



The Meaning of Early Adolescent Existence on Social Media through the Use of Second Accounts as a Reinforcement of Socio-Cultural Change Material in Social Studies Learning

Rifqi Al Amin^{1*}, Ali imron², Sugiantoro³, Asnimawati⁴

Corresponding Author's e-mail : rifqi.22048@mlhs.unesa.ac.id

Article History

Manuscript submitted:
14 April 2026
Manuscript revised:
19 Mei 2026
Accepted for publication:
19 Juni 2026

Abstract

This study aims to analyze the meaning of early adolescents' existence through the use of a second Instagram account and examine its relevance in Social Studies learning, focusing on socio-cultural change. This study employed a qualitative approach with a phenomenological design, conducted at SMP Negeri 2 Taman, Sidoarjo Regency. Informants consisted of 15 students aged 14-15 selected using a purposive sampling technique. Data were collected through in-depth interviews, observation, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldana. The results indicate that the second account is interpreted as a digital social space for self-expression, maintaining privacy, achieving psychological comfort, and building self-identity. The primary account functions as a front stage, displaying a self-image according to social needs, while the second account functions as a back stage, allowing for more authentic expression. Driving factors for use include the need for privacy, fear of social judgment, and content restrictions. Impacts include increased comfort in expressing oneself and the risk of overthinking and misunderstanding. In conclusion, the use of a second account reflects adolescents' digital identity management and represents a form of socio-cultural change in the digital era that is relevant as a resource for contextual learning in Social Studies.

Keywords

Second Account;
Social Media;
Adolescence;
Dramaturgy;
Self-Existence;

Copyright © 2025, The Author(s).

This is an open access article under the BY-NC-ND license



Contents

Abstract	615
Introduction	616
Methods.....	618
Results and Discussions.....	618
Conclusion.....	624
Reference	625

¹ Surabaya State University, Surabaya, Indonesia

² Surabaya State University, Surabaya, Indonesia

³ Surabaya State University, Surabaya, Indonesia

⁴ Surabaya State University, Surabaya, Indonesia



Introduction

Internet use worldwide continues to experience rapid growth. By 2025, the number of global internet users is projected to reach approximately 5.56 billion people out of a total world population of 8.2 billion. In Indonesia, the number of internet users is estimated to reach approximately 221 million people, equivalent to 79.5% of the total national population, making Indonesia one of the countries with the largest number of internet users in the world (komdigi.go.id, 2025). The existence of the internet has not only expanded access to information but also brought about fundamental changes in human communication patterns by forming a digital space that has evolved into a new cultural space for its users (Efendi et al., 2024).

The development of digital technology has also driven the development of social media as a means of communication and social interaction. Social media is used to meet the need for long-distance communication while facilitating interaction between users (Tiara, 2021). According to Van Dijk, social media is a digital platform that emphasizes the presence of its users through published activities, thereby fostering social relationships between users (Shinta & Putri, 2022). As social media evolves, it is no longer simply a communication tool but also a social space for building and displaying self-identity (Zai, 2024).

Social media is currently a driving force behind social change in society. The ease of access it offers makes it increasingly difficult to separate social media from everyday life, influencing how people communicate, expand their social networks, and shape their behavioral patterns (Harianja, 2024). This is particularly evident among adolescents who have grown up alongside the development of digital technology (Yorman, 2025).

Adolescents use social media not only to communicate but also to gain social recognition, build their self-image, and demonstrate their existence to others (Rehman, 2025). Through their profiles and the various posts they share, adolescents construct a social identity that then elicits responses and assessments from those around them (Imron et al., 2024). However, social media use also encourages social comparison, which can influence how adolescents perceive (Mann & Blumberg, 2022).

One of the social media platforms widely used by teenagers is Instagram. This platform allows users to share photos, videos, and daily activities through various available features (Efendi et al., 2024). Instagram's popularity is inextricably linked to its ability to provide users with a space for creative self-expression and build social connections in the digital space (Sawaki, 2025). This makes Instagram a popular platform for teenagers to express themselves (Tanjaya, 2022).

An interesting phenomenon in Instagram usage is the emergence of multiple accounts. This phenomenon is known as a second account, which is an additional account created in addition to the primary account for a specific purpose (Ulfa Erfendy, 2025). These accounts generally use a different identity from the primary account, have fewer followers, and are more private (Salma, 2024).

