

The Effect of Technology Use and Social Media on Lifestyle and Cultural Changes

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Abstract

Social media helps individuals quickly create and share content globally. The existence of social media has influenced social life in society. The impact of social media on educational institutions has a very broad influence on the lifestyle and culture of the community, especially students. The impact of media in both developed and developing countries is increasingly admired for reasons such as social and social welfare. The social media has made people's behavior patterns experience a shift in culture, ethics, and existing norms. Indonesia, with a large population with diverse cultural and religious diversity, has a lot of potential for socio-cultural change for its people. Information and Communication Technology is the application of knowledge and skills used by humans to convey information or messages with the aim of helping solve human problems or social activities in order to achieve communication goals. However, the use of social media and technology has a great impact on the lifestyle and socio-cultural of its users. This study uses quantitative research methods, the research instruments using questionnaire with about 100 samples were purposely involved. The data were analyzed using Statistical Package for the Social Sciences (SPSS) method. This study aims to examine the impact of social media on the social lifestyle of female students. The findings show that stakeholder perspectives related to lifestyle and culture are influenced by interests and actions can affect lifestyle in terms of technology and action and belief factors contribute to influencing a person's interests and influencing his lifestyle.

Keywords: Technology, Social Media, Lifestyle, Culture.

I. INTRODUCTION

Social media is an online media where users can easily participate in various things, such as YouTube, blogs, and other social networks. Social media is a phenomenon that is not tied to a single communication technology (Sandel & Ju, 2019). Social networking services at this time have continued to experience rapid development which has led to the development

of various kinds of social media applications on mobile (Tripathi & Ahad, 2019). Social media technology currently has great potential in the delivery and dissemination of information in communication (Lin & Ho, 2018). Social media helps individuals quickly create and share content globally, without the need for editorial controls (Puri et al., 2020). The increasing popularity of social media platforms is forming new digital social networks where individuals

can interact, share opinions, information, and news, with unprecedented speed and ease (Housley et al., 2018). This is very helpful for people in today's digital era.

The development of technology is currently in line with the development of social media. The development of social media certainly has an impact on its users, namely the community. The impact of social media currently leads to two types of impacts, namely positive impacts and negative impacts. Positive impacts for users, such as making it easier for us to interact with many people, expanding relationships, networking with friends, and being able to express ourselves easily (Tsimonis & Dimitriadis, 2014). Social media, which is mainly for conveying information, has an important role among students, including female students. The growing trend on the World Wide Web (WWW) has made knowledge sharing and information transfer easier than ever before. In addition, social media makes the dissemination of information fast and at a lower cost. While the negative impact of social media is to keep close people away, face-to-face interactions tend to be reduced, cause conflict, spread misinformation more quickly, and are vulnerable to privacy problems such as bullying and so on (Patton et al., 2014; Venegas-Vera et al., 2020).

Social media also has an impact on various aspects of life such as student life and the lifestyle and culture of the community. The use of social media by young people has become a lifestyle and personal activity that can be published (Mallipeddi, 2017). The use of social media on students can have positive and negative effects depending on how they respond and apply it in students' lives. Social media can make students more flexible in learning, generate innovative ideas, and improve interpersonal relationships between students and teachers. However, social media also has a negative impact on students by making students' focus when the learning process becomes distracted, physical-social interaction is reduced, and has the potential to cause addiction for students (Sharqi et al., 2016).

The existence of social media has influenced social life in society. A very broad impact is a change in social relation. The existence of social media is indeed very helpful in social relations such as connecting with people who are far easier and faster. In social life, social media can

affect social systems, including values, attitudes, and behavior patterns in community groups. The use of information technology provides convenience in obtaining and conveying information, as well as obtaining social and economic benefits (Kim et al., 2013).

Advances in communication technology are not necessarily beneficial in all aspects (Anderson, 2009; Sandrelli & De Manuel Jerez, 2007). In addition to the many uses and benefits, negative impacts are also a problem, such as shows that are not worth watching, and there are many more cases of immorality and other negative actions due to the impact of accessing the internet (Dutton & Blank, 2014; Sandrelli & De Manuel Jerez, 2007).

