



The Effect of Nurturing Program, Boarding School, and The Use of Social Media on The Character-Building of Politeknik Ilmu Pelayaran Semarang Cadets

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Received : Jan 10, 2024	Revised : March 4, 2024	Accepted : July 3, 2024	Online : July 18, 2024
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Abstract

Character building is very essential for cadets. As future leaders and officers on commercial ships, they are expected to have strong personalities, be disciplined, be responsible, have high integrity, and be able to work together in a team. Based on this issue, this research aims to analyze the effect of nurturing programs, boarding schools, and social media on the character-building of Politeknik Ilmu Pelayaran (PIP) Semarang cadets. This research used a quantitative method with respondents PIP Semarang cadets from the Nautical Studies, Marine Engineering, and Port and Shipping Management Study Program with a sample of 200 cadets. Sampling was conducted using a questionnaire via Google Form with a Likert scale of 1 to 4. Data obtained from the questionnaire were analyzed using the SPSS 21st version program. The results of this research show that the nurturing program has a very significant influence on the character-building of cadets. Thus, if the nurturing program can be implemented well and correctly according to established norms and regulations, the character of the cadets will be built well and meet the expectations of PIP Semarang. In addition, the boarding school system has a significant influence on the character-building of cadets. A well-built Boarding School system will assist in shaping the characters of PIP Semarang cadets. Lastly, the use of social media does not significantly influence cadets' character-building since there is a regulation related to the limitation of the use of communication devices and the internet.

Keywords *Nurturing Program, Boarding School, Social Media, Character Building, Cadets*

INTRODUCTION

Good character shaping will help cadets face various situations that may be difficult, such as high task demands, emotional pressure, and uncertain or even dangerous situations. Apart from that, strong character building can also help cadets to become role models for their future subordinates, foster respect and trust from colleagues and superiors, and increase their ability to lead effectively. Nurturing programs, the boarding school system and the use of social media greatly influence the cadet's character building. On the other hand, in terms of terminology, parenting is the best approach for parents to impart knowledge to their children as an embodiment of responsibility toward their children (Arjoni, 2017). Based on this definition, it can be said that nurturing refers to the attitudes and actions of parents as they engage with their children in various parenting tasks to cultivate positive child behaviour.

The Nurturing Cadet Program is an education and coaching program that official schools usually organize to educate and train cadets (candidates for transportation officers) to have abilities and character that suit the demands of their profession. This program covers various aspects, including academic, physical, mental, and moral. Some of the main components of a cadet

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nurturing program include:

1. **Academic Education:** Cadets receive lessons related to general science as well as specializations appropriate to the military or police field.
2. **Physical Training:** Intensive physical training ensures cadets have optimal fitness and are ready to face the physical challenges they may encounter on duty.
3. **Mental and Moral Development:** This program also emphasizes the development of character, ethics and integrity to form responsible and ethical leaders.

The Cadet Training Program aims to form prospective officers who are physically, mentally and morally ready to carry out their duties and responsibilities well. Conversely, within the contemporary digital landscape, it is inevitable that individuals, particularly students, routinely utilize social media to interact with others. According to Shirky (2008), social media and social software are tools to increase users' ability to share, cooperate among users, and take collective action, all of which are outside the institutional or organizational framework. Based on this definition, the use of social media is a process or activity carried out by someone with a medium that can be used to share information, share ideas, be creative, think, debate, and find new friends with an online application that can be used through a smartphone. Based on initial observations in this research, several phenomena occur at cadet dormitories. Those include:

1. **Discipline and behaviour:** Some cadets have problems with discipline and behaviour and do not follow the rules set in the dormitory. This can include slowness in carrying out assignments, late attendance at roll calls, absences without permission, not attending lectures, smoking in the dormitory, and other actions that violate the rules.
2. **Conflict between Cadets:** Interpersonal conflicts between cadets can occur in the dormitory. Differences in background, personality, or different views on an issue cause this. This kind of conflict can affect cadets' relationships and disrupt the character-shaping process in the dormitory.
3. **Utilization of technology:** Using technology such as cell phones or the internet in the dormitory can cause problems such as gadget addiction or misuse of social media. This can affect concentration and discipline in studying and other tasks.

