

Research Article

The Influence of Student's Understanding Level of ITE Law in Social Media

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Abstract.

According to a Global WebIndex survey, social media is the longest-running platform, averaging 2.5 hours per day. Millennials are very proficient in using internet-based technology. The research objectives of writing a thesis made by the author were: 1) To find out the understanding of Sharia faculty students related to Law Number 11 of 2008. 2) To find out the understanding of Sharia faculty students related to Law No. 19 of 2016 concerning amendments to Law No. 11 of 2008 in social media. In this research, the author uses a quantitative approach method. This is a survey research, whose emphasis lies on relational research that studies the relationship of variables, so that direct or indirect hypotheses are always questioned. In this survey, information was collected using a questionnaire with a total of 150 respondents with descriptive statistical tests, classical assumption test, and hypothesis test. The hypothesis test results show the absence of influence on students' understanding of the ITE Law by using social media.

Keywords: ITE Law, social media, understanding

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Published 11 January 2024

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the RIICSHAW Conference Committee.

1. Introduction

In democracies, people's demands for information disclosure are getting bigger. At present advances in information technology, electronic media and globalization occur in almost all areas of life. Technological advances marked by the emergence of the internet can be operated using electronic media such as computers. Computers are one of the causes of the emergence social changes in society, namely changing their behavior in interacting with humans others, which continue to spread to other parts of human life, resulting in new norms, new values, and so on.[1]

The rapid development of information technology has changed human life to be easier because of its sophistication and effective and efficient work power. The existence of information technology was initially only used by certain circles, but now almost all levels of society have used it, both government and private agencies. Utilizing and sophistication and practicality of information technology in government agencies


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is used to manage all types of data, provide information and also facilitate facilities such as public services through government sites on-line and others. Likewise, private institutions or business entities use information technology to manage all types of data by conducting sales transactions on-line (e-commerce).[2]

Through the internet information exchange can be done quickly, precisely and at a low cost. Therefore, the internet can be a medium that makes it easier for someone to commit various types of crimes based on information technology (cybercrime) such as, criminal defamation, pornography, gambling, account break-ins, and so on. Recently, there have been reports of defamation allegations by various parties. The causes vary, ranging from writing on mailing lists, forwarding emails, reporting corruption, reporting events in the media, disclosing research results, and a series of other actions.[2]

According to the report "Digital 2021: The Latest Core Insights The State of Digital" published on 11 February 2021 stated that in January 2021, internet users in Indonesia were recorded at 202.6 million with 73.7 percent penetration. This means that the number of social media users in Indonesia is equivalent to 61.8 percent of the total population as of January 2021. Social media used include WhatsApp, Facebook, Instagram, TikTok, then Twitter.[3]

This data makes Indonesia a market share for social media companies to be able to develop their business in Indonesia. has a positive impact on the advancement of information directly through social media but in the negative aspect social media can be hate speech, slander, hoaxes and other criminal cases which are often called cyber criminals. Therefore, on April 21, 2008 the government passed Law No. 11 Year 2008 concerning Information and Electronic Transactions (ITE Law) is the first cyber law owned by Indonesia.

According to a GlobalWebIndex survey, social media is the longest-running platform with an average of 2.5 hours per day.[4] Millennials are particularly adept at using internet-based technology. The existence of this digital technology makes all of us who are connected to social media which gradually becomes an addiction for teenagers in generation Z and millennials. This addiction makes them feel at home for a long time, opening social media through smartphones or tablets. Social media that are often used by teenagers today include Instagram, Facebook, Twitter, Line, and others.[5]

Therefore, students as millennials use social media as a tool for communication, information and entertainment. And it is also used as something negative such as hate speech, slander or cyber crime where there are already restrictions and rules for social media through Law No. 11 of 2008 concerning Electronic Information and Transactions (ITE Law).

