of parents is needed to sort out the positive and negative (Faisal, 2016).

LITERATURE REVIEW

Undoubtedly, it is now easier to access the Internet than ever before. This easily leads to the misuse of the technology that we are provided with but not everybody misusing it. As with other technology, it can have both a beneficial and negative impact on the youth of this generation. It can help youth prosper in so many different ways. As well as hold them down in various ways. However, the impact of Internet is on us to decide.

Behavior and Social Learning Theory

Behavior is an activity that appears (overt) and not visible (inert) that exist in individuals as a result of the stimulus received by the individual both external and internal stimulus (Allo, 2018). One psychological theory that could explain this issue is social learning theory that was proposed by Albert Bandura (Allo, 2018). The principle of this theory explained that individual behavior occurs because of the existence of social and moral learning processes that occur through imitation and examples of modeling (Allo, 2018).

Bandura (Feist, 2009) says that individual behavior occurs because of the existence of social learning processes, namely: influenced by the environment with reinforcement and learning by observing, the perspective and way of thinking that is owned by information, and how individual behavior affects the environment and creates reinforcement. The worldwide development of social media indirectly has a major influence on the use of the internet for teenagers. Another study that was conducted on students of SMP 52 Surabaya using the Internet for learning and entertainment facilities said that although often accessing the Internet, the students still use internet in a normal habit. They know about the basic things that need to be applied to social media related to security, for example limiting friendships to only known people, setting up personal pages can only be accessed by friends on social media and restrictions on information disseminated on social media (Sherlyanita & Rakhmawati, 2016).

The Role of Parents in Using the Internet

One major concern in Internet usage by teenagers and young adults is the parental role. Parents are a reflection of their children and are also the first source of learning for their children. Parents must set a good example to their children, the role of parents is very important in educating their children's behavior (Sudarsana, 2017).
The role of parents is very essential to assist children in using the internet, there must be supervision and limitations given to the sites to be visited (Faisal, 2016). According to Faisal (2016) what parents should pay attention to monitoring internet usage is that the placement of media to access the internet must not be closed from parents so that children are free to explore but still in the caregivers, using filter software which can only access permitted sites, limiting usage time on the internet, given preconditions about the children usage on the internet, and also need to introduce educational sites or specific kids search engines. Parents need to be strict with the rules of internet usage that have been made, there is no bargaining with children in this matter (Faisal, 2016)

Recent research that was conducted in Greece suggests that the parenting style of the parents can also cause children to become addicted to the internet. Parents with poor parenting tend to have a greater risk of internet addiction. Another country can learn from Taiwan on how the government sets the role for positive Internet usage. Taiwan adopted a law on the use of old gadgets for children, the Taiwan government imposed fines on parents who let their children be exposed to gadgets for too long. Therefore, many parenting parents in Taiwan are using an authoritative parenting style. They allow their children to use the internet for one hour on weekdays. On weekends, most parents allow their children to use the internet for about 2 to 3 hours per day. In winter and summer holidays, children are allowed to use the internet for 2 to 3 hours every day. In addition, most parents forbid children from using the internet while sleeping, doing homework, before examinations, or eating. This shows that most parents are concerned about the daily routine schedule of children and do not want children to be disturbed by the internet in their daily lives (Utami & Mubarak, 2016)

Looking at the current technological developments, the use of digital devices for children’s lives has an influence on children’s lives. Supervision of children is very important to be implemented because many information is going to be consumed by children. The guidance will provide them to choose information that is suitable and appropriate for their stages of development. In the digital age education process the role of parents must look at ways to find out the ability of children to respond and see themselves positively in order to use digital devices properly. From various views, parents can carry out their role in educating children in the digital age by applying non-authoritarian parenting because children are not happy to be forced but are persuaded and tend to be left alone but also must be supervised by parents. In addition, parents must also be able to understand the variety of applications that educate children and guide children to play well and supervise the use of media information so as not to save from the values of Islamic education (Faisal, 2016).

**METHOD**

This study seeks to explore how character education of youth today is being shaped by the Internet. The authors employ a literature review in doing this study. To address the research questions, the authors have limited the search to the following criteria: (1) Articles that were published in academic journals (2) Used internet, youth, parenting, digital parenting, social media, character education as the keywords, (3) Used qualitative, quantitative or literature review as their method, (5) Published in 2009-2019. The last criterion was chosen under the assumption that there were massive research that has been conducted on these issues. Therefore, we tend to analyze the most updated ones.
Before the search, the authors decided to search articles that used “internet on character education” as the title to see in which fields of study where this topic has been discussed. Unsurprisingly, the research generated 853,000 results. The screening classified capacity building was discussed in various fields of study such as psychology, education, early childhood, public health, public administration and development, economic, social sciences, school, the military of ethics, behavioral and social science and community development.

RESULTS AND DISCUSSION
The rapid growths of electronic media with all their potential to change the pattern one gathers and communicates information have brought about positive and negative possibilities of using and misusing the media. On the positive side, the electronic media like the Internet provide facility to communicate faster, retrieve and handle information in a more easy way and copying and distributing in innumerable number. On the negative side, it causes concern about the possibility of accessing and distribution of unwanted information, plagiarism, security threat, (Dinnes & Chalawadi, 2015). This paper contributes much needed further discussion about the effect of the internet on youth. The key factor of parental supervising was highlighted as playing a pivotal role in digital education toward the children. Using a framework focusing on the following key themes drawn from extant research and relevant literature, the analysis revealed that parental role is the major key factor.

The use of internet and gadgets are very popular technology today. All people including adults, youth, and kids use gadgets. Children are now active consumers of gadget users while many gadget products also make children as their target market. Gadgets have a big influence on human life, as well as for children. If children are exposed to gadgets too often, then there are obstacles in the child's development. Many recent studies show that the family's role is getting better in supervising their behavior of children in the use of gadgets (Palar, Onibala, & Oroh, 2018). The digital age also brings changes in people's reading behavior. The measure of reading interest is no longer limited to how many books are read, but also how many online reading materials are clicked, read, shared, discussed, stored or downloaded. This can also be the basis for the government in providing quality online reading resources according to the needs and interests of online readers. Therefore, the parameters of reading interest must be reformulated (Kurniasih, 2016).

CONCLUSION
It takes a village to raise children. That saying is very much align for facing this issue toward Internet impact on character education. As it has been discussed, equipping children with the tools and knowledge while using the internet is the ultimate responsibility for everyone. The government, parents, school, educators, and peers are contributed greatly to directing and guiding children in Internet usage. The global village, built on the base of technology and media, is as much an arena for learning as the classroom in the local village. In the end, it is time to embrace this new way of living and learning and indeed, loving.

REFERENCES


