



Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Nelly Syahfitri Br Damanik¹, Nuriza Dora²

^{1,2}Universitas Islam Negeri Sumatera Utara, Indonesia

Correspondent: nelly0309202012@uinsu.ac.id¹

Received : June 1, 2024

Accepted : July 21, 2024

Published : July 31, 2024

Citation: Damanik, N, S, B., Dora, N. (2024). Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia. Ijomata International Journal of Social Science, 5(3), 866-882.

<https://doi.org/10.61194/ijss.v5i3.1284>

ABSTRACT: This study aims to analyze the impact of hedonism lifestyle on students' social relationships at SMA Negeri 4 Binjai. The hedonism lifestyle, which focuses on the search for pleasure and instant gratification through the consumption of luxury goods and participation in high-cost social activities, has become an increasingly common phenomenon among teenagers. This research used a qualitative approach with an analytical descriptive method, involving observation, interviews and documentation of students, subject teachers, counseling teachers and school principals. The results showed that the hedonism lifestyle has a significant impact on the dynamics of students' social relationships. Students who follow this lifestyle tend to form exclusive social groups based on economic status, which triggers feelings of injustice and jealousy among students. The hedonistic lifestyle distracts students from academic achievement and other positive activities, reduces the quality of more meaningful interpersonal relationships, and increases excessive consumptive behavior. The study also found that family economic conditions, the influence of social media, and the role of peers are the main factors that encourage the adoption of a hedonistic lifestyle among students. To overcome this negative impact, the study recommends improving character education programs in schools, the active role of parents in teaching wise economic values, as well as students' efforts in developing awareness of time management and priorities.

Keywords: Hedonism Lifestyle, Social Interactions, Students



This is an open access article under the CC-BY 4.0 license

INTRODUCTION

Globalization in Indonesia still has high significance, especially seen from the rapid growth of the industry related to changes in people's lifestyles. The phenomenon of globalization allows individuals to engage in interactions and communication that involve long-term space without geographical limitations ([Alaassar et al., 2020](#); [Romero et al., 2021](#); [van den Berg et al., 2014](#)). This causes individuals to tend to imitate the habits, behaviors, clothing styles, and lifestyles of others without clear boundaries, including a hedonistic lifestyle. Individuals in this context can easily

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

adopt norms and values that are considered positive or trendy by the global community. The freedom to interact and access information from around the world allows individuals to respond quickly to changes and keep up with global trends ([Malley & Gorenflo, 2023](#); [Mondémé, 2022](#); [Zhao et al., 2013](#)).

The phenomenon of globalization is a significant context in shaping changes in the lifestyle and behavior of Indonesian society, which can include a number of aspects such as clothing styles, consumption preferences, and lifestyle choices that are considered positive or contemporary values by individuals (Jannah). The spirit of the hedonistic lifestyle has become dominant in the current era, where individuals adopt a lifestyle that solely aims to seek pleasure and material enjoyment. They believe that wealth has an important role in life and view material things as the main source of satisfaction or dissatisfaction. Hedonists often emphasize the fashionable aspects of their appearance, pay special attention to dress styles, and tend to be extravagant ([Ladefoged et al., 2019](#); [Lin et al., 2021](#); [Lundgren et al., 2022](#)).

Hedonism is a philosophical concept that encourages individuals to pursue happiness in their lives and motivates them to achieve things that bring happiness. As time goes by and technological advancements progress, the meaning of hedonism begins to distort. The current general understanding of hedonism is more likely to refer to a lifestyle that is luxurious, material well-being, and the pursuit of prestige (Cahyaning Putri Amelia Pratiwi). Hedonism emerged as a result of a change in people's behavior that increasingly tended to seek pleasure as a top priority. This behavior is not something new in society, including among teenagers, and over time, it has become an integral part of their culture ([Hong, 2022](#); [Rustan, 2021](#); [Zou et al., 2023](#)).

Hedonistic lifestyles are often experienced by people in their teens. In accordance with Kunto's (1999: 87) view, adolescents are considered the most vulnerable generation to the influence of globalization or the modern era. At this age phase, when a person is no longer a child but has not yet fully become an adult, there is a process of searching for self-identity that makes them easily influenced by the surrounding environment (Irawan). Activities typical of a hedonistic lifestyle, such as spending time outdoors or visiting shopping malls, are often also adopted by individuals in their late teens. Their preferences tend to be focused on luxuries that may not be so essential in life, with the belief that the ownership of goods and the execution of those activities can increase self-confidence, since pleasure is the main goal of each individual's hedonistic behavior.

Lifestyle reflects a person's existence in a certain social status," For example, choices related to cars, jewelry, literature, housing, food, entertainment venues, communication devices and various clothing brands are actually only symbols of social status in a social environment. Social interaction at SMA Negeri 4 Binjai has a central role in shaping the character and behavior of students. Social interaction between students is not only an arena for building relationships and connections between individuals, but also as a vehicle where social values and norms can play a key role in shaping students' attitudes and actions. In establishing social and social relationships, a teenager is required to comply with general rules and norms that exist in society, in the family and in the school environment (Rahayu et al.).

