

# Quantum learning model based on differentiated learning in classical guidance service to improve understanding of social media ethics in students

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## ABSTRACT

This research aims to compile a concept of a differentiated learning-based quantum learning model in classical guidance service to improve understanding of social media ethics. Social media use is now at an alarming threshold when looking at the consequences it has. This problem arises from social media, which often grabs public attention and even becomes a national issue and a hot discussion among all people in Indonesia. So, guidance and counseling services, especially classical guidance services with a differentiated learning-based quantum learning model, are expected to increase students' understanding and prevent negative impacts due to social media. The data collection technique used by researchers is a documentation technique in which researchers trace material about the variables raised in the form of notes, articles, journals, proceedings and other research results. The data analysis technique used in this study is content analysis. This technique is used to learn the nature of objects by describing books, texts, essays, articles and all types of discourse that can be analyzed (reduction process, presentation, and conclusion). The implementation of quantum learning based on differentiated learning in classical guidance service to increase the understanding of social media ethics in students is carried out through 6 stages Among them are: 1) enroll; 2) experience; 3) label; 4) demonstrate; 5) review; and 6) celebrate. This research is expected to be a recommendation for guidance teachers to carry out guidance and counseling services, especially classical guidance services and group guidance.

## 1. Introduction

Communication and media are essential components in the dissemination and distribution of information. People today can spend time accessing social media, listening to music, reading news, magazines, and books using electronic media. By looking at the surrounding circumstances, it becomes clear that everyone can spend their time doing activities using different types of online media. The development of information technology causes the spread of data to develop rapidly. In the era of digital communication, in terms of ease of use of digital communication and feelings of usefulness, as well as attitudes towards the use of digital communication, will have an impact on the intention to use the communication information system and student satisfaction (Al-Rahmi et al., 2020). The current era of assignments with digital allows teachers to communicate with students in terms of consultation (Santos et al., 2019).

Almost 90 percent of Indonesia's 143 million internet users use social media (Hermawansyah, 2022). Social media is an app that allows people to create, share, debate, and participate in various social interactions (Fitriani, 2021). With the growing number of social media users, a presence on social media websites is used for multiple purposes, such as communication, publication, promotion, politics, and education. The use of social media in learning and delivering

content and student and educator involvement is urgent in the digital era despite the differences in the use of social media for students and educators (Mardiana, 2016). The use of social media in the digital era is because social media has a significant influence on today's life, especially learning (Prayitno et al., 2021).

The use of social media is an educational challenge (Ulum et al., 2021). The public is very interested in this social media. Social media can provide information, commentary, and feedback in an open and unlimited manner (Mulyono, 2021). Social media is becoming essential in everyday life, especially for teenagers. The development of social media platforms such as Facebook, Instagram, Twitter, TikTok, and others makes its users seem as if they aren't hindered by time or place. Even social media users can quickly create contacts and networks. There isn't doubt that the increasing use of social media among teenagers has both good and bad consequences. The negative impact is the emergence of deviant behavior in social and academic media, although the positive effect is as an educational medium, a media for preaching, an educational media, and a communication media (Ali et al., 2021; Dahliana et al., 2022; El Fatih et al., 2023; Arbarini et al., 2022).

Social media is beneficial for teenagers. After all, it helps them expand their network of friends because it allows people to make friends with people worldwide. Because they interact and receive feedback from each other online, friends they meet on social media can also be a motivation to learn and develop themselves. Social media makes people more friendly, caring, and empathetic, but it can also hurt users who can't control them. Social media makes teenagers too lazy to study because they are too engrossed in it, often interfering with their focus. They become too lazy to communicate directly, and their language understanding is impaired. Social networking sites will make people selfish if they communicate too much online. They are unaware of their surroundings because they spend too much time on the internet (Mulyono, 2021).

