



Digital Socialization: Social Media's Role in Shaping Students' Values and Norms

Binti Maunah^{1*}, Muhammad Afnan Habibi², Etty Zakiya Pratiwi³, Azkia Brilliant Kurniawan⁴

^{1,3,4} Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

² University of Leeds, United Kingdom

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*Correspondence Address:

binti.maunah@uinsatu.ac.id

Abstract:

This study aims to analyze the role of social media as an agent of socialization in shaping university students' values and norms, and to identify variations in its influence across different higher education contexts. A qualitative approach employing a case study design across three universities was utilized. Data were collected through participant observation, in-depth interviews, and document analysis involving university leaders, bureau heads, deans, faculty members, and students between July and September 2025. Data analysis was conducted interactively through data condensation, data display, verification, and cross-site comparison. The findings indicate that social media plays an active role in value formation by broadening perspectives, shaping self-identity, facilitating digital interaction, and influencing habits and behaviors. This influence is ambivalent, offering benefits regarding information and networking while simultaneously posing risks of dependency, anxiety, and impaired academic focus. In conclusion, the influence of social media is gradual, interactive, and contextual. Consequently, higher education institutions need to strengthen digital literacy, media ethics, and social media governance.

INTRODUCTION

Digital technology has transformed social interaction into a hybrid process occurring simultaneously in physical and virtual spaces. Social media is no longer merely a channel for exchanging information but has become a social environment where individuals communicate, negotiate meanings, construct identities, and learn behavioral expectations (Amelia & Balqis, 2023; Ausat, 2023). This transformation matters because values and norms acquired through digital interaction can influence relationships, academic conduct, civic participation, and everyday decisions (Gonzalez-Mohino et al., 2023; Videla et al., 2025). Smartphone accessibility intensifies these processes by enabling continuous exposure to digital content and social networks (AL-Zoubi, 2023; Krajčovič et al., 2025). For university students, who occupy a transitional stage toward mature social responsibility, this condition is particularly significant. Therefore, understanding social media as an agent of socialization is essential for explaining how digital interaction contributes to the formation, reinforcement, or transformation of students' values and norms (de Almeida et al., 2025).

The general problem is that expanding social media use has not always been

accompanied by adequate social control, digital literacy, and ethical awareness. Students encounter diverse values, lifestyles, opinions, and behavioral models that may conflict with institutional, familial, or religious norms (Babacan, 2025; Kartono et al., 2025). Continuous exposure may encourage imitation, normalize inappropriate conduct, intensify individualism, or weaken sensitivity toward social boundaries. Previous studies indicate that social media can influence interaction patterns, lifestyles, self-expression, and behavioral tendencies (Azhar et al., 2025). Dimar (2023) emphasizes that difficulties in controlling social behavior can intensify within changing social environments (Bahtera & Ngarawula, 2023). Consequently, the problem is not simply the amount of social media use, but how digital interactions become socially meaningful and are internalized by students. This requires investigation of mechanisms through which social media contributes to value and norm formation.

The urgency of this issue is reflected in field observations at three universities: Universitas Nahdlatul Ulama Yogyakarta, Universitas Nahdlatul Ulama Solo, and Universitas Nahdlatul Ulama Blitar. Interviews with university officials in August 2025 indicated that students' behavior in the digital era was strongly influenced by smartphone-based interactions, creating difficulties in controlling deviations. Observations conducted between July and September 2025 identified delinquency, violence, and criminal behavior associated with digital interactions (Observation, September 2025). The findings suggest that social media extends beyond communication, becoming part of the social environment in which students learn behavioral patterns and interpret acceptable conduct. Nevertheless, these phenomena cannot be understood as technological effects alone. They must be examined through interactions among digital exposure, social learning, institutional control, and students' interpretation and internalization of values and norms (Qu & Wang, 2025; Rohman et al., 2026).