Despite the structured environment of the boarding school in 2022, cadet violations remained inevitable. As illustrated in Table 1 and the accompanying graph, the incidence of cadet violations exhibited notable fluctuations. Particularly in November, there was a discernible increase in the number of violations, raising concerns among dormitory officers.

Table 1. Cadet Violation Data in 2022

Month	Number Of Violations
January	0
February	0
March	5
April	9
May	0
June	1
July	1
August	3
September	12

Month	Number Of Violations
October	0
November	35
December	0
Total	66

Source: Research Data (2023)

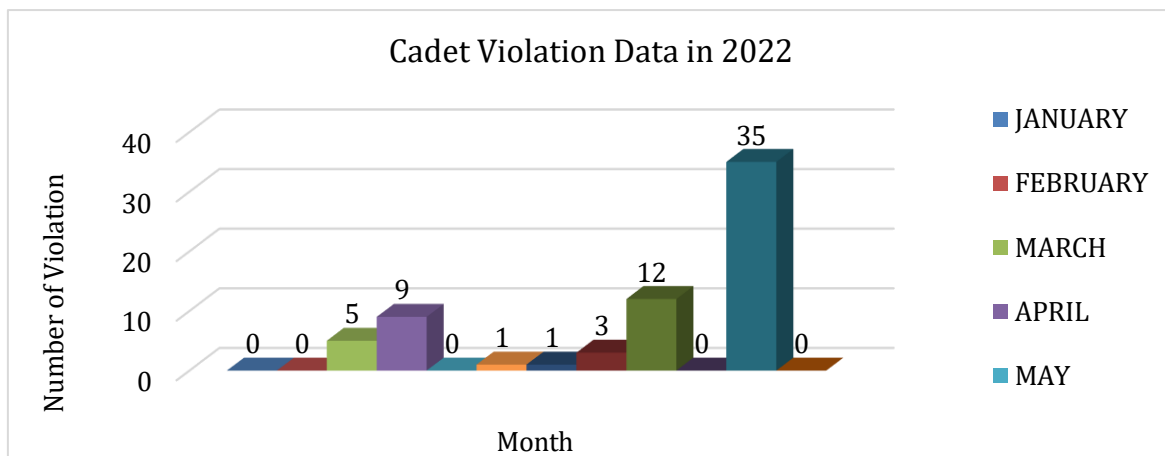


Figure 1. Cadet Violation Data Graph in 2022
Source: Research Data (2023)

It is crucial to handle these problems well and immediately, both by providing appropriate guidance and direction, as well as with appropriate corrective action, so that the Cadet dormitory can continue to be a conducive environment for shaping reliable character and skills. The use of communication tools and social media can significantly influence the formation of cadet character, both positive and negative influences. On the one hand, communication tools can benefit the formation of cadet character. The use of social media can have a positive or negative impact on a person's maturity development. Cadets can improve the knowledge and skills needed to become quality leaders with easy access to information and various learning resources. Apart from that, communication tools and social media can also help cadets establish social relationships with their peers, fellow cadets, and also with family outside the academic environment.

However, the use of communication tools and social media can also have a negative impact on the formation of cadets' character. One negative impact is dependence on technology, which reduces cadets' ability to socialize directly and develop their interpersonal skills. In addition, excessive use of communication tools can disrupt cadets' focus and concentration in studying and disrupt the balance between academic and social activities. In light of the critical issues that warrant deeper investigation, this research aims to analyze the effect of the nurturing program, boarding schools, and social media on the character-building of PIP Semarang cadets.

LITERATURE REVIEW

Students' character, particularly during adolescence, is shaped by various influences. For instance, [Susanto and Aman \(2016\)](#) researched this topic with students from 25 Junior High School in Purworejo. Their findings indicated that student character is influenced by parental parenting patterns (16.30%), television media (24.60%), and predominantly by peer interactions, which account for 70.04% of character development.