Although social media is very accessible and unrestricted, people should behave ethically when using it. Social media provides freedom to interact and communicate, which makes it an ethical phenomenon (Wijayanti et al., 2022). Social media allows users to search for or add friends, share information, express feelings or ideas, and express feelings and emotions in pictures, words, and photos. Not infrequently, users make speech that offends, hurts indirectly, and bullies because of this discretion. This is the ethical crisis of social media (Astajaya, 2020). For students, social media expands social interaction and an unlimited field (Latifah et al., 2022). The function of social media itself impacts students and school counselors to actively participate, interact, and discuss (Putri et al., 2022).

When looking at the impact it has caused, social media use is currently approaching an alarming threshold. This problem arises from social media, which often grabs public attention, and it has even become a national problem and a hot topic in Indonesian society (Setiawan et al., 2022). Based on the research found, the students use social media extensively. They know the risks and have a greater sense of safety in closed groups. Many students are exposed to potentially inappropriate content online on social media (Kanny & Jhonson, 2016). This gap is a problem related to social media that continues to emerge due to confusion in finding solutions, which impacts people's behavior, especially teenagers and students.

For an educator responsible for the problems that arise among students, looking at this problem will be a great responsibility. Teachers, especially guidance and counseling teachers, must help their students avoid the negative impacts of social media. Guidance and counseling teachers can provide perfective services to prevent students from understanding and controlling social media and designate ethics. One of the services that guidance and counseling teachers can provide is a classical service that uses quantum learning methods based on differentiated learning.

Differentiated learning is a method that familiarizes the learning process to increase student interest in learning and, ultimately, improve overall student learning outcomes (Hafizhah et al., 2022). In teaching and learning, students learn the subject matter based on their abilities, what they like, and their needs so they don't feel pressured or fail (Wahyuningsari et al., 2022). By applying classical services with quantum learning models, students are expected to learn about ethics through quantum-based learning. Based on the research, the quantum learning model can increase motivation to learn and increase retention, particularly in skill-based programs and courses for nursing students (Khozaei et al., 2022). In the model quantum learning, there are six stages to implement: 1) enroll;

2) experience; 3) label; 4) demonstrate; 5) review; and 6) celebrate (Zeybek, 2017). Research that integrates differentiation and quantum learning in guidance and counseling services, especially classical guidance, has never existed. So, this study examines the relationship between integrating differentiation learning models and quantum learning in classical guidance by school counselors.

## 2. Method

The type of research used is a literature review. This data was collected from 2014 to 2024. This study also uses data and information collection techniques with the help of various additional tools, such as books, articles, notes, and several journals related to the variables discussed. Researchers use the documentation method to collect data, examining materials about variables, such as notes, articles, journals, proceedings, and other research results. Here, this method is used to study the nature of objects indirectly by describing books, texts, essays, articles, and all types of discourse that can be analyzed — data analysis with qualitative description from the reduction process, presentation, and conclusion.

## 3. Results and Discussion

### 3.1. Social media ethics

Social media is a means used to get information, socialize, and as a place to show self-actualization (Ufah, 2020). Social media is a medium on the internet that allows users to present themselves, interact, cooperate, share, communicate with other users, and form a virtual social bond (Fitriani, 2021). A person can connect with everyone through social media and isn't limited by space and time. Social media is more interactive than other media, such as radio and television (Sukrillah, 2017). Social media has the following characteristics: 1) social media is open where all users are possible to be able to create an account; 2) the availability of features such as profile menus where users can present or display information about users; 3) social media has features for users to interact with other users, such as likes, comments, and sharing; 4) social media has the characteristics of user-generated content, with features for users to create and disseminate content; and 5) social media has a timestamp on each post to know when the user made a post (Fitriani, 2021).

The benefits of social media for its users are numerous (Widiastuti, 2018). First, social media serves as a powerful tool for digital communication, enabling users to connect with anyone, anywhere, at any time via an internet connection. Second, it acts as a valuable medium for learning and self-development, with the abundance of online information facilitating personal growth. Third, social media provides entertainment, with diverse content available on various platforms that people enjoy in their daily routines. Fourth, it opens job opportunities, as individuals increasingly use social media to find work, whether as content creators, article writers, or online sellers. Lastly, social media has become a key marketing medium, with its wide reach allowing organizations to boost sales and drive digital marketing efforts.