The constant and excessive use of social media has affected people's lives (Tripathi & Ahad, 2019). Technological developments, especially in the development of social media, make information and communication faster and more practical. Social media has an impact on the lifestyle of today's teenagers as teenagers are more focused on communication through gadgets than direct communication. Today's society is very dependent on social media, such as when they want to hold a meeting with friends or business meetings, social media is their main communication tool to discuss when and where they will have a meeting. After they have a meeting, usually they will post their meeting activities through social media. This is something that often happens in this era, and certainly helps them a lot, but it makes direct interaction between people less because they have more interactions when they use social media.

Advances in information technology in addition to affecting people's lifestyles also have an impact on cultural change for humans (Dutton & Blank, 2014). Information technology has a number of terminology where this term is often used in the world of education such as technology education. In terms of information technology associated with computer skills, communication skills, and so on (Anderson, 2009).

Social media has many impacts on society, one of which is Digital Culture. Digital Culture is a component of the digital transformation of society which can be an epistemological obstacle to the same phenomenon (Nieminen et

al., 2006). The direct impact of digital culture is changing the way we use and give meaning to life in an increasingly connected digital environment (Dey et al., 2020).

The concept of information technology is the most important public discourse for the world community in this century (Calhoun, 2004). Various changes on a world scale are triggered by the presence of information technology which is practically supported by telecommunication technology and media technology in a unified communication technology system (Markus & Robey, 1988).

The internet, as one of the impacts of technological developments, has become a door for knowledge and knowing how culture exists in people in certain areas, but has become a tool for cultural expression itself (Powell, 2006). Many studies have been conducted on the use of social media by society and students and their impact on social behavior, and education, influencing use, ethics, and much more (Abbas et al., 2019).

From the explanation above, it can be concluded that Information and Communication Technology is the application of knowledge and skills used by humans to convey information or messages with the aim of helping solve human problems or social activities in order to achieve communication goals. However, the use of social media and technology has a great impact on the lifestyle and socio-cultural of its users. Based on this, this study aims to determine whether the impact of using social media and technology can affect the lifestyle and culture of students.

This research consists of 6 parts, namely introduction in part one, Related Works in part two, Theoretical Framework in part three, Research Methods in part four, Results and Discussion in part five, and conclusion in part six.

2. Related Work

Several previous studies have described the relationship between the use of technology and social media to changes in the lifestyle and culture of the community, especially students. The phenomenon of social media is currently very loved by all circles (Acar, 2014). Various case studies in this field report that the use of

technology, especially social media, or better known as social networks, has an influence on people's lifestyles and culture (Döveling et al., 2018), as well as on students (Abbas et al., 2019; Pang, 2020).

This study discusses the impact of social media on students, as in research by Abbas et al. (2019) which aims to examine the constructive and negative factors that impact students' minds and how this helps students to share positive and negative aspects with others. The results of his research show that the use of social media in Pakistan has a negative influence on student behavior compared to the positive influence of social media itself (Abbas et al., 2019).

Research by Pang (2020) conducted a study on the potential influence of different social media usage patterns on international students' social support. The results of his research show that the use of social media by international students, especially active users, is associated with increased levels of social support from both the host country and the home country (Pang, 2020).

Research by Bou-Hamad (2020), aims to explore the impact of social media and various behavioral factors such as smoking, drinking, and romantic relationships on academic achievement in a developing country context. Based on these studies it can be seen that excessive use of social media, smoking, and romantic relationships are significantly associated with lower academic performance (Bou-Hamad, 2020).

Furthermore, research by Al-Zubi (2021) conducted a study to determine the impact of smartphone use by students on their lifestyle at the university level. The results showed that students have a psychological motivation to use smartphones and family orientation and environmental orientation to smartphone use have a significant effect on students' lifestyles (Al-Zubi, 2021).

Research by Döveling et al. (2018), this study discusses the impact of social media on people's lifestyles and culture and has the aim of exploring the reciprocal formation of media and social life and how new media technologies influence and penetrate into social and cultural aspects of life. The results of this study indicate that there are three core characteristics of digital influence culture, namely discourse, harmony, and ownership (Döveling et al., 2018).