Previous research has established that social media affects communication, identity construction, lifestyle, and behavioral development. Boyd (2020), Fuchs (2021), and Couldry and Hepp (2023) emphasize the importance of digital interaction in constructing identity and social meanings (Haroon et al., 2025; Hepp, 2025; Oluwatoyin, 2024). Bandura's social learning perspective explains that individuals may observe, imitate, and reproduce behaviors encountered through mediated environments (Rahman & Suryandari, 2026). In contrast, Berger and Luckmann's social construction theory highlights continuous interaction in producing social reality (Javed & Zafar, 2025). However, existing research often examines social media through general usage patterns, psychological effects, identity, or behavior. Less attention has been given to its role as an agent of socialization that specifically shapes students' values and norms within higher education (Nieminen, 2025). This limitation leaves a gap concerning how digital interactions become mechanisms of socialization in university settings today.

The literature also provides limited multi-site evidence concerning how different institutional and social contexts influence digital socialization among university students (El-Ashry et al., 2026; Fatima et al., 2025). Research often examines single populations, making it difficult to identify patterns consistent across institutions and those produced contextually. This study addresses this limitation by systematically comparing three Universitas Nahdlatul Ulama university campuses and examining social media through an

integrated framework of social construction, social learning, and socialization-agent theory (Rofiq, 2025). Its contribution connects digital interaction with processes through which students encounter, interpret, imitate, negotiate, and internalize values and norms. Such an approach is especially important because identical digital platforms may produce different social meanings depending on institutional culture, interpersonal relationships, and social control (Harracá et al., 2023). Therefore, cross-site qualitative analysis can provide contextualized explanations beyond frequency, usage, or individual behavioral effects.

The state of the art of this research is positioning social media as an active socialization agent rather than merely a technological medium or source of behavioral influence. This perspective integrates digital interaction with the construction and internalization of values and norms across three university contexts. Its novelty is conceptual and methodological: a multi-site qualitative design identifies recurring mechanisms, contextual differences, and institutional responses to students' digital socialization. The study is important because unmanaged digital socialization may create tensions between online norms and values promoted by higher education institutions. The findings contribute theoretically by extending socialization and social construction perspectives into digital environments, and practically by informing universities about strategies for digital literacy, ethical guidance, social control, and comprehensive student development. Therefore, the research addresses an important transformation in social life.

Based on the identified gap and field realities, the research problem concerns how social media functions as an agent of socialization in shaping university students' values and norms. The study addresses three questions: what forms of values and norms develop among students, what factors enable social media to function as a socialization agent, and how does social media shape those values and norms? The provisional argument is that social media shapes students' values and norms through symbolic interaction, observation, imitation, and repeated exposure to digital practices. At the same time, its effects are mediated by institutional culture, interpersonal relationships, digital literacy, and social control. Thus, social media is neither inherently positive nor negative. Its influence depends on how students interpret digital content and how universities, peers, and environments guide, reinforce, or contest meanings acquired through online interaction.

RESEARCH METHODS

This study employed a qualitative case study design to comprehensively examine the representation of social media as an agent of socialization in shaping university students' values and norms. A qualitative approach was selected because the study focused on understanding meanings, experiences, interactions, and social processes within their natural contexts rather than measuring relationships among variables. The case study design was considered appropriate because it enabled an in-depth investigation of contemporary social phenomena within real-life institutional settings and allowed the researcher to explore how digital interactions influence students' value and norm formation. The study was conducted at three universities: Universitas Nahdlatul Ulama Yogyakarta, Universitas Nahdlatul Ulama Solo, and Universitas Nahdlatul Ulama

Blitar. These sites were purposively selected because they represent different institutional contexts within the Universitas Nahdlatul Ulama higher education environment and provide relevant settings for examining variations and similarities in students' digital socialization processes.