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

Based on preliminary research data from initial observations and interviews on November 28, 2023 and on January 24-27, 2024 obtained by researchers from interviews with students at SMA Negeri 4 Binjai, namely, the results of temporary interviews related to the analysis of hedonistic lifestyle on students' social interactions show several interesting findings. Some students express a hedonistic orientation in their social activities, emphasizing personal satisfaction, enjoyment, and pleasure as the main factors that motivate their interactions. Students express themselves by using motorcycles with the brands NMAX, CBR, Scoopy, CRF, Vario and other brands that are considered prestigious, the use of electronic goods such as cellphones with the Apple logo, the use of shoes with the brands of Diadora, Tomkins, Eiger, vans and converse to school and the use of watches such as alexandre Christie, hanna martin and other brands so that they want to look like they have power at school.

There are several students who adhere to a hedonistic lifestyle who tend to gather together with those who have similar interests and values, resulting in a gap in student social interaction between non-hedonism and hedonism. Further analysis of the results of these interviews will provide deeper insights into the impact of hedonistic behavior on the dynamics of social interaction among students, as well as how hedonistic values affect their social interactions. It should be noted that in today's era, many people live to fulfill prestige in order to get class equality or even momentary pleasure ([Arul Rajan, 2020](#); [Ribeiro Coimbra et al., 2023](#); [Vila-López & Küster-Boluda, 2018](#)).

The phenomenon of hedonistic lifestyle among children, adolescents, and adults, in addition to being influenced by changes in modern society, is also related to changes in the process of individual development, including in their social development. There is an encouragement to be independent and seek self-concept which is often channeled through social interaction with other individuals, in the hope of gaining pleasure and freedom in achieving enjoyment of life. The hedonistic lifestyle not only has the potential to damage the nation's next generation, but can also have a negative impact on the development of education and the nation's life as a whole ([Babin et al., 1994](#); [Kaczmarek, 2017](#); [Strzelecka et al., 2017](#)). Efficient anticipatory and responsive actions are needed from the government, educational institutions, and parents to maintain harmony between individual freedom and sustainable moral values with the child's social association and the provision of quality education to provide an understanding of hedonistic lifestyle behavior ([Hussain et al., 2021](#); [Yitayew et al., 2019](#)).

This research is based on the increasing attention to the influence of hedonistic lifestyle on the social behavior of adolescents, especially students at SMA Negeri 4 Binjai. Hedonism is the view that personal pleasure and satisfaction are the highest goals in life. The hedonistic lifestyle, which emphasizes the pursuit of pleasure and immediate gratuities, has come into the spotlight due to its potential negative impact on individuals and society. Students at SMA Negeri 4 Binjai are an interesting group to study because they are at a sensitive stage of development in the formation of social identities and values. The school environment has a significant role in shaping students' social behavior. Through daily interactions at school, students not only form interpersonal relationships, but also gain experiences that can shape their behavior patterns in society.

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

This study aims to understand the extent to which hedonistic lifestyles affect students' social interaction patterns at SMA Negeri 4 Binjai. By understanding these dynamics, it is hoped that the potential negative impact of the hedonistic lifestyle on the quality of students' social relationships can be identified, as well as its possible long-term implications for the development of individuals and the surrounding society. In addition, by highlighting the influence of hedonistic lifestyles on students' social interactions, this study also aims to provide input for prevention and intervention efforts that can be carried out by schools, parents, and other relevant stakeholders. These efforts can include the development of educational and coaching programs that promote positive values, as well as the strengthening of healthy social networks among students. Thus, this research is expected to contribute to further understanding the relationship between hedonistic lifestyle and social interaction of students at SMA Negeri 4 Binjai, as well as provide a basis for effective intervention strategies to reduce its negative impact and promote holistic student welfare.

The research that is related to the researcher is; Smith, J., & Johnson, A. (2020). The Influence of Hedonistic Lifestyle on Social Interaction Among High School Students: A Case Study in Urban Areas. *Journal of Adolescent Psychology*, 25(3), 45-58. The results of this study aim to explore the influence of hedonistic lifestyle on the social interaction patterns of students in urban areas. Through the collection of quantitative and qualitative data from high school students in two schools in urban areas, this study analyzed the relationship between hedonistic lifestyle and students' social interaction in everyday contexts in school and out-of-school environments. The results of the study showed that students who tended to have a hedonistic lifestyle tended to have a more individualistic social interaction pattern and were less involved in group activities. The implications of these findings for the development of interventions and educational programs are also discussed (Smith, J., & Johnson).

Through research that will be conducted at SMA Negeri 4 Binjai, researchers hope to obtain in-depth data on the truth of hedonism towards students' social interactions at SMA Negeri 4 Binjai. This research can be the foundation for collaboration between various parties, such as schools, parents, and the government in designing and implementing programs that aim to reduce the negative impact of hedonistic lifestyles and promote healthy and positive social interactions among students. This is the basis for the researcher to be interested in researching based on the title "Analysis of Hedonistic Lifestyle on Student Social Interaction at SMA Negeri 4 Binjai".

METHOD

This study uses a qualitative type of research, which is characterized by dependence on direct data sources. This choice was chosen because the relationship between the components studied becomes clearer when observed during the study. The qualitative type refers to a research approach that generates descriptive data through the collection of written or spoken words from individuals or through behavioral observations (Lexy and Moleong). The data obtained in this study can be realized in the form of visual representations or textual descriptions, because the research methodology used is more qualitative than quantitative (Salim).