[Susanto and Aman's \(2016\)](#) study somehow confirmed how nurturing encompasses how

parents treat, teach, lead, discipline, and protect their children as they grow up, instilling positive values and behaviours aligned with societal standards and community expectations (Fitriyani, 2015). In the specialized context of cadets within a boarding school system, the development of cadets is facilitated by officers who lead and guide them within the dormitory environment. This parenting style aims to form cadets to have discipline, a high work ethic, responsibility, and strong loyalty to the country and institutions they serve.

In alignment with this context, prior research conducted by Supardi (2022) examined the dormitory program's impact on students' independence at the Military Regional Health Nursing Academy in Binjai, Indonesia (Akper Kesdam I/BB). The study revealed a significant influence of the dormitory program on the students' independence. The boarding school system or cadet boarding school is an education system where cadets live in a dormitory or school for a certain predetermined period of time and receive education, training, and coaching from teachers or lecturers and supporting staff within the school. This system is usually implemented in military schools or other official civil service institutions. This cadet boarding school system is usually followed by a strict care and coaching system that is character and leadership-oriented. This system aims to form cadets who have good character, are independent, and are ready to face challenges in life.

In the contemporary digital era, the pervasive use of gadgets among the youth is nearly unavoidable. Indrayani (2021) indicates in her research that gadgets' influence on the younger generation's behaviour is twofold. On the positive side, gadgets facilitate long-distance communication and provide users convenient access to necessary information. However, the negative consequences include the misuse of these devices, such as exposure to pornographic content, which can degrade the morals and ethics of the youth. Additionally, the misuse of gadgets is linked to the rise in criminal activities within society.

The family's role in anticipating Gadgets' impact on behaviour change is to provide religious and ethical education in the family, which strengthens children's *sraddha* (faith, confidence, or belief) and *bhakti* (devotion) to save the younger generation from adharmic deeds or actions. Social media constitutes digital platforms fostering social interaction, employing web-based technologies to enable interactive communication. Popular examples of social media today include platforms like Blogs, Twitter (now X), Facebook, Instagram, and Wikipedia. Van Dijk (2013) provides another perspective, defining social media as platforms centred on the users' presence, enhancing their activities and collaborative attempts. Consequently, social media serves as an online facilitator, reinforcing connections among users and fostering social cohesion (Nasrullah, 2017).

The cadet character shaping is one of the main objectives of the Civil Service institution system, which aims to form cadets with strong personalities who are disciplined, responsible, independent, and obey the rules. The cadet character shaping is carried out consistently and sustainably during their study. With the correct practices, it is hoped that this method can produce cadets with strong character, independence, and the ability to tackle life's obstacles. Framework The conceptual framework is the concept of a study that shows the relationship between variables in the analysis process. The chart of the research is as follows.

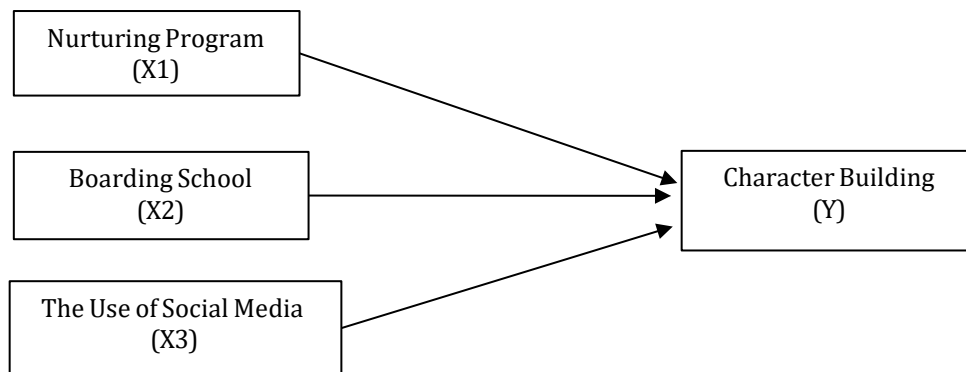


Figure 2. Framework of Research

Considering the preceding explanation, the hypotheses for this study are formulated as follows:

1. Nurturing programs have a positive influence on character building.
2. The Boarding School System has a positive influence on Character Building.
3. The use of social media has a negative effect on the Character Building.

