

THE ROLE OF SOCIAL MEDIA IN WRITING PICTURE STORIES WITH ETHICAL VALUES OF POLITENESS FOR HIGHSCHOOL STUDENTS AT HIGHSCOPE INDONESIA BALI ACADEMIC YEAR 2023/2024

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Abstract

Ethics and manners are things that are currently a matter of concern for the younger generation. Traditional values of ethics and manners have also begun to fade in the midst of the growth of adolescents. Many things affect teenagers' behavior patterns related to ethics and manners. One of them is social media. Social media has become an important part of a person's life today. Teenagers in particular have a hard time letting go of their gadgets. Ethical values lived in the family can also fade due to the influence of social media content. Time allocation also becomes its own part for teenagers. Therefore, SMA Highscope Indonesia Bali held a Book Celebration event, one of which serves to instill character education packaged with assignments to students in the form of writing fables with ethical values and manners in everyday life. The result was very satisfying. Many students are aware of the application of polite behavior in everyday life after sharing together. This is implemented in the writing of digital fables (animal stories) by Highscope Indonesia Bali high school students published in a flipbook. The method used in this research is qualitative. The findings in this study show that students understand more than they know so far regarding ethics and manners after getting this assignment which is poured in the form of digital fables.

Keywords: Career decision, Family Support

1. Introduction

With the development of technology today, schools, which are the world of education, face challenges in teaching knowledge and educating students about the values of life. Ethical values and manners are beginning to decline among teenagers. If we take a quick look at what is happening today, we see that teenagers are living and being educated by the media. Some teenagers are able to accept and utilize this technology positively, but there are also those who accept it negatively.

Teenagers who can accept positive media will become productive in ways that are good or useful to society. When teenagers access information positively in education, they will certainly become richer in knowledge because the information they obtain will be complete and fast.

Teenagers who receive negative media content can become very destructive and appear disruptive or even damaging to the social order. A teenager may access negative information, thereby obtaining information that is not educational but instead has a detrimental influence on the teenager. This, of course, will also have negative consequences on the teenager's actions, behavior, or even their overall life. This may also be highlighted by the media, which then becomes the subject of news coverage.

The family is the foundation or starting point for growth and development that will shape a child's personality. Before being exposed to other environments, the family should provide the foundation for a child's development. Therefore, the family is at the forefront of shaping a child's personality and character. Parents play the role of primary educators during the early stages of a

child's life because they serve as role models for their children (Handayani: 2021). This preparation should begin well in advance of the child entering adolescence. This foundational understanding is crucial for every parent to grasp.

The home is the first place where teenagers receive love and education, and it also contributes to the formation of their character. Of course, there are many influences that will impact teenagers' behavior in the media, and one of the most important roles is that of parents in the lives of teenagers themselves. The role of parents in guiding teenagers is certainly very necessary.

Parents are expected to educate their children when they start using gadgets. Provide guidelines on what they can and cannot watch. This education should also be tailored to the age of the teenager. Television and social media have taken on a significant role in influencing teenagers. The impact of television on teenagers certainly has a unique effect on their character.

This character is also shaped within the family. Some teenagers like art, some like politics, but there are also teenagers who are interested in digital business. Parents or people who shape the personality of these teenagers certainly start from home, which shapes the teenagers' "sense" of social media.

Social media plays an important role in the lives of teenagers as a channel for digital communication, information, interaction, and participation. For teenagers, social media can also serve as a cross-sectoral activity. Not only is it a means of communication, but social media also colors the digital business (Arianto:2021).

Creative and positive teenagers will use media as something that has value. Therefore, parental influence is very important. In addition, schools also have a role to play in this regard, namely guiding teenagers as students to be wise in using and managing social media.

Based on the above description, SMA Highscope Bali also has an initiative to guide teenagers to be wise in using media by understanding and comprehending ethics and manners. Therefore, on the annual book day celebration, the school holds a story writing project in the form of fables that incorporate ethical values and manners, involving the role of social media in this project.