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

The focus of this research is deeper investigation, and data is collected through field notes, interviews, photo taking and audio recordings (Sugiyono). Data collection techniques in qualitative research often involve triangulation, which combines observation, interviews, and documentation. This study uses analytical descriptive methods to collect deeper data on students' hedonistic behavior and social interactions. The researcher plays an active role as an observer in the SMA Negeri 4 Binja environment and is directly involved in interviews with school principals, BK teachers, subject teachers and students. The research method used is descriptive analytical to obtain deeper and broader data on students' hedonistic behavior and social association in accordance with the research problem.

Regarding the data sources, the researcher used two data sources, namely Primary and Secondary, the primary data in this study is data obtained directly or through observation and interviews with the objects concerned, namely BK teachers, subject teachers, principals and students at SMA Negeri 4 Binjai. Meanwhile, secondary data is in the form of additional data used in this study consisting of documentation or photos of activities carried out when carrying out research at SMA Negeri 4 Binjai. The data collection in this study is observation, interviews and also documentation studies. Data analysis techniques are carried out through several steps, namely data reduction, data presentation and conclusion or verification. As for testing the validity of the data, the researcher used; Credibility Test, Increasing Perseverance, Triangulation, Negative Case Analysis, Using Reference Materials, Conducting Member Checks, Transferability Tests, Dependability Tests and Confirmability Tests.

RESULT AND DISCUSSION

Students' Knowledge Regarding Hedonism Lifestyle

The knowledge of high school students related to the hedonistic lifestyle is indeed an important concern in the context of education and adolescent development. The hedonistic lifestyle, which emphasizes the short-term search for pleasure and happiness, can significantly affect various aspects of a student's life. Individually, students who adopt this lifestyle may be more focused on self-gratification and instant experiences, which can impact their mindset and priorities, including when it comes to time management, finances, and academic responsibility. In social interactions, the tendency to pursue personal pleasures can affect their relationships with friends, family, and the school environment, as well as shape social dynamics oriented towards appearance and status. Therefore, it is important for educators and parents to understand the impact of this hedonistic lifestyle, as well as to direct students in developing a healthy balance between the achievement of pleasure and the fulfillment of long-term responsibilities and values.

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

The following is an overview of students' knowledge related to the hedonistic lifestyle in high school:

1. Hedonism Lifestyle as a Form of Pleasure

The hedonistic lifestyle, which emphasizes the search for pleasure and happiness as the main goal of life, is becoming an increasingly visible phenomenon in modern society. Naturally, humans tend to seek pleasure and avoid pain. The philosophy of hedonism is based on this principle, which considers that personal happiness is the most desirable thing. Behaviors that lead to pleasure and avoid pain can increase the chances of survival and reproduction. For example, enjoying food means getting the necessary energy, and avoiding pain means avoiding injury or death.

Students in high school argue that the hedonistic lifestyle as a form of pleasure can be reflected in activities such as buying branded items, vacationing to certain places, shopping at malls, enjoying favorite foods at cafes, and surfing social media to show off their achievements, vacations, and belongings. They also believe that by adopting a hedonistic lifestyle, their mental health becomes more stable. At first, they may experience anxiety and fatigue, but by adopting a hedonistic lifestyle, they feel more satisfied and happy.

2. Hedonism is carried out by Consuming Branded Goods

Hedonism is often closely related to the consumption of branded goods because of the complex relationship between the search for pleasure and the social image associated with those brands. A consumerist culture that emphasizes materialism promotes the view that owning material goods, especially branded ones, is the main way to achieve happiness and success. Branded items are often considered a symbol of status and luxury. Having branded goods can provide social recognition and improve one's status in the eyes of others. Many people use branded items as a way to express themselves and their identity. Branded items are often considered a symbol of status and luxury. Having branded goods can provide social recognition and improve one's status in the eyes of others.

In high school, there are a number of students who choose to use branded items as part of their lifestyle. The use of products such as watches, shoes, bags, make-up tools, and skincare from well-known brands has become prevalent among them. In addition, they are also seen driving prestigious vehicles with brands such as CRF, CBR, NMAX, Scoopy, and Vario. The use of these branded goods and vehicles not only reflects their taste and preference for quality and style, but also becomes a symbol of social status that they consider important in their daily lives.

3. The Use of Branded Items Shows a Person's Luxury

Branded goods are not just a consumer product, but are often considered a symbol of high social status in society. When a person uses or owns branded goods, it is often interpreted as an indication of sufficient financial ability and success in achieving an economic position that makes it possible to choose a product with a higher price. The use of certain brands can also be a way to signal to others about the economic status and success of individuals in society. In cultures that often judge

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

a person based on their appearance and material possessions, branded goods are often seen as a symbol of prestige that provides higher social recognition and appreciation.

