



## The Influence of Self-Esteem on Social Media Addiction among High School Students

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### Abstract

*This study aims to examine the influence of self-esteem on social media addiction among high school students. The research employs a quantitative methodology and utilizes snowball sampling, targeting respondents who are high school students aged 15-18 years and use social media for more than 6 hours a day. The sample size for this study is 128 respondents. Data on self-esteem is measured using a self-esteem scale, while social media addiction is measured using a social media addiction scale. The data analysis technique used is simple regression analysis. The results of the analysis indicate that the hypothesis is supported, showing an influence of self-esteem on social media addiction among high school students, with a significance value of 0.000 ( $p < 0.01$ ) and an R Square value of 0.137. This means that self-esteem accounts for 13.7% of the influence on social media addiction, while 86.3% is influenced by other factors.*

**Keywords:** self-esteem, social media addiction, high school students

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### INTRODUCTION

Education is a process carried out by individuals to develop their potential. This process takes place throughout the human life span. This effort is made so that individuals can have knowledge, information and skills so they can be used in everyday life. High School (SMA) is a place to get education to develop an individual's abilities both in terms of cognitive, affective and psychomotor through the learning process carried out at school (Santika and Savitri, 2016). In the current era, education is starting to change a lot, the influence of various things on modern life, especially in the field of technology. Information and communication technology in Indonesia is developing very rapidly. The ease of technology today means that a student's obligations have begun to be eroded and neglected by technological advances so that students are more concerned with playing on social media than studying (Putri, Daharnis and Marjohan, 2018).

The ease of technology today has made the internet easily accessible to all groups, including high school students. Research conducted at SMAN 2 Ungaran showed that 94% of students access the internet every day. The majority of these students spend one to three hours per day using the internet primarily for communication through social media. The ease of access when using the internet allows users to receive all kinds of information, whether positive or negative (Budi, 2016). The use of social media with easy internet access makes users feel comfortable spending a considerable amount of time on it. In addition to being a means of broadcasting information, mass media also serves functions such as surveillance, information, interpretation, value transmission, education, and entertainment (Andari, D. N., Robbani, H., & Alianny, A., 2023)

According to statistical data from Databoks (2020), social media users among high school students are at 13.3%, consisting of 6.2% men and 7.1% women. The social media most frequently used by teenagers is YouTube (78 %), WhatsApp (61%), Instagram (54%), Facebook (54%), and Twitter (12%). Intensity of use of social networks, including frequency and duration of use of social media, a survey was conducted on adolescent social media users based on the intensity of their use. As a result, 15.5% used social media for under 3 hours a day, 67.2% used it 3-7 hours a day and 17.3% of respondents used social media for more than seven hours a day. The survey conducted throughout January showed that the majority of social media users in Indonesia spent more than 3 hours a day using social media (Tamimy, 2017).

The use of social media among students has a direct influence, both positive and negative. The negative influence that comes from using social media too often is that teenagers will be disturbed in their learning process when there is chat from friends while studying (Amri, 2021). There are also positive benefits to using social media, including high school students being able to take part in a video creation event held by the chairman of the Indonesian People's Consultative Assembly, Bambang Soesatyo (Bamsot). In this event he invited high school students to make videos with messages so that teenagers can be wise in using social media so they don't get caught up in hoax news or spread hoax news. This activity also aims to minimize the impact of social media, which often makes the younger generation addicted and thus behave anti-socially (Putri, 2021)

Research conducted by the Human Resources Research and Development Agency of the Ministry of Communication and Information of the Republic of Indonesia in 2017, stated that as many as 3934 respondents accessed social media and as many as 93.25% of all high school students who were respondents accessed social media. This shows that high school students often access social media. According to Young (in Nurfadhilah, 2014), teenagers, including high school students, are at high risk of becoming addicted to social media. This is because high school students who have social media usually post about their personal activities such as Instagram Live, stories and photos with friends or family. The more active high school students are on social media, the more they are considered cool and trendy among other students. High school students who do not have social media are usually considered old-fashioned or less sociable (Sudiyatmoko, 2015).

The use of social media among high school students is influenced by the students' need for social media as an individual identity where students use social media to maintain and expand their friendship networks (Oksman & Turtainen, 2004). The increasing need for social media seems to make many people lulled into not realizing the negative impacts that actually appear along with the positive impacts. Students who experience addiction will become very dependent on social media, so that individuals are willing to spend a long time just to achieve satisfaction (Fauziawati, 2015). Dependence on social media can result in negative impacts that will be experienced. Social media makes students become indifferent to their responsibilities as students which results in delays in collecting school assignments, reduced study time and school achievement experiences a drastic decline because teenagers are busy spending their time accessing social media (Mim, Islam, and Paul, 2018). Ryan, Chester, Reece, and Xenos (2014) said that the main problem in using social media is its negative impact on individuals, especially addiction. Cooper (2000) explains that addiction is a behavior of dependence on something one likes. Someone will usually automatically do what they like at the given opportunity. Individuals who experience addiction are unable to escape from this situation, they are less able to control themselves to carry out certain activities they like.