Primary accounts are typically used by teenagers as a means of personal branding, projecting a self-image that aligns with social norms and expectations (Lia Yunikawati et al., 2024). Conversely, a second account is used to showcase a different side of oneself than that shown on the primary

account. Through this account, account holders tend to express their identity more honestly and in accordance with their real-life circumstances to a specific audience (Shinta & Putri, 2022). The use of a second account also demonstrates adolescents' efforts to balance the need for social acceptance with the need for more free self-expression (Saidah & Trianutami, 2023).

Adolescent identity formation on social media is not only related to visual appearance but also encompasses values, lifestyle, emotions, and social relationships (Paramitha & Harkandi Kencana, 2025). A second account is often used as a safe space to express emotions that are difficult to display on public accounts because the audience is more limited and perceived as safer (Ahwan, 2025). However, the use of a second account can also influence adolescents' identity formation process, as their understanding of themselves is influenced by how they present and separate their digital selves (Wattimena, 2022).

In addition to providing a space for freedom of expression, the use of a second account can also have various social and psychological impacts. The habit of comparing oneself to other users perceived as more ideal can trigger feelings of self-dissatisfaction, stress, and even (Udinus, 2024). The more private and anonymous nature of accounts also has the potential to lead to negative behaviors such as cyberbullying (Nauvan et al., 2024). Survey results indicate that approximately 45% of adolescents have experienced cyberbullying (Zahra et al., 2026).

The phenomenon of second-person accounts can be explained through Erving Goffman's dramaturgical theory. This perspective views social interaction as a performance consisting of a front stage and a back stage (Zulfaramadhan, 2023). The front stage represents the identity presented to the public, while the back stage provides a space for individuals to showcase a more personal side of themselves, hidden from the wider public (Bilqis, 2024). In the context of social media, the primary account can be understood as the front stage, while the second account functions as the back stage.

The phenomenon of second-person accounts is also relevant to social studies learning, particularly in the area of sociocultural change. Social studies aims to develop social awareness and critical thinking skills regarding various phenomena occurring in society (Adawiyah, 2024). Social phenomena emerging on social media can serve as concrete examples of sociocultural change that are relevant to students' lives (Sahira, 2021). Utilizing the second-person account phenomenon in social studies learning can help students understand the impact of technological developments on social interaction patterns and identity formation in the digital age (Winstone et al., 2021).

Previous research has shown that second accounts serve as a space for users to express emotions, hidden identities, and personal interests without social pressure (Dwirakhmawati & Wiryany, 2025). Other research suggests that adolescents use second accounts as a means of more honest and spontaneous self-expression, free from the social supervision of family and school (Lisa & Irma, 2025). Furthermore, the use of second accounts is also associated with efforts to maintain privacy and avoid digital social pressure (Dewi et al., 2021). This study aims to analyze the meaning of adolescents' existence on social media through the use of second accounts on Instagram and analyze the use of this phenomenon to strengthen the material on sociocultural change in social studies learning.

Methods

This study used a qualitative approach with a phenomenological design to understand the meaning of adolescents' experiences using a second Instagram account (Creswell, 2013). This study employed dramaturgical theory, which explains that individuals display different identities on the front stage and back stage of social life. This theory was used to analyze how adolescents interpret their existence through the use of their primary and secondary accounts. The study was conducted at SMP Negeri 2 Taman, with informants selected using a purposive technique based on specific criteria aligned with the research objectives (Sugiyono, 2017). Informants were students who actively used Instagram, had a second account, and were willing to participate. The number of informants was determined based on the principle of data saturation until no significant new information was discovered (Sugianto et al., 2025).

Data were collected through observation, in-depth interviews, and documentation. Interviews were used to explore experiences, motivations, and the meaning of using a second account from the informants' perspectives (Creswell, 2013). Documentation in the form of screenshots and field notes served as supporting data. Data analysis used an interactive model that included data condensation, data presentation, and conclusion drawing (Miles, Huberman, & Saldana, 2014). Data validity was tested through source triangulation and technique triangulation by comparing the results of interviews, observations, and documentation (Sugiyono, 2017).

Results and Discussions

This research was conducted at SMP Negeri 2 Taman, Sidoarjo Regency, located at Jalan Sawunggaling No. 4, Jemundo, Taman District. The research subjects consisted of 15 adolescents aged 14-15 years who were eighth-grade students of SMP Negeri 2 Taman. All informants were active Instagram users and had more than one account (a first account and a second account). The majority of informants started using Instagram from elementary school to the beginning of junior high school.