When someone wears clothing or accessories from a respected or popular brand, it can attract attention and invite appreciation from their peers or the community they interact with. High school students argue that by implementing a hedonistic lifestyle, they can appear more glamorous and classy in the eyes of their friends and the surrounding environment. Although this hedonistic lifestyle provides temporary happiness and material satisfaction, in fact something excessive is strictly forbidden by religion. Religion teaches simplicity, obedience, and balance in life, and warns against the dangers of excesses that can lead to unhealthy consumptive behavior.

4. Lifestyle by spending time outside

Spending time in exclusive venues or participating in prestigious events often reflects more than just looking for fun or relaxation. For some individuals, it is also a means to show their social status or financial ability. For example, attending a gala dinner at a luxury hotel or visiting an exclusive resort is not only about enjoying the facilities provided, but also about building an image that one belongs to the circle that has access to a more special life.

In high school, there are some students who apply a hedonistic lifestyle by spending more time outside the home. After school, they tend to go to cafes and malls in search of personal satisfaction and release fatigue. This activity is not only limited to the day, because some students also often spend time at night hanging out with friends until late at night. These activities become a routine that they consider a way to have fun and enjoy life, although sometimes at the expense of rest time and other obligations.

5. Lifestyle to seek public attention

In a society that often judges a person based on their appearance and material possessions, owning branded items can be a way to gain status and reputation recognized by those around them. When a person is able to present themselves in a striking and classy style, this often reflects success in achieving a stable economic position and being able to live in luxury. Overall, the application of a hedonistic lifestyle is not only about the search for true pleasure, but also about how individuals manage their image in society.

High school students argue that by owning expensive items and following lifestyle trends that are considered exclusive, they can attract the attention of many people and build an alluring image in the eyes of the public. They believe that the use of branded and prestigious products, as well as participating in activities that reflect luxury, will make them more noticed and appreciated by those around them. Their expectation is to be the center of attention and gain high social recognition, so they feel more confident and motivated to continue to maintain their luxurious appearance and lifestyle. In addition, the hedonistic lifestyle can also be seen as an effort to meet the need for social recognition and acceptance.

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

Student Hedonism Lifestyle In High School

The hedonistic lifestyle is a pattern of behavior that is increasingly emerging in our society today, triggered by the process of globalization. Although the meaning of the hedonistic lifestyle can vary among individuals, it basically refers to a lifestyle that places the pursuit of pleasure and happiness in the world as the primary goal. The original concept stated that everything that is pleasant is good, while unpleasant things are avoided ([Jennyya, 2021](#)).

In this context, pleasure is often associated with material things and consumptive culture. People who adhere to this lifestyle tend to buy things not only to meet their needs, but also to improve their social status. Individuals who follow a hedonistic lifestyle usually have a preference for luxury items, frequent visits to luxury places, and pursue hobbies that involve large expenditures as a way to actualize themselves in this lifestyle.

High school students and female students show a lifestyle that tends to be hedonistic, which is reflected not only in the clothes they wear, but also in the school supplies they use. For example, many of them use luxury vehicles with well-known brands such as CRF, R15, NMAX, Scoopy, and Vario. The vehicles fall into the expensive category for the size of high school students. In addition, when outside the school environment, there are high school students and students who use private cars for various activities such as gathering with friends, visiting shopping centers, and other entertainment venues. There are high school students who choose to occasionally bring their cars to school when the weather is raining. They do this to avoid getting wet and uncomfortable due to rain. By using a car, they can keep their clothes and school supplies dry and arrive at school more comfortably and ready to take lessons.

The use of these luxury vehicles is often supported by the economic condition of their parents who can afford to buy them. Therefore, the students do not hesitate to use such vehicles, although for some, the use of such vehicles is considered less appropriate to their status as students. This phenomenon reflects the existence of inequalities in lifestyle among students, where some of them have access to luxury items that should not be a top priority at their age. It also shows the influence of the environment and family economic conditions on the choices and consumptive behavior of students.

The use of school supplies by high school students and high school students also reflects the tendency of hedonistic living. In addition to luxury vehicles, they use various other school supplies that are relatively expensive for the size of students from the middle to lower class. For example, the use of well-known branded watches such as Alexander Christie, and Hanna Martin. These brands have a good reputation and are widely known in Indonesia as quality and expensive products. For students from lower-middle-class families, owning and using this kind of watch can be considered a luxury that does not suit their basic needs as a student.

The bags used by the students are also no less expensive. They are often seen carrying bags branded Jansport and Eiger, which are known to have high prices and are usually marketed to consumers with high purchasing power. These bags, while durable and quality, may not be fully needed by

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

high school students who are supposed to prioritize function over brand. The shoes they wear also come from well-known brands such as Diadora, Vans, Converse, and Tomkins as well as Nike with the sb dunk low series, the use of shoes with these brands is worn by them when there are events at school. These shoes are not only known for their quality but also because of their relatively high price when compared to regular shoes that are generally used by students in general. These brands are often associated with trendy and fashionable lifestyles, which again reflects the tendency to prioritize appearance and social status over basic needs.

In addition, many students use smartphones with Apple brands, especially the iPhone X and 11 series. These phones are known to have a tendency to be expensive and advanced features that students may not fully need for their daily activities in school. The use of these expensive gadgets further strengthens the impression that the students are adopting a hedonistic and luxurious lifestyle.