Social media addiction is defined by Nurfajri (in Nurmandia, 2013) as a psychological disorder where users increase the amount of use so that it can generate pleasure which can cause anxiety, affective disorders (difficulty adjusting, depression) and disruption of social life. Griffiths (2005) explains that social media addiction is the compulsive use of social media which can result in behavioral addiction symptoms, including tolerance, conflict, addiction, and mood changes. According to Van Rooij and Schoenmakers (in Eijnden, Lemmens & Valkenburg, 2016) the use of social media, apart from having a good influence, there are also bad influences that have an impact on developing mental health and give rise to problematic behavior in individuals. Young (2010) revealed that social media addiction is included in internet addiction which is included in Cyber-Relational Addiction (addiction to friendship sites in cyberspace) which is caused by several factors such as gender, psychological conditions, and the purpose and time of internet use.

Itabiliana (in Noersativa and Christyaningsih, 2021) states that teenagers can become addicted to social media. The reason is that the existence of social media makes individuals more able to explore themselves and show their abilities to others. On social media, teenagers can see other figures, such as public figures, who can then be used as role

models in their lives. Social media can even give rise to ideals that were previously completely unthinkable. Therefore, social media is very closely related to developmental needs at this age. Khalilaindriana (2014) also revealed several other factors that cause someone to be addicted to social media, such as following current trends, a place to find friends, developing an online shop, a means of building networks, a well of knowledge and sources of information, and can relieve stress.

Teenagers who use social media excessively often post their daily activities as if they show a true picture of social life (Gantiny, 2018). Most people who experience social media addiction are people who have low levels of self-esteem (Sing, Chopra and Kaur, 2014). This is because individuals with low self-esteem usually need full support from friends or other people so that individuals can feel more appreciated (Kircaburun, 2016), but individuals have difficulty having direct social interactions (Akashe, Zamani, Akbari, Abedini and Hedayati, 2014).

In his research, Kircaburun (2016) argues that individuals who have low self-esteem avoid real interactions and escape into cyberspace where individuals can behave anonymously and act as whoever the individual wants. A photo can directly influence existing social comparisons and this can encourage individuals to feel inferior or jealous. Self-worth is determined by social approval factors in the form of approval from other people (Sukmasari, 2013).

Heatherton and Wyland (2003) define self-esteem as a person's positive or negative assessment of himself. According to McKay and Patrick (2000) that self-esteem is very important for psychological survival. Without self-esteem life becomes very emotional and painful with many basic needs not being met. Meanwhile, according to Baumeister (in Santrock, 2007) self-esteem reflects perceptions that do not always correspond to reality. Tseng (2008) also explains that support from parents and friends can help increase a teenager's self-esteem. Branden (1994) said that an individual who has high self-esteem is someone who has awareness, self-concept, responsibility for himself, the individual has self-assertiveness, has a purpose in life, and has personal integrity. So if someone does not have these six factors, then their self-esteem will be low.

Frank (2011) divides self-esteem into two characteristics, namely low self-esteem and high self-esteem. Low self-esteem includes feelings of unhappiness, feelings of anxiety, feelings of inferiority, impatience with oneself or others, goals oriented to the outside world, and negativity. Meanwhile, high self-esteem includes a sense of responsibility, commitment to a goal, honesty, forgiving easily, and having internal values. Pervin (in Ozyesil, 2012) said that individuals who have high self-esteem are proven to be more assertive, flexible, imaginative, and able to find solutions to their problems. In contrast to individuals who have low self-esteem. Low self-esteem can cause several things, one of which is addiction.

Research conducted by Servidio, Gentile and Boca (2018) shows that there is an influence between self-esteem and social media addiction. This research is also strengthened by Latief and Retnowati (2018) who found that self-esteem can influence internet addiction in teenagers. Research conducted by Yao, He, Ko, and Pang (2014) also shows that there is a significant relationship between self-esteem and social media addiction. Susanto, Suryani, Astiarani and Kurniawan (2021) conducted research on 211 respondents aged around 16 to 21 years showing that respondents with low self-esteem suffered from social media addiction. Stieger and Burger (2010) also strengthen this research which obtained results showing that there is a significant relationship between self-esteem and social media addiction.

Based on research on the influence of self-esteem on social media addiction in high school students, this research is important to conduct because the level of self-esteem in students can influence excessive use of social media, thus causing addiction. Despite significant advancements in understanding the effects of social media usage, there remains a gap in exploring how self-esteem influences social media addiction among high school students. This study seeks to address this gap by examining this relationship,

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providing insights that are crucial for developing effective interventions. The formulation of this research is whether there is an influence of self-esteem on social media addiction in high school students? This study aims to examine the influence of self-esteem on social media addiction in high school students.

## METHOD

### Identify Research Variables

In this research, there are two variables that will be analyzed, namely:

1. Dependent Variable (Y): Social Media Addiction
2. Independent Variable (X): Self-Esteem

### Definition of Operational Research

The operational definitions of the variables in this research are as follows:

1. Social Media Addiction

Social media addiction is a condition where individuals focus on social media and forget all the activities they have to do and can experience physical and emotional problems if they do not use social media. This research uses a social media addiction scale which is arranged based on aspects according to Young (2013), namely, salience, excessive use, neglect of work, anticipation, lock of control, neglect of social life.