RESEARCH METHOD

The research method used is quantitative. Quantitative research is a data analysis technique using quantitative techniques (statistics) objectively (Creswell, 2010). Meanwhile, this research used a survey method. According to Pinsonneault and Kraemer (1993), survey research is a method for quantitatively describing specific aspects of a particular population so that data collection is carried out on a group of people whose results can be generalized to a particular population.

The subjects in this research were the third-semester PIP Semarang cadets who were in the campus dormitory and were still actively studying at the PIP campus. The total population of this study was 346, and the sample size was 200 respondents. Data collection techniques include using questionnaires via Google Forms. The data obtained was analyzed using the SPSS 21st version program with a Likert scale of 1 to 4.

Table 2. Likert Scale Interpretation

No	Symbol	Evidence	Score
1	SS	Strongly Agree	4
2	S	Agree	3
3	TS	Disagree	2
4	STS	Strongly Disagree	1

Source: Riduwan (2009, p. 88)

Some of the statements submitted to respondents included: "I get character education on campus", "I get skills training on campus (academic and non-academic)", "I feel comfortable and calm living in the dormitory", "I have good relationships with other cadets in the dormitory", "I often share information via social media applications or communication tools others to friends", "I have high integrity", "I have a high work ethic", "I am physically and mentally good", "I have a good team spirit", and so on.

FINDINGS AND DISCUSSION

Validity Test

Validity is a measure that shows an instrument's validity level (Arikunto, 2002, p. 144). The validity used in the research includes factor validity tests (convergent) and discriminant validity tests.

1. Factor Validity Test (Convergent)

This test is an analysis to test whether the indicators used in this research are truly constructed indicators. The results of the analysis will be obtained through KMO and Barlet's specificity test. If the KMO MSA value is greater than 0.5, it can be concluded that the factor analysis can be continued. The next stage of this analysis is to obtain component matrix values and communalities values. If the communalities value is > 0.5 , it can be concluded that these factors are valid.

2. Discriminant Validity Test

In validity testing, apart from convergent validity tests, discriminant validity is also used. Discriminant validity can be achieved if the chi-square value in the unconstrained model is lower than the constrained one (Ferdinand, 2005, p. 305).

Testing the validity and reliability of the questionnaire uses SPSS version 21. The basis for the validity test is by comparing the r-count value with r-table, as follows:

1. If $r_{\text{Count}} > r_{\text{Table}} = \text{Valid}$
2. If $r_{\text{Count}} \text{ value} < r_{\text{Table}} = \text{Invalid}$

The rTable value with $N = 30$ at 5% significance in the distribution of rTable statistical values is 0.361. Meanwhile, for the significance value:

1. If the significance value is $< 0.05 = \text{Valid}$
2. If the significance value is $> 0.05 = \text{Invalid}$

Validity Test Result

On September 12, 2023, questionnaire samples were taken from respondents or cadets to test the validity and reliability of the questionnaire. The number of respondents or cadets for the sample test was 30 cadets, with the number of questions being 64. Sampling was carried out via Google Form, with a sampling period on September 12 2023. The results of the validity test are as follows:

1. Nurturing Program Variables (X_1)

The Nurturing Program variable (X_1) consists of 15 statement items. Based on the results of sample data processing using SPSS ver.21, it can be concluded that statement item number 5 (five) is invalid because the rCount value is $< r_{\text{Table}}$ or less than 0.361, namely 0.347, while the others are declared valid because they have rCount value $> r_{\text{Table}}$.

2. Boarding School Variable (X_2)

The Boarding School variable (X_2) consists of 13 statement items. Based on the results of sample data processing using SPSS ver.21, it can be concluded that all statement items are declared valid because they have a value of $r_{\text{Count}} > r_{\text{Table}}$.

3. Social Media Use Variables (X_3)

The Social Media Use Variable (X_3) consists of 15 statement items. Based on the results of sample data processing using SPSS ver.21, it can be concluded that all statement items are declared valid because they have a value of $r_{\text{Count}} > r_{\text{Table}}$.