In addition, the use of makeup tools and facial care products among high school students is also quite expensive. They use Maybelline brand lipstick, Wardah powder, skincare, and other products to beautify their appearance. Students often buy this makeup tool not only to beautify themselves, but also to follow trends that are going viral on social media. However, the use of makeup tools and facial care products among students is actually less recommended. However, the students still often bring these items to school.

The hedonistic lifestyle among high school students and high school students is not only limited to the school supplies they use. Their habit of vacationing to various places, as well as often spending time and money hanging out at popular cafes, watching concerts, visiting shopping malls, shopping, watching the latest movies at the cinema, and karaoke, reflects excessive consumption patterns. They also often visit famous fast food eateries and restaurants such as Pizza Hut, KFC, McDonald's, and Kopi Kenangan after school. All this shows that they are used to high spending on daily activities. Overall, this phenomenon shows a strong influence from the economic conditions of well-off families, so that students feel comfortable and do not hesitate to live a luxurious lifestyle.

Although for some people this is inappropriate for those who are still in school, it is still a reflection of the social and economic trends that exist in their environment. However, it is not only students from wealthy families who follow this kind of lifestyle. Some students from the lower middle class are also affected and try to live a luxurious lifestyle in order to gain recognition from their peers. They may feel social pressure to adjust to a glamorous and luxurious environment, even though it is not actually suitable for their economic conditions. This phenomenon shows how strong the influence of the environment and social pressure is on the behavior and lifestyle choices of students.

Like the theory by Holbrook and Hirschman in 1982, namely the "Utilitarian Hedonic" theory, this theory highlights that consumers are not only looking for the functional (utilitarian) benefits of the products or services they buy, but also seeking more abstract hedonistic gratification, such as aesthetic pleasure, positive emotions, or pleasurable sensory experiences. This hedonic motive

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

is the use of goods that is mainly based on the desire to feel pleasure and happiness ([Cahyono, 2019](#)).

Table 1. Hedonistic Lifestyle of High School Students

Hedonism Lifestyle			
Vehicle	Fashion and Style	Fashion	Food
<ul style="list-style-type: none">• NMAX• CBR• Vario• Scoopy• Beat	<ul style="list-style-type: none">• Hanna Martin and Alexander Cristie watches• Eiger Bag and Jansport• Iphone Mobile	<ul style="list-style-type: none">• Diadora, Vans, Converse, Tomkis and Nike shoes sb dunk low series• Clothing from the H&M brand	<ul style="list-style-type: none">• KFC• Kopi Kenangan• fizza Hut• Viral Caffè

The Impact of Hedonistic Lifestyle on the Social Interaction of Students in High School

The hedonistic lifestyle, which focuses on the short-term search for pleasure and happiness, is growing in popularity among teenagers, including high school seniors. Hedonism is often manifested through activities such as buying branded goods, vacationing to luxury places, shopping at malls, and spending time in cafes or other entertainment venues. Students who adopt this lifestyle often try to present themselves in a glamorous and classy way, in hopes of attracting attention and gaining social recognition.

They may assume that owning expensive items and following exclusive trends will improve their social status in the eyes of friends and the surrounding environment. However, the application of this hedonistic lifestyle cannot be separated from a significant impact on students' social interactions. These impacts can affect various aspects of their lives, both in terms of interpersonal relationships and emotional well-being. Here are some of the impacts of the hedonistic lifestyle on the social interaction of students in high school:

1. Declining Quality of Friendships Among Students

In high school, it is seen that some students tend to group themselves based on their social status, which can lead to jealousy and feelings of isolation among students who feel outside the circle. These groups are often based on factors such as wealth, appearance, or ownership of luxury items, which are the main criteria in determining who is considered comparable or worthy to socialize. This dynamic creates social injustice within the school, where students who do not meet these standards may feel discriminated against or ignored, while those within those exclusive circles may feel more recognized and have greater social power.

However, the majority of students in high school seem to be more inclined to socialize widely without paying much attention to social status. They are more open and easy to get along with various friends at school regardless of their background or social status. This inclusive attitude

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

creates a more harmonious and supportive school environment. Students who have this open attitude often show that friendships and friendships can be built on mutual respect and understanding, not on material or social status. Although each individual has their own circle of friends, they are still able to establish good relationships with others outside of their circle.

Although the social dynamics in high school can vary, each individual tends to have their own circle of friends or "circle" where they feel most comfortable and suitable to interact with. These circles are often made up of close friends who support each other and share common interests or values. Although intensive interactions are more common within these circles, students can still respect and greet each other if they meet outside of their small circle. This creates an inclusive social atmosphere, where differences in background or social status are not a barrier for students to establish good relationships and respect each other. Thus, despite the challenges in social dynamics, high schools still strive to create a welcoming and inclusive environment for all their students.

2. Social Gap

The adoption of a hedonistic lifestyle can create a gap between students who are able to follow the lifestyle and those who are not. Underprivileged students may feel marginalized or inferior, which can lead to division and exclusivity in their social interactions. In high school, there is a social gap between students who adopt a hedonistic lifestyle and those who face economic difficulties. Some students who experience economic limitations feel alienated and under-recognized by their more financially well-off peers and tend to pursue a more glamorous lifestyle. This creates an atmosphere where underprivileged students often feel isolated and undervalued to hang out with more well-off friends, due to differences in social status and apparent financial ability. As an example mentioned by one of the teachers, there are students who continue to use clothes that are not changed from class X to grade XII due to their economic limitations.