2. Pride

Self-esteem is an individual's assessment of the results of an individual's evaluation of himself, both positive and negative regarding the things he can do. In this research, researchers used a self-esteem scale which was compiled based on the aspects proposed by Tafarodi and Swann (2001), namely, self-competence and self-liking.

### Research Population and Sample

According to Sugiyono (2005) population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied. In line with this, according to Noor (2011), population is all elements or members of an area that is the target of research. Meanwhile, according to Nazir (2005) population is a group of individuals with qualities and characters that have been determined by researchers. The population in this study were high school students.

According to Azwar (1998) a sample is a part of the population, because it is part of the population, of course it must have the characteristics of the population. In line with Azwar, according to Sudjana and Ibrahim (in Siyoto and Sodik, 2015) the sample is a portion of the accessible population that has the same characteristics as the population. The sample in this study was 128 high school students with the characteristics of being 15-18 years old and using social media for more than 6 hours per day.

This research uses non-probability sampling techniques. Noor (2011) said that non-probability sampling is a sampling technique where each member of the population does not have the same chance or opportunity as the sample. This research uses a non-probability sampling technique using snowball sampling. According to Sugiyono (2014), snowball sampling is a technique for determining samples that are initially small, then become large.

### Data collection technique

This research uses a quantitative method, using a questionnaire. According to Azwar (1998), a questionnaire is a form of data collection instrument that is very flexible and relatively easy to use. Meanwhile, according to Umar (2002), a questionnaire is a method of collecting data by distributing a list of statements to respondents, with the hope that they will provide responses to the list of questions. The list of questions is open if the answer is not predetermined and closed if alternative answers have been provided. The scale used in this research is the Likert scale. The questionnaire used was a Likert scale model. According to Sugiyono (2003), the Likert scale is a scale used to measure a person's attitudes, opinions and perceptions of certain symptoms or phenomena. With a Likert scale, the variables to be measured are translated into indicator variables.

### 1. Social Media Addiction Scale

The social media addiction scale used in this research uses a scale from Devi (2020) with a reliable value of 0.857 which is arranged based on aspects according to Young (2013), namely, salience, excessive use, neglect work, anticipation, lock of control, neglect social life . The assessment of the scale used can be seen in the table below:

**Table 1. Social Media Addiction Scale Rating Table**

Choice	<i>Favorite</i>
Strongly agree	5
Agree	4
Neutral	3
Don't agree	2
Strongly Disagree	1

The following is a table of distribution of items on the social media addiction scale below:

**Table 2. Blue Print Table of Social Media Addiction Scale**

No.	Aspects of Internet Addiction	Aitem		Number of Items
		<i>Favorite</i>	<i>Unfavorable</i>	
1.	<i>Salience</i>	10, 13, 15, 19	12	5
2.	<i>Excessive Use</i>	1, 2, 14, 20	18	5
3.	<i>Neglect Work</i>	6, 8, 9	-	3
4.	<i>Anticipation</i>	7, 11	-	2
5.	<i>Lock of Control</i>	5, 16	17	3
6.	<i>Neglect Social Life.</i>	3, 4	-	2
	<b>Total</b>	<b>17</b>	<b>3</b>	<b>20</b>

### 2. Self-Esteem Scale

The self-esteem scale used in this research uses a scale from Diwandana (2017) with a reliable value of 0.860 which is based on aspects proposed by Tafarodi and Swann (2001), namely self-competence and self-liking. The assessment of the scale used can be seen in the table below.

**Table 3. Self-Esteem Scale Rating Table**

Choice	<i>Favorite</i>	<i>Unfavorable</i>
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Don't agree	2	4
Strongly Disagree	1	5

The following is a table of distribution of self-esteem scale items below:

**Table 4. Self-Esteem Scale Blue Print Table**

No	Aspects	Item Number		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	<i>Self Competence</i>	1, 3, 5, 7	2, 8, 11, 14	8
2	<i>Self Liking</i>	6, 9, 12, 15	4, 10, 13, 16	8
	Amount	8	8	16

### Validity Test, Item Discrimination Power, and Reliability

#### 1. Validity

According to Arikunto (2006) validity is a measure that shows the levels of validity or validity of an instrument, a valid or valid instrument has high validity, whereas an instrument that is less valid means it has low validity. In line with this, according to Setyawan (2017), validity is the degree of accuracy or suitability of the instrument used

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to measure what is to be measured and the extent to which the instrument carries out its measurement function.

The validity test in this research used content validity. According to Azwar (in Setyawan, 2017), content validity is validity that is estimated through testing the test content with rational analysis or through professional judgment. The question that is sought to be answered in validity is the extent to which the content of the test reflects the characteristics of the attribute to be measured.

