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Teen vulnerability in online relationships based on development needs for friendships and a search for identity Dr. Susi Yunarti, M.Si Wijayanti, S.IP. M.I.Kom Niken Savitri, M.Ds

Lecturer at Persada Indonesia University YAI contact Hp: 085854998127 ; 081331138954

email : susiyunarti@gmail.com Abstract This research exploring the formation of online

relationships. Adolescent used of internet technologies that influence the formation of

online relationships. It brings attention to influences of related elements such as social and

individual factors on adolescent needs and behaviors in online communication. The

proposed conceptual framework that adolescent online behaviors are linked to their needs

pertaining to developmental, social-psychological, and cognitive demands. While

adolescent needs are influenced by the social and individual factors, such influences also

impose indirect impact on teen online behaviors. This research focuses on adolescent

characteristic and needs of that group which influence use of internet environment for

forming relationship. Fenomenological theory and Social penetration theory used in this

research. The aim of this study was to find out among types of online relationships and

relationship quality, through qualitative in depth interviews. It is therefore important to

determine their communication needs when they are try to develop positive relationship by

forming online collaboration. Schultz approach to phenomenology was used as research

method. Twenty teens were interviewed. Research revealed that teens use the internet to

support existing, offline relationships, and that such use is associated with closer

relationships. For those who form online relationships, these are more viewed as close or

even romantic in nature. However, when compared along various dimensions, online

relationships demonstrate weaker ties than do offline relationship. In general extroverted

teens are more likely to form online relationships, although, if that is their purpose, so do

introverted teens. Forming online relationships may rest with the teen's awareness of how

to present him or herself to anonymity of the cue-free internet environment. Key words:

online behavior, personal identity, quality relationship. Introductions The reality of human

life as social beings can not be separated from human communication. Because of that

communication is very important for humans to interact to make ends meet. According to

Rakhmat (2005: 2), that communication is essential to **the growth of the human** personality, even Littlejohn (2009: 1) states that the communication is a central part and touch all aspects **of human life**. Building relationships through online social media is not only done by adults but also by teenagers, college students and other young people. Particularly for young people, it looks like their life is not complete if they do not have one online social media account there. It seems to join in one of the online social media becomes one of their attempts to exist today. Young people begin to feel the pleasure of doing social relations through online media, they will feel left behind important rumors of his friends if they do not connect a single day, or they will be considered no or less sociable and less updates. Various **activities such as** doing homework and school assignments and lectures can be communicated through online social media, or mutual questioning each other's progress, **as well as to** each other appointment in an activity. Advances in technology makes **communication so easy and** inexpensive. Internet provides the opportunity and the potential formation of a democratic public space where citizens can participate in the exchange of information, connected to each other so as to change the geographical meaning, allows for interactive communication and blur the distinction between public and private communication. Social media is present **as part of the development of** new contrast media with traditional media. The difference between social media **was new media** to old media, Among others **in terms of** quality, reach, frequency, usability, proximity and permanent nature. There are many effects that come from **the use of the Internet** where users spend more time Accessing Certain sites **than any other** social media sites. What is the social media? Heidi Cohen said the definition **of social media** continues to grow as **development of the use of social media** itself. It is: social media is media that is not talking about what people do or say but about what people say and do together about something in the world and exchanged throughout the world, or media that can communicate something at the same time in all directions due to support digital technology (liliweri,2015: 288). How important is the actual social media online for youth in developing social relationships they are, is there any influence on the process of

developing them, when you see how young people started so intense in using social media online to patterns of social relationships they are, starting with just doing jokes ria, discuss things seriously enough, to use it as a media outlet to vent and deep emotion. If they can get satisfaction ¹¹in the process of communication and social relations through this online social media. Actually, what can they channeled through a pattern of relationships developed through online social media. Are there certain satisfactions ⁹they can get to develop relationships and communication through social media online. This has led researchers ²to find out about the adolescent behavior on social media, self presentation the pattern of social relations through online social media. All humans have a need to connect and interact, including teenagers. Social media was developed to help individuals meet it. The presence of social media makes people can share experiences, opinions, perspectives and insights. Now almost no one who does not participate in one or more types of social media. ⁶As adolescents experience new ways of seeing the world, they are afforded expanded interpersonal and social opportunities. Adolescent development takes place in a sphere of otherness, where the important social referents are other adolescents. Adolescent growth involves ¹²the unfolding of new cognitive skills and personal awareness. They are particularly vulnerable, straining againts a system of policies and conventions that protected them as children, but they are not yet to assume the roles and responsibilities of adults. ⁶The importance of peer relationships is reflected by the frequency with which teenagers use the internet for social communication. Most teenagers want to communicate with each as often as possible. It is as though they are compelled to share their new ways of thinking with others who are in the stage of cognitive awakening. It is not surprising, then that teenagers make use of the latest technologies to establish or extend these relationships. ²Based on the user's age, the majority of Internet users in Indonesia is 18-25 years old. The percentage reached 49.0 percent. That is, the segment's largest internet users in Indonesia are those belonging to the category of digital natives. Cyber communication users are the generation born after 1980, when the Internet Began to Be Widely used by the people. The next internet users are those aged 26-35 years by 33.8