Table 1. Identity of Research Informants

No.	Informant	Age	Information
1.	S.R.B.A.	14 years old	Female students
2.	R.D.P.	14 years old	Male students
3.	Z.P.N.	14 years old	Female students
4.	E.S.W.	14 years old	Male students
5.	A.F.M.	14 years old	Female students
6.	A.Z.S.A.	14 years old	Female students
7.	N.K.	14 years old	Female students
8.	R.N.A.Z.	15 years old	Female students
9.	R.W.	15 years old	Male students
10.	S.V.R.	14 years old	Male students
11.	Z.S.B.	14 years old	Male students
12.	N.Z.P.	14 years old	Female students

13.	A.A.A.	14 years old	Male students
14.	A.A.A.A.	14 years old	Male students
15.	R.M.	14 years old	Male students

Based on the interview results, the creation of a second account is motivated by various reasons, such as the need for privacy, the desire for greater freedom of expression, separating friendship groups, storing personal documentation, and even as a backup account if the main account experiences problems.

1. Results

a. The Meaning of Early Adolescents' Existence Through the Use of a Second Account on Instagram

The results of this study indicate that a second account is no longer simply an additional account, but has evolved into a digital social space used by adolescents to express themselves, maintain privacy, gain psychological comfort, demonstrate their existence, and build a social identity. Based on observations, there are differences in characteristics between the first and second accounts. The primary account tends to be used for more formal posts and maintaining self-image, while the second account is more often used to share daily activities, emotional outpourings, humor, and spontaneous content.

Most informants feel more comfortable using a second account because it provides a sense of security from social judgment. They feel they can be themselves because their posts are only accessible to certain people. However, some informants also believe that the second account has little impact on their social life or how they express themselves. These findings suggest that the meaning of using a second account is influenced by social needs, personal experiences, intensity of social media use, and individual characteristics.

b. Second Account as a Space for Self-Expression

Based on interviews, most informants viewed second accounts as a freer space for self-expression than primary accounts. Secondary accounts provide a place for teenagers to share daily stories, feelings, opinions, and various things considered too personal to post on their primary accounts. S.R.B.A. explained that she feels more comfortable using a second account because it is only followed by certain people. She stated, "The second account is more comfortable because only certain people can see it, so it's more free and there's no fear of judgment" (S.R.B.A.). This statement indicates that second accounts are seen as a safer space to express oneself without significant social pressure.

Similar findings were shared by Z.P.N., who stated, "On my second account, I feel more confident expressing my feelings, opinions, random jokes, complaints, or sides of myself that I don't show on my primary account" (Z.P.N.). Furthermore, A.Z.S.A. stated that she felt more confident expressing her feelings and daily life stories through her second account, such as "expressing herself when she's sad, tired, or happy" (A.Z.S.A.). This suggests that her second account serves more than just a communication medium but also an emotional space for teenagers. However, not all informants felt the same way. R.M. considered her second account merely a backup account and stated, "It's the

same on all accounts, but I think it's just a precaution in case I lose my account." (R.M.) This finding suggests that the meaning of a second account can vary from individual to individual, depending on their needs and social media usage habits.

c. Second Account as a Means of Demonstrating Existence

Besides serving as a space for self-expression, a second account is also used as a means of demonstrating one's presence in the digital social environment. This presence is manifested through uploading stories, photos, videos, and various daily activities to a more limited group of friends. S.R.B.A. explained that she "sometimes posts stories to capture moments" (S.R.B.A.). These activities demonstrate that social media posts are one way for teenagers to demonstrate their presence in the digital social environment. Similarly, R.D.P. stated that "the second account is more relaxed, only featuring specific people, and the posts are more free-form" (R.D.P.), indicating that their presence is not always directed at the general public, but also at groups considered close.