2. Purpose

This article aims to provide information and input as a contribution to instilling ethical values and manners in students' work. This is done by combining manual and digital learning in integration with Indonesian language studies for students.

This article describes the background, research results, and findings. The hope is to provide a general overview of the character education process for adolescents, especially high school students.

3. Methods

The simple research in this article uses a qualitative descriptive method because it provides information or symptoms at the time the research was conducted (Aikunto, 2016). This study describes students' competencies in implementing ethical values and manners in their works, which are in the form of fables or animal stories. These works are also implemented through the high school program, which provides education to younger students in grades IV and V of elementary school in their classrooms because they happen to be in the same building.

4. Population and Sample

Sugiyono (2018) explains that a population is a general area consisting of objects/subjects with certain qualities and characteristics that are determined by researchers as objects of research, which are then analyzed and concluded. The population of this study is the works of Highscope Indonesia Bali high school students in the form of fables with ethical and polite values. These student works are also the objects of this study.

Meanwhile, according to Sugiyono (2013), samples in this study are part of the number and characteristics possessed by the population. If the population is large or numerous in quantitative terms, making it impossible for researchers to study the entire population due to limited funds, manpower, and time, researchers can use samples that are part of the population or become part of the population.

The sample in this study is part of the entire student body of Highscope Indonesia Bali High School. The students' work consists of two books, both of which have been published in flipbook format. The two books are divided into eight stories.

5. Research and Findings

1. Instrument

The instrument used in this study was the writing of stories in the form of fables or animal stories. The assignment instruments were as follows.

The lessons that will be used are Morning Advisory (a thirty-minute morning meeting at 7:30-8:00 a.m. with the homeroom teacher) and Indonesian Language and Indonesian History classes. Morning Advisory will feature morning activities with a National Education Week theme on April 23, 25, 26, 29, and 30, 2023, and Thursday, May 2, 2024, as the culmination of the celebrations.

The Indonesian language lesson involved all students creating digital fables with the theme: Character Education, Ethics, and Simple Manners in Life.

The writing requirements are as follows:

1. Theme: Character Education, Ethics, and Simple Manners in Life
2. The type of writing is a narrative or fictional story in the form of a digital fable using digital media.
3. The minimum number of paragraphs is 7 to 10 pages of illustrated stories, with the following requirements.
 - a. Title of the Fable.
 - b. Background of the story and characters in the story.
 - c. A story involving animal characters with content that instills character education, ethics, and etiquette in daily life.

The storyline features good animals and bad animals. Characters who adhere to values of character, ethics,

and manners are contrasted with characters who do the opposite. The ending of the story encourages readers to do good and practice good manners wherever they are.

e. Examples (can be chosen from the story) of values of character, ethics, and manners can be taken from various sources, including social media and other digital media. The following are examples of such values: proper table manners, greeting others when meeting them, asking permission when passing by others, respecting elders, always receiving things with the right hand, avoiding vulgar, rude, or arrogant language, not spitting in public places, not interrupting conversations, not ordering parents to do something we want, not arguing with parents, saying goodbye to parents, siblings, or elders before traveling (kissing the hand of an elder), asking permission to use someone else's belongings, knocking on the door before entering someone else's room or space, not criticizing, insulting, or mocking others for their shortcomings, not doing things that harm others, respecting others' opinions, dressing modestly and politely, not smoking, not littering, tidying up your bed, room, and house, not putting your feet up when talking or eating, not making noise when eating, not eating while walking.

4. This activity will be conducted in grades K1 and 23 during learning activities at the elementary school.
5. The time required will be determined by agreement with the classroom teachers.
6. The purpose of the activity is to encourage the development of good character in home life, community life, and the educational environment.
7. Short fables will be created in digital format and produced as a flipbook using FLIPHTML 5, featuring the Highscope logo and a barcode, which will be shared on the school's Instagram account as a means of publication. Highscope Indonesia Bali 2024 Students (deadline April 26, 2024).
8. The writings will be published in QR code format on the school's Instagram.
9. This school project will be divided into groups of two to three people each

During the process, students can browse any media, including books, to learn about the animals they are writing about. In practice, students use digital sources to search for information. The digital tools used by students are still a combination of digital and manual tools or hand-drawn images.