Containment related to Law No. 11 of 2008 concerning Electronic Information and Transactions (ITE Law) for Law students are important to understand, considering the status and social of law students is synonymous with a critical understanding of a problem, including in social media. Therefore, this research is interesting to study related legal products to students who are in law faculties at several universities in Lampung in social media

2. Methods

In this research, the author uses a quantitative approach method. This research is a survey research, whose emphasis lies on relational research, which studies the relationship of variables, so that directly or indirectly hypotheses are always questioned. In the survey, information was collected from respondents using questionnaires with a total of 150 respondents. With descriptive statistical tests, Classical Assumption Test and Hypothesis Test

3. Results and Discussion

3.1. Descriptive Statistical Test

Descriptive statistics are used to see the distribution of data used as a sample. Descriptive statistics attempt to explain or describe various characteristics of the data, such as how much the average is, how far the data varies from the average, what is the median data, minimum value and maximum value of the data used in this study.

Descriptive Statistical Analysis shows the maximum and minimum values of each variable.

The maximum value is the highest value for each variable. The minimum value is the lowest value for each variable in this study. The mean value is the average value of each variable studied. Standard deviation is the distribution of data used in research that reflects homogeneous or heterogeneous data that is fluctuating.[6]

Based on the data on the number of respondents as many as 150, then above the highest mean value is in variable x6 of 10.47 and the largest standard deviation in variable x3.

3.2. TEST Classical Assumptions

TABLE 1: Descriptive Statistics.

	Mean	Std. Deviation	N
Y	13.04	1.479	150
X1	6.45	.966	150
X2	6.45	1.114	150
X3	9.62	1.334	150
X4	6.49	1.002	150
X5	3.10	.702	150
X6	10.47	1.283	150

3.2.1. Normality Test

The normality test is intended to test whether the residual values that have been standardized in the regression model are normally distributed or not. The normality test can be performed by comparing the observed value with the expected normal value. If the data shows a normal distribution, then the point will be around the diagonal line. . In this study, the normality test was carried out using graph analysis through histogram graphs and NORMAL PP-Plot (normal probability plot).

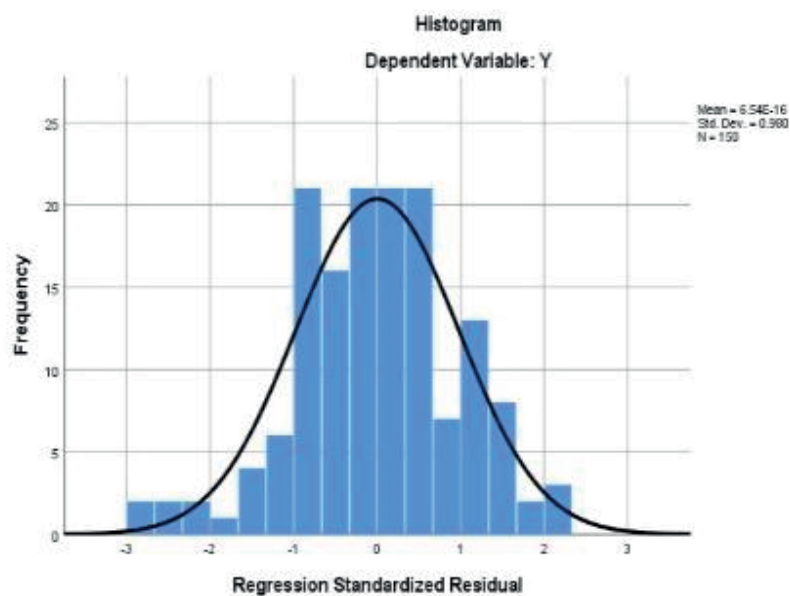


Figure 1:

Based on the histogram graph in the figure above, it can be seen that the data is normally distributed and symmetrical in shape not skewness to the right or left, so it can be said that the regression model meets the assumption of normality. The Normality Test aims to test whether in the regression model, residual confounding variables have

a normal distribution. The results of the histogram normality test produce The curve mounts so it can be said that the pattern is normally distributed:

Based on the normal graph of PP-Plot in Figure ??.2 it can be seen that the points spread around the diagonal line, this shows a normal distribution, so it can be concluded that the regression model meets the assumption of normality.