Based on the research previously mentioned, researchers are encouraged to be more careful in looking at this phenomenon both in terms of science, business, and also other social norms. The connection with the research is whether lifestyle and culture are influenced by technology and social media, or are there other variables that influence it. This study uses correlational research, which was conducted to see the relationship between variables. Correlation does not guarantee causality or a causal relationship, but causality guarantees a correlation.

3. Theoretical Framework

Social media is a part of our society, which can change social norms and culture (Bertot et al., 2010). Culture comes from the Sanskrit language, namely buddhayah, which is the plural form of buddhi (mind or reason), which is defined as matters relating to human reason and mind. Humans have elements of cultural potential, namely thoughts, feelings, and wills, and work (Bertot et al., 2010).

Because he/she includes a system of ideas or ideas contained in the human mind. The embodiment of culture are patterns of behavior, language, living equipment, social organization, religion, art, and others that help humans to carry out social life (Keesing, 1974).

A lifestyle is a collection of behaviors that have meaning for individuals and other people in a place, including social relations, consumption of goods, entertainment, and clothing (Solomon, 1983). A lifestyle develops because there are needs and demands.

A lifestyle shows how a person lives, how to spend his money, and how to allocate time. A lifestyle reflects the whole person who interacts with the environment (Piercy, 2013). This has changed the behavior of people, including students, in interacting, communicating, and socializing in learning institutions (Piercy, 2013). Media as part of technology is said to provide strong connectivity, communication, and content sharing among students and other communities (Anderson, 2009). Students can participate in social discussions, post comments, pictures, and share other ideas (Patton et al., 2014). At this point, it can be said that social media affects the daily lives of young people,

especially college students (Patton et al., 2014).

The impact of social media on students

Social media, if used wisely, can be a good influence on learning for students. Gross (2004) stated that the use of social media has increased its use and has raised many expectations, such as; a) prediction of social media use by gender, where boys spend most of their time surfing the internet and this can reduce crime rates on the street, b) that social media use causes depression and adolescent isolation, and c) that teenagers use social media for things that are unknown.

Kumar Swain, R., & Pati, A. K. (2021) stated that Facebook, Twitter, and Instagram are types of social media applications that are widely used by all ages and professions. In addition, the use of social media can lead to addictive and dependent behavior among students, which needs to be watched out for (Sharqi et al., 2016). In addition, the use of social media by students can cause problems with self-esteem, depression, and sleeplessness.

The impact of social media on social lifestyle and culture

The information age has brought changes, the internet as a part of information technology has shaped the social world (Anderson, 2009). Social media has created a world of information, and communication, has been able to replace the interconnection model, where offline or face-to-face systems are replaced with online or not face-to-face systems. Changes in communication technology have reshaped the student social welfare model (Tsimonis & Dimitriadis, 2014).

In recent years, universities have become involved in the excessive use of social media which has given rise to a debate about whether the use of social media has an impact on their lifestyle, well-being and social behavior (Chukwuere & Onyebukwa, 2017). According to Sharqi et al. (2016), the level of change brought about by social media has motivated students, educational institutions and other stakeholders to improve their interactions and teaching and learning delivery techniques (Sharqi et al., 2016). The adoption of social media in education and in life is generally associated with user-oriented features, cheap and easy to use and others (Chukwuere & Onyebukwa, 2017).

The use of social media and technology has many impacts on the lifestyle and socio-cultural of users. According to Chen et al. (2016), the use of learning media increases collaborative learning between students (Kaewkitipong et al., 2016). Several opinions and discussions on whether the use of social media affects the social behavior, lifestyle and welfare of students (Kaewkitipong et al., 2016; Sharqi et al., 2016). To answer this question, this study aims to determine whether the impact of using social media and technology can affect the lifestyle and culture of students.