percent, Followed by 14.6 per cent aged 35-45 years. (Beritasatu.com. 30 Maret 2015).

Adolescent behavior online Refers to how individuals behave Themselves or within a group in online environments. Based on the background, we are interested in studying the online behavior of adolescents as a means of self-presentation and relationship. Theoretical review

Several studies of the behavior of online teens have been done by previous researchers using several different concepts and methods. ²In this study

researchers examined several previous studies based on: 1) the same issue of the online behavior of adolescents, 2)

theory and the same concept of new media and adolescent identity formation, 3) the same

method used in answering the research questions. Zeynep Cemalcilar, Toni Falbo, Laura

M, Stapleton (2005) cyber communication: a new opportunity for international students'

adaptation? ⁵The present study examines the role of computer-mediated communication

(CMC) technologies in early stages of cross-cultural transition for international students in

the United States. ⁴A structural equation model is tested that hypothesizes that CMC with

the home country affects the students' maintenance of home identity, and perceptions of

available social support. In turn, the model portrayed these factors and the acquisition of

host national identification as influencing the psychological, socio-cultural, and academic

adaptations of the students. Data from 280 first – year international students who

responded to a web survey were used to test the model. The findings suggest that the

model is plausible in explaining how these factor combine to affect the students'

adaptation to the new culture. Phenomenology Alfred Schutz This study uses the theory of

phenomenology are included in the group of subjective theory. According to this theory

the reality is constructed according to the viewpoint of the subjects who used the study

participants. ²In this case the researchers as an instrument to try to assemble the

experience of research subjects into a reality that is found appropriate their point of view.

Kuswarno (2009: 2) explains that the purpose of phenomenology is to study how the

phenomenon experienced in consciousness, thought, and action, such as how the

phenomenon valuable or aesthetically acceptable. Furthermore, according to Kuswarno,

phenomenology looking for understanding how humans construct meaning and important

concepts, ¹¹within the framework of intersubjectivity. Our understanding ¹⁴of the world built by our relationships ^{with other people}, therefore every meaning that we create a role for other people in it. Described by Mulyana (2004: 62), that in every situation phenomenological, ie the context of space, time, and historically that uniquely puts people, we have and implement a stock of knowledge (stock of knowledge) that consists of all the facts, beliefs, desires, prejudice, and the rules that we have learned from personal experience ²as well as ready-made knowledge available to us ^{in the world} into which we were born. Furthermore, Schutz explains that how we construct meaning ^{out of the} mainstream of our experience is through ^{the process of} typification. Relationships meaning jointly organized, ⁷as well as through ^{the process of} typifying into what is called the stock of knowledge (Basrowi & Sukidin, 2002: 40). Still according to Schutz, humans are social creatures, consequently, awareness of everyday life is a social consciousness. Individual world is an intersubjective world with diverse meanings and sense ketermasuk in the group. Humans are required to understand ²each other and act in the same reality. ^{There is a} mutual acceptance and understanding ^{on the basis of the} same experiences and typifying together ^{over the world} together. Through ^{the process of} typifying themselves, humans learn to adjust to the wider world, to see yourself ^{as a person} who played ^{a role in} typical situations. ^{The number of} social relationships that make up the totality of society. In social life, people can wear the inherited symbols to give meaning to their own behavior. Thus, a descriptive or an interpretive view of social action can be accepted only if it seemed plausible to the relevant social actors (Basrowi & Sukidin, 2002: 41). ²According to the phenomenological view, in face to face interactions stimulus sought meaning and interpreted by actors typically refers to motives other actors such as disclosed Schutz (in Mulyana, 2004: 81). The motive exchange process is called the reciprocity of motives is synonymous with taking ^{the role of} other (imagine themselves in the position of others) and look in ^{the perspective of the other}. "Motive is a configuration or context of meaning which appears to the actor as a meaningful ground of his behavior" (Schutz, 1972;86). Motive is the configuration or context of meaning which looks at the actors as the