Furthermore, N.K. explained that she has several accounts with different functions, including "one for pictures, one for assignments, one for cosplay, and one for personal life" (N.K.). These findings suggest that teenagers can construct and display different identities according to their social needs through digital media. However, not all informants use the second account as their primary means of expressing their presence. R.W. argued that "it's better to express yourself on the main account" (R.W.). These differing views demonstrate that the meaning of digital presence among teenagers is diverse.

d. Factors Driving Second Account Use

The research results indicate that several factors drive adolescents to create and use second accounts, including the need for privacy, the desire for freedom of expression, fear of social judgment, the number of followers on the primary account, and the need to separate certain types of content. Z.P.N. stated that she used a second account because she "wanted a more private space, followed only by close friends" (Z.P.N.). R.N.A.Z. expressed a similar sentiment, stating that "the primary account is too open because it is followed by many people, including family and acquaintances" (R.N.A.Z.). Furthermore, fear of social judgment also emerged in this study. Z.S.B. stated that she felt "afraid of being judged by others" when using her primary account (Z.S.B.). Another factor identified was the need to separate content types. N.K. explained that she created multiple accounts "so that the content doesn't get mixed up" (N.K.). Meanwhile, R.M. using a second account as a backup account, saying "just in case the main account is lost" (R.M.). These findings indicate that the use of a second account is driven not only by emotional needs, but also by practical needs related to account management and digital documentation.

e. The Impact of Using Second Accounts on Teenagers' Social Lives

Using a second account has both positive and negative impacts on adolescents' social lives. The most commonly felt positive impact is an increased sense of comfort and freedom of expression. S.V.R. revealed that "a second account has helped me feel more relieved because I can share my stories without being too afraid of being judged" (S.V.R.). Furthermore, R.N.A.Z. stated that a second account has allowed her to "get to know a more honest and true side of myself" (R.N.A.Z.). On the

other hand, using a second account can also have potential negative impacts. A.Z.S.A. revealed that a second account "can sometimes lead to overthinking, for example, fear of posts being misunderstood or becoming the subject of gossip" (A.Z.S.A.). Similarly, Z.P.N. stated that using a second account can lead to "misposting, over-sharing, or misunderstandings" (Z.P.N.).

Furthermore, R.W. had a negative experience when her second account was hacked. He stated that "my second account was hacked and used to do bad things" (R.W.). However, not all informants felt a significant impact. R.M. considered that using a second account had little impact on his social life and stated that "people only see it on Instagram, they don't know the real thing" (R.M.). Overall, the research results indicate that second accounts provide a more comfortable space for teenagers to express themselves, build a digital identity, and demonstrate social presence. However, their use still requires self-control and digital awareness to avoid negative impacts on teenagers' social lives.

2. Discussions

a. The Meaning of Early Adolescents' Existence on Social Media Through the Use of Second Instagram Accounts (Dramaturgical Theory Analysis)

The results of this study indicate that the use of second Instagram accounts has become part of how early adolescents build and maintain their presence on social media. For most informants, second accounts serve not only as additional accounts but also as digital social spaces that provide freedom to express themselves, maintain privacy, and build more comfortable social relationships. This finding suggests that social media has become an important tool in the identity formation process of adolescents in the digital age. This phenomenon can be explained through Erving Goffman's Dramaturgical Theory, which views social life as a performance. In this theory, individuals act as actors, projecting specific identities according to the audience they are addressing. Goffman distinguished two main areas of social interaction: the front stage and the back stage. On the front stage, individuals strive to project a self-image that aligns with social expectations, while on the back stage, individuals have more freedom to express themselves authentically.

Based on the results of this study, the main Instagram accounts of the informants exhibit characteristics consistent with the concept of the front stage. Primary accounts are generally used to showcase their best photos, personal achievements, school activities, and other activities deemed appropriate for a wider audience. The presence of diverse audiences, such as family, teachers, schoolmates, and acquaintances, makes adolescents more cautious in choosing the content they upload. They strive to maintain a self-image that aligns with prevailing social expectations. This is evident in S.R.B.A.'s statement, which states that "if my primary account is followed by teachers, cousins, and less close friends, I feel less free, so I have to maintain my image" (S.R.B.A.). This statement indicates the process of impression management, an individual's attempt to control how they are perceived by others. In this context, the primary account becomes a space where adolescents construct a social identity that is considered ideal and acceptable to those around them.

Conversely, research shows that the secondary account functions more as a backstage. With the secondary account, adolescents are no longer burdened by the pressure to maintain a certain image because the audience viewing their posts is relatively limited and consists of people they consider close. This situation makes teenagers feel more comfortable showing their true selves. This is

reinforced by Z.P.N.'s statement, "I feel more confident expressing feelings, opinions, random humor, complaints, or sides of myself that I don't show on my main account." (Z.P.N.) These findings suggest that a second account provides a space where teenagers can showcase a more authentic identity. They can express emotions, opinions, and personal experiences without overly worrying about social judgment.