## 2. Item Discrimination Power

According to Azwar (2015), the discriminatory power of an item is the extent to which an item is able to differentiate between individuals or groups of individuals who have and do not have the attribute being measured. Testing the discrimination power of items is carried out by calculating the correlation coefficient between the item score distributor and the scale score distributor itself. The calculation will produce a total item correlation coefficient. The limit value for the discrimination power of an item that is said to be good is 0.30. This test can be seen from the Corrected Item-Total Correlation results, while the coefficient formula uses product moment from Pearson using the Statistical Packages for Social Science (SPSS) program for Windows.

## 3. Reliability

Reliability according to Noor (2011) is an index that shows the extent to which a measuring instrument can be trusted or relied upon. This means showing the extent to which the measuring tool is said to be consistent, if it is carried out repeatedly for the same symptoms and conditions. Social research measurements need to take into account the element of measurement error. The smaller the measurement error, the more reliable a measurement instrument.

According to Azwar (2012), the results of a measurement can be trusted if the same results are obtained several times on a group of subjects, as long as the aspect measured in the subject has not changed and has a minimum reliability score of 0.70. To test the reliability of the data collection tool in this study, an internal consistency approach was used with the Cronbach's alpha technique. Reliability is stated to be closer to 1.00, indicating the higher the scale's reliability coefficient, conversely, if the score is close to 0.00, it means the scale has low reliability.

## Data Analysis Techniques

Hypothesis testing in this study used simple linear regression to test the influence of self-esteem on social media addiction with the help of the SPSS 25.0 for Windows program.

## RESULTS AND DISCUSSION

### Results

#### 1. Validity Test

The scale validity test in this study was carried out using content validity. According to Azwar (2012), content validity is validity that is estimated through testing the test content with rational analysis or through professional expert judgment. Expert judgment in this research is the supervisor to ensure that the measuring instruments are appropriate to the research context. On the social media addiction measuring tool, there is a change in words in item number 13, then on the self-esteem scale there is no change in words.

#### 2. Item Discrimination Power Test

The item discrimination power test in this study was based on the total corrected items which were corrected using SPSS.

##### a. Social Media Addiction Scale

Based on the item discrimination power test that was carried out on the social media addiction scale, the results obtained from the items tested were good and bad items, an item can be said to be good if it is more than or equal to 0.300. Of the 20 items, there are 17 items

that are good and 3 items that are not good, namely numbers 4, 17, and 18. The good items move from 0.339-0.651. The details of the items on the social media addiction scale can be seen in the table below.

**Table 5. Distribution of Social Media Addiction Scale Items**

Aspect	Item No		Total	
	F	UF	Initial Item	Final Item
<i>Saliency</i>	10, 13, 15, 19	12	5	5
<i>Excessive Use</i>	1, 2, 14, 20	18*	5	4
<i>Neglect Work</i>	6, 8, 9	-	3	3
<i>Anticipation</i>	7, 11	-	2	2
<i>Lock of Control</i>	5, 16	17*	3	2
<i>Neglect Social Life.</i>	3, 4*	-	2	1
<b>Total</b>	<b>17</b>	<b>3</b>	<b>20</b>	<b>17</b>

Note: Items marked with (\*) are items that have been dropped

b. Self-Esteem Scale

Based on the item discrimination test that has been carried out on the self-esteem scale, the results obtained from the items tested are good and bad items, an item can be said to be good if it is more than or equal to 0.300. Of the 16 items, there are 13 good items and 3 bad items, namely numbers 11, 15 and 16. The good items range from 0.303 to 0.594. The details of the items on the self-esteem scale can be seen in the table below.

**Table 6. Distribution of Self-Esteem Scale Items**

Aspect	Item No		Total	
	F	UF	Initial Item	Final Item
<i>Self Competence</i>	1, 3, 5, 7	2, 8, 11*, 14	8	7
<i>Self Liking</i>	6, 9, 12, 15*	4, 10, 13, 16*	8	6
<b>Total</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>13</b>

Note: Items marked with (\*) are items that have been dropped

3. Reliability Test

The reliability test in this research was carried out using the SPSS program.

a. Social Media Addiction Scale

Based on the reliability test on the social media addiction scale, the Cronbach alpha coefficient figure obtained was 0.859 with a total of 17 items. This shows that the items on the social media addiction scale are considered reliable because the reliability coefficient value is  $> 0.7$ . The results of the reliability test can be seen in the table below.

**Table 7. Reliability of the Social Media Addiction Scale**

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	N of Items
<b>,859</b>	<b>17</b>

b. Self-Esteem Scale

Based on the reliability test on the Self-Esteem scale, the Cronbach alpha coefficient figure obtained was 0.829 with a total of 13 items. This shows that the items on the self-esteem scale are considered reliable because the reliability coefficient value is  $> 0.7$ . The results of the reliability test can be seen in the table below.