foundation of meaning behavior. Then Schutz categorize motifs such as (1) "motive for" (in order to motives) is a goal described as intentions, plans, expectations, interests, and so future-oriented, (2) "motive for" (Because motives) refers to the past experience for the actor-oriented past. Through the interpretation of the actions of others, individuals can change the next action to achieve compliance with the actions of others. To do that the individual is required to know the meaning, motive or intent of the actions of others. In everyday life there is not one individual who has knowledge of the same, each has advantages and disadvantages. Stanley Deetz (in Littlejohn, 2009: 38), describes the three basic principles of phenomenology. First, knowledge is realized. Knowledge does not come from experience, but found directly in the conscious experience. Second, the meaning of a thing is made of the potential of that person's life. In other words, how your relationship with an object will determine the meaning of the object for you. Third, the language is a vehicle of meaning. We experience the world through the language used to define and express the world. Furthermore, phenomenology provides the role of the subjects to be involved in the object being observed, so that the distance between the subject and the object being observed vague or unclear. Thus, knowledge or truth that is produced tends to subjective, which only applies in a particular case, given the circumstances, and in a certain time. In other words, knowledge or truth that is generated can not be generalizable.

Social media seemed to become addictive, especially among teenagers because they can expose their personal activities, make the appropriate status condition of his heart as well as posting pictures with her friends. teens who are active in social media is increasingly considered cool. This condition is a communication behavior that produces a certain experience in adolescents associated with awareness as part of the community.

Adolescents construct his experience in social media in accordance with the awareness they have about social media functions. Social penetration theory Social penetration theory popularized by Irwin Altman & Dalmas Taylor (1973). General social penetration theory about how the process of interpersonal communication. The theory that explains the process of gradual development of interpersonal relationships in social exchange. When

we say that we are close to someone, we often act as if others understand exactly what we mean. But what happened was not always so say you close or intimate with someone, it may not be understood by Universal. ¹³To understand the closeness of the relationship between two people, Irwin Altman and Dalmis Taylor (1973) conceptualized social penetration theory both did an extensive study in an area on social cohesion in the various types of couples. The social penetration theory states that ¹the development of these relations, moving from the most superficial level, ranging from levels not be the core toward its most profound level, or to a more personal level. With this explanation, the social penetration theory can be interpreted also as a model that shows the development of the relationship, which is a process where people get to know each other through the stage of disclosure. Their theory describes a pattern of development of relations of ^{12a} process that they identified as social penetration. Penetration Social (Social Penetration) refers to a relationship bonding process by which ¹⁷individuals move from superficial communication leading to more intimate communication. According to Alman and Taylor, Intimacy here ¹²is more than physical intimacy; Another dimension of intimacy, including intellectual and emotional, and up to the limits in which the couple, group activities (West & Turner, 2006: 197). ³The process of penetration of social therefore include therein verbal behavior (the words we use), nonverbal behavior (our posture, the extent to which we smile, etc.), and behavior-oriented environments (space between communicators, physical objects in the environment, etc.). Assumption of social penetration theory is as follows: 1) the relationship progressed from not intimate; 2) the general development of the relationship in a systematic and predictable; 3) the development of the relationship include depenetrasi and dissolution; 4) The opening of the self is the core of ²the development of relations. Method This study used a qualitative approach through this research phenomenology where the data were collected through interviews. Informants ¹¹in this study is the second semester students YAI all of which amounted to 20 people. The age of all informan is ranged from 16 years to 18 years. Qualitative research, subjective and constructivist make space for researchers ¹to be able to perform in-depth excavation

naturally to the subject of research in order to uncover and understand the phenomenon that is typical of adolescence through the experience of online communication with its surroundings. As confirmed by Creswell that one of the characteristics of qualitative research is to observe closely and interact with research subjects in order to understand the language and their interpretation on his world, so we can say that qualitative research is the research background of the time and place more naturally (Creswell, 1998: 14) A qualitative approach is a process of research and understanding based on a methodology that investigates a phenomenon of social and human problems. In this approach, researchers created a complex picture, studying words, a detailed report of the views of respondents, and conducted a study on the natural situation (Creswell, 1998: 15).