The existence of second accounts also demonstrates that adolescents' identities on social media are dynamic and contextual. Teenagers don't always present the same identity to everyone, but adapt it based on the situation and characteristics of the audience they encounter. In other words, adolescents negotiate their identity between the public identity displayed on their primary account and the personal identity displayed on their secondary account. This phenomenon demonstrates that social media has become a space where individuals actively construct and manage their identities. In addition to serving as a space for self-expression, second accounts are also used as a means of demonstrating social presence. The research results show that most informants remain active in uploading stories, photos, videos, and daily activities to their secondary accounts. This activity demonstrates that the need for existence remains, but the form of existence constructed differs from that of their primary account. While the primary account is more oriented toward recognition from a broad audience, the secondary account is more oriented toward acceptance from social groups with whom they have emotional ties.

R.D.P. stated that "second accounts are more relaxed, their content is limited to specific individuals, and their posts are more free-flowing" (R.D.P.). This finding suggests that existence is not always defined as a desire for public attention. For some adolescents, their sense of existence is achieved through acceptance and understanding by a group they consider close and trustworthy. However, not all informants shared the same view regarding the function of a second account. Some considered the second account merely a backup account or one that presented no significant differences from the primary account. These differences indicate that social media use is strongly influenced by individual needs, experiences, and character. However, in general, the results of this study indicate that the existence of a second account reflects the separation between public and personal identities, as explained in Goffman's Dramaturgy Theory. Therefore, the use of a second account can be understood as a strategy for adolescents to manage their identity while maintaining their presence amidst an increasingly complex digital social life.

b. Utilization of the Phenomenon of the Meaning of Teenagers' Existence on Social Media Through the Use of Second Accounts to Strengthen Socio-Cultural Change Material in Social Studies Learning (Analysis of Talcott Parsons' AGIL Theory)

The phenomenon of using a second account on Instagram is a form of socio-cultural change that has emerged as a result of the development of digital technology. The presence of social media has not only changed the way individuals communicate but also influenced patterns of social interaction, identity formation, and how they gain social recognition. Therefore, this phenomenon can be analyzed using Talcott Parsons' Structural Functional Theory through the AGIL scheme, which consists of Adaptation, Goal Attainment, Integration, and Latency. In terms of Adaptation, the use of a second account demonstrates adolescents' ability to adjust to an increasingly complex digital social

environment. Adolescents face a situation where their primary account no longer fully meets their need for free expression due to the presence of a diverse audience. To address this situation, they create a second account that is more private and has a limited audience.

This is evident in Z.P.N.'s statement that she uses a second account because she "wanted a more private space, followed only by close friends" (Z.P.N.). These findings indicate that adolescents are not passive in the face of technological change but are actively adapting to meet their social and psychological needs. Thus, a second account can be understood as a form of adaptation to changing communication and social interaction patterns in the digital age. In terms of Goal Attainment, the use of a second account indicates that adolescents have clear goals in utilizing social media. These goals include the need to gain freedom of expression, maintain privacy, create a sense of comfort, and build closer relationships with specific groups. Various activities carried out on the second account, such as sharing stories, uploading photos, or expressing personal opinions, are forms of social action directed towards achieving these goals.

Furthermore, the use of a second account is also related to the need for existence. Adolescents still want to show their presence on social media, but in a space that is perceived as safer and more comfortable. Thus, a second account becomes a tool that helps them achieve a balance between the need for expression and the need to maintain privacy. In terms of Integration, a second account functions as a tool that helps adolescents manage social relationships. Most informants only allow close friends or certain individuals to follow the second account. This situation indicates a process of social categorization based on levels of emotional closeness. Through a second account, adolescents can build more open communication, strengthen friendships, and create a social environment that is perceived as more comfortable. These findings indicate that social media serves not only as a means of communication but also as a space that allows for the formation of closer social bonds. However, this integration function does not always operate without obstacles. Several informants revealed the risk of misunderstandings, over-sharing, and conflict arising from social media use. However, in general, second accounts still play a role in maintaining the balance of adolescents' social relationships in the digital environment.

