

SOCIAL ANXIETY AND SOCIAL MEDIA DEPENDENCE IN STUDENTS

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ABSTRACT

This study aims to examine the effect of social anxiety on social media dependence in university students. This research used the quantitative approach with a predictive correlation method. The instruments were social anxiety scale (92 items) refers to aspects of social anxiety from La Greca and Lopez, and the scale of dependence on social media (30 items) refers to Griffiths. The participants were 342 students of UIN Sunan Gunung Djati Bandung selected by random sampling. The results show that social anxiety influence dependence on social media in university students. The influence of social anxiety variables to dependence on social media is about 7.2%. Most of the participants have social anxiety and social media dependence in the medium category.

Keywords: Social Anxiety, Dependence on Social Media, Student.

INTRODUCTION

Technological developments are currently increasingly rapid, making it easier, more effective and efficient for people to carry out their daily activities. The technology that is developing very rapidly at the moment is communication technology from the internet. The internet has both positive and negative impacts on human life. Apart from that, the internet has also changed the way people live. The positive impact of the internet is being able to shop online, being able to communicate between relatives and friends in any part of the world at the desired time, including being able to communicate with people who have never met and obtain the information they need. Apart from positive impacts, the internet also has negative impacts. As the results of research by Elia (2009) which found that 20% of internet users can be involved in one or more problems of self-neglect, avoiding other people, social isolation, depression, decreased work productivity due to lots of social media, the emergence of problems in marital relationships, sex addiction, online gambling, failure in studies due to not being able to regulate internet use, including the behavior of checking and clicking continuously.

The convenience provided by social media makes users anxious and dependent. Dependence according to the definition of Dependence Theory is that dependence is related to efforts to fulfill needs or achieve a goal that depends on other resources, in this case social media (Schrock, 2006). Social media is believed to be the only way to obtain desires, as if individuals are helpless when their lives are not equipped with social media.

Kandell (1998) stated that one of the social media users is students. Students are becoming more susceptible to dependence on social media. Based on a survey submitted by APJII, social media users who have high intensity are individuals with a high level of education, meaning that the higher the individual's education level, the higher the intensity of their activities in accessing and using social media (APJII, 2015). Students' busy lives and activities usually

make them dependent on the internet and social media.

The reason students have a high vulnerability to social media dependence compared to other groups of society is because students are in the emerging adulthood phase. In this phase, students are in the transition period from late adolescence to early adulthood and are experiencing psychological dynamics (Kandell, 1998). Students are also experiencing a search for their achievement identity, which is marked by the process of forming a self-identity and trying to live independently by breaking away from the influence and domination of the role of parents. At this age, students have a tendency to search for the meaning of life and establish closer, affective interpersonal relationships. The emerging adulthood phase is also characterized by less stable character, such as managing life's needs, interpersonal relationships, developing aspects in the affective and cognitive domains. When students encounter difficulties in their development process, to solve these problems, namely by using social media activities more intensively, which is more important than what other people do in general, because according to this group of students, online activities can help them expand and strengthen their social networks (Smahel, Brown, & Blinka, 2012).

From the phenomena and facts above, researchers are interested in researching students in Bandung City, especially students at UIN Sunan Gunung Djati Bandung. This place was chosen by researchers because the city of Bandung is included in the 5 regions with the highest online activity in Indonesia. Social media users increase every year. Statistical data shows that in 2015 there was 22%, then in the following year it even increased by 43% (Yahoo!-TNS, 2016).

Based on the results of observations and interviews with 30 students at UIN Sunan Gunung Djati Bandung conducted from April to June 2017, it was found that many students were dependent on social media. Students cannot stop accessing all their social media for a whole day. Students tend to use social media with the aim of overcoming poor relationships such as low self-esteem, loss of social support in real life, lack of self-confidence, and other physical deficiencies.

The initial phenomenon found in this research shows that in one day students can access social media from their smartphones for more than 3 hours, and the time used to access social media in a day is around 5 hours. The activities most often carried out by students in cyberspace are accessing social media (84.2%), searching on Google (65.7%), playing online games (39.2%), watching videos (38.9%), reading news (31.4%), and accessing email (30.7%). Students can spend as much as 35 hours a week accessing social media and only spend an average of around 3 hours a week studying optimally. It is truly ironic that students prioritize accessing social media over studying. There are even some students who spend up to 10 hours a day playing on their cell phones, of which they spend an average of around 184.6 minutes a day chatting with friends.