**Table 8. Reliability of the Self-Esteem Scale**

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	N of Items
<b>,829</b>	<b>13</b>

4. Test Assumptions

a. Normality Test

The normality test is carried out to determine whether the data distributed is normally distributed or not. Data distribution can be said to be normal if the significance

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value is greater than 0.05 ( $p > 0.05$ ). Based on normality tests carried out on the social media addiction and self-esteem scales, the results for the social media addiction scale were 0.200 ( $p > 0.05$ ). And on a self-esteem scale of 0.001 ( $p < 0.05$ ). This shows that the distribution of scores on the social media addiction scale in the research sample is normally distributed, while the self-esteem scale in the research sample is not normally distributed. The normality test results can be seen in the table below.

**Table 9. Results of the Normality Test of the Social Media Addiction Scale and Self-Esteem**

Variable	Statistics	df	Sig.	Information
Social_Media_Addiction	,056	128	,200*	Normally Distributed
Pride	.105	128	,001	Abnormally Distributed

b. Linearity Test

The linearity test is carried out to find out whether the relationship between the two variables forms a linear line or not. Data can be said to be linear if the significance coefficient is less than or equal to 0.05 ( $p < 0.05$ ). Based on the linearity test carried out, a significance level of 0.000 ( $p < 0.05$ ) was obtained. With the results of this test, it can be concluded that the data on the self-esteem scale and social media addiction scale are linear. The linearity test results can be seen in the table below.

**Table 10. Results of Linearity Test of Self-Esteem Scale and Social Media Addiction**

Variable	df	F	ig.	Information
Self_Esteem Social_Media Addiction	1	18,479	,000	Linear

5. Hypothesis Testing

In this study, a hypothesis test was carried out to examine the influence of self-esteem on social media addiction in high school students using simple regression techniques. Based on the analysis results obtained using simple regression techniques, the R Squared value was 0.137 and the significance value was 0.000. This shows that self-esteem has an influence of 13.7% on social media addiction, while the remaining 86.3% is influenced by other factors outside this research. Thus, it can be said that there is an influence of self-esteem on social media addiction in high school students. The results of the hypothesis test can be seen in the table below.

**Table 11. Hypothesis Test Results for Self-Esteem Scale and Social Media Addiction**

Variable	R	R Squared	Information
Self_Esteem Social_Media Addiction	0.370	0.137	There is an influence of self-esteem on social media addiction

6. Calculation Results of Empirical Mean, Hypothetical Mean, and Hypothetical Standard Deviation

a. Social Media Addiction Scale

Based on the results of the data analysis carried out, it shows that the empirical mean, hypothetical mean and standard deviation are:

**Table 12. ME, MH, and SDH Calculation Results of the Social Media Addiction Scale**

Scale	M.E	MH	ALREADY	Category
Social_Media_Addiction	46.94	51	11.33	Currently

The number of good items on the social media addiction scale is 17 items using criteria 1 to 5. The minimum range is the smallest scale value multiplied by the number of



good items, so the result is 17 (1x17= 17) while the maximum range is the largest scale value multiplied by the number If the item is good then the result is 85 (5x17= 85), with a distribution distance of 68 (85-17= 68) and a hypothetical standard deviation of 11.33 (68:6= 11.33). After getting the standard deviation, then look for the hypothetical mean value by multiplying the middle value of the scale, namely 3, by the number of good items, 17, then you get a result of 51 (17x3 = 51). The final step is to find the empirical mean manually by dividing the total score by the sample, so the result is 36.31 (6008:128 = 46.94).

The social media addiction scale classification is obtained by calculating:

$$MH - 2SD = 51 - 2(11.33) = 28.34$$

$$MH - 1SD = 51 - 1(11.33) = 39.67$$

$$MH + 1SD = 51 + 1(11.33) = 62.33$$

$$MH + 2SD = 51 + 2(11.33) = 73.66$$

In detail, the categorization of the social media addiction scale can be seen as below:

- ME < MH - 2SD = ME < 28.34 Very Low
- MH - 2SD < ME < MH - 1SD = 28.34 < ME < 39.67 Low
- MH - 1SD < ME < MH + 1SD = 39.67 < ME < 62.33 Medium
- MH + 1SD < ME < MH + 2SD = 62.33 < ME < 73.66 High
- ME > MH + 2 = ME > 73.66 Very high

The following is an overview of the social media addiction scale categories in research subjects. It is known that the empirical mean for social media addiction is 46.94, which means that it can be said that the subjects of this study have a moderate level of internet addiction.

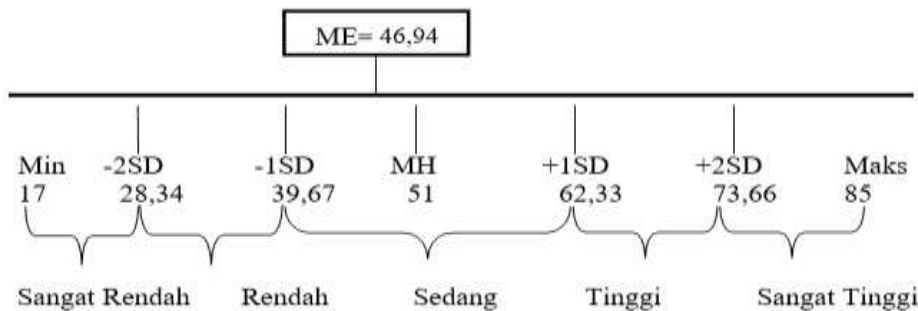


Figure 1. Categorization of Social Media Addiction Scale

Based on the table above, it can be seen that the empirical mean of the social media addiction scale is 46.94 and the score is included in the medium category. This shows that the level of social media addiction among respondents in this study is sufficient.