In terms of latency (pattern maintenance), the use of second accounts demonstrates adolescents' efforts to maintain their psychological comfort, self-identity, and social motivation. Second accounts provide a space that allows adolescents to feel more relieved, more comfortable, and freer in expressing themselves. S.V.R. stated that "second accounts have helped me feel more relieved because I can share my stories without being too afraid of being judged." (S.V.R.) This statement indicates that second accounts play an important role in maintaining adolescents' emotional stability. Furthermore, second accounts also help adolescents maintain an identity they consider more authentic. While primary accounts require adjustments to social norms and expectations, second accounts provide a space to maintain personal values, experiences, and emotions that cannot always be displayed in the digital public sphere. Thus, second accounts function as a pattern-maintenance mechanism that supports the continuity of adolescent social interactions on digital media.

Based on AGIL's analysis, it can be understood that the use of second accounts is part of a digital social system that simultaneously serves the functions of adaptation, goal achievement, integration, and pattern maintenance. This phenomenon demonstrates that social media has become a vital part of adolescent social life and plays a role in shaping various new behavioral patterns in the digital era.

c. The Relevance of the Second Account Phenomenon in Social Studies Learning

The research findings on the use of second accounts have strong relevance to social studies learning, particularly in the area of Sociocultural Change. This phenomenon can be used as a concrete example to help students understand how technological developments impact social life. The use of examples close to students' lives also aligns with the characteristics of social studies learning, which emphasizes a contextual approach and the connection between subject matter and social reality. Based on the research findings, the use of second accounts demonstrates a shift in social interaction patterns from face-to-face to digital. Teenagers are not only building social relationships in the real world but also developing identities and social interactions on social media. This situation reflects one form of sociocultural change resulting from advances in communication technology.

This phenomenon can also help students understand the factors driving sociocultural change. The development of digital technology, the need for privacy, lifestyle changes, and the increasing use of social media are all factors driving the use of second accounts. By using examples close to students' experiences, the concept of sociocultural change will be easier to grasp than if explained solely theoretically. Furthermore, the results of this research can also be used to explain the impact of sociocultural change on people's lives. Positive impacts found include increased comfort in expressing oneself, the creation of safer social spaces, and increased closeness with certain friendship groups. Meanwhile, negative impacts that emerged include the risk of over-sharing, misunderstandings, overthinking, and account misuse. These findings can help students understand that every social change always brings positive and negative consequences that must be addressed wisely.

Furthermore, the phenomenon of second account use can be utilized to develop students' critical thinking skills. Through this phenomenon, students can be encouraged to identify the forms of social change that are occurring, analyze the causal factors, and evaluate their impact on community life. This activity aligns with the objectives of social studies learning, which emphasize not only conceptual mastery but also the ability to critically understand and analyze various social phenomena. Thus, the results of this study have strong relevance to social studies learning because they provide concrete examples of sociocultural change that are close to students' lives. Utilizing the second account phenomenon in learning can help students understand the material more contextually, improve critical thinking skills, and raise awareness of the impact of technological developments on social life.

Conclusion

Based on the research results, it can be concluded that the use of a second Instagram account by young adolescents serves not only as an additional account, but has also developed into a digital social space used for self-expression, maintaining privacy, gaining psychological comfort, and establishing a sense of self. Most informants use the second account as a safer space because it is only accessed by those closest to them, allowing them more freedom to express feelings, opinions, and daily activities not displayed on the primary account. From the perspective of Erving Goffman's Dramaturgy Theory, the primary account functions as a front stage, projecting a self-image in accordance with social demands, while the second account functions as a back stage, allowing adolescents to project a more authentic identity. Thus, the meaning of adolescents' existence in using a second account is not only related to their social media presence but also to their efforts to find a safe space free from social pressures.

Furthermore, the phenomenon of second account use is also relevant to social studies learning, particularly in the topic of Sociocultural Change, as it reflects changing patterns of social interaction and identity formation in the digital era. Based on Talcott Parsons' AGIL Theory analysis, the use of second accounts demonstrates adolescents' adaptation to technological developments, achieving goals such as freedom of expression and comfort, more selective social relationship management, and maintaining emotional stability and self-identity. Therefore, this phenomenon can be used as a contextual learning resource to help students understand the forms, driving factors, and impacts of socio-cultural change in modern society.