Data were collected through participant observation, in-depth interviews, and documentation to obtain comprehensive and contextual evidence. The investigation included students' values, norms, patterns of social media use, forms of digital interaction, behavioral changes, and institutional responses to social media-related behavior. Participants included rectors, vice rectors III, bureau heads, deans, lecturers, and students who possessed relevant knowledge and experience concerning students' digital behavior. Data collection included classrooms, campus environments, student activity areas, and relevant digital interaction contexts at the three research sites. Data collection was conducted from July to September 2025. These techniques were employed to capture participants' experiences, observed behaviors, institutional practices, and documentary evidence from multiple perspectives. Data collection involved purposive selection of initial informants followed by snowball sampling, participant observation supported by field notes and observation guides, unstructured in-depth interviews, and systematic documentation of relevant institutional records and activities.

Data analysis was conducted continuously throughout the research process using an interactive analytical procedure consisting of data condensation, data display, and verification (Dewi et al., 2026). Data condensation involved selecting, simplifying, focusing, and organizing field data relevant to the research questions, particularly evidence concerning social media interactions, students' values and norms, socialization mechanisms, and institutional responses. This process included coding interview transcripts, observation notes, and documents, followed by categorization into themes and subthemes. Data display was subsequently conducted by organizing the findings into descriptive narratives, thematic matrices, and comparative displays to facilitate interpretation within each research site. Verification involved identifying patterns, relationships, similarities, differences, and emerging explanations while continuously comparing interpretations with the original field evidence. The final stage involved cross-site comparison to determine recurring patterns and contextual distinctions among the three universities, ensuring that conclusions were supported by systematically examined empirical evidence.

The trustworthiness of the research data was ensured through credibility, transferability, dependability, and confirmability. Credibility was strengthened through prolonged engagement in the research setting, persistent observation, triangulation of sources and data collection techniques, and member checking by confirming important interpretations with relevant participants. Source triangulation was conducted by comparing information obtained from university leaders, administrative personnel, lecturers, and students, while technique triangulation involved comparing findings from interviews, observations, and documentation. Transferability was supported by providing sufficiently detailed descriptions of the research context, participants, and social processes so that readers can assess the applicability of the findings to comparable settings. Dependability was maintained through systematic documentation of research

procedures, field activities, coding processes, and analytical decisions. Confirmability was strengthened through audit trails and continuous comparison between interpretations and empirical evidence, thereby minimizing researcher subjectivity and ensuring that the conclusions were grounded in the collected data.

RESULTS AND DISCUSSION

Results

Forms of Values and Norms Among Students

Values and norms are two important elements in the social and academic life of students. Values are principles or beliefs that individuals and groups in society consider important and correct and that function as guidelines for life. Norms, on the other hand, are binding rules in the form of orders, prohibitions, and regulations that regulate people's behavior in certain contexts. In the academic context, values and norms serve as a reference for students' behavior, both in the campus environment and in their social interactions. Findings from the three campuses of Nahdlatul Ulama University (UNU) Yogyakarta, Solo, and Blitar show that the application of values and norms has fundamental similarities but differs in form and emphasis, in accordance with the environmental characteristics of each campus.

The Rector of UNU Yogyakarta explained that students' values and norms include various aspects of academic and social life, which are reflected in their daily behavior on campus (Rector of UNU Yogyakarta, personal communication, June 2, 2025). This statement indicates that the application of values and norms at UNU Yogyakarta is not isolated, but is integrated into students' daily academic and social practices. The researcher interprets this as a comprehensive internalization of values, where campus leaders view values and norms as a unit that cannot be separated from students' daily activities, not just formal rules that apply at a certain moment.

In line with this, the Vice Rector for Academic Affairs of UNU Yogyakarta stated that the values and norms that apply are sourced from diverse student backgrounds and are reflected in the way they interact and behave on campus (Vice Rector for Academic Affairs of UNU Yogyakarta, personal communication, June 3, 2025). These findings reinforce the idea that students in Yogyakarta have more diverse social experiences, which help shape the way they understand and practice values and norms. The researcher interprets the statements of these two informants as evidence that the diversity of backgrounds is not an obstacle, but rather enriches the process of forming common values in the campus environment in urban areas.

