

THE INFLUENCE OF SCTV TEEN ROMANCE FTV CONTENT ON THE MORALS OF MADRASAH ALIYAH NURUL HIKMAH STUDENTS

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Abstract

Television is one of the most influential electronic media in delivering messages to society, particularly among adolescents. Teen romance television films (FTV) on SCTV have become one of the highest-rated programs among student viewers. This study aims to analyze the effect of viewing intensity and content of teen romance FTV on SCTV on the moral character (akhlak karimah) of students at Madrasah Aliyah Nurul Hikmah Cinta Manis Baru Palembang. A descriptive quantitative approach was employed using purposive sampling of 40 Grade X students from a total population of 143. Data were collected through Likert-scale questionnaires, interviews, and documentation. The theoretical framework includes Social Learning Theory (Bandura), Diffusion of Innovations Theory (Rogers), and the Hypodermic Needle Theory. Multiple regression analysis reveals that viewing intensity (X1) does not significantly affect students' akhlak karimah ($\text{sig.} = 0.592 > 0.05$), whereas FTV content (X2) has a significant but weak effect ($\text{sig.} = 0.042 < 0.05$). The R^2 value of 0.184 indicates that both independent variables explain 18.4% of the variance in students' moral character, with the remaining 81.6% attributed to other factors. The findings confirm that what students watch matters more than how long they watch in shaping adolescent moral character, underscoring the importance of parental and educational guidance in media consumption.

Keywords: *Adolescent Behavior; Akhlak Karimah; Mass Media; Social Learning Theory;; Television Film.*

1. INTRODUCTION

The development of communication technology has produced various increasingly sophisticated mass media, one of which is television. As an audio-visual medium, television is able to convey messages simultaneously through the senses of sight and hearing, making it one of the most effective media in influencing the attitudes and behaviors of audiences (Morissan, 2018). In Indonesia, television has transformed from a symbol of social status to a primary need of society. Based on a report by Tokopedia (2022), digital television sales doubled in the third quarter of 2022, reflecting the high penetration of television in Indonesian households.

Film Television (FTV) is a term popularized by the SCTV television station since 1995 in response to viewers' boredom over the serial soap opera. FTV comes with a single story format that ends in one episode with a theme that is close to people's daily lives (Wahyuni, 2020). Among the various FTV genres produced, the teen romance genre dominates the

viewing slot and achieves the highest rating among young viewers based on Nielsen Indonesia data (2022). This show presents a story of romance, moral dilemmas, and social dynamics of teenagers that are directly in contact with the phase of identity development of the students.

Adolescence is a critical phase in the formation of individual character and identity. In this period, adolescents are vulnerable to external influences, including mass media. Bandura (2017) through Social Learning Theory explains that individuals form new behaviors through the process of observation and imitation of the models they witness, both directly and through the media. In this context, the characters in FTV shows have the potential to become models that influence the way adolescents think, behave, and behave in real life.

Morality — as the core of character education in an Islamic perspective — includes three main dimensions: morality to Allah, morality to oneself, and morality to fellow human beings (Ilyas, 2021). In the environment of Madrasah Aliyah, fostering morality is one of the fundamental educational goals. However, in the midst of the rapid flow of media content, especially FTV shows that do not entirely contain educational content, there are concerns that the intensity of watching these shows can negatively affect students' morals.

Several previous studies have examined the influence of television media on adolescent behavior. Puspita and Wahyudin (2021) found that high exposure to television content correlates with changes in moral values in high school adolescents. Hidayat and Fauzi (2022) concluded that soap opera content has a significant effect on the social behavior of madrasah students in West Java. However, research that specifically examines the influence of FTV of adolescent romance genre on the morals of Madrasah Aliyah students in Palembang is still very limited.

The general purpose of this study is to analyze and describe the influence of Television Films (FTV) of the adolescent romance genre on SCTV on the formation of the morals of students of Madrasah Aliyah Nurul Hikmah Cinta Manis Baru Palembang in the perspective of Social Learning Theory. The specific objectives of this study are: (1) to map the pattern of intensity of viewing FTV shows of the adolescent romance genre FTV on SCTV among students; (2) to classify the content content of FTV shows that have the potential to affect adolescents' moral behavior; (3) to measure the level of students' morals on the three main dimensions before testing the influence of media variables; (4) to analyze the influence of the intensity of watching FTV shows of the adolescent romance genre on SCTV on students' morals; and (5) analyze the influence of FTV content of the adolescent romance genre on SCTV on the morals of students of Madrasah Aliyah Nurul Hikmah Cinta Manis Baru Palembang. The research hypothesis states that the intensity of viewing (H1) and the content of the show (H2) each have a significant effect on the morals of students.