This is in accordance with the facts found in the field that if students do not receive notifications on their cellphones in a day, they will feel restless due to the reaction of their dependence on social media. As many as 39% of students experience excessive fear or social anxiety about missing certain moments that occur in their lives. As many as 32% of students said that they experienced feelings of fear when they could not achieve their goals when they saw photos of friends or other people who easily exposed their success on social media. Students who are dependent on social media and use social media excessively will have difficulty controlling their social media use, and can experience psychological disorders.

Social Anxiety

Social anxiety is related to communicative anxiety. This is described as feelings of fear or worry when individuals are in social situations. Individuals who experience social anxiety will develop negative feelings and predict negative things when interacting and communicating with other people (DeVito, 2001). This individual has a personality with characteristics such as being nervous, shy, quiet, and anticipating not interacting with other people in order to avoid other people's negative views of him (Geçer & Gümüş, 2010).

The results of research conducted by Prayoga and Akmal (2014) stated that there is a link between social anxiety and social media dependence, individuals who have social anxiety will use social media excessively to overcome the obstacles that exist for themselves. The results of this research (Prayoga & Akmal, 2014) show that there is a negative impact of social media dependence on the individual's social life in terms of interpersonal function. Other research states that there is a relationship between social anxiety and social media dependence, namely research conducted by Soliha (2015) which states that social anxiety, depression and feelings of loneliness significantly influence the emergence of dependence on social media.

In the students who were the subjects of this research, it was found that those who experienced social anxiety verbally felt very anxious when communicating and meeting face to face, the result of which was that they depended on communication media which could be done in writing, in this case, social media. This indicates that online communication makes individuals feel heard, they also find it easier to express themselves. This situation has also caused the use of social media to increase rapidly and significantly recently.

Students with social anxiety tend to communicate online by presenting and portraying themselves as best as possible in order to get a positive impression and image from other parties, sometimes even the impression shown does not match their true self. This condition makes students who have social anxiety increasingly become dependent on social media.

Social Media Addiction

According to research conducted by Young (2011), individuals with social media dependence are individuals who have a strong tendency to carry out activities on social media and limit their social activities in the real world. Social media dependence can be seen from the intensity of time a person spends being glued to their social media on smartphones or all kinds of electronic devices that have access to social media. The result is that a lot of time spent accessing social media makes individuals not care about life in the real world (Young, 2011).

In this research, it was found that students who use social media for coping purposes in interacting with their surrounding environment will be more likely to express themselves on social media, but in everyday life these individuals are afraid to express themselves or have low self-disclosure. This is in accordance with Niekamp's (2010) statement that social media provides its own comfort which causes dependence because the media is anonymous, does not meet face to face, and there are no barriers to interacting with other people.

There are two reasons why someone becomes dependent on social media. First, according to Prayoga and Akmal (2014) that social media can be used to support social interaction for individuals who lack social skills in the real world so that social media is used for social compensation. Second, because social skills on social media can be used for social support. Students who are dependent on social media are caused by the individual's social anxiety. According to one of the students interviewed, he stated that, "I use social media as a way to

treat loneliness and as a substitute for face-to-face relationships which he does not get in everyday life because he is afraid to make direct contact with other people and prefers only online communication." (A.N., 2017).

Students who are dependent on social media apart from having less control in their use of social media, also result in reduced direct face-to-face interaction, apart from being caused by a lack of direct interaction, there are other reasons that influence social media dependence, namely the difficulty of students having time to interact and adapt. with the environment.

Based on the phenomena in the field and several other studies related to dependence on social media, researchers are interested in conducting more in-depth research which aims to find out whether there is an influence of social anxiety on social media dependence in students.

RESEARCH METHODS

This research uses quantitative research with predictive correlation methods. The variables to be studied are social anxiety as a predictor variable and social media dependence as a criterion variable. To see the influence of the predictor variable, namely social anxiety, on the criterion variable, namely social media dependence, using simple regression analysis techniques.