Table 1. Formation of Students' Values and Norms

No.	Informant	Main Finding	Indicator of Value and Norm Formation
1	Rector of UNU Yogyakarta	Students' values and norms are shaped comprehensively through academic and social dimensions, which are reflected in their everyday behavior.	Leadership role in formulating holistic values
2	Vice Rector for Academic Affairs of UNU Yogyakarta	Students' diverse backgrounds influence the formation of values and shape patterns of social interaction within the university environment.	Recognition of diversity as a source of value formation
3	Rector of UNU Solo	Academic integrity is emphasized as a fundamental value, particularly through the prevention of plagiarism and the development of professional ethics.	Emphasis on academic integrity and professional ethics

4	Vice Rector of UNU Solo	Academic integrity is reflected in students' behavior through their adherence to ethical principles in academic activities.	Consistency between academic integrity and ethical behavior
5	Rector of UNU Blitar	Values and norms function as guidelines for students in regulating their behavior, social interactions, and academic activities.	Values as guidelines for social and academic behavior
6	Vice Rector of UNU Blitar	Moral values are translated into concrete norms that regulate students' behavior, particularly through the practice of honesty in academic and social contexts.	Integration of values and norms through the practice of honesty

Table 1 demonstrates that students' values and norms are shaped by an ideal framework that integrates leadership role modeling, academic integrity, diversity, ethical behavior, and social responsibility. The findings indicate that university leaders play an important role in establishing holistic values that guide students' academic and social conduct. Diversity among students also contributes to the development of values by encouraging tolerance and adaptive social interaction. Furthermore, academic integrity is manifested through ethical practices, particularly the avoidance of plagiarism and commitment to professional standards. The findings also reveal a strong relationship between values and norms, as abstract principles such as honesty are translated into concrete behavioral expectations. Thus, values and norms function not only as institutional guidelines but also as practical foundations for shaping students' character and responsible behavior.

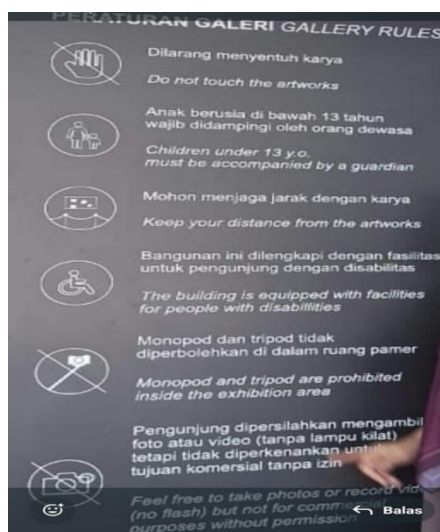


Figure 1. Rules Gallery of Universitas Nahdlatul Ulama Yogyakarta

Figure 1 shows an information board entitled "Gallery Rules" installed in the UNU Yogyakarta exhibition room, containing six dark pictogram icons with bilingual text (Indonesian-English): prohibition of touching works, obligation to accompany children under 13 years old by adults, provisions to maintain distance from works, accessibility facilities for people with disabilities, prohibition of using monopods/tripods in the exhibition area, as well as permission to shoot/record without a flash for non-commercial purposes. This rule board is a concrete manifestation of the values and norms at UNU Yogyakarta, where the principles of discipline, responsibility, and respect for others conveyed orally by informants are institutionalized into written regulations that regulate visitor behavior. The presence of disability accessibility rules also reflects the value of

inclusivity, reinforcing the finding that Yogyakarta's urban environment encourages the application of values that are more open, diverse, and exposed to a broad social context, while affirming that abstract values can be observed in real terms through written norms in the campus environment.

The results of field observations show that UNU Yogyakarta students actively apply values such as honesty and discipline, as well as norms of politeness and mutual respect in their daily activities (researcher observation, personal communication, June 11, 2025), as also seen in the documentation of the UNU Yogyakarta Rules Gallery (Figure 1). The researcher interprets these observations as field confirmation of the previous informant's statement—that values and norms do not stop at the normative or policy level, but are actually manifested in students' daily practice. The compatibility between the interview data and these observations strengthens the validity of the finding that the urban environment of Yogyakarta encourages the application of values and norms that are more open and exposed to a broad social context.