This study is the first to specifically examine the influence of FTV in the adolescent romance genre — not serial soap operas or television programs in general — on the morals of karimah in its three dimensions (to Allah, oneself, and others) in the environment of

Madrasah Aliyah in Palembang City, South Sumatra. The integration between the study of mass communication and Islamic-based character education has not been widely explored in the national literature, especially for the Sumatra region.

This study develops the application of Bandura's Social Learning Theory (2017) in three ways. First, Bandura emphasizes that individuals shape behavior through the process of observation, but does not explicitly distinguish the impact of exposure duration from the impact of content quality. This study empirically proves that the quality of content (X2) is more influential than the quantity of viewing duration (X1) — an important development on the basic assumptions of the theory. Second, the findings of the study indicate that the effect of media observation can be moderated by factors of religiosity and formal religious education in the madrasah environment. This dimension of Islamic value-based moderation has not been developed in Bandura's original formulation, so this study makes a relevant theoretical contribution to the context of the Indonesian Muslim community. Third, this study empirically tests and revises the assumptions of the Hypodermic Needle Theory which views the effect of media as direct and uniform on all audiences. Instead, the findings of this study show that the media effect is selective and depends on the quality of the message — which is in line with the perspective of Rogers Innovation Diffusion (2021) on the importance of innovation characteristics in the process of value adoption by individuals.

2. RESEARCH METHODS

Design and Research Approach

This study uses a quantitative approach with an analytical descriptive method. The research paradigm used is positivism, which views that reality is objective and measurable through valid and reliable research instruments. The research design chosen is a survey research design with multiple regression analysis as the main analysis technique.

Location, Population, and Sample

The research was carried out at Madrasah Aliyah Nurul Hikmah Cinta Manis Baru, Palembang, South Sumatra, in January–August 2023. The research population was all students of Madrasah Aliyah Nurul Hikmah which amounted to 143 people. The sampling technique used was purposive sampling with the following criteria: (1) class X students who actively watched FTV shows on SCTV, and (2) had access to television sets at home. Based on these criteria, a sample of 40 students was obtained.

Variables and Instruments

This study involved three variables, namely: (X1) intensity of watching FTV shows, measured based on the average duration of viewing per week in units of minutes; (X2) the content of FTV shows in the adolescent romance genre, measured by a 10-item questionnaire on a five-point Likert scale that describes the frequency of exposure to certain moral scenes (grateful, honest, trustworthy, forgiving, helpful, respectful, socializing, respecting others);

and (Y) students' moral morals, measured by a 16-item questionnaire on the Likert scale which covers three dimensions: morality to Allah (5 items), morality to oneself (5 items), and morality to others (6 items).

The validity of the instrument was tested using Pearson's Product Moment correlation technique with the r-table value at a significance level of 5% for $n = 40$, i.e. $r = 0.312$. All items of the instrument were declared valid because the r-calculated value $>$ r-table. The reliability test using Cronbach's Alpha formula yielded a $\alpha >$ value of 0.60 for both variables, indicating a reliable instrument.

Data Analysis Techniques

Data were analyzed using multiple linear regression analysis (Ordinary Least Squares/OLS) with the help of SPSS software version 26. Prior to the regression analysis, a series of classical assumption tests were carried out including: (1) normality test using Probability Plot, (2) multicollinearity test using Variance Inflation Factor (VIF), and (3) heteroscedasticity test using scatterplot graphs. Hypothesis testing was carried out using a partial t-test with a significance level of $\alpha = 0.05$ and a simultaneous F-test to test the feasibility of the model.

3. RESULTS AND DISCUSSION

3.1 Respondent Profile

Of the 40 respondents studied, 22 (55%) were female and 18 (45%) were male. The age range of respondents was 15–17 years, with the dominant age being 16 years. The average duration of watching FTV per week ranged from 250–350 minutes (about 4–6 hours per week), indicating a fairly high level of exposure to FTV shows on SCTV.

Table 1 Respondent Profiles by Gender and Duration of Viewing

Remarks	Category	Frequency (n)	Percentage (%)
Gender	Women	22	55,0
	Male	18	45,0
Watch Duration/Week	< 250 minutes	6	15,0
	250–300 minutes	17	42,5
	> 300 minutes	17	42,5
Total	—	40	100,0

Source: Study primary data, 2023

3.2 Classical Assumption Test

The normality test through the Probability Plot of Residuals showed that the data points were scattered around a diagonal line, indicating that the data was normally distributed. The multicollinearity test yielded VIF values for $X_1 = 1.082$ and $X_2 = 1.082$ ($<$ 10), so there was no multicollinearity problem. The heteroscedasticity test via the scatterplot graph showed randomly scattered points without a specific pattern, confirming that the

model was free of heteroscedasticity. Thus, all classical assumptions were fulfilled and the regression model was declared feasible to use.