Bogdan and Taylor (Moleong, 2007: 3) argues that qualitative methodology is a research procedure that produces descriptive data in the form of words written or spoken of people and observed behavior. Qualitative research conducted in the state of nature and nature discovery. In qualitative research, the researcher is the key instrument. Therefore, researchers should have the provision of comprehensive theories and insights so you can ask, analyze, and construct the object under study becomes clearer. This study emphasizes the significance and value attached. Qualitative research is used if the problem is not clear, to find the hidden meaning, to understand social interactions, to develop a theory, to ensure the correctness of the data, and researching the history of the development. Results

The development of the Internet in Indonesia is growing rapidly accompanied by various Good infrastructure such as their mobile phones, laptops and Internet costs are affordable. The level of enthusiasm Indonesian people, especially teenagers in utilizing Internet technology is also growing, either by using the mobile phone or computer. Social media use among adolescents raises the pros and cons. Their learning activities can be greatly helped by the group in discussion through social media so it does not need to be met, but the chat notifications from friends on social media more often lose their concentrations. desire tweet to grumble about something that happened. Some time ago even reported teenagers who are victims of crime friends who met through social media. The complexity

of life and bustle parents make less oversight function also that the teens vent void of affection with active function in social media. Social networks such as Facebook, Google, Twitter and the like seemed to have become a necessity for Indonesian youth to have it. Even if it does not have to be considered less socially, and would be ostracized from the community. Of course with the Social Network have certainly resulted in a positive impact or a negative impact. Based on in-depth interviews with all the data obtained informants consisted of 11 women and 9 men. Informant age as follows: 12% aged 16 years; 65% aged 17 years and 20% aged 18 years and the remaining 3% were aged over 18 years. Based on the ownership of social media 80% informants claimed all social media, 19% have 3-5 social media and 1% informant have 2 social media. All informant claimed they are used by more than two years. Most (96%) stated that they are accessing the Internet via mobile phones, 4% used computer. The internet which has no time and geographic limitation thus becomes an ideal place for them to establish their social network. 80% teenagers says that they were spent much time involved in online communication. Social media is most often used teen i.e facebook, Twitter, Path, Youtube, Instagram, Kaskus, LINE, WhatsApp and Blackberry Messenger. Each media has advantages that attract teenagers to surf longer in cyberspace. Berdasarkan pilihan informan dapat dibuat peringkat media sosial yang diakses yaitu : Media sosial Peringkat WhatsApp 1 LINE 2 Instagram 3 Youtube 4 Path 5 Blackberry Messenger 6 Facebook 7 Twitter 8 Kaskus 9

12% 65% 20% 3% age 16th years 17th years 18th years >18 years The rapid development of social media because everyone like to have their own media, mainstream media such as TV, newspapers and radio requires huge operational costs other than labor. Otherwise, an internet-based media are not costly and can be done easily. Informants claimed that they were active posting activity on instagram and facebook as showing how happy their lives and build the best possible image. Likewise using twitter, informants admitted they often post a tweet and retweet as much as possible to demonstrate the existence itself in cyberspace. Thus it can be said that the informants use social media as a means of self-presentation. Related motives, informants utilize social media can be identified as follows: 34% self-express ; fun