4. Cadet Character Building Variables (Y)

The Cadet Character Building Variable (Y) consists of 21 statement items. Based on the

results of sample data processing using SPSS ver.21, it can be concluded that all statement items are declared valid because they have a value of $r_{Count} > r_{Table}$.

Reliability Test

Reliability is a measure that shows the extent to which measurement results remain consistent if measurements are made twice or more on the same phenomenon with the same measuring instrument. In this study, Cronbach Alpha (α) was used. Reliability Tests can be carried out simultaneously on all question items. According to [Sujarweni \(2015, p. 192\)](#), the question item is reliable if the alpha value is > 0.60 .

Reliability Test Result

1. Nurturing Program Variables (X_1)

Based on the data processing results using SPSS version 21, the Cronbach's Alpha value of the Supervisor variable (X_1) was 0.939. Therefore, the variable X_1 is declared reliable.

Table 2. Reliability Test Result of Nurturing Program Variable

Cronbach's Alpha	N of Items
,939	15

2. Boarding School Variable (X_2)

Based on the data processing results using SPSS ver 21, the Cronbach's Alpha value of the Environmental Factor variable (X_2) was 0.955, so the variable X_2 is declared Reliable.

Table 3. Reliability Test Result of Boarding School Variable

Cronbach's Alpha	N of Items
,955	13

3. Social Media Use Variables (X_3)

Based on the data processing results using SPSS ver 21, the Cronbach's Alpha value obtained from the Cadet Learning Motivation variable (X_3) is 0.949. Therefore, variable Y is declared Reliable.

Table 4. Reliability Test Result of Social Media Use Variable

Cronbach's Alpha	N of Items
,949	15

4. Cadet Character Building Variables (Y)

Based on the data processing results using SPSS ver 21, the Cronbach's Alpha value obtained for the Cadet character building (Y) variable is 0.994. Therefore, the variable Y is declared reliable.

Table 5. Reliability Test Result of Cadet Character Building Variable

Cronbach's Alpha	N of Items
,994	21

The data obtained was then analyzed using Multiple Linear Regression. Based on the results of Multiple Linear Regression data using the SPSS 21st version program, the following data was obtained:

Table 6. Regression Results for Variable X₁, X₂ and X₃ towards Y

Variables Entered/Removed ^a						
Model	Variables Entered	Variables Removed	Method			
1	The use of social media, Nurturing program, Boarding School ^b		Enter			
a. Dependent Variable: Cadet Character						
b. All requested variables entered.						
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.755 ^a	.570	.564	6,790		
a. Predictors: (Constant), the Use of social media, Nurturing program, Boarding School						
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	11997,407	3	3999,136	86,742	.000 ^b
	Residual	9036,348	196	46,104		
	Total	21033,755	199			
a. Dependent Variable: Cadet Character						
b. Predictors: (Constant), the Use of Social Media, Nurturing program, Boarding School						
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	11,367	4,136		2,748	,007
	Nurturing program	1,032	,107	,628	9,627	,000
	Boarding School	,228	,096	,159	2,376	,018
	The use of social media	,045	,046	,047	,971	,333
Dependent Variable: Cadet Character						

The following steps can follow interpretation of output readings for the hypothesis testing process, with the regression model obtained,

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

1. Test hypothesis form of the linear model

$H_0 : \beta = (\beta_1, \beta_2, \beta_3) = 0$ (non-linear equation or no relationship between X_1, X_2, X_3 and Y)

$H_1 : \beta = (\beta_1, \beta_2, \beta_3) \neq 0$ (the equation is linear or there is a relationship X_1, X_2, X_3 and Y)

2. Formulation of Analysis Design

Linear model estimator,

$$y = a + bx_1 + cx_2 + dx_3$$

with a two-tailed test, significance level 5%. The regression equation based on the sample is read at the output coefficients: at Unstandardized coefficient B: constant, Nurturing program (X_1), Boarding School (X_2), The use of social media (X_3), cadet character (Y).