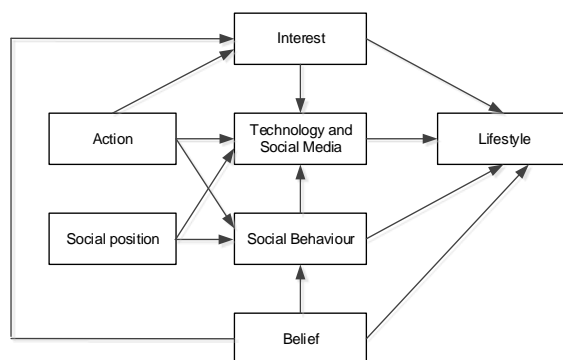


Figure 1: *The research model*

The findings show that the presence of social media and technology has an impact on student behavior which can lead to changes in social behavior, social position, interests, beliefs, and actions. All of these constructs are lifestyle and cultural variables. Then the findings show that social media and technology have a direct impact on the lifestyle and cultural changes of students.

Table 1: *Construct of hierarchy impact toward lifestyle and culture*

No.	Construct of Hierarchy Impact Toward Lifestyle and Culture
1	Social Media and Technology
2	Social Behavior
3	Interests
4	Beliefs
5	Social Position
6	Actions

The antecedents of lifestyle and cultural change

Table 1 lists the empirical results of previous studies examine the various antecedents of lifestyle and cultural change in the domain of

technology use and social media e-commerce. Lifestyle antecedents emerge based on characteristics of social behavior, beliefs, social positions and actions others (Chukwuere & Onyebukwa, 2017).

Lifestyle antecedents are based on cognition (eg perceived social media, perceived attitude, use of technology), interest (eg feelings of pleasure, concentration of thoughts, and desires), action (eg enthusiasm, and something to be achieved). Lifestyle antecedents examined in this study include social media and technology, social behavior, interests, beliefs, social position, and actions.

4. Research Methods

This research was conducted using quantitative methods in it including introduction (Creswell & Garrett, 2008; Venkatesh et al., 2013), literature study, research model development, research methods, research design, instrument development, data collection, data analysis, interpretation and report writing stages. Sampling using purposive random sampling is then carried out to reach the sample (Sharma, 2017). Respondents are students by considering the problems contained in them (Creswell & Garrett, 2008; Sharma, 2017; Venkatesh et al., 2013).

Random sampling was used to take the sample size of the study which consisted of 150 PTKIN students. From these data, only 100 questionnaires were declared eligible for testing. The convenience sample of students was recruited from PTKIN campuses throughout Indonesia. Questionnaire given by a sample of students (N=100).

Referring to the sampling technique used, the first part is to get experience data from the right person on the use of the system (Venkatesh et al., 2013). Linkert's five-scale questions are the main part of the survey instrument. The collected data is then analyzed statistically using the PLS-SEM method (Wu et al., 2018).

A descriptive analysis was conducted to provide respondents' demographic information. In sequence, the variance-based method (Creswell & Garrett, 2008) is then used in inferential analysis with SmartPLS 2.0 software used to assess the measurement and structural models.

Research questions

- What is the impact of social media on students' social lifestyles?
- What are user interests influenced by actions and beliefs about their lifestyle and socio-cultural changes?
- To what extent has social media changed users' social lifestyles?
- What are the factors that influence a person's lifestyle and cultural change?
- What is the influential relationship between the variables of the proposed research model based on perceptions of technology use and lifestyle?

Research objectives

- Exploring the influence of the technology use and social media on lifestyle and cultural change.
- Measuring user opinions regarding the factors that contribute to the technology use and social media on lifestyle.
- Develop an overall model of lifestyle adoption and cultural change and adoption of technology and social media use in general.

5. Results and Discussion

The number of respondents in this study was one hundred respondents, all of whom were students who were carried out by random sampling.