The existence of social media certainly has an impact on its users, both positive and negative. The positive effects of social media, especially for teenagers, include the fact that users can expand their network of friends because social media is critical, and users can easily make friends wherever they are. They are also motivated to learn to develop themselves through friends they meet online, as they interact and receive feedback from each other. The existence of social networks makes them more friendly, caring and empathetic. The negative impact caused by them will usually be more lazy to study because they are too busy with social media and their concentration will usually be disturbed, they also become lazy to learn to communicate in the real world. The level of language comprehension becomes impaired. Social networks will make children and adolescents more self-centered. They become unaware of their surroundings due to the long time spent using the internet (Mulyono, 2021).

There aren't spelling and grammar rules for teenagers in social network cytibus. This makes it increasingly difficult for them to distinguish between communicating on social networking sites and in the real world. Social media is one of the vast fields in which individuals can commit crimes. Teenagers don't necessarily know whether someone new to cyberspace uses a valid identity. The increasing prevalence of fraud, defamation, kidnapping crimes, online gambling and other crimes are

very rife through social media. This is the need for education given to adolescents, the need to be wise in social media and end ethics so as not to fall into negative things.

The flow of communication on social media doesn't escape the importance of upholding communication ethics. The freedom given by social media isn't unlimited, but it still needs to pay attention to human values, norms, and rules like interacting in the real world. This ethic isn't just a written speech; this is so that communication can create harm and mutual respect among fellow social media users. Communication ethics are closely related to using polite language, not suggesting and arousing negative emotions, avoiding SARA, and being careful when spreading unusual photos.

Several guidelines should be considered in social media ethics to avoid negative outcomes. These include refraining from offending others, rereading messages before sending, choosing appropriate timing, using polite and positive language, greeting others initially, expressing gratitude, introducing oneself, avoiding instructive tones, being truthful, greeting respectfully, asking permission with polite words, using courteous language for requests, and maintaining emotional control. Following these ethical practices helps foster a respectful and positive environment in online interactions (Wijayanti et al., 2022). Based on this, every social media user must pay attention to some ethics when using social media. This is done so that each user doesn't spread the negative impact of social media itself.

### 3.2. Quantum learning models

Quantum learning is a learning method that familiarizes the learning process with fun to increase student interest in learning, and ultimately, students can improve overall learning outcomes (Hafizhah et al., 2022). Quantum learning is a tip, hint, strategy, and the whole learning process that can sharpen understanding and memory and make learning an experiment (Purwanto, 2019). The quantum learning model is a combination of various kinds of interactions that take place during the learning process. This quantum learning model can summarize existing learning items and turn them into concepts that benefit oneself and others (Akihary & Apituley, 2022). The main basic principles of this quantum learning model are: "Bring Their World (Students) to Our World (Teachers), and Bring Our World (Teachers) to Their World (Students)" (Windarti & Madiun, 2020). Therefore, in this way, the teacher will quickly teach the student by leading, assisting, and facilitating the student towards broader awareness and knowledge. Students and teachers will gain a new understanding if this can be implemented.

Quantum learning, which is recommended for all ages and accommodates various learning styles, is based on five foundational principles (Zeybek, 2017). First, the classroom environment—including body language, lesson design, teacher notes, and all elements within the learning space—plays a crucial role. An ideal learning environment has appropriate lighting, purpose-chosen colors, positive affirmation posters, plants, props, and music. Second, every effort is made for students to achieve because lessons are crafted with care. Third, the brain excels with complex stimuli, making learning more effective when connected to experiences outside the classroom. Fourth, although learning involves risks, creating a fun atmosphere makes it more comfortable; students feel safe and develop advanced skills. Finally, if something is worth learning, it is worth celebrating, as constructive feedback fosters positive emotional associations with learning.

Based on the results of the explanation above, it is clear that quantum learning is learning made with a pleasant learning environment. Quantum learning can be implemented as a guidance and counseling service in classical and group guidance. By using this quantum learning model, students will feel comfortable to get new knowledge.