b. Self-Esteem Scale

Based on the results of the data analysis carried out, it shows that the empirical mean, hypothetical mean and standard deviation are:

Table 13. ME, MH, and SDH Calculation Results of the Self-Esteem Scale

Scale	M.E	H	ALREADY	Category
Pride	39.84	39	8.66	Currently

The number of good items on the self-esteem scale is 13 items using criteria 1 to 5. The minimum range is the smallest scale value multiplied by the number of good items, so the results are obtained, namely

13 (1x13 = 13) while the maximum range is the largest scale value multiplied by the number of good items, so the result is 65 (5x13= 65), with a distribution distance of 52 (65-13 = 52) and a hypothetical standard deviation of 8.66 (52 :6= 8.66). After getting the standard deviation, then look for the hypothetical mean value by multiplying the

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middle value of the scale, namely 3, by the number of good items, 13, then you get the result 39 ( $19 \times 3 = 39$ ).

The final step is to find the empirical mean manually by dividing the total score by the sample, so the result is 39.84 ( $5100:128 = 39.84$ ).

As for classification scale price self obtained with how to calculate:

$$MH - 2SD = 39 - 2(8.66) = 21.68$$

$$MH - 1SD = 39 - 1(8.66) = 30.34$$

$$MH + 1SD = 39 + 1(8.66) = 47.66$$

$$MH + 2SD = 39 + 2(8.66) = 56.32$$

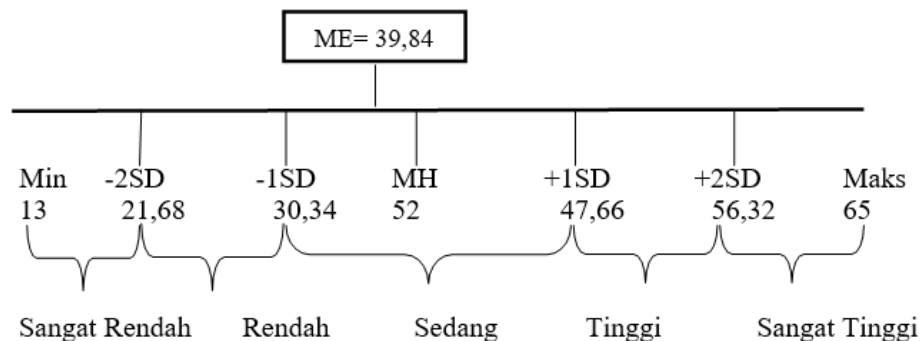
In detail, the categorization of the self-esteem scale can be seen as below:

$ME < MH - 2SD = ME < 21.68$  Very Low  $MH - 2SD < ME < MH - 1SD = 21.68 < ME < 30.34$  Low

$MH - 1SD < ME < MH + 1SD = 30.34 < ME < 47.66$  Medium  $MH + 1SD < ME < MH + 2SD = 47.66 < ME < 56.32$  High

$ME > MH + 2 = ME > 56.32$  Very high

The following is a description of the self-esteem scale categories for research subjects. It is known that the empirical mean of self-esteem is 39.84, which means that it can be said that the subjects of this research have a moderate level of self-esteem.



**Figure 2. Self-Esteem Scale Categorization**

Based on the categories above, it can be seen that the empirical mean of the self-esteem scale is 39.84 and the score is included in the medium category. This shows that the self-esteem of the respondents in this study is sufficient.

#### 7. Descriptive Analysis of Samples Based on Demographic Data

The research sample was 128, namely high school students aged 15-18 years and used social media more than 6 hours a day. Subject descriptions are classified based on gender, age, school, time of use, frequently used social media, number of social media accounts and why they use social media.

##### a. By Gender

**Table 14. Categorical Empirical Mean Results Based on Gender**

Gender	Percent		Pride		Addicted to Social media	
	Amount	(%)	.E	Categorical	M.E	Categorical
Man	30	23%	4.97	Currently	45.43	Currently
Woman	98	77%	0.15	Currently		Currently

Based on the calculations above, it can be seen that the level of self-esteem and level of social media addiction among male and female respondents is in the medium category.