Overall, the data from interviews and observations show that the values and norms of UNU students in Yogyakarta, Solo, and Blitar have similarities in basic principles such as honesty, discipline, and responsibility, but differ in their emphasis and form of application. UNU Yogyakarta emphasizes diversity and social openness, UNU Solo emphasizes academic-professional integrity and ethics, while UNU Blitar focuses on the harmony of local social interactions. In other words, the core values are universal across all three campuses. At the same time, the norms and forms of implementation are contextual, influenced by the characteristics of the geographical and social environment of each institution.

Factors through which Social Media Representation Can Shape Values and Norms Among Students

Social media is one of the digital socialization spaces that plays an important role in the process of forming student values and norms. This role is manifested through various forms of digital interaction, such as exposure to visual content, information exchange, identity formation, and the influence of popular culture that develops in the digital space. In this context, social media is no longer understood as just a means of communication, but rather as a socialization space that influences the way students think, behave, and adjust their actions to the values that emerge in the digital social environment. Findings from the three study locations show that although social media generally functions as a socialization agent, the characteristics of its influence on the formation of values and norms differ on each campus, according to the context and dynamics of each.

The Rector of UNU Yogyakarta explained that social media plays a role in shaping student values and norms because interactions in the digital space can affect their mindset and behavior (Rector of UNU Yogyakarta, personal communication, June 13, 2025). This statement emphasizes that students are not just passive recipients of information, but are actively involved in exchanging values through comments, uploads, discussions, and responses to the content they consume on social media. The researcher interprets this as a shift in students' role from objects to subjects who participate in the collective construction of values in digital space, so that the process of socializing values takes place in two directions, not one direction from the source of information to the recipient.

In line with this, the Rector of UNU Yogyakarta also emphasized that the formation of student values does not only come from individual internal factors, but is also influenced by external factors in the form of a digital social environment that shapes students' habits and perspectives (Rector of UNU Yogyakarta, personal communication, June 13, 2025). This statement reinforces the image that social media is a meeting space between students' personal characters and the flow of information, norms, and lifestyles that are widely developed in the digital society. The researcher interprets these two informants' statements as evidence that student value formation is interactive, resulting from a combination of an individual's capacity to respond to information and the intensity of exposure to the ever-changing digital environment.

The results of observations at UNU Yogyakarta show that students are exposed to various perspectives through social media, which affects how they understand social reality, assess others' behavior, and shape attitudes in daily life (researcher observation, personal communication, June 23, 2025). The researcher interprets the findings of this observation as field confirmation of the previous informant's statement that the openness of UNU Yogyakarta students to various digital information sources is not just a normative claim, but is actually observed in the daily mindset and attitude of students. The compatibility between the interview data and observations strengthens the validity of the findings that the diverse digital environment encourages students' cognitive openness to various points of view, as well as being a characteristic that distinguishes UNU Yogyakarta from the other two research locations.

Overall, data from interviews and observations show that social media plays a role as a digital socialization space that influences the formation of student values and norms in the three campuses, albeit with different characteristics. UNU Yogyakarta highlights the diversity of digital perspectives that expand students' ways of thinking, and UNU Solo emphasizes the formation of self-identity and popular culture that needs to be balanced with digital literacy. At the same time, UNU Blitar shows the strong influence of exposure intensity to visual content on students' mindsets, value preferences, and behaviors. In other words, social media functions as the same variable conceptually in all three locations, but the form and intensity of its influence are contextual, depending on the characteristics of students and the environment of each campus.