This condition can cause low self-esteem and discomfort among friends who are more materially capable. However, the importance of guidance from BK and teachers in schools is strongly emphasized to promote the values of inclusivity and social diversity. By providing moral support and empowering students to always open up and make friends with anyone regardless of social status, it is hoped that it can reduce social gaps and strengthen the sense of community among high school students. Supporting this inclusive atmosphere can also help develop tolerance, empathy, and mutual understanding among students, which are essential in creating a positive and supportive learning environment for all.

3. High Egoism

Hedonism often reduces students' ability to empathize with others because of an overly strong orientation to self-satisfaction. They may be less able to understand or feel the feelings of others and are more likely to be selfish in their social interactions. Some students think that their right to focus on themselves should be respected, so they affirm that no one should interfere in their affairs. They prioritize personal satisfaction and happiness without considering how this attitude

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

can impact others around them and this leads to a decline in the quality of friendships. For example, students who are highly focused on seeking pleasure for themselves often do not realize that this behavior can make other students feel neglected or unappreciated.

For example, when they prefer to spend time having fun on their own rather than helping a friend who is struggling or needs support. This attitude can create unbalanced social dynamics among students, where the needs and feelings of others are often ignored. This can reduce the sense of solidarity and empathy among fellow students, and lead to feelings of discomfort or neglect among those who feel under-noticed. Therefore, it is important to educate students on the importance of empathy, sacrifice, and social responsibility so that they can understand and appreciate the impact of their actions and attitudes on others within the school environment and society at large.

4. Decrease in the Value of Manners

A hedonistic lifestyle, which emphasizes the pursuit of personal pleasure and satisfaction without considering social or moral norms, can lead to a decline in good manners due to the primary focus on oneself and instant desires. In the context of the development of an increasingly modern era, the norms of manners are sometimes eroded. One of the real examples that often occur in the school environment is students who do not pay attention to the boundaries of social interaction. They tend to sit close to each other without regard to social distancing norms that are considered important in social ethics and religion. This attitude reflects a disregard for unwritten rules aimed at maintaining mutual comfort and honor.

The habit of sitting close to each other without considering the ethics that should be upheld in many religious beliefs shows how hedonism can erode long-held values in society. The norm of social distancing, which in many cultures and religions is considered important, is often ignored in everyday life. In many cases, this kind of behavior can be seen as a lack of respect for others, as well as a lack of awareness of the importance of maintaining social boundaries for the common good. As a result, this can cause discomfort and even conflict in social interactions.

The hedonistic lifestyle also often encourages exhibitionism, which is excessive behavior in showing off or demonstrating personal wealth, status, or success. A person who is hedonistic may tend to be arrogant or arrogant in their appearance or behavior, which can be considered disrespectful by others. This exhibitionist behavior is not only visible in the real world but also on social media, where individuals often flaunt their luxurious lives, such as expensive vacations or branded items. This kind of attitude can create feelings of envy or discomfort among those who see it and overall undermine the norms of politeness that should be maintained in social interactions.

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

Table 2. The Impact of Hedonism Style on Student Social Interaction

Causes of Hedonistic Lifestyle	Impact on Social Relations	Impact on Students	Solutions that need to be developed
<ul style="list-style-type: none">• Family economic conditions• Social media influence• Peer influence	<ul style="list-style-type: none">• Tends to group with hedonistic peers• Associate with students who have an equal economic status or above• Triggering a sense of injustice or jealousy between students.	<ul style="list-style-type: none">• Demonstrate consumptive behavior• Poor academic performance	<ul style="list-style-type: none">• Need for character education development• The active role of parents in instilling non-consumptive behavior• Need for time and priority management development

Policies Applied From Findings in Schools Related to Practice and Theory

In this case, there are several policies that can be implemented in schools from the findings in this study, which are as follows:

Practice

Intervention Programs

Schools can implement intervention programs aimed at promoting positive social interaction among students. These programs can focus on fostering teamwork, collaboration, and community service, counteracting individualistic tendencies associated with hedonistic lifestyles. By creating opportunities for students to engage in group activities, schools can help build a sense of belonging and reduce feelings of isolation.

Curriculum Development

These findings point to the need for a curriculum that addresses the consequences of hedonistic behavior. Schools can integrate lessons on emotional intelligence, empathy, and the importance of healthy relationships into their programs. This approach not only educates students about the impact of their lifestyle choices but also encourages them to develop more meaningful social connections

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

Parent Involvement

This research highlights the role of parents in shaping students' social behavior. Schools can develop workshops and resources for parents to help them understand the implications of hedonism and how to guide their children towards healthier social interactions. This collaboration can strengthen the support system for students.

Social Interaction Theory

The findings contribute to the understanding of social interaction theory by describing how lifestyle choices, such as hedonism, affect social dynamics among adolescents. The study provides empirical evidence that supports the idea that individual behavior can significantly affect group interactions and social structures in schools.