##### b. By Age

**Table 15. Categorical Empirical Mean Results Based on Age**

Age	Percent		Pride		Addicted Social media	
	Amount	(%)				

			M.E	Categorical	M.E	Categorical
15 years	18	14%	39.22	Currently	45.61	Currently
16 years	32	25%	37.28	Currently	49.37	Currently
17 years	49	38%	41.57	Currently	46.08	Currently
18 years	29	22%	40.65	Currently	46.51	Currently

Based on the calculations above, it can be seen that the level of self-esteem and social media addiction among respondents aged 15-18 years is in the medium category.

c. By School

**Table 16. Categorical Empirical Mean Results by School**

School	Amount	Percent (%)	Pride	AddictedSocial media			
			M.E	Categorical			
			M.E	Categorical			
<b>PUBLIC SCHOOL</b>	<b>HIGH</b>	20	93%	39.91	Currently	46.78	Currently
<b>PRIVATE SCHOOL</b>	<b>HIGH</b>	8	7%	38.87	Currently	49.25	Currently

Based on the calculations above, it can be seen that the level of self-esteem and level of social media addiction among respondents who attend public high schools and private high schools are in the medium category.

d. Based on Time of Use

**Table 17. Categorical Empirical Mean Results Based on Time of Use**

Usage Time	Amount	Percent (%)	Pride	AddictedSocial media		
			M.E	Categorical		
			M.E	Categorical		
< 6 Hours	25	20%	41.32	Currently	41.88	Currently
6-8 Hours	47	36%	47.68	Tall	55.70	Currently
> 8 Hours	56	44%	32.60	Currently	41.84	Currently

Based on the calculations above, it can be seen that the level of self-esteem and social media addiction among respondents who use social media < 6 hours, 6-8 hours and > 8 hours is in the medium category. Meanwhile, for respondents who use social media for 6-8 hours, the level of self-esteem is in the high category.

e. Based on Frequently Used Social Media

**Table 18. Categorical Empirical Mean Results Based on Frequently Used Social Media**

MediaSocial	Amount	Percent (%)	Pride	AddictedSocial media		
			M.E	Categorical		
			M.E	Categorical		
TikTok	44	3%	40.32	Currently	47.86	Currently
YouTube	12	9%	41.00	Currently	46.08	Currently
Instagram	57	45%	39.86	Currently	45.86	Currently
Facebook	8	6%	39.50	Currently	45.87	Currently
Twitter	7	5%	35.14	Currently	52.57	Currently

Based on the calculations above, it can be seen that the level of self-esteem and social media addiction among respondents who often use the social media TikTok, YouTube, Instagram, Facebook and Twitter is in the medium category.

f. Based on Number of Social Media Accounts

**Table 19. Categorical Empirical Mean Results Based on Number of Social Media Accounts**

AmountAccount	Amount	Percent (%)	Pride	AddictedSocial media
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			M.E	Categorical	M.E	Categorical
<b>1-3 Accounts</b>	65	51%	40.92	Currently	45.43	Currently
<b>4-6 Accounts</b>	53	41%	38.98	Currently	48.02	Currently
<b>More than 6 Accounts</b>	<b>10</b>	<b>8%</b>	<b>37.40</b>	<b>Currently</b>	<b>51</b>	<b>Currently</b>

Based on the calculations above, it can be seen that the level of self-esteem and social media addiction among respondents who have 1-3, 4-6 and more than 6 social media accounts is in the medium category.

g. Based on What to Use Social Media For

**Table 20. Categorical Empirical Mean Results Based on Why You Use Social Media**

Using Social Media	Social Amount	Percent (%)	Pride		Addicted Social media	
			M.E	Categorical	M.E	Categorical
<b>Searching for information</b>	73	57%	40.75	Currently	46.04	Currently
<b>Communicate</b>	15	12%	40.00	Currently	47.80	Currently
<b>Entertainment</b>	<b>40</b>	<b>31%</b>	<b>38.12</b>	<b>Currently</b>	<b>48.25</b>	<b>Currently</b>

Based on the calculations above, it can be seen that the level of self-esteem and social media addiction among respondents who use social media to search for information, communicate and entertainment is in the medium category

### Discussion

This research aims to examine the influence of self-esteem on social media addiction in high school students. Based on the results of the tests that have been carried out, the results obtained are an F value of 18,479 and a significance value of 0.000 ( $p < 0.01$ ), which means that the hypothesis proposed in this research is accepted, namely that there is a significant influence between self-esteem and social media addiction in students. SENIOR HIGH SCHOOL. As explained by Bozoglan, Demirer, and Sahin (in Latief & Retnowati, 2018) that a decreasing individual's self-esteem can lead to addictive behavior in individuals, so it tends to lead to internet addictive behavior. Then, according to Mackinnon (2015) self-esteem is an assessment of oneself, whether positive or negative, which is shown from one's own attitudes. A person who has a low level of self-esteem will have less self-confidence, lose self-control, feel like a failure and have a lower personality to experience confusion (Aydin & Sari, 2011).

The R2 value obtained in this study was 0.137. This shows that self-esteem has an influence of 13.7% on social media addiction, while the remaining 86.3% is influenced by other factors outside this research such as gender, age, level of education and factors within the individual such as self-control and personality type. These results are in line with research conducted by Latif and Retnowati (2018), self-esteem has a coefficient of determination of 0.097, so that only 9.7% of self-esteem influences someone to experience internet addiction and the remaining 90.3% is caused by other factors. According to Sari, Rejeki, and Mujab (2006) low self-esteem can make someone experience difficulty in expressing themselves because they tend to be passive and have difficulty interacting with other people. This can be caused because individuals who have low self-esteem usually need full support from friends or other people so that they can feel more appreciated (Kircaburun, 2016).

