The role of social support toward internet addiction on high school students

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Article Info

ABSTRACT

During the pandemic cases of internet addiction increased. Advanced internet usage because of all sectors turned online that can increase risk of developing internet addiction. One of the important protective factors against internet addiction in crisis situations is social support. The aim of this study is to examine the role of social support from parents, teachers, and peers on internet addiction among high school/equivalent students. A survey toward 208 high school/equivalent students in Yogyakarta was conducted and showed that only peer social support has negatively significant predicted internet addiction which is equal to 5,3%, while social support from parents and teachers not significant. This study contributes to predicting protective factor of internet addiction from social support source's view.

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Introduction

Along with technological developments, currently the internet has become massively used and is a need for many people from various circles. Based on a survey from Statista (2021), Indonesia is the third largest internet user country in Asia after China and India. As of January 2021, Indonesia's internet users were 202.6 million of the total population 271.3 million people (Statista, 2021). This means that around 75% of the Indonesian population are users Internet. Moreover, during the Covid-19 pandemic, there was an increase in internet traffic during the pandemic by 40 percent (Salim, 2021). This is in line with the social restriction policy, so many sectors have moved online, such as distance learning and work from home.

Based on BPS data (2020), there is an increase in internet use among school students aged 5-24 years. There are 59.33% of students who use the internet. The percentage increase in internet use is in line with increasing levels of education. In the two years from 2018 to 2020, internet usage increased from elementary school, middle school, high school and college are 35.9%, 73.4%, 91.01% and 95.3%. Increased internet use during the pandemic poses potential risks development of disorders such as internet addiction (Siste et al., 2020; Sun et al., 2020). Internet addiction was first introduced by Young (1996) and described as a variety of behavior and impulse control problems regarding internet use. Six criteria for internet addiction according to Young (1999) who has carried out factor analysis by Widyanto and McMurran (2004) are importance, overuse, neglect of work/tasks, anticipation, lack of control, and neglect of social life.

During the pandemic the level of dependence or addiction to the internet increased (Masaeli & Farhadi, 2021). This is related to economic hardship, isolation, and mental health issues such as depression, anxiety,

and stress. The study conducted by Siste et al. (2020) shows The prevalence of adult internet addiction in Indonesia during the pandemic was 14.4%. Duration online increased 52% compared to before the pandemic. Survey study of 1312 Indonesian respondents showed that 42.45% of respondents experienced mild addiction, 10.82% respondents with moderate addiction, and 0.38% of respondents with high addiction to gadgets (Nursikuwagus et al., 2020). Apart from that, a literature study conducted by Ratulangi et al. (2021) shows that there is the potential for increasing internet addiction in students as one of the impacts of learning long distance.

Internet addiction has various negative implications. Young (1999) states negative consequences of internet addiction are poor relationships with partners and children, academic problems among students, as well as failure in the world of work. Plus, addiction The internet can also lead to excessive fatigue which increases the risk of physical illness. Internet addiction can also cause depression, neglect of work and performance poor academics, lack of sleep, and loneliness (Young, 2004). Therefore, it is important to understand protective and risk factors to prevent or overcome internet addiction.

Protective and risk factors can come from internal or external. Several factors originate from within the individual and are related to internet addiction such as personality, feelings of hatred, depression, anxiety, and future time perspective (Ko et al., 2014; Przepiorka et al., 2019). Introversion, obsessive-compulsive tendencies, and self-esteem low levels can trigger internet addiction (Lozano-Blasco et al., 2022). Apart from that, there are factors those that come from externally include negative relationships between children and teachers, negative relationships with parents and family members, poor relationships with classmates, and achievement poor academics is a risk factor for internet addiction (Wang et al., 2011; Xin et al., 2018).

One of the important factors predicting internet addiction is social support, related to compensation for unmet psychological needs (Gao et al., 2022; Young, 1999). Several previous studies have found that social support is a factor protective against internet addiction (Çevik & Yıldız, 2017; Cui & Chi, 2021; Shah