The population is students of UIN Sunan Gunung Djati Bandung who use social media. Data obtained from the Head of the Academic Section of UIN Sunan Gunung Djati stated that the total number of active students for the 2017/2018 academic year was 23,257 students. A sample of 342 active students from each faculty at UIN Sunan Gunung Djati Bandung was obtained using a random sampling technique. The sample size was taken from a population of more than 20,000 according to Isaac and Michael's table with an error rate of 5% (Sugiyono, 2014).

The social anxiety variable is measured using a social anxiety scale based on the theory of Greca and Lopez (1998). The social anxiety scale used consists of several aspects, namely fear of negative evaluation, social avoidance and feelings of stress experienced in new situations, as well as social avoidance and feelings of stress towards new people. In measuring dependence on social media, researchers adapted a questionnaire about social media dependence, namely a measuring tool for the internet dependence scale from the theory of internet addiction (Griffiths, 2013) developed by Lemmens, Valkenburg, and Peter (2009), namely spending a lot of time thinking and planning what to do on social media, feeling very anxious and pressured to use social media, using social media to forget about personal problems, ever tried to reduce the use of social media but failed, anxious and disturbed when prohibited from using social media, using social media too often thus interfering with daily activities.

By using the Pearson Product Moment Correlation Coefficient formula, the results of the item analysis calculation for the social anxiety variable were obtained, namely 70 items used and 22 items unused. The dependency variable on social media is 24 used items and 6 unused items.

Validity test uses construct validity, with the Pearson product moment correlation technique. The validity test results of the two variables are on average at a high level of validity.

Reliability test uses Cronbach's Alpha formula. The alpha coefficient obtained for the social anxiety scale was .93 (very high reliability). Meanwhile, the scale of dependence on social media has an alpha coefficient of .84 (high reliability). This it can be concluded that the two scales have a high and very high level of reliability so that they can show differences between

respondents well. The data analysis technique uses simple linear regression analysis, to find a causal relationship between social anxiety and social media dependence.

RESEARCH RESULTS AND DISCUSSION OF RESEARCH RESULTS

Classic Assumption Test

Table 1: Normality Test Calculation Results

		<i>Unstandardized Residual</i>
N		342
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	0E-7
	<i>Std. Deviation</i>	8.98216678
	<i>Most Extreme Differences</i>	<i>Absolute</i>
<i>Positive</i>		.050
<i>Negative</i>		-.057
Kolmogorov-Smirnov Z		1.062
<i>Asymp. Sig. (2-tailed)</i>		.209

The main part of this research is to discuss whether the social anxiety variable influences social media dependence among students at UIN Sunan Gunung Djati Bandung. Hypothesis testing uses simple linear regression analysis techniques. Before the regression analysis is carried out, it is necessary to test the classical assumptions first.

The results of the Kolmogorov-Smirnov normality test in table 1 show results of $.209 > .05$ so it can be concluded that the data distribution meets the normality assumption. Furthermore, the linearity test results show a value of $.000 < .05$ so it can be concluded that it meets the linearity requirements. After carrying out a heteroscedasticity test using the Glejser test, it was found that the p-value for the social anxiety variable was $.73$. Because the p-value shows a result of more than $.05$, it can be concluded that there are no symptoms of heteroscedasticity in the predictor variables. This the requirements for simple linear regression analysis have been fulfilled.

Testing the feasibility of the regression model. Based on the results of the ANOVA test, it was found that the significance level (p-value) was smaller than α ($.000 < .05$), so this research is suitable to be tested using a regression model because the social anxiety variable has indications that it can influence the dependency variable on social media in this research.

Coefficient of Determination

Table 2: Coefficient of Determination Test Results

<i>Model</i>	R	R	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.268 ^a	.072	.069	8.99537

In table 2 it is known that the value of r^2 or R Square is $.072$. So it can be seen that the coefficient of determination score in this study is 7.2%. This figure explains that the dependency variable on social media is only 7.2% influenced by the social anxiety variable.

Meanwhile, the other 92.8% was influenced by other variables not examined in this research.