Acknowledgments

The authors would like to express their sincere gratitude to all informants who willingly shared their experiences and perspectives regarding the use of second Instagram accounts among young adolescents. Appreciation is also extended to the school, teachers, and all parties who supported the research process. Their contributions provided valuable insights into adolescents' self-expression, privacy management, identity formation, and the relevance of this phenomenon to social studies learning in the digital era.

References

- Adawiyah, S. (2024). Integrating Social Issues in Social Studies Learning to Improve Understanding of Social Problem Concepts. *Daya Nasional: Journal of Social Sciences and Humanities Education*, 2(2), 46-55. <https://doi.org/10.26418/jdn.v2i2.74972>
- Ahwan, N. L. S. & Z. (2025). Second Instagram Accounts as an Alternative Expression Space for Adolescents in the Phenomenology of Mental Health and Social Identity in Surabaya. *Triwikrama: Multidisciplinary Journal of Social Sciences*, 11(3), 1-12. <https://doi.org/https://doi.org/10.9963/mr7j2p94>
- Bilqis, T. D. (2024). Dramaturgy in Social Media: Second Instagram Accounts as Self-Disclosure. *HUMANUS: Jurnal Sosiohumaniora Nusantara*, 1(2), 155-164. <https://doi.org/HUMANUS:JurnalSosiohumanioraNusantara>
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Approaches*. Yogyakarta: Pustaka Belajar.
- Dewi, R., Janitra, P. A., Ilmu, F., & Universitas, K. (2021). Dramaturgy in Social Media: Second Accounts on Instagram as Alter Egos. *Journal of Communication Studies*, 8(3), 340-347.
- Dwirakhmawati, S. A., & Wiryany, D. (2025). Dramaturgical Analysis in Social Media: Second Accounts on Instagram as Alter Egos. *Al-Zayn: Journal of Social Sciences & Law*, 3(3), 3048-3054. <https://doi.org/https://doi.org/10.61104/alz.v3i3.1815>
- Efendi, M. S., Fatgehipon, A. H., & H, N. S. (2024). Instagram Social Media in Building Adolescents' Self-Existence. *Indonesian Journal of Intellectuals and Scholars*, 1(2), 3061-3068.
- Harianja, L. W. (2024). The Influence of Social Media on Social Change in Society. *Journal of Education and Social Humanities*, 2(1), 76-81. <https://doi.org/https://doi.org/10.59581/jipsoshum-widyakarya.v2i1.2217>
- Imron, A., Marzuqi, M. I., & Pradana, G. W. (2024). Humblebrag of Rural Youth: Reorientation of Youth Towards Technology and Its Impact on Family Resilience. *Journal of Biometrics and Population*, 13(2), 134-143. <https://doi.org/10.20473/JBK.V13I2.2024.134-143>
- komdigi.go.id. (2025). Government Commitment to Protecting Children in the Digital Space. www.Komdigi.Go.Id.