The results of calculating the empirical mean in this study show that both self-esteem and social media addiction are in the medium category. High school students among the respondents of this study have quite good self-esteem and are not too addicted to using social media. Individuals who have higher self-esteem are more able to enjoy their social environment and they only use their smartphones to achieve their goals, such as just sending

short messages (Dlodlo, 2014). The results of this research are in line with the results of research conducted by Wulandari and Netrawati (2020) that teenagers at SMKN 3 Padang city frequently access social media in their activities, and feel that something is missing if they cannot access their social media. Some of the characteristics of teenagers who are addicted to social media are excessive use, anxiety when they cannot access social media, increased tolerance for social media use and social isolation (Rosyidah, 2016). According to Azizan (2016), addiction to social media can be caused by teenagers' low self-confidence in real life, which makes teenagers prefer social media as a place to express themselves.

The results of the descriptive analysis of the sample are based on gender. On the scale of self-esteem and social media addiction, male and female respondents are in the medium category. This is in contrast to research conducted by Lubis (2014) that female respondents (76%) dominate the use of social media compared to men (72%) and as many as 30% of women use their time to communicate via social media while men -men only spend 20% of their time on social media.

Descriptive analysis results based on age. On the scale of self-esteem and social media addiction, it is known that respondents aged 15-18 years in this study had self-esteem and social media addiction in the medium category. Adolescence is a phase of searching for self-identity that requires the role of family and the environment such as peers. At this time, adolescents are also in a state of confusion due to the inability to carry out activities that are useful for themselves, as well as curiosity about things they do not yet know (Aprilia, Sriati, and Hendrawati, 2018 ).

Results of descriptive analysis based on school type. In this study, schools were divided into two types of schools, namely public high schools and private high schools. Based on the calculation results, it shows that both respondents from public high schools and private high schools both have a level of self-esteem and social media addiction in the medium category. The positive or negative impacts of using the internet can influence the character of individual internet users themselves or their use of social media, students from both private and state schools are good, students are able to be disciplined and responsible regarding the use of social media both at school and outside school (Ardiansyah, 2020 ).

Descriptive analysis results based on time of use. From the calculation results, it can be seen that the level of self-esteem and social media addiction among respondents who use social media < 6 hours and > 8 hours is in the medium category. Meanwhile, respondents who use social media 6-8 hours have a high level of self-esteem, while their social media addiction is at a medium level. A person can be in the addiction category if they access social media for around 5-6 hours a day (Syamsudin, Bidjuni and Wowiling, 2015). This is in accordance with research conducted by Wulandari and Netrawati (2020) on teenagers in the city of Padang who experienced social media addiction problems with a usage duration of  $\pm$  6 hours. It may make teenagers neglect religious activities so that teenage activities are not productive.

Descriptive analysis results based on frequently used social media. From the calculation results, it can be seen that the level of self-esteem and social media addiction among respondents who frequently use social media TikTok, YouTube, Instagram, Facebook and Twitter is in the medium category. This is in accordance with data from the Statista Research Department (2019) that there are ten social media networks based on the number of active users including Facebook, Youtube, Whatsapp, Facebook Messenger, WeChat, Instagram, Tiktok, QQ, Qzone, Seina Weibo.

Descriptive analysis results based on the number of social media accounts owned. From the calculation results, it can be seen that the level of self-esteem and social media addiction among respondents who have 1-3, 4-6 and more than 6 social media accounts is in the medium category. Nearly two-thirds of adults in America use more than one social media (Perrin, 2015).

Descriptive analysis results based on reasons for using social media. The analysis reveals that self-esteem significantly influences social media addiction, accounting for

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13.7% of the variance. These findings are consistent with the hypothesis and the existing literature, it can be seen that the level of self-esteem and social media addiction among respondents who use social media to search for information, communicate and entertainment is in the medium category. According to Wulandari and Netmawati (2020), teenagers currently access social media to communicate by exchanging messages, entertainment, browsing information, as a place to escape from problems and so on, this use is what allows teenagers to experience addiction.

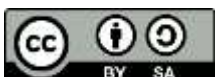
## CONCLUSION

Based on the results of the research conducted, it can be concluded that the hypothesis proposed by the researcher was accepted. This means that there is a significant influence of self-esteem on social media addiction in high school students. The magnitude of the influence of self-esteem on social media addiction is 13.7%, while the remaining 86.3% is influenced by other factors outside this research such as self-control, self-efficacy, loneliness and so on. Apart from that, the self-esteem of high school students is in the medium category, then the condition of social media addiction among high school students is also in the medium category.

This study demonstrates that self-esteem is a significant predictor of social media addiction among high school students. These findings underscore the importance of addressing self-esteem issues in preventing social media addiction. Future research should explore additional contributing factors such as personality traits and environmental influences.

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Sociology,  
Anthropology,  
and others.