No	Nama Kelompok	Nama Siswa	Judul Fabel	Sumber Inspirasi Cerita	Alat Digital yang Digunakan
1.	Kelompok 1	Dik Yan, Bodhi	Singa yang Bijaksana dan Ceroboh	1. @Papaces28.2024. https://www.instagram.com/p/C2XPwYQChbx/ 2. Perlindungan Hewan Dunia Fakta menarik tentang singa.2021.	Gambar Manual dikombinasikan dengan Canva

<https://www.worldanimalprotection.ca/education/animal-facts/lion-facts/#:~:text=Lions%20are%20sentient%20beings%20%E2%80%93%20they,the%20most%20intelligent%20big%20cats.>

2.	Kelompok 2	Ravi, Tian		Kehidupan Keluarga Babi	<p>1. @sreeyasewu.official. 2023.</p> <p>2. Willa Widiana. 2017. Berkenalan dengan Keluarga Babi, Yuk! https://bobo.grid.id/read/08677603/berkenalan-dengan-keluarga-babi-yuk</p>	Gambar Manual dikombinasikan dengan Canva
3.	Kelompok 3	Nindya, Kirana	Jessica,	Kisah Persahabatan di Hutan Wonderland	<p>1. @ayotelusuri. 2023.</p> <p>2. Novia Aisyah. 2022. Fakta Gajah: Habitat, Ciri, dan Perannya bagi Manusia. https://www.detik.com/edu/detikpedia/d-5990326/fakta-gajah-habitat-ciri-dan-perannya-bagi-manusia</p>	Gambar Manual dikombinasikan dengan Canva
4.	Kelompok 4	Hayyu, Travis	Dinda,	The Legend of Legen	<p>1. @glzoojogja.2021.</p> <p>2. Fimela. 2021. Kisah Haru Persahabatan Unik Antara Singa, Beruang dan Harimau. https://www.fimela.com/lifestyle/read/3757540/kisah-haru-persahabatan-unik-antara-singa-beruang-dan-</p>	Gambar Manual dikombinasikan dengan Canva

harimau

5.	Kelompok 5	J Farrel, Azarel	Kisah di Watercity	1. @kkpgoid.2024. https://www.instagram.com/p/C2mn7pSSenU/?hl=en&img_index=2 2. Novi Veronika. 2021. Karakter Ikan Nila. https://www.gramedia.com/best-seller/ciri-dan-karakteristik-ikan-nila/?srsltid=AfmBOoDzdzFZVjRgB5Zo5BtjXLwsCs b49I1u1bPWbFzdB1D02L KqGh	Gambar Manual dikombinasikan dengan Canva
6.	Kelompok 6	Gus Adi, Cantika	Nengah Si Nakal	1. @mediaindonesia.2021. https://www.instagram.com/mediaindonesia/p/CSDOFGBhWp7/ 2. Monyet. 2022. https://id.wikipedia.org/wiki/Monyet	Gambar Manual dikombinasikan dengan Canva
8.	Kelompok 7	Alisha, Torro, Sita	Menghormati Beruang yang Lebih Tua	1. @kmtl_ub. KMTL Universitas Brawijaya.2020. https://www.facebook.com/KMTLUB/posts/hari-beruang-kutub-internasionalkeberadaan-beruang-kutub-kini-mulai-mengkhawatir/1501781909985675/ 2. Novi Veronica.2021. 5 Fakta Menarik Beruang Grizzly beserta Habitat dan Makanannya! https://www.gramedia.com/best-seller/beruang-grizzly/?srsltid=AfmBOoraAPZ77tqdi0Z	Gambar Manual dikombinasikan dengan Canva

[DrU2XeHSbZ4hEU](#)
[ZYUJURbm_WsqhH](#)
[JrDL2Zxuw](#)

9.	Kelompok 8	Nadia, Sutan, Glen	Ayam dan Elang	1. @wgc.gold.2021. https://www.instagram.com/p/CMJjrTTja7L/ 2. Tjiptadinata Effend. 2022. Sifat Elang dan Ayam Berbeda Total. https://www.kompasiana.com/tjiptadinataeffendi21may43/633a294f4addec628048efa2/hindari-gaya-hidup-seperti-ayam	Gambar Manual dikombinasikan dengan Canva
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2. Student Word Result

The students' work, in the form of digital fables, was uploaded via flipbook. These fables are divided into two parts, namely part one and part two. The division of the book is based on grade level. The results are as follows.