The above data shows a pattern that the influence of social media on the formation of student values and norms moves through three main interrelated dimensions: the cognitive dimension (the expansion of ways of thinking through the diversity of perspectives, as seen at UNU Yogyakarta), the affective-identity dimension (the formation and negotiation of self-image, as seen at UNU Solo), and the behavior-habit dimension (internalization of values through the intensity and visual appeal of the content, as seen at UNU Blitar). This pattern shows that the higher the intensity and diversity of students' digital interactions, the greater the influence of social media on their values, attitudes, and behaviors; however, these influences can be mitigated by strengthening digital literacy, as emphasized in the findings of UNU Solo. Thus, the overall data pattern emphasizes that social media is not just a passive means of conveying information, but an active socialization agent that shapes student values and norms gradually, cumulatively, and contextually according to the characteristics of each campus environment.

The Implementation of Social Media as Agents of Socialization in Shaping Values and Norms

Social media in this study is understood operationally as a digital socialization agent, namely a technology-based interaction channel that plays a role in the process of internalizing values and norms in students. This role includes two main dimensions: the formation of self-identity through exposure to digital content and interaction, and the formation of behavioral and lifestyle patterns as a result of the sustainable use of social media. In this context, social media serves not only as a means of communication, but also as a social space where old values are maintained, negotiated, or replaced by new values that emerge from cross-cultural and cross-spatial interactions.

Findings in the field show that university leaders view social media as a dual force in student lives. The Rector of UNU Yogyakarta stated that social media affects student values through the formation of self-identity and also has the potential to cause anxiety and dependence. This statement was reinforced by the Rector of UNU Solo, who highlighted the functional side of social media: it facilitates access to information but also has the potential to interfere with academic focus. The researcher's interpretation of these two statements shows that at the level of institutional leadership, social media is understood not as a neutral phenomenon, but as an arena that requires active management. On the one hand, it supports identity formation and access to knowledge; on the other hand, it demands institutional vigilance against psychological and academic risks.

At a more operational level, deans and students provide a more concrete picture of the impact of social media in daily life. The Dean of UNU Solo revealed that excessive use can lead to addiction and mental health problems such as anxiety and depression. At the same time, UNU Solo students themselves see the positive side, stating that social media also provides benefits in expanding networks and supporting students' academic activities. The researchers' interpretation shows a perceived gap between the managerial level and the direct user level: deans tend to highlight clinical-psychological risks, while students emphasize more pragmatic benefits in supporting social networks and learning activities. This gap indicates that users' first-hand experience is not always aligned with the institution's normative concerns.

Field observations at three research locations of UNU Yogyakarta, UNU Solo, and UNU Blitar showed different patterns of content exposure according to the socio-cultural characteristics of each campus. Students in Yogyakarta were observed to be more open to global and cross-ideological content; students in Solo showed a selective tendency by sticking to local values and academic interests; while students in Blitar were observed to be more oriented towards strengthening local culture and community norms, including the phenomenon of social comparison and disruption of face-to-face interaction as conveyed by the Dean of UNU Blitar. The researcher's interpretation of this observation confirms that the intensity and direction of social media's influence on student values and norms are not uniform, but are mediated by the local context of each institution. This finding reinforces the theoretical assumption that digital socialization agents work interactively with existing social structures, rather than replacing them absolutely.

Overall, the above data show that social media functions as a socialization agent that actively shapes students' values and norms through two main paths, namely the formation of self-identity and the expansion of social networks, but this path is always balanced by risks in the form of anxiety, dependence, and disruption of academic focus. All three research locations showed similarities in recognizing the importance of caution in social media use, but differed in the degree of openness to global influence versus the

strengthening of local values.

Table 2. Contextual Variation of Digital Socialization

Location	Karakter utama	Orientation
UNU Yogyakarta	Open to global and cross-ideological content	Global
UNU Solo	Be selective about content and maintain local values	Selective–academic
UNU Blitar	Strengthening of community culture and norms	Local – communal

Table 2 shows that the character of students' digital socialization is different according to the socio-cultural context of each university. UNU Yogyakarta students tend to be more open to global and cross-ideological content, so that social media becomes a space for exploring a wider perspective. At UNU Solo, students show a more selective attitude while maintaining local values and directing the use of social media to academic interests. Meanwhile, UNU Blitar students are more oriented towards strengthening community culture and norms. These findings confirm that social media does not produce a uniform influence, but rather interacts with local contexts in shaping student values and behaviors.