Based on table 2, it can also be seen that the SEE (Std. Error of the Estimate) value is 8.95. This value is smaller than the standard deviation for the criterion variable, which is 9.324 in the table. Therefore, because the SEE value $<$ STD ($8.995 < 9.324$), the regression model is good and can be used as a predictor. The smaller the SEE value, the more accurate the regression model will be in predicting the criterion variable.

Calculation of regression coefficients. The regression coefficient section describes the regression equation to determine constant numbers and test the hypothesis of the significance of the regression coefficient. So it is known that the p-value is .000, while the α coefficient determined is .05, which means the p-value $<$ α ($.000 < .05$) or meets the requirements for rejecting H0 and accepting H1, which means that social anxiety has an influence on dependence on social media. among students at UIN Sunan Gunung Djati Bandung.

In this research, it is also known that the regression equation obtained is $Y=46.387+.104X$, which means that for every addition of 1 to the social anxiety variable, dependence on social media will increase by .104. So it can be said that the higher the social anxiety, the higher the social media dependence of students.

Apart from examining the causal relationship between two variables, this research also carried out an empirical analysis of the description of the social anxiety variable in students at UIN Sunan Gunung Djati Bandung. Based on the calculation results, it is known that the average (mean) = 162.39 and the median is 162 with a minimum value of 88 and a maximum value of 247. Meanwhile, the range in this study is 159. Based on this range value, the researchers categorized social anxiety into three categories, namely: high, medium and low.

Students who have high levels of social anxiety have scores in the range of 196-249. Scores in the range 142-195 are in the medium category. Those with a score of 88-141 have a low level of social anxiety.

Table 3: Distribution of Social Anxiety Categories

Category	Amount	Percentage
Tall	28	8.2%
Currently	255	74.6%
Low	59	17.4%
Amount	342	100%

Based on table 3, it is known that the majority of students have social anxiety at a moderate level, namely with a percentage of 74.6%, then 8.2% of the subject group has social anxiety in the high category. Meanwhile, the remaining 17.2% of the subject group had social anxiety at a low level.

Based on the results of data processing, it is known that the average social media dependence in the subject group is 63.20 with a minimum value of 29, a maximum value of 96 and a midpoint of 63. The range between the minimum value and the maximum value is 67. So the researchers divided the level of social media dependence in the subject group into three categories, namely: high, medium and low.

The group of subjects who had scores in the range 75-97 were included in the high social media

dependency category. The group of subjects who had scores in the range of 52-74 were included in the category of moderate dependence on social media. The subject group with social media dependence in the low category is those with scores in the range 29-51.

Table 4: Distribution of Social Media Addiction Categories

Category	Amount	Percentage
Tall	34	10%
Currently	271	79.2%
Low	37	10.8%
Amount	342	100%

Based on table 4, it is known that the majority of students have a moderate level of social media dependence, namely with a percentage of 79.2%, then 10% of the subject group has a high category of social media dependence. Meanwhile, the remaining 10.8% of the subject group had a low level of social media dependence. This proves that the students at UIN Sunan Gunung Djati Bandung who are research subjects are dependent on social media, although at different levels.

DISCUSSION

This research aims to determine the effect of social anxiety on social media dependence in students. The results of hypothesis testing show that social anxiety has an influence on dependence on social media. In this research, it was found that social anxiety contributed to social media dependence among students. Meanwhile, most of the influence is caused by other variables that have not been examined in this research. The results of this study assume that social anxiety cannot stand alone to influence the dependent variable, meaning that there could be other factors outside of social anxiety that might also have a big effect on the emergence of dependent behavior on social media.

This research also states that social anxiety has a significant effect on dependence on social media as a criterion variable. The results of the feasibility test state that the social anxiety variable is suitable to be used to determine the dependency variable on social media, so it can be said that variations in social anxiety also increase variations in the dependency variable on social media. This could happen because dependence on social media is closely related to how individuals carry out self-defense mechanisms against environmental responses so that their anxiety behavior is manifested in behavior dependent on social media (Halim & Sabri, 2013).