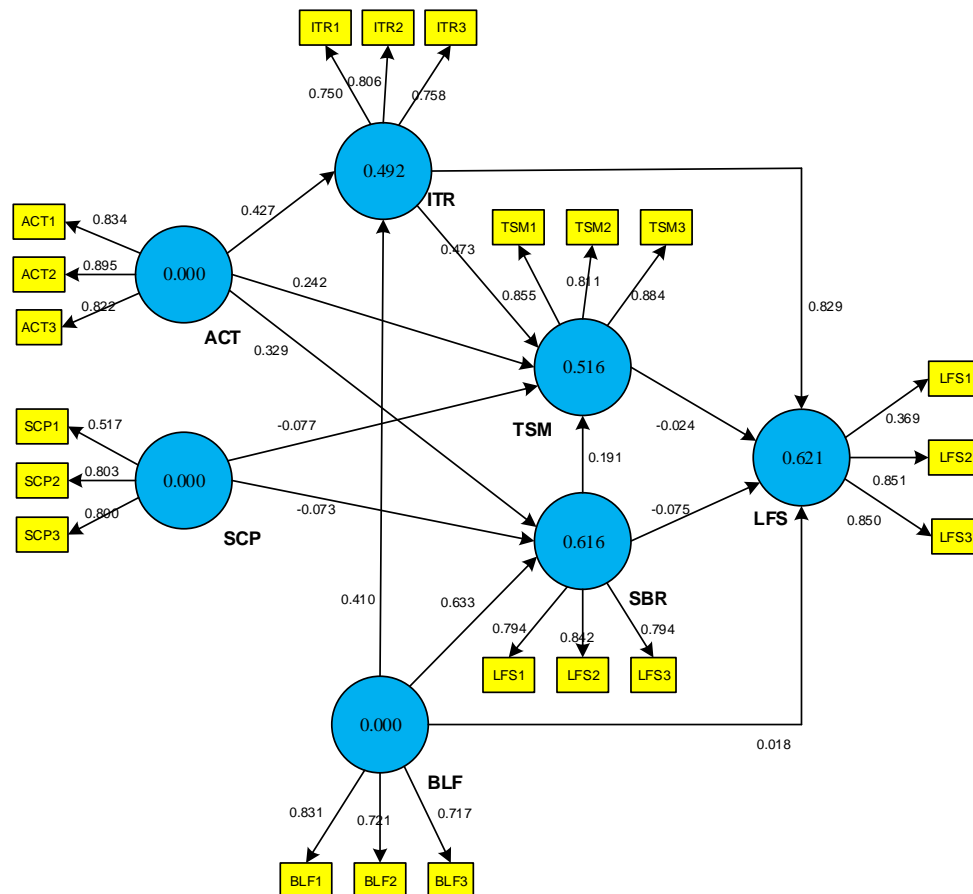


Figure 2: Path Coefficient Results

Figure 2 shows the results of the path coefficient test (β) which consists of 13 relationships between variables. The variables consist of user action (ACT), social position (SCP), interest

(ITR), belief (BLF), technology and social media (TSM), social behavior (SBR), and lifestyle (LFS).

Construct Validity

Construct validity was checked by assessing convergent validity and discriminant validity (Fornell & Larcker, 1981). Convergent validity is considered acceptable when all item loadings are greater than 0.50 (Hulland, 1999), and items for each construct contain only one factor with eigenvalues greater than 1.0 (Rahman et al., 2013).

Table 4, the item for each construct contains only

one factor with an eigengene value greater than 1.0. The cumulative percentage of variance seen by each factor for all constructs. The mean extracted variance (AVE) can also be used to evaluate discriminant validity. AVE of the construct should be higher than the variance shared between the construct and other variables in the models (Fornell & Larcker, 1981) and (Chin, 1998). Discriminant validity can be checked by checking whether the correlation between variables is lower than the square root of the extracted mean variance, this can be seen in table 2

Table 2: *The antecedents of lifestyle and cultural change*

Antecedent	Mediating variable	Relationship	Sources
Action	Interest	Significant	Chukwuere & Onyebukwa, (2017)
Action	Technology and social media	Significant	Chukwuere & Onyebukwa, (2017)
Action	Social behavior	Significant	Chukwuere & Onyebukwa, (2017)
Social position	Technology and social media	Significant	Gross (2004)
Social position	Social behavior	Significant	Gross (2004); Tsimonis & Dimitriadis, (2014)
Social behavior	Technology and social media	Significant	Chukwuere & Onyebukwa, (2017)
Interest	Technology and social media	Significant	Chukwuere & Onyebukwa, (2017)
Belief	Social behavior	Significant	Gross (2004); Tsimonis & Dimitriadis, (2014)
Belief	Interest	Significant	Chukwuere & Onyebukwa, (2017)