### 3.3. Differentiated learning

Differentiated learning is a strategy teachers use to meet the needs of each student. The process of this learning is that students learn the material of a subject based on their abilities, what they like, and their needs so that they don't feel pressured and fail in every learning process (Wahyuningsari et al., 2022). This differentiated learning is a significant way of thinking about a teaching process in the 21st century (Naibaho, 2023). Differentiated learning precipitates the concept that each individual has different interests, potentials and talents. For that, the role of the teacher must be able to coordinate and collaborate these differences with the right learning strategy (Faiz et al., 2022). This learning process needs to be supported by adequate facilities and infrastructure, and teachers' approaches, models, and learning methods must be able to meet the needs of each student.

Educators are here as facilitators to achieve educational goals. Educators need to have the ability to design learning to be able to design and implement learning based on the character of students.

This differentiated learning aligns with the philosophy of Ki Hajar Dewantara, where education guides all the natural forces children possess to achieve the highest safety and happiness, both as humans and as members of society (Tarigan et al., 2022). Therefore, teachers as educators can only guide the growth and development of the natural strength that exists in students to improve their practice and grow the strength of student nature.

#### **3.4. Implementation of quantum learning based on differentiated learning**

This differentiated learning-based quantum learning model is implemented in guidance and counseling services. This model's strategy is implemented through classical guidance. Implementing this service considers several aspects of differentiated learning, including content, processes, products, and learning environments (Haniya and Roberts-Lieb, 2017). Content differentiation includes various social media ethics materials in different types of social media, including WhatsApp, Instagram, TikTok, Twitter, and YouTube. Differentiating processes include implementing classical tutoring activities where learners can choose the desired group according to predetermined content. Product differentiation is a learning result where students are given freedom according to their ability to express their learning results, such as making posters, articles, or educational videos. As for differentiating the learning environment, students are given the freedom to carry out learning activities in the classroom with the agreement that the learning environment remains orderly and doesn't interfere with each other. The media used in this service is Kahoot., video, and PowerPoint, which includes some of the material delivered.

All of these recommendations from the differentiation learning approach can be applied to students' learning styles (Kholidah et al., 2024) by school counselors to develop skill counselors (Mardati et al., 2024). The implementation of quantum learning is carried out through 6 stages following its techniques. The following is an explanation of the six stages by Zeybek (2017).

In the first stage, called enroll, the guidance and counseling teacher initiates the activity by administering a true or false quiz on Kahoot to assess students' initial understanding of social media ethics. After completing the quiz, the teacher opens a discussion, asking students to share their knowledge and personal perspectives on social media ethics. This initial dialogue allows students to voice their views on their online behavior and encourages self-reflection, setting a foundation for the lesson.

During the experience stage, the teacher introduces different social media platforms, such as WhatsApp, Instagram, TikTok, Twitter, and YouTube, which are each assigned to small learning groups. Students are free to choose the platform they want to explore further, allowing for personalized engagement. After selecting a platform, students investigate various interactions and ethical considerations specific to that social media, helping them analyze and understand the platform's unique ethical context.

In the third stage, Label, the teacher leads a reflective session where students revisit their initial ideas alongside the new insights they gathered through group discussions. This stage involves students sharing what they have learned from their social media explorations and discussing their understanding within the group. The teacher then clarifies key concepts, reinforcing students' understanding of social media ethics and providing a structured framework that aligns their discoveries with established ethical guidelines.

During the demonstration stage, students present the results of their group discussions and findings to their peers. This activity invites students to share their insights on social media ethics and integrate these findings with their broader understanding of ethical online behavior. Presenting their ideas helps them solidify their knowledge and articulate how ethical considerations apply across different platforms, enhancing their critical thinking.

In the review stage, the teacher allows students to summarize the key points covered and reflect on their understanding of social media ethics. To deepen and reinforce their comprehension, students are encouraged to create a tangible product—such as a poster, article, or educational video—that communicates their insights on social media ethics. This activity not only solidifies their

understanding but also promotes creativity and engagement, as students express their knowledge in unique ways.