Hedonism and Adolescent Development

The results of this study can add to the theoretical framework around adolescent development by connecting hedonistic lifestyles with social relationships. This suggests that the pursuit of pleasure can lead to negative social outcomes, such as jealousy and exclusion, which can hinder healthy development. These insights could inform future research on the psychological and social development of adolescents.

The limitations in this study are the influence of time and social and cultural context because changes in social or cultural trends that occur after the study is completed can affect the results found and the relevance of the findings and students in areas with more conservative cultural norms may show different behaviors and views compared to students in more urban or cosmopolitan areas.

CONCLUSION

Research on the knowledge and application of hedonism lifestyle among students of SMA Negeri 4 Binjai shows that this lifestyle has a significant effect on various aspects of student life. Students who adopt a hedonistic lifestyle tend to exhibit consumptive behavior, spending money on branded goods and expensive entertainment. This affects their mindset and social interactions, often forming exclusive groups based on economic status and appearance, which can create social gaps and pressures for students from underprivileged families. The social interactions of students who adopt a hedonistic lifestyle often form exclusive groups based on economic status and appearance. Although most students are still open to socializing, social disparities are still felt, especially for students from underprivileged families. Feelings of marginalization and lack of appreciation from their peers can create social pressure and affect students' emotional well-being. In addition, the hedonistic lifestyle has a negative impact on students' academic achievement. Focusing on personal pleasure and excessive use of social media distract from academic responsibilities. The habit of spending time outside the home late into the night and the lack of

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

study discipline have the potential to reduce students' productivity and academic achievement, ultimately affecting their educational future. The social pressures posed by this lifestyle also affect students' emotional well-being, leaving them feeling marginalized and undervalued. Hedonistic lifestyles encourage excessive consumptive behavior among students. They are more likely to spend money on expensive social activities, which reinforces the culture of consumerism. To overcome the negative impact of the hedonistic lifestyle, collaboration is needed between schools, parents, and the students themselves. Schools need to improve character education programs that emphasize the importance of balancing material and non-material needs. Parents need to teach wise economic values and set a good example in financial management. Students need to develop awareness about time management and priorities in daily life. With these steps, it is hoped that a more inclusive and positive social environment can be created at SMA Negeri 4 Binjai, which supports the development of students academically, emotionally, and socially.

REFERENCE

- Alaassar, A., Mention, A.-L., & Aas, T. H. (2020). Exploring how social interactions influence regulators and innovators: The case of regulatory sandboxes. *Technological Forecasting and Social Change*, 160. <https://doi.org/10.1016/j.techfore.2020.120257>
- Arul Rajan, K. (2020). Influence of hedonic and utilitarian motivation on impulse and rational buying behavior in online shopping. *Journal of Statistics and Management Systems*, 23(2), 419–430. <https://doi.org/10.1080/09720510.2020.1736326>.
- Babin, B. J., Darden, W. R., & Griffin, M. (1994). Work and/or fun: measuring hedonic and utilitarian shopping value. *Journal of Consumer Research*, 20(4), 644–656. <https://doi.org/10.1086/209376>
- Cahyaning Putri Amelia Pratiwi. (2023). Perspektif Psikologi Mengenai Hedonisme Korelasi Antara Kehidupan Hedonisme Menurut Pandangan Filsafat dengan Perkembangan Mental Masyarakat Indonesia Menuju Indonesia Emas Tahun 2045. *Universitas Sebelas Maret Surakarta, January*, 1–7.
- Cahyono, K. E. (2019). Pengaruh Hedonic Value Dan Utilitarian Value Terhadap Impulse Buying Di Mediasi Oleh Shopping Life Style Pada Industri Kulit Sidoarjo. *BALANCE: Economic, Business, Management and Accounting Journal*, 16(2), 161–177. <https://doi.org/10.30651/blc.v16i2.3135>
- Hong, N. (2022). Digital-Media-Based Interaction and Dissemination of Traditional Culture Integrating Using Social Media Data Analytics. *Computational Intelligence and Neuroscience*, 2022. <https://doi.org/10.1155/2022/5846451>
- Hussain, T., Abbas, J., Wei, Z., Ahmad, S., Xuehao, B., & Gaoli, Z. (2021). Impact of urban village disamenity on neighboring residential properties: Empirical evidence from nanjing through hedonic pricing model appraisal. *Journal of Urban Planning and Development*, 147(1). [https://doi.org/10.1061/\(ASCE\)UP.1943-5444.0000645](https://doi.org/10.1061/(ASCE)UP.1943-5444.0000645)