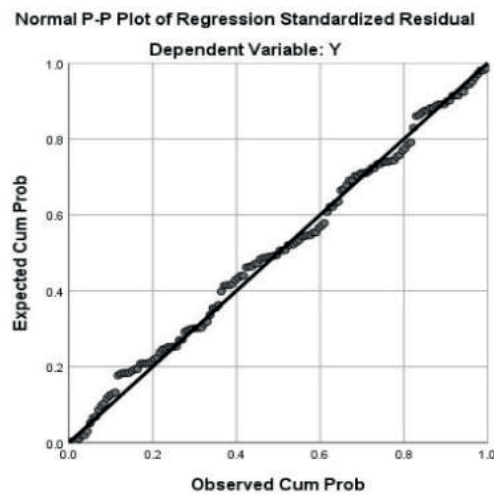


Figure 2:

3.2.2. Multicholinerity Test

The multicollenierity test aims to test whether the regression model found a correlation between independent variables. Multicollenierity test by analyzing the calculation of Tolerance and Variance values

Inflation Factor(VIF). A low tolerance value is equal to a high VIF value (because $VIF=1/tolerance$). The cut-off value commonly used to indicate multicollenierity is a tolerance value of > 0.10 or equal to the value of VIF 10.

Dependent Variable: Y

If the tolerance value is greater than 0.10, it means that multicollenierity does not occur. If the VIF value is less than 10.00 means that there is no multicollenierity. So based on the test data above for a tolerance value of 1,000 and VIF of 1,000 means that they do not show multicollenierity

TABLE 2: Coefficient^a.

Model	Unstandardized Coefficients			Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error					Tolerance	VIF
1	(Constant)	13.402	1.565		8.566	.000		
	X1	-.217	.241	-.196	-.898	.371	.139	7.207
	X2	.136	.100	.118	1.370	.173	.882	1.134
	X3	.049	.134	.032	.364	.716	.857	1.166
	X4	-.133	.131	-.090	-1.013	.313	.835	1.197
	X5	.294	.286	.222	1.029	.305	.142	7.049
	X6	-.340	.196	-.162	-1.735	.085	.758	1.319

3.2.3. Heteroscedasticity Test

Aims to test whether in the regression model there is a similarity in variance from the residual of one observation to another. The heteroscedasticity test aims to test whether in the regression model occurs

Variance inequality from residuals between observations to observations. If the variance of the residual between observations is fixed then it is called homokedasticity. A good study is homokedasticity or no heterokedasticity. In this study, detecting the presence or absence of heteroscedasticity is known by looking at the scatterplot graph presented in the following figure:

The results of the scatterplot graph heteroscedasticity test show that the points spread randomly and are spread both above and below 0 on the Y axis. This means that there is no heteroscedasticity in the regression model so that the regression model is feasible to use.

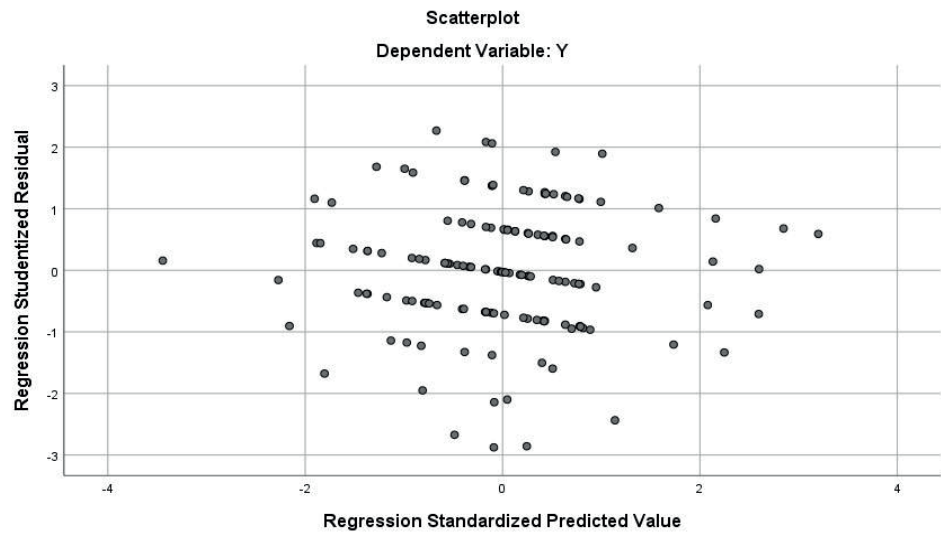


Figure 3: ??????.