Discussion

The study's findings show that social media functions as an agent of digital socialization, actively shaping students' values and norms through exposure to information, interaction, identity formation, and lifestyle influence. These findings align with the view that socialization occurs not only through conventional institutions but also through digital social environments that increasingly influence how individuals perceive social reality (Kurt, 2024; Pol et al., 2024). However, this study expands this understanding by showing that students are not passive recipients of grades (Baharun et al., 2025). They play the role of subjects who select, interpret, and respond to content through comments, discussions, and digital interactions. Thus, the socialization process takes place in two directions and is interactive, not just a transfer of values from the media to students.

The findings of the study also show that the influence of social media is ambivalent because it produces benefits as well as risks for the formation of student values and norms (Ekwunife et al., 2025). Social media expands access to information, social networks, perspectives, and support for academic activities (Ahmad, 2024; Astleitner & Schlick, 2025). Still, overuse can be related to anxiety, dependence, impaired academic focus, and reduced face-to-face interaction. These findings align with the literature that views digital technology as a space with both positive and negative social consequences (Al-Emran, 2023). However, this study emphasizes that these impacts cannot be understood based solely on the intensity of social media use. User character and institutional context also determine how social media is received, negotiated, and translated into behavior.

The differences between UNU Yogyakarta, UNU Solo, and UNU Blitar make an important contribution to understanding the contextual nature of digital socialization. UNU Yogyakarta students tend to be open to global and cross-ideological content; UNU Solo is more selective, maintaining local values and academic orientation; while UNU Blitar emphasizes strengthening culture and community norms. This pattern aligns with the socialization perspective, which places the social environment as an important factor in the formation of values. Theoretically, these findings suggest that digital socialization

agents do not replace existing social structures, but interact with them (Safadi, 2024; Titus & Ng'ambi, 2023). Thus, the influence of social media is a contextual process shaped by the character of the institution, local culture, and students' social experiences.

Theoretically, this study expands the concept of socialization agents by placing social media as a space that connects cognitive, affective-identity, and behavioral dimensions. At UNU Yogyakarta, the influence of social media is mainly seen in the expansion of perspectives and cognitive openness; at UNU Solo, it is related to the formation and negotiation of identity; while at UNU Blitar, it is more visible in the formation of habits, value preferences, and behaviors. In practical terms, the findings imply that it is not enough for universities to limit the use of social media (Plackett et al., 2023). Still, they need to build digital literacy strategies that help students evaluate information, manage digital identities, and maintain academic and social values.

The main contribution of this research lies in the affirmation that the formation of student values and norms through social media takes place gradually, cumulatively, interactively, and contextually. This research does not view social media solely as a source of external influence, but as a social space where students negotiate with global values, local values, self-identity, and institutional norms (Chavoshi & Miller, 2026). The practical implication is that universities need to develop social media governance that is not only oriented towards risk prevention, but also towards the use of social media as a means of learning, network development, character building, and social dialogue. Thus, the contribution of this research is to offer an understanding that the effectiveness of digital socialization is highly dependent on the ability of students and institutions to manage the interaction between technology, values, and social contexts.

CONCLUSION

This research shows that social media is not just a means of communication, but has become a digital socialization agent that gradually, interactively, and contextually shapes students' values and norms through exposure to information, interaction, identity formation, and behavioral habits. The main wisdom obtained is that the influence of social media is not absolute, because it depends on students' ability to select, interpret, and manage digital information, as well as the role of institutions in providing direction. Scientifically, this research contributes to expanding the perspective of socialization theory by placing social media as a space that connects cognitive, identity, and behavioral dimensions in the process of value formation. The limitations of the research lie in the qualitative approach and location coverage, which involves only three universities, so the transferability of the findings is contextual. Further research needs to involve more universities, use longitudinal designs, and employ quantitative or mixed-methods approaches to test changes and patterns of digital socialization more broadly.

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