45%; chatting 18%; and 2% stalking. While social media features that are often used, the informant claimed 87% upload photos, upload videos 13%. The informant admitted very happy and more excited when his friends gave a sign like a photo or video uploaded. All informants behavior **in social media is** closely related to adolescent self-concept as proposed by Anita Taylor (Rakhmat, 2005: 100) as "...all you think and feel about you, you entire complex of beliefs and attitude you hold about yourself" , George H.Mead (Sobur, 2003: 513) **says that the concept of self is a social product that is formed through a process of** internalization and organizational experience - psychological experience. Sobur (2003: 513) adds **that the concept itself is not an** inborn factors but factors studied and formed from individual experiences in interacting with other individuals. **It is therefore related to the dynamic processes in the formation of the** self-concept, Rakhmat (2005: 100) says **that there are two** factors that affect self-concept that factors **other people and a reference** group (reference group) . The whole meaning or definition of self-concept proposed by some experts that basically has the same meaning essence, only expressed in different languages. 34% 45% 18% 2% motif self expression fun chatting stalking The whole self-concept proposed definition refers **to the understanding of** how individuals view themselves. Therefore, self-concept **can be interpreted as an** individual's subjective **view of the personal as a whole.** **Some of the** judge, a person's self-concept is not claimed as something given, or passive (static) but **the concept of self is a result of the** interaction of man with his environment. Each individual becomes subject **as well as** object of perception. Because the man does not respond or create **the perception of** himself, but also perceive others, not least with teens in utilizing social media **who is the subject of this study.** This **study found that** teenagers who become informants have a positive self-concept physically, psychologically and socially. Adolescent behavior in social media more **as a means to** socialize with their college friends, discuss assignments or just chatting. Social media used to reduce boredom for teenagers, especially **when in the course of the** traffic jam, while waiting for a pause college or before bed. Desire teenagers received support and positive response from families and communities **is one of the reasons most**

of the speakers tried to post photos and videos about their activities. According to Thomas M. Scheidel (Mulyana, 2007: 4) that we communicate primarily to assert self-identity, build social contact with people around us, and influence others to feel, think or behave the way we want. Berger and Luckman (1990: 41-43) explains that social interaction face to face is a means to understand others, because in situations to face presence of others is entirely real. Such self-reflection is typically caused by attitudes toward self shown by others. This is a typical shadow "mirror" on the attitudes of others. Furthermore, Berger and Luckman (1990: 44) explain that individuals understand others by using schemes and typifying affect patterns of interaction and communication that occurs. The fact of daily life contains typifying scheme on the basis of which the other person is understood and treated in face to face meetings. Teen online behavior in social media can also be referred to as an activity to show self-presentation to appeal to other teenagers and build relationship. Individuals will provide both social and personal meaning in the objects it encounters. The meaning of each object will be amended in accordance with the individual's ability to construct meaning including the knowledge and experience they have. Meaning will be constructed and reconstructed in line with the interactions that occur in space and times were met. Meanings are formed based on the results of experience and knowledge. The experience of each individual is different so is knowledge. This causes the meaning of each and every individual will be something different. Teens build self meaning through interaction and communication with the surrounding environment. If using Cooley's view of the meaning of adolescents who are fond of using social media will facilitate an understanding of how these teenagers assign meaning himself and then build the meaning of others. Teens build relationships through social media construct meaning about people, rules, values and principles socialize determine how social interaction is built. All processes can be described in the assumption of the theory of "the looking glass self of Cooley as follows: 1. Individuals imagine how he looks 2. Individuals imagine how other people vote on his performance 3. The individual feels sad or proud based on the judgment of others on him (West & Turner, 2007: 104). Our research found three categories of adolescents based on

their online behavior, namely: 1. Teens are active full achievement 3 teenagers who became an informant for this study realized that many activities make himself must often faced with a conflict between the interests of study and activities followed either on-campus or off-campus. Much time should be spent on activities make active teens have felt no flaws in his life. Achievements obtained active adolescent group is part of their independence and form of existence on social existence. The active teens assume that the sacrifice of time together with family and friends is part of the struggle for a very important and valuable achievement as well as provide special value to him. This group became very supportive in interacting online or offline so they have a lot of friends. 2. Teens fun socializing. 5 teens who become informants of this study described their view of social life online and offline as a primary need, social media as a means to create a network. For teenagers this group, active in the community in cyberspace could fulfill his desire to find a lot of friends who could not reach offline. They used instant messaging to communicate with friends and classmates. Teen reported that such communication improved their relationships with existing friends. More frequent communications were associated with perceived improvement. They spent online with close relationships did not reduce time spent with friends in face to face situations. 3. Adolescents who seek knowledge 12 students or a majority of informants interpret her or his curiosity about the world. They felt that what was done was a struggle to get success. The informant makes social media not only as entertainment but as a means to get information and knowledge so that they often do online discussion and share information with friends. Social reality experienced by adolescents in social media is marked with a selection of features on certain social media. Subjective interpretation arises because the interaction is done teenager with her friends .Berger and Luckman (Poloma, 2007: 299) reveals that society as a subjective reality which implies an objective reality interpreted subjectively by the individual. Subjective interpretation teens who are active in social media about him will vary depending on social interaction does. This is in accordance with the opinion of Littlejohn that "interpretation is an active process of creative thought and action in clarifying personal