Fables by Student

Fable Part one

https://fliphtml5.com/hptdl/jhit/FABEL_BAGIAN_PERTAMA/

Fable Part Two

https://fliphtml5.com/hptdl/xcpr/FABEL_BAGIAN_KEDUA/

3. Research Description

a. Fable Part One

In the first story, titled “Friendship in Wonderland Forest,” the students tell the story of the friendship between a rabbit (Kiki), a deer (Topy), a parrot (Kiko), and an elephant (Lala), with the characters' names based on the students' imagination. In this first story, the values of politeness contained within it are not to talk about other characters behind their backs and not to play with cell phones when other characters are talking. It also shows how the characters in the story manage conflicts that end with an apology. All problems and conflicts will be resolved if they are dealt with directly.

The second story is titled “The Life of a Pig Family,” which tells the story of a pig family consisting of a mother with six piglets. The ethical value contained in this story is the culture of helping parents when they are busy with household chores.

The third story is titled “The Legend of Legen,” which tells the story of a tiger (Reas), a rabbit (Legen), and a bear (Pinoy). The values contained in this story are how to use the word “please,” which is believed to bring good karma, apologies, and gratitude in the midst of the story's conflict. The students hope that this can be implemented in their daily lives.

The fourth story, titled “Nengah Si Nakal,” tells the story of a monkey. The moral of this story is that the character's bad behavior is caused by his parents spoiling him. However, at the end of the story, Nengah is able to return to being good after realizing that what he did was wrong.

b. Fable Part Two

The first story in this second fable is titled “The Careless Lion.” What is interesting about this story is the character of the young lion who is stubborn and refuses to be taught by the old lion, who is his mother, until one day the young lion is trapped by a pack of wild dogs and is saved by the old lion. From that moment on, the young lion promises to obey the old lion's guidance. The moral of this story is to obey those who are older or more experienced in matters of goodness.

The second story is titled “The Tale of Watercity.” The characters in this story are a piranha (Daren), a snake (Esther), a salmon (Oliv), and a turtle (Kori). The story tells of Daren being offended by Esther for asking about personal matters, which led to an argument and was resolved by Oliv. The ethical lesson in this story is not to ask about the personal matters of others.

The third story is titled “Respecting the Older Bear.” The characters in this story are a bear (Andrew), a monkey (Sophie), and a rabbit (the teacher) who get into a conflict over a pencil but are separated by the teacher. The story ends with a promise not to repeat such behavior.

The fourth story is titled “The Chicken and the Eagle.” This story is about a chicken that makes a donation to orphans but on the way meets an eagle who mocks the chicken for not being able to fly. However, when the eagle has an accident and falls, the chicken kindly approaches the eagle and makes sure it is okay. After experiencing the chicken's kindness, the eagle expressed regret for its behavior toward the chicken. The moral of this story is not to treat others badly because one day we may need their help.

6. Conclusion

Social media and digital media can have a positive impact on teenagers or students if managed properly. Therefore, parents and teachers (as surrogate parents at school) should provide guidance on the appropriate time, place, and function of gadgets. With the widespread use of technology, it is impossible for parents to prohibit teenagers or students from using gadgets, but they can guide them toward positive uses. Digital applications also simplify certain aspects of daily life.

In this assignment to write a fable, students were enthusiastic about completing the task, whether by searching for various sources through social media or other digital platforms, or by manually crafting the story by drawing on paper and then combining it with the Canva application. At least, if ethical values and manners have not been fully instilled by parents at home, schools provide additional guidance to help students become more sensitive and develop a conscience to do

good for others.

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