According to Halim and Sabri (2013), the behavior shown by individuals when interacting excessively with activities on social media or online is also a form of coping strategy that they apply in responding to their environment. So it is normal for this to happen in this era of globalization (Gedam, Shivji, Goyal, Modi, & Ghosh, 2016).

Students who have a high level of social anxiety or people who have social disorders in their environment will encourage these people to use social media excessively and engage in in-depth online communication. They will feel safe by entering and interacting in cyberspace (McQuail, 2011). This is the only way to gain connection, develop and build relationships with other people. Remembering that humans are social creatures, of course they will always need other people to share stories by pouring out their hearts and asking for help. This is in line with research conducted by Fullwood, Quinn, Kaye, and Redding, (2017) which shows that relational activities on social media are a form of individuals developing their social models of the environment. So for them social media is a very effective tool to obtain their social needs

because they are not met in real life (Fullwood et al., 2017). In the end, these people will become dependent on social media.

Students who are dependent on social media will experience difficulties in controlling their use of social media, this will have an impact on psychological disorders (Littlejohn, 2009). In students, the emergence of social media dependence can be caused by several things, such as excessive socializing (sending messages, chatting and sending e-mails) or excessive playing of online games. Students who are dependent on social media, apart from lack of control in their use of social media, also the length of time spent using it will result in reduced direct interaction with other people (Panda & Jain, 2018). Thus, other research conducted by Panda and Jain (2018) shows that there is a tendency towards excessive use of social media which will result in individuals becoming compulsive users so that if this is not anticipated by them, it is not impossible that it will disrupt a person's psychological dynamics.

This is different from students who do not have social anxiety, they will tend to be more active in the real world compared to people who are worried and afraid of socializing. This is in line with what Bessière, Kiesler, Kraut, and Boneva (2008) stated that there are differences in using the internet and the resulting impact between individuals who have social support and individuals who do not have social support in their environment. Students who are active on social media in real life will tend to use social media for online communication to strengthen real-world communication relationships without having to depend on social media, because its function is only complementary.

This is in line with research conducted by Young (2011). According to him, social anxiety has a positive correlation with pathological internet use (PIU). This proves theoretically that social anxiety is a predictor or cause of social media dependence. This interprets that this research can contribute to the development of science, especially the study of the integration between the concepts of social anxiety and social media dependence. The combination of these two variables has produced a positive and significant relationship.

The majority of subjects in this study were in a positive relationship where if their level of social anxiety was in the high category, then the subject group also had a high level of dependence on social media as did the others. While several groups of subjects have different levels of social anxiety and social media dependence, this could be caused by other factors not discussed in this study. Another thing that also shows that most students are in the high group on social media dependency scores, this is possible because they are in a dynamic phase where they face a lot of problems and refer to psychological distress, so one way to survive this situation is through media activities. social (Saqib et al., 2017).

The form of influence of social anxiety on dependence on social media is also known through the regression equation, the results of which mean that for every addition of one to the social anxiety variable, dependence on social media will increase. So it can be said that the higher the social anxiety, the higher the dependence on social media among students at UIN Sunan Gunung Djati Bandung. This regression equation is sufficient to explain the causal relationship between two variables, namely social anxiety and social media dependence.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results obtained from data collection and discussion, it was concluded that there is a significant influence of social anxiety on social media dependence. The social media

dependency variable is only influenced by around 7.2% by the social anxiety variable.

The social anxiety variable is proven to influence the dependency variable on social media among students at UIN Sunan Gunung Djati Bandung. For every addition of 1 to the social anxiety variable, social media dependence will increase by .104. So it can be said that the higher the social anxiety, the higher the dependence on social media among students. Categorically, UIN Sunan Gunung Djati Bandung students have social anxiety and social media dependency, the majority of which fall into the moderate category.

RECOMMENDATIONS

Some suggestions that can be made are: first, for the UIN Sunan Gunung Djati Bandung agency, there is a need for seminars or scientific discussions on the development of social media, so that students can use their social media wisely. Second, future research is expected to redevelop research on social anxiety and other factors or variables that influence dependence on social media besides social anxiety. Apart from that, it is hoped that we can re-develop measuring tools so that they can more accurately describe the dimensions of social anxiety and dependence on social media in accordance with the culture that exists in the population.

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