- Lia Yunikawati, Phaulina, C., Fitria P., D., & Safira Prima, Y. (2024). Personal Branding and Adolescent Self-Identity: Understanding the Role of First and Second Accounts in the Digital Context. *Asketik*, 8(1), 23–39. <https://doi.org/10.30762/asketik.v8i1.1204>
- Lisa, H., & Irma, A. (2025). The Use of Second Instagram Accounts as a Medium for Adolescent Self-Expression in the Digital Era. *ARINI: Scientific Journal and Teacher Innovation Work*, 2(1), 1–15. <https://doi.org/https://doi.org/10.71153/arini.v2i1.277>
- Mann, R. B., & Blumberg, F. (2022). Adolescents and Social Media: The Effects of Frequency of Use, Self-Presentation, Social Comparison, and Self-Esteem on Possible Self-Imagery. *Acta Psychologica*, 228 (November 2021), 103629. <https://doi.org/10.1016/j.actpsy.2022.103629>
- Miles, Huberman, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Translated by Tjetjep Rohindi Rohidi, UI-Press.
- Nauvan, M. Z., Zamzami, R., Nafais, M., Azmi, Z., & Afwan, M. (2024). The Impact of Digital Technology on. *Techsi*, 15 (2), 87–95. <https://doi.org/https://doi.org/10.29103/techsi.v15i2.19443>
- Paramitha, N., & Harkandi Kencana, W. (2025). The Social Construction of Emotions in Adolescent Identity Development on Social Media. *Journal of Dialogic Communication*, 1(1), 37–47. <https://doi.org/10.47970/jkd.v1i1.957>
- Rehman, A. (2025). Social Media and Youth Identity Formation. *Journal of Language, Literature & Social Affairs*, 1(1), 10–19. <https://doi.org/https://doi.org/10.63056/jllsa.1.1.2025.4>
- Sahira, S. (2021). Implementation of Social Studies Learning on Character Formation of Elementary School Students. *Journal of Elementary Education Development*, 6(1), 54–62. <https://doi.org/https://doi.org/10.36379/autentik.v6i1.173>
- Saidah, M., & Trianutami, H. (2023). Dramaturgy in Identity Formation on Social Media: A Study on Second Account Ownership on Instagram. *UltimaComm: Journal of Communication Studies*, 14(2), 267–278. <https://doi.org/10.31937/ultimaComm.v14i2.2819>
- Salma, J. (2024). The Phenomenon of Second Accounts by Students on Instagram Social Media. *Online Interaction*, 12(3), 744–751.
- Sawaki, M. R. (2025). Self-Disclosure Analysis on Second Instagram Accounts Among Students of Surabaya State University. *Commercium*, 9(1), 521–535.
- Shinta, A., & Putri, K. Y. S. (2022). The Use of Multiple Instagram Social Media Accounts as Dramaturgy in Millennial Women. *Jurnal Communicology*, 10(2), 188–205. <https://doi.org/https://doi.org/10.21009/COMMUNICOLOGY.030.04>
- Sugianto, H., Gafarurrozi, M., Herman, R., & others. (2025). Instilling Religious Values in Students through Albert Bandura's Social Learning Theory. *EL-BANAT: Journal of Islamic Thought and Education*, 15(2), 829–854. <https://doi.org/https://doi.org/10.54180/elbanat.2025.15.2.829-854>
- Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta., CV.
- Tanjaya, N. (2022). The Use of Instagram Social Media as Self-Existence for Generation Z in DKI Jakarta. *Student Journal of the Kalbis Institute of Technology and Business*, 8(3), 2917–2924.
- Tiara, G. (2021). Dramaturgy of Content Creator Impression Management on Instagram. *AKRAB JUARA Journal*, 6, 14–24. <https://doi.org/https://doi.org/10.58487/akrabjuara.v6i3.1521>
- Udinus, H. (2024). Dian Nuswantoro University Psychologist Reveals the Dangers of Having a Second Account on Social Media. *Dinus.Ac.Id*. <https://dinus.ac.id/2024/01/psikolog-universitas-dian-nuswantoro-ungkapkan-bahaya-milik-second-account-di-media-sosial/>
- Ulfa Erfendy, M. (2025). Attribution of Multi-Account User Behavior on Instagram. 7201–7211. <https://doi.org/https://doi.org/10.24815/jr.v8i4.50242>

- Wattimena, G. H. J. A. (2022). Second Account Instagram as a Space for Expression for the Millennial Generation. *Jurnal Pewarta Indonesia*, 4(2), 212-222. <https://doi.org/https://doi.org/10.25008/jpi.v4i2.119>
- Winstone, L., Mars, B., Haworth, C. M. A., & Kidger, J. (2021). Social Media Use And Social Connectedness Among Adolescents In The United Kingdom: A Qualitative Exploration Of Displacement And Stimulation. *BMC Public Health*, 21(1), 1-15. <https://doi.org/10.1186/s12889-021-11802-9>
- Yorman, Y. safitri. (2025). The Transformation of Social Identity of the Young Generation in the Digital Era: Sociological and Cultural Anthropology Perspectives. *International Journal of Social Sciences and Humanities*, 3(3), 2985-6469. <https://doi.org/https://doi.org/10.55681/ijssh.v3i3.1512>
- Zahra, S. A., Febriana, B., & Endang, W. (2026). The Relationship between Social Media Addiction and Cyberbullying Incidents among Adolescents in Semarang City. *Journal of General Health and Pharmaceutical Sciences Research (JRIKUF)*, 4(1), 182-201. <https://doi.org/https://doi.org/10.57213/jrikuf.v4i1.962>
- Zai, I. T. C. (2024). The Role of Social Media in Influencing the Social Identity of Adolescents in the Digital Era. *Journal of Economics, Education and Engineering*, 1(3), 134-139.
- Zulfaramadhan, F. (2023). Dramaturgy on Social Media: Using the Close Friends Feature on Instagram.