3.3 Multiple Regression Analysis Results

Table 2 presents the results of multiple regression analysis to test the influence of X1 (viewing intensity) and X2 (FTV viewing content) on Y (students' moral morals).

Table 2 Multiple Regression Analysis Results

Variabel	B	Std. Error	t-count	Say.
Konstanta	28,741	8,312	3,457	0,001
Watch Intensity (x1)	0,041	0,076	0,539	0,592
FTV Broadcast Content (X2)	0,312	0,148	2,111	0,042*

$R = 0.429$ | $R^2 = 0.184$ | $F = 4.201$ | $Sig. F = 0.023$ | * Significant at $p < 0.05$. Source: SPSS Output, 2023

3.4 The Effect of Viewing Intensity (X1) on Karimah Morals (Y)

Based on the results of the t-test in Table 2, the significance value for the X1 variable (viewing intensity) was 0.592, which is greater than $\alpha = 0.05$. Thus, H1 was rejected: the intensity of watching FTV shows of the adolescent romance genre did not have a significant effect on students' moral morals. This finding is in line with McQuail (2020) who asserts that the media effect does not solely depend on the duration of exposure, but is strongly influenced by the quality of the content and the individual's cognitive processes in interpreting media messages.

Research by Febriani and Khairani (2022) also supports this finding, where the length of television viewing has not been proven to directly change adolescents' moral values without being accompanied by active cognitive involvement. This indicates that adolescents who watch FTV for a long duration but with critical thinking do not necessarily experience a moral shift. On the contrary, internal factors such as religiosity, parenting, and religious education in madrasas have been proven to be stronger moderators in shaping students' morals (Syarbini & Jamhari, 2020).

3.5 The Influence of FTV (X2) Broadcast Content on Karimah Morals (Y)

The variable X2 (FTV viewing content) showed a significance value of 0.042, which is smaller than $\alpha = 0.05$, with a coefficient of $B = 0.312$. This means that H2 is accepted: the content of FTV shows in the adolescent romance genre has a significant effect on students' morals, even though this influence is relatively weak. Every increase in one unit of FTV content exposure score contributes to an increase of 0.312 units of students' moral scores.

These findings are consistent with Bandura's (2017) Social Learning Theory, which states that individuals form new behaviors through observation of models. Scenes in FTV that display gratitude, honesty, helpfulness, and mutual respect have the potential to become moral models for adolescents who watch them. Kusumaningrat and Kusumaningrat (2019)

also state that mass media that consistently display prosocial values can facilitate the internalization of these values in younger audiences.

The value of $R^2 = 0.184$ shows that X1 and X2 together were only able to explain 18.4% of the variance in students' morals. This implies that 81.6% of the variance in morality was determined by other factors that were not studied in this study, such as the quality of parental care, peer environment, formal religious education, and the level of individual religiosity. These findings are relevant to the study by Ilyas and Mukhtar (2021) who found that Islamic-based character education in the madrasah environment is the strongest predictor of adolescent morality.

4. CONCLUSION

This study produced two main conclusions. First, the intensity of watching FTV shows of the adolescent romance genre on SCTV did not have a significant effect on the morals of students of Madrasah Aliyah Nurul Hikmah Cinta Manis Baru Palembang (sig. = 0.592 > 0.05). Second, the content of FTV shows in the adolescent romance genre on SCTV had a significant but weak effect on the morals of students (sig. = 0.042 < 0.05; B = 0.312). Thus, what is watched determines the moral character formation of adolescents more than how long they watch.

The theoretical implications of this study suggest that Bandura's Social Learning Theory needs to be expanded by considering the dimensions of content quality (not just the duration of exposure) and religiosity moderation factors in the context of Indonesian Muslims. This finding also empirically revises the assumptions of the Hypodermic Needle Theory which states that the effect of the media is direct and uniform.

Based on the findings of this study, the following suggestions were submitted. First, for parents: it is recommended to accompany children's television viewing activities and conduct reflective discussions on the content they watch, especially FTV shows in the adolescent romance genre, in order to build critical power and moral filters based on Islamic values. Second, for educators and madrasah institutions: it is recommended to integrate media literacy programs based on Islamic values in the moral development curriculum, so that students are able to filter media content selectively and responsibly. Third, for future researchers: it is recommended to use longitudinal design by involving moderator variables such as the level of religiosity, quality of parenting, and peer influence to get a more comprehensive picture of the determinants of adolescent moral character in the digital media era. Fourth, for the Indonesian Broadcasting Commission (KPI): it is recommended to strengthen the regulation of moral content standards on FTV shows in the adolescent romance genre considering the high consumption of these shows among students.

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