Table 3: *Descriptive Statistics, Correlation Matrix, and Average Variance Extracted (AVE) of Principal Constructs for Study*

Constructs	AVE	Composite Reliability	R Square	Cronbachs Alpha
ACT	0.724404	0.887315		0.811004
BLF	0.574548	0.801262		0.635986
ITR	0.595474	0.815214	0.491803	0.670894
LFS	0.527606	0.751464	0.621264	0.503218
SBR	0.617710	0.828376	0.616109	0.687739
SCP	0.517528	0.756464		0.503218
TSM	0.723172	0.886718	0.516052	0.810320

Table 4: *Correlations of latent variables*

Constructs	ACT	BLF	ITR	LFS
ACT	1.000.000			
BLF	0.405008	1.000.000		
ITR	0.592922	0.582544	1.000.000	

LFS	0.504401	0.434087	0.785649	1.000.000
SBR	0.544371	0.734745	0.519532	0.356765
SCP	0.557118	0.426270	0.783432	0.986297
TSM	0.583774	0.516822	0.655621	0.489253

Diagonal elements are the square root of average variance extracted. These values should exceed the inter-construct correlations for adequate discriminant validity

Structural model assessment

Structural model assessment includes estimation of path coefficient and R^2 . Both R^2 and the path coefficient indicate the fit of the model, i.e. how well the models perform (Chin, 1998). Figure 2 shows the results of the assessment and hypothesis testing. As shown in the figure, social media (TSM) has a strong positive effect on lifestyle (LFS).

Among the hypothesized pathways of perception-based lifestyle antecedents and various lifestyle influencing factors such as attraction, technology and social media, social behavior, and beliefs, only attraction factors significantly influence lifestyle (table 4).

Table 5: *R Square*

Constructs	R Square
ACT	
BLF	
ITR	0.491803
LFS	0.621264
SBR	0.616109
SCP	
TSM	0.516052

Relationship between action and prediction

The first step is to examine the relationship between action (ACT), interest (ITR) technology and social media (TSM) and social behavior (SBR). The second step is to test the hypothesis of the relationship between construct actions based on path coefficients, and t-test. The last step is to test the results of the hypothesis. All hypotheses from the first stage are described below.

Hypothesis 1: Action is significantly related to interest

Hypothesis 2: Action is significantly related to technology and social media

Hypothesis 3: Action is significantly related to social behavior

The path coefficient between ACT and ITR is significant ($t=5.483$) at $\beta=0.427$, ACT and TSM is significant ($t=2.446$) at $\beta=0.242$ whereas the ACT and ITR is significant ($t=5.483$) at $\beta=0.427$, ACT and SBR is significant ($t=5.385$) at $\beta=0.328$.

According to the proposed research model, all constructs affect the path, in other words, are significant.

Relationship social position and prediction

Hypothesis 4: Social position is not significantly related to technology and social media

Hypothesis 5: Social position is not significantly related to social behavior

The path coefficient between SCP and TSM is not significant ($t=5.483$) at $\beta=-0.077$, whereas SCP and SBR is not significant ($t=0.638$) at $\beta=-0.072$,

According to the proposed research model, all constructs are not significant affect. The path coefficient between SCP and TSM is not significant ($t=5.483$) at $\beta=-0.077$, whereas SCP and SBR is not significant ($t=0.638$) at $\beta=-0.072$,

According to the proposed research model, all constructs are not significant affect.

Relationship beliefs and prediction

Hypothesis 6: Beliefs is significantly related to interest

Hypothesis 7: Belief is significantly related to social behavior

Hypothesis 8: Beliefs is not significantly related to lifestyle

The path coefficient between BLF and ITR is significant ($t=6.049$) at $\beta=0.409$, BLF and SBR

is significant ($t=13.245$) at $\beta= 0.632$, whereas BLF and SBR is not significant ($t=0.167$) at $\beta= 0.017$.

According to the proposed research model, two constructs are significant affect and one construct is not significant.