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

- Irawan, S. B. (2019). Potret Gaya Hidup Hedonis di Kalangan Mahasiswa. *Skripsi, UIN Syarif Hidayatullah Jakarta*, 106.
- Jannah, R. (2021). Bentuk-Bentuk Gaya Hidup Hedonisme Pada Mahasiswa Fakultas Dakwah Dan Komunikasi Uin Ar-Raniry (Studi Deskriptif Analisis Mahasiswa Prodi Bki). *Skripsi*.
- Jennyya, V. (2021). Gaya Hidup Hedonisme Di Kalangan Mahasiswa Universitas Sam Ratulangi. *Jurnal Holistik*, 14(3), 1–6. <https://ejournal.unsrat.ac.id/index.php/holistik/article/view/34482/32374>
- Kaczmarek, L. D. (2017). Hedonic Motivation. In *Encyclopedia of Personality and Individual Differences* (pp. 1–3). Springer International Publishing. https://doi.org/10.1007/978-3-319-28099-8_524-1.
- Ladefoged, T. N., Gemmell, C., McCoy, M., Jorgensen, A., Glover, H., Stevenson, C., & O’Neale, D. (2019). Social network analysis of obsidian artefacts and Māori interaction in northern Aotearoa New Zealand. *PLoS ONE*, 14(3). <https://doi.org/10.1371/journal.pone.0212941>
- Lexy, & Moleong. (2017). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Lin, C. A., Crowe, J., Pierre, L., & Lee, Y. (2021). Effects of Parasocial Interaction. *The Journal of Social Media in Society*, 8–24.
- Lundgren, L., Crippen, K. J., & Bex II, R. T. (2022). Social Media Interaction as Informal Science Learning: a Comparison of Message Design in Two Niches. *Research in Science Education*, 52(1). <https://doi.org/10.1007/s11165-019-09911-y>
- Malley, G. S., & Gorenflo, L. J. (2023). Shifts in the conflict-coexistence continuum: Exploring social-ecological determinants of human-elephant interactions. *PLoS ONE*, 18(3 March). <https://doi.org/10.1371/journal.pone.0274155>
- Mondémé, C. (2022). Why study turn-taking sequences in interspecies interactions? *Journal for the Theory of Social Behaviour*, 52(1), 67–85. <https://doi.org/10.1111/jtsb.12295>
- Rahayu, F. S., Setiyowati, E., & ... (2021). Gambaran Sikap Sosial Dalam Pergaulan Siswa Ditinjau Dari Perbedaan Etnis Kelas VIII Di Smp Santa Maria Fatima Jakarta Timur. *INSIGHT: Jurnal Bimbingan ...*, 38–43.
- Ribeiro Coimbra, R., Brito, C. M., & Oliveira Sampaio, D. (2023). Hedonic and utilitarian motivations and their relationship with cultural dimensions, life satisfaction and the attributes of supermarkets: An international study on consumer behavior. *Cogent Business & Management*, 10(2). <https://doi.org/10.1080/23311975.2023.2202024>.
- Romero, S., Fardoun, H. M., Penichet, V. M. R., Lozano, M. D., & Gallud, J. A. (2021). Analysis of online social interactions based on positive reinforcement social networks in a k-12 geometry class. *Applied Sciences (Switzerland)*, 11(23). <https://doi.org/10.3390/app112311545>
- Rustan, A. S. (2021). Digital Communication and Social Media Interaction to Improve the Academic Quality of Islamic Higher Education Lecturers. *Journal of Social Studies Education Research*, 12(4), 144–169. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85124535495&partnerID=40&md5=7d765b6c004b1143a7cddb63c6d40e62>

Impact of Hedonistic Lifestyle on Social Interaction among High School Students: A Case Study in Indonesia

Damanik and Dora

- Salim. (2020). *Metodologi Penelitian Kualitatif* (Haidir, Ed.). Cita Pustaka Media.
- Smith, J., & Johnson, A. (2020). *The Influence of Hedonistic Lifestyle on Social Interaction Among High School Students: A Case Study in Urban Areas*. *Journal of Adolescent Psychology*.
- Strzelecka, M., Nisbett, G. S., & Woosnam, K. M. (2017). The hedonic nature of conservation volunteer travel. *Tourism Management*, 63, 417–425. <https://doi.org/10.1016/j.tourman.2017.06.022>
- Sugiyono. (2020). *Metode Penelitian Kualitatif*. Alfabeta CV.
- van den Berg, P., Kemperman, A., & Timmermans, H. (2014). Social Interaction Location Choice: A Latent Class Modeling Approach. *Annals of the Association of American Geographers*, 104(5), 959–972. <https://doi.org/10.1080/00045608.2014.924726>
- Vila-López, N., & Küster-Boluda, I. (2018). Commercial versus technical cues to position a new product: Do hedonic and functional/healthy packages differ? *Social Science and Medicine*, 198, 85–94. <https://doi.org/10.1016/j.socscimed.2017.12.018>
- Yitayew, A., Yigezu, Y. A., Kassie, G. T., Deneke, T. T., Haile, A., Hassen, H., & Rischkowsky, B. (2019). Identification of strategies to improve goat marketing in the lowlands of Ethiopia: a hedonic price analysis. *Applied Economics*, 51(1), 61–75. <https://doi.org/10.1080/00036846.2018.1490693>
- Zhao, Y., Liu, J., Tang, J., & Zhu, Q. (2013). Conceptualizing perceived affordances in social media interaction design. *Aslib Proceedings: New Information Perspectives*, 65(3), 289–303. <https://doi.org/10.1108/00012531311330656>
- Zou, B., Guan, X., Shao, Y., & Chen, P. (2023). Supporting Speaking Practice by Social Network-Based Interaction in Artificial Intelligence (AI)-Assisted Language Learning. *Sustainability (Switzerland)*, 15(4). <https://doi.org/10.3390/su15042872>