3.2.4. Autocorrelation TEST

This test aims to determine whether there is a correlation between members of a series of observational data sorted by time or space. The basis for making decisions on autocorrelation tests is to see the following criteria :

1. If the DW number is below -2 it means there is positive autocorrelation
2. If the DW number is between -2 and +2 it means there is no autocorrelation
3. If the DW number is above +2, it means there is negative autocorrelation

TABLE 3: Model Summary^b.

	Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.243 ^a	.059	.019	1.464	2.165

a. Predictors: (Constant), X6, X1, X2, X4, X5, X3

b. Dependent Variable: Y

According to Andy Field (2009) Dublin Watson numbers must be between 1 to 3 so there is no autocorrelation. Based on the data above, it is found that the Dublin Watson number is 2,165, so there is no autocorrelation symptom.

3.3. Hypothesis testing

3.3.1. T test

The t test is used to see the significance of the individual independent influence on the dependent variable by assuming other variables are constant. The tcount value is used to test whether an independent variable has a significant effect on the dependent variable or not. The t test can be done by comparing tcount with ttable. The table values are obtained by $df = \alpha (n-k)$ where α is the significant level used, n is the number of observations (sample size) and k is the number of independent variables.

The basis for making the decision is that if $tcount > ttable$, it means that H_0 is rejected, which means that the X variable has a significant effect on the dependent variable, but if $tcount < ttable$, then H_0 is accepted, which means that the X_i variable has no significant effect on the dependent variable.

TABLE 4: Coefficients^a.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	13.402	1.565		8.566	.000		
X1	-.217	.241	-.196	-.898	.371	.139	7.207
X2	.136	.100	.118	1.370	.173	.882	1.134
X3	.049	.134	.032	.364	.716	.857	1.166
X4	-.133	.131	-.090	-1.013	.313	.835	1.197
X5	.294	.286	.222	1.029	.305	.142	7.049
X6	-.340	.196	-.162	-1.735	.085	.758	1.319

a. Dependent Variable: Y

Based on the t test above, the T table is 1.97658. it can be concluded.

1. The indicator variable X1 shows that the sign value is $0.371 > 0.05$ while the T table is $1.97658 > T$ calculate -0.898 then there is no partial effect on variable Y.
2. The indicator variable X2 shows that the sign value is $0.173 > 0.05$ while the T table is $1.97658 > T$ count 1.370 then there is no partial effect on variable Y.

3. The indicator variable X3 shows that the sign value is $0.716 > 0.05$ while the T table is $1.97658 > T$ count 0.364 then there is no partial effect on variable Y.
4. The X4 indicator variable shows that the sign value is $0.313 > 0.05$ while the T table is $1.97658 > T$ calculate -1.013 then there is no partial effect on variable Y.
5. The X5 indicator variable shows that the sign value is $0.305 > 0.05$ while the T table is $1.97658 > T$ count 1.029 then there is no partial effect on variable Y.
6. The indicator variable X6 shows that the sign value is $0.085 > 0.05$ while the T table is $1.97658 > T$ calculate -1.735 then there is no partial effect on variable Y.

3.3.2. F test

The F test is carried out to show whether all the independent variables included in the model have a joint or simultaneous effect on the dependent variable. If the independent variables have a simultaneous effect on the dependent variable, then the regression equation model is included in the fit or fit criteria. Conversely, if there is no simultaneous influence then this will fall into the unsuitable category or not fit. To conclude whether the model is in the fit category or not, we must compare the Fcount value with the Ftable value with degrees of freedom: $df: \alpha, (k1), n, k$, where k is the number of variables and n is the number of observations (sample size).

TABLE 5: ANOVA^a.

Model		Sum Squares	of	df	Mean Square	F	Sig.
1	Regressi on	19.191		6	3.199	1.49 2	.185 ^b
	Residual	306.569		143	2.144		
	Total	325.760		149			

- a. Dependent Variable: Y
- b. Predictors: (Constant), X6, X1, X2, X4, X5, X3

If the sign value is <0.05 or $F \text{ count} > F$, then there is a simultaneous effect of variable X on variable Y and if the sign value is > 0.05 or $F \text{ count} < F \text{ table}$ then there is an effect of variable X simultaneously. The calculated F value is $1.492 < 2.16$ and the sign value is $0.185 > 0.05$, so there is no significant effect on the X variable simultaneously on the Y value