Following the completion of the statistical analysis, the resulting values for each variable are as follows:

$$a = 11,367, b = 1,302, c = 0,228, d = 0,045$$

The resulting regression equation for this study is as follows:

$$y = 11,367 + (1,302)X_1 + (0,228)X_2 + (0,045)X_3$$

We then tested the values a, b, c, and d. To accept or reject the hypothesis, read the F distribution calculation table or the output table ANOVA: obtained a value of $F = 86,742$, $\text{sig} = 0,000$, no need to compare it with the F table because SPSS already facilitates it with significant values.

3. Analysis Results

$\text{Sig} = 0,000 = 0\% < 5\%$ means H_0 is rejected and H_1 is accepted. Thus, the equation is linear or X_1, X_2 , and X_3 together have a linear relationship to Y , or X_1, X_2 , and X_3 together have a positive effect on Y . Therefore, the analysis can be continued to the process since the influence is quite big by looking at the value of the coefficient of determination R^2 .

4. Interpretation of Results

The coefficient of determination value can be read from the R square value in the output model summary. The R square or R^2 value is obtained = $0,570 = 57\%$. This value shows that variations in the Cadet Character variable (Y) can be explained by Nurturing (X_1), Boarding School (X_2) the use of social media (X_3) by 57%. In other words, variables X_1, X_2 , and X_3 affect variable Y by 57%; there is still 43% of variable Y influenced or can be explained by other variables besides Nurturing, Boarding School, and the use of social media.

By accepting the regression equation,

$$Y = 11,367 + (1,302)X_1 + (0,228)X_2 + (0,045)X_3$$

then this equation can be used as a basis for predicting the dependent variable Y if the value of the independent variables X_1, X_2 dan X_3 is known. The results of data processing and analysis

can be presented in a research discussion as follows.

Discussion

The effect of nurturing program on the Character-building of Cadets

The results of the hypothesis testing prove that the effect of nurturing programs on the character-building of cadets is very strong. From data processing, simple regression analysis shows that the influence of the nurturing program variable on shaping Cadets' Character has a significance value of $0.000 < 0.05$. This means that nurturing programs directly have a very significant influence on cadets. The better the nurturing program, the better the cadet's character will be.

According to Morrison (2016), parenting is the comprehensive care and education of children outside the home to complement the care and education they receive from their families. In addition, Palupi (2013) stated that parenting is how parents treat children, teach, lead, discipline, and protect children as they grow up to efforts to establish norms expected by society in general.

On the other hand, Fimansyah (2019) states that knowledge and understanding of the types of parenting styles are essential for parents and even for prospective parents. School-age children, who are now often referred to as today's kids who were born and grew up in this era of globalization, should need more care because they easily get influenced by their peers, the surrounding environment, and unstoppable information in the current era. It would not be appropriate if the parenting style applied is based on the method that has been passed down from generation to generation. Inappropriate parenting practices can lead to the development of individuals lacking strong character. Given the significant connection between parenting styles and a child's character formation, selecting an appropriate approach to parenting is crucial. The democratic parenting style, characterized by mutual agreement between parents and children, is highly recommended for fostering children's well-rounded personality and character. Thus, choosing the correct parenting style is essential for parents aiming to shape their child's development positively.

Several references, both journal articles and literature, show that parenting/nurturing is crucial in shaping a child's character. For the nurturing program variable, based on data analysis, it was found that the nurturing program has a significant effect on Cadet Character building. Several factors significantly influence the development of a cadet's character, such as discipline, education, development, security, and reward. Discipline is essential in shaping a cadet's character; without it, forming a strong character is challenging. Both formal and non-formal education contribute to the character development of cadets. Additionally, the guidance provided by dormitory officers plays a crucial role. Effective nurturing from these officers leads to positive character development, while poor nurturing results in less desirable outcomes for the cadets' character formation.

The Effect of Boarding School on the Character Building of cadet

The results of the Hypothesis testing prove that the effect of Boarding School on the Character building of cadets is very strong. From data processing, simple regression analysis shows that the influence of the Boarding School variable on the Character building of cadets has a significance value of $0.018 < 0.05$. This means that the boarding school directly has a very significant influence on the shaping of cadet character. A good boarding school system will be able to shape the character of cadets well.