Finally, in the celebration stage, the teacher expresses appreciation for the student's active participation throughout the learning activities. The teacher provides positive reinforcement and may reward the students, acknowledging their efforts and encouraging them to apply what they have learned. This celebration motivates students to carry their understanding of social media ethics into their daily lives, fostering long-term ethical behavior online.

Guidelines for developing a quantum learning model can be tailored to guidance and counseling needs. The need for guidance and counseling can arise from quantum learning emphasizing active and interactive learning experiences, where students don't only receive information passively but are involved in a more profound learning process (Vindy and Hastuti, 2024). In the context of guidance and counseling, quantum learning can help students better understand and internalize guidance messages, making them more effective in overcoming their problems.

This design also allows for information to emerge for students on how to use social media wisely because it raises motivation and critical thinking (Akihary & Apituley, 2022). With the guidance provided through quantum learning-based guidance and counseling services, it is hoped that students can understand the ethics of interacting in cyberspace. The development of ethical values and critical reflective practices of social media use is one of the urgencies (Boddy & Dominelli, 2017), as well as the role of guidance and counseling. This knowledge is crucial to prevent problems such as cyberbullying, misuse of personal data, and the spread of hoaxes that can hurt students' social and psychological lives.

To implement classical guidance services using the differentiated quantum learning method, guidance and counseling teachers must master various approaches tailored to the student's character. This method requires teachers not only to focus on one approach but also to be able to adapt the material and delivery of services according to the needs of individuals and groups of students (Corey, 2023). This differentiation ensures that each student receives services appropriate to their learning style, needs, and conditions, maximizing the results of guidance services.

Guidance and counseling teachers must understand students' character in depth before implementing services with the quantum learning method. This understanding includes behavioral tendencies, communication methods, and students' abilities to respond to various stimuli in the learning process (Sobral, 2021). With this understanding, teachers can adjust the service strategies implemented to be more relevant and on target so that students can benefit from the services provided.

Guidance and counseling service strategies need to be adjusted to the genetic, gender, and religious aspects of students, which are part of a holistic approach to services (Jamal et al., 2020). By considering these aspects, services can be adjusted to be more relevant to students' needs and backgrounds, both cognitively, effectively, and spiritually. Using strategies based on genetic, gender, and religious aspects will help teachers create an inclusive learning environment where each student feels valued and supported according to their characteristics (Saputra et al., 2020).

The media used in guidance services needs to be adjusted to the conditions of the learning environment in the classroom to support the smooth running of activities and the emergence of professionalism of school counselors (Supriyanto et al., 2020). Using appropriate media, whether in the form of visuals, audio, or technology, can help students be more focused and motivated to participate in services. In the context of quantum learning, varied media can stimulate students' interest and attention so that they participate more actively. By paying attention to the suitability of the media to the classroom environment, potential obstacles in implementing services can be minimized, making guidance and counseling services more effective and memorable (Norazman et al., 2019).

Hopefully, this research can reference a unique learning-based quantum learning model for guidance and counseling. In addition, the study is expected to help inform students about what they should do on social media and prevent their problems. Teachers must first understand students' character in the field to carry out classical guidance services with the quantum learning method based

on differentiated learning, guidance and counseling. This is done to consider effective service strategies and AGA based on the abilities and conditions of students. The media used in the service also needs to be considered about the conditions of the learning environment in the classroom so that there aren't significant obstacles during service activities.

#### 4. Conclusion

Based on the study results, it can be concluded that quantum learning is a fun learning model that can increase student interest in learning, and, in the end, students can improve overall learning outcomes. Differentiation-based learning is carried out so that learning and material delivery can adjust to students' circumstances according to their abilities. The implementation of quantum learning based on differentiated learning to increase the understanding of social media ethics in students is carried out through 6 stages, including 1) enroll; 2) experience; 3) label; 4) demonstrate; 5) review; and 6) celebrate. This research is expected to be a recommendation for guidance teachers to carry out guidance and counseling services, especially classical guidance services and group guidance. This research is still at the literature review stage, so further research is recommended to conduct an experimental study to determine the effectiveness of services, especially in increasing students' understanding of social media ethics.

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