experience" (Littlejohn and Foss, 2009: 58). Through interaction with others, people think and give meaning to modify or change the meaning of interpretation based on the situation at hand (Mulyana, 2007: 73). Formation meaning teenagers behave online in a production process in which these young people trying to understand something and pass it on to others based on experience as part of their daily lives in the social process. The teenagers have the hope for her ability to explore the potential and ability to excel, to overcome the problem of friendship, tenacious and have confidence. Socially teenagers who became an informant for this study make sense of themselves that are in confident mood feel has potential and feel appreciated. They never bullying and have never been in bully. Conclusion Internet technologies provide adolescents with an enormous array of communication tools for making social connection. Internet-based communications devices used teens include: Email, chat rooms, instant messaging tools, social networking sites. Evidence is overwhelming that adolescents use internet communication tools to support existing, offline relationships. Online communication serves to promote stronger ties by providing opportunities for frequent contact among friends without diminishing the frequency of offline contacts. Online communication extends the breadth of contact among existing friends and is perceived to increase relationship intimacy and closeness. The frequency with which teenage friends communicate with each other is consistent with the egocentric adolescent's sense of self centeredness. Adolescent who form online relationships perceive them as being close, in nature, although rarely do these relationships migrate to offline interactions. Connecting online strengthens relationships among existing friend, less clear is degree to which online-only relationships serve as a psychological safeguard for developing adolescents. Introverted teenagers used the internet less frequently and self disclose less online than do their extroverted counterparts. Extroverted teenagers who are better able to make friends face-to- face are also better able to make friends face to face are also better at making online connections. The results showed that teens' online behavior at the level of safe and good possibilities for informants this study were young so they already have a maturity of thought in an Internet-based socializing.

Therefore, researchers recommend that [a study of online](#) behavior on social media using the informant group of teenagers with a lower age. Bibliography Berger, Peter L dan Thomas Luckman.1990. [Tafsir Sosial Atas kenyataan , Risalah tentang Sosiologi Pengetahuan](#) , Jakarta . LP3ES [Creswell, John W. 2007. Qualitative Inquiry & Research Design, Choosing Among Approach. 2nd edition. California: Sage Publications](#) Kuswarno, Engkus. (2009). Fenomenologi, Metodologi Penelitian Komunikasi, Konsepsi, Pedoman, dan Contoh Penelitian. Fenomena Pengemis Kota Bandung. Bandung: Widya Padjadjaran. Liliweri, Alo. 2015. Komunikasi Antar Persona, Jakarta. Prenada media Littlejohn ,2009. Teori komunikasi, Jakarta. Salemba humanika Moleong, lexy J.1996 : Metodology penelitian kualitatif . edisi revisi Bandung Rosdakarya Mulyana, Deddy .2002: ilmu komunikasi suatu pengantar . Bandung Rosdakarya Mulyana, Deddy & Solatun. 2007. Metode Penelitian Komunikasi. Bandung: [15PT. Remaja Rosdakarya](#). ----- 2010. [Metodologi Penelitian Kualitatif, Paradigma Baru Ilmu Komunikasi dan Ilmu Sosial Lainnya](#). Bandung: PT. Remaja Rosdakarya Poloma . Margaret. 2007.Sosiologi Kontemporer. Jakarta,Radja Grafindo Persada Rakhmat, jalalluddin. 2005: teori-teori komunikasi . bandung remadjakarya Schutz, Alfred 1972. [1The Phenomenology of The Social World](#). Heinemann Educational Book. Illinois: [Northwestern University Press](#). Sobur ,Alex, 2003 : Psikologi Umum, Bandung : Pustaka setia Sukidin, Basrowi. 2002. Metode Penelitian Kualitatif. Surabaya: Insan Cendekia. Trenholm dan Jensen,Sarah,2000.Human Communication Theory,New Jersay,Prentice hall West& Turner; 2007. Introducing communication theory , analysis and application. 3 ed Boston .Mcgraw hill. Other sources: Cemalcilar. Zeynep at al.2005; cyber communication : [4A new opportunity for international students' adaptation?](#). Elsevier. [international journal of intercultural relations](#) [http:// Beritasatu.com](http://Beritasatu.com). 30 Maret 2015.

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