Khalidah (2011, p. 16) proposed that a dormitory is a place of accommodation for students, employees, and so on, while boarding means living together in a building or complex. According to Ilmun (2010, p. 15), a boarding school is an educational institution where students study and live together. Boarding schools combine students' residence in a school institution away from their homes and families with religious instruction and the study of several subjects.

Rizkiani's (2019) research, conducted among students in Islamic boarding schools in Indonesia, further corroborates this positive relationship. The study illustrates the significant correlation between the boarding school system and the development of students' character.

Research and literature indicate that the boarding school system significantly impacts the character development of cadets. Cadets reside in dormitories with peers from diverse regions, backgrounds, and cultures in this system. To standardize dormitory life and ensure coherence, regulations are implemented to govern daily living. These rules are designed to foster character development among cadets while residing in the dormitory. The character traits cultivated are intended to align with the job demands and graduate profiles of PIP Semarang. Consequently, the boarding school system plays a crucial role in shaping the character of cadets at PIP Semarang.

The effect of Social Media Use on Character-building of cadet

The results of the hypothesis testing prove that the effect of the use of social media in shaping cadet character is not strong enough. From data processing, simple regression analysis shows that the influence of the variable Social Media Use in shaping cadet character has a significance value of $0.333 > 0.05$. This means that the use of social media does not have a significant effect in shaping cadet character.

Social media is a form of communication media intended to enable interactive social interaction characterized by its reliance on internet technology which alters the traditional pattern of one-to-many information dissemination. Nasrullah (2015) noted that social networking sites or social media serve as platforms for sharing content such as profiles, activities, or even user opinions, as well as providing avenues for communication and interaction in virtual social networks.

Social media stands out in swiftly providing information, making its users more dynamic and adaptive. On social media, for example, Instagram, most students present themselves by changing their persona or beautifying their photos, and some even write a different identity from the original to get the impression they want (Damayanti & Purworini, 2018). The presence of social media has brought changes towards online participation of the community, especially students or cadets.

Dewi (2020) states that social media has become essential in this era. The social media usage is dictated by specific application and content. Consequently, social media exposure shapes a child's character, which can be either positive or negative. The positive impact of using social media is that children can participate in searching for learning materials and make children easily do their assignments through social media. Social media serves as a platform for learning and moral education for children, aiding in their adaptation, socialization, and management of friendship networks. However, misusing social media can lead to negative consequences such as reduced discipline, laziness, inattentiveness, neglect of responsibilities, increased likelihood of plagiarism, poor manners in speech and attire, frequent arguments, unkind comments, and even cursing at others.

From the research results and literature, it is stated that the use of social media has a big effect on the character-building of cadets. Meanwhile, the results of research data processing using SPSS stated that the use of social media did not have a significant effect on cadet character building. To sum up, using social media at PIP Semarang does not affect the cadet character building because the regulations apply in the boarding school system of PIP Semarang, which restricts the use of communication tools and the internet. Thus, PIP Semarang cadets can focus more on pursuing education, and character shaping can be carried out well, which is expected in the world of work.

CONCLUSIONS

Based on the discussion results, it can be concluded that the nurturing program significantly influences cadet character-building. Thus, if the nurturing program can be implemented well and correctly according to established norms and regulations, the character of the cadets will be formed well and meet the expectations of PIP Semarang. The Boarding School system significantly influences the cadet's character building. A well-built Boarding School system will be able to assist in shaping the character of PIP Semarang cadets. This study yielded intriguing findings regarding the impact of social media on cadet character development.

Contrary to previous research, our results indicate that social media usage does not significantly influence the character-building process for cadets. It is important to note that this outcome may be attributable to the regulations enforced by the PIP Semarang boarding school, which restrict communication devices and the internet, impacting how this facet does not influence cadets' character formation at PIP Semarang.

LIMITATION & FURTHER RESEARCH

This research has limitations in terms of location and culture in each region. Each place or region has its customs and culture, so this research's results cannot fully describe the effect of nurturing programs, boarding schools, and social media use on cadet character building in different locations or places. Further research can add independent or intervening variables that influence character shaping. For example, related to learning motivation, peer influence, environmental factors, parental factors, and others.

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