Relationship interest and prediction

Hypothesis 9: Interest is significantly related to lifestyle

Hypothesis 10: Interest is significantly related to technology and social media

The path coefficient between ITR and LFS is significant ($t=9.215$) at $\beta= 0.829$, and ITR and TSM is significant ($t=4.599$) at $\beta= 0.473$.

According to the proposed research model, all constructs indicated significant affect.

Relationship social behavior and prediction

Hypothesis 11: Social behavior is significantly related to technology and social media

Hypothesis 13: Social behavior is not significantly related to lifestyle

The path coefficient between SBR and TSM is significant ($t=2.206$) at $\beta= 0.191$, and SBR and LFS is not significant ($t=0.695$) at $\beta= -0.074$.

According to the proposed research model, one constructs is significant and one again indicated not significant affect.

Relationship technology and social media and prediction

Hypothesis 12: Technology and social media is not significantly related to lifestyle

The path coefficient between TSM and LFS is not significant ($t=0.291$) at $\beta= -0.023$.

In Figure 2 testing the path coefficient (β) that relationship between variables. In the figure shows the results of the value (β) where the value below 0.1 shows like BLF \rightarrow LFS, SBR \rightarrow LFS, SCP \rightarrow SBR, SCP \rightarrow TSM, and TSM \rightarrow LFS indicates an insignificant relationship.

Table 6: Summary of Results of constructs

Constructs	Path Coefficient	t-test	Results
ACT ITR	0.427034	5.483.609	Accepted
ACT SBR	0.328704	5.385.204	Accepted
ACT TSM	0.242177	2.446.066	Accepted
BLF ITR	0.409592	6.049.166	Accepted
BLF LFS	0.017882	0.167643	Rejected
BLF SBR	0.632653	13.245.342	Accepted
ITR LFS	0.829407	9.215.269	Accepted
ITR TSM	0.473333	4.599.810	Accepted
SBR LFS	-0.074584	0.695832	Rejected
SBR TSM	0.191115	2.206.502	Accepted
SCP SBR	-0.072807	1.007.964	Rejected
SCP TSM	-0.077344	0.638806	Rejected
TSM LFS	-0.023529	0.291524	Rejected

Table 7: Summary of Research Hypotheses in the Study

No	Path Coefficient
H1	Action (ACT) significantly affects interest (ITR)
H2	Action (ACT) significantly affects technology and social media (TSM)
H3	Action (ACT) significantly affects social behavior (SBR)
H4	Social position (SCP) not significantly affects technology and social media (TSM)
H5	Social position (SCP) not significantly affects social behavior (SBR)
H6	Belief (BLF) significantly affects interest (ITR)

H7	Beliefs (BLF) significantly affects social behavior(SBR)
H8	Beliefs (BLF) not significantly affects lifestyle (LFS)
H9	Interest (ITR) significantly affects lifestyle (LFS)
H10	Interest (ITR) significantly affects technology and social media (TSM)
H11	Social behavior (SBR) significantly affects technology and social media (TSM)
H12	Technology and social media (TSM) not significantly affects lifestyle (LFS)
H13	Social behavior (SBR) not significantly affects lifestyle (LFS)

Based on table 1 above, there are research instruments that have a significance value of less than 5% (1.96) and r count $>$ r table so that it can be concluded that the instrument is valid. Vice versa, there is a significance value greater than 5% and r count $<$ r table so that it can be

concluded that the instrument is declared invalid. The table shows that there are five paths that are not significant with a small meaning, namely 1.96 (5%). These pathways include: $SCP \rightarrow TSM$, $SCP \rightarrow SBR$, $TSM \rightarrow LFS$, $SBR \rightarrow LFS$, and $BLF \rightarrow LFS$.