3.4. Research Results

After estimating the model and testing the hypothesis, multiple linear regression analysis was carried out in this study aimed at analyzing the effect of the Comprehension Variable (X) with indicators,

- X1: Interpret
- X2 : Example
- X3: Summarize
- X4 Summing up
- X5 : compare
- X6 : Explain

TABLE 6:

Concept Aspects	Understanding	Concept Understanding Indicator
Interpreting (menafsirkan),		restate a concept
Exemplifying (mencontohkan)		give examples and non-examples of concepts
Calssifying (mengklasifikasikan)		Classifying Objects According to Specific Properties
Inferring (menyimpulkan),		conclude a concept
Comparing (membandingkan),		compare a concept
Explaining (menjelaskan)		apply concepts or solve problems

3.4.1. Partial Influence

3.4.1.1 The effect of interpreting indicators on Social Media

The understanding variable with the results of the partial test determines for the indicator variable X1 that the sign value is $0.371 > 0.05$ while the T table is $1.97658 > T$ count -0.898 . If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected. then there is no partial effect on variable Y. So there is no influence between students' understanding of the ITE Law for interpreting it in social media

3.4.1.2 Effect of Modeling indicators on Social Media

The understanding variable with the results of the partial test determines the indicator variable X2, it can be found that the sign value is $0.173 > 0.05$ while the T table is $1.97658 > T$ count is 1.370. If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected. then there is no partial effect on variable Y. So there is no influence between students' understanding regarding the ITE Law to exemplify in social media

3.4.1.2 The Effect of Summarizing indicators on Social Media

The understanding variable with the results of the partial test determines for the X3 indicator variable that the sign value is $0.716 > 0.05$ while the T table is $1.97658 > T$ count is 0.364. If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected. then there is no partial effect on variable Y. So there is no influence between students' understanding regarding the ITE Law to summarize in social media

3.4.1.3 The effect of the Summarize indicator on Social Media

The understanding variable with the results of the partial test determines the X4 indicator variable, it can be found that the sign value is $0.313 > 0.05$ while the T table is $1.97658 > T$ count -1.013. If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected, so there is no partial effect on variable Y. So there is no influence between students' understanding of the ITE Law to conclude in social media

3.4.1.4 The effect of the Comparing indicator on Social Media

The understanding variable with the results of the partial test determines the X5 indicator variable, it can be found that the sign value is $0.305 > 0.05$ while the T table is $1.97658 > T$ count is 1.029. If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected. then there is no partial effect on variable Y. So there is no influence between students' understanding of the ITE Law to compare in social media.

3.4.1.5 The effect of the indicator explaining on social media The understanding variable with the results of the partial test determines the X6 indicator variable, it can be found that the sign value is $0.085 > 0.05$ while the T table is $1.97658 > T$ count -1.735 then there is no partial effect on variable Y. If the probability value is significant > 0.05 (5%). This means that H0 is accepted and H1 is rejected. then there is no partial effect on variable Y. So there is no influence between students' understanding of the ITE Law to explain in social media.

3.4.2 Simultaneous Influence

The influence of variable X on understanding and social media. If the sign value is <0.05 or $F_{count} > F_{table}$ then there is a simultaneous influence of variable X on variable Y and if the sign value is > 0.05 or $F_{count} < F_{table}$ then there is an effect of variable X simultaneously. The effect of variable X on understanding and using social media. The calculated F value is $1.492 < 2.16$ and the sign value is $0.185 > 0.05$. If the probability value is significant > 0.05 (5%). This means that H_0 is accepted and H_1 is rejected. then there is no significant effect on variable X simultaneously on the value of Y.

4. Closing

From the results of the analysis, hypothesis testing, discussion and research that has been done, it can be put forward some research conclusions as follows:

1. Based on F-Statistics Test, Variable Understanding of ITE Law with indicator X1: Interpreting, X2 : Give an example, X3: Summarize, X4 Conclude, X5 : compare X6 : Explain. simultaneously (simultaneous) Does not affect the dependent variable, namely social media
2. Based on the T-Statistics Test, Variable Understanding of the ITE Law with indicators X1: Interpreting, X2 : Give an example, X3: Summarize, X4 Conclude, X5 : compare X6 : Explain. Partially, nothing has an effect on the dependent variable, namely social media

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