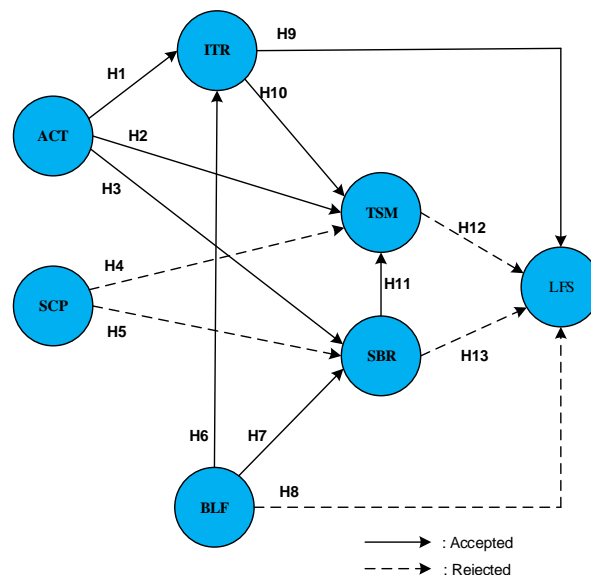


Figure 3: *The Results of Structural Model*

The results of the analysis of this study indicate that the lifestyle and cultural changes of PTIKIN students do not have a positive or insignificant effect or are not influenced by social media technology (TSM), but are more influenced by interest and action. However, the same thing about beliefs also does not have a positive effect on lifestyle, instead it affects interests.

The use of technology and social media actually has an impact on the social lifestyle of its users, especially students, and it affects their view of life in general. However, testing shows that this trend is not visible, in other words, it has no significant effect on lifestyle.

For a larger percentage, it can be seen that interest actually greatly affects the lifestyle of users from the use of technology and social media. And this is the same with social behavior and beliefs.

To what extent does social media change social lifestyle

Social media brings changes in social lifestyle. The rate of change brought about by social media has motivated students, youth, educators and academic institutions (Sharqi et al., 2016). According to Mingle and Adams (2015), social media brings changes in social behavior, and

this is in accordance with the results of the hypothesis that social media affects social behavior.

Interest of social media toward social lifestyle

Social media is a medium that allows users to do social activities virtually with each other through the internet. The use of social media is more widely used to show excessive self-existence which affects the perspective, lifestyle, and culture of a country nation (Sharqi et al., 2016).

There is also a positive impact that is felt in the use of media. Social media among students is as a place of promotion, as a place to obtain and disseminate information but must ensure the correctness of the information received and sort out useful and useful information, and as a means for online transactions.

Based on the aspects of student behavior, including in impulse buying, namely showing a buy solely because it is based on a sudden desire, the unconscious attitude that occurs is emotional. User interest affects lifestyle and this affects the use of social media and technology. These factors are influenced by action.

This aspect shows that students use social media because they are influenced by interest and action. This is in accordance with the results of the hypothesis.

This illustrates that the higher the interest a person has, the higher the changes that will affect the student's lifestyle. In relation to lifestyle, technology and social media are defined as subjective estimates of individuals to assess the disadvantages of receiving the desired outcome. Therefore, it can be concluded that lifestyle and cultural changes are influenced by interest and action.

6. Conclusion

In the descriptive section, it presents the general trend of the data collected by describing the trends and responses, and also by describing the respondents with descriptions. Furthermore, it sequentially displays the results of the measurement and assessment of the structural model following the PLS-SEM method.

Based on the results of the evaluation of the structural model, it shows that the model has a

significant influence on the lifestyle and the cultural influence of PTKIN students is influenced by interest (ITR). This contrasts with previous research that technology and social media (TSM), social behavior (SBR), and beliefs (BLF) affect lifestyle (LFS). In addition, the structural model assessment showed that 8 of the 13 model paths were accepted pathways (Figure 3).

Based on the research objectives and comparing them with a moderate structure, the results show that: (i) Stakeholder perspective related to student lifestyle and culture. It seems that a person's interests and actions are considered to affect lifestyle in terms of technology. (ii) Action and belief factors contribute to influencing a person's interests and influencing their lifestyle. Although technology and social media, social behavior and beliefs did not show a significant effect, this relationship was represented by interest.

Therefore, it is possible to develop models of lifestyle and the use of specific social media technology (Tsimonis & Dimitriadis, 2014) and social behavior in general. Furthermore, to encourage this research to be more useful, it is necessary to further explore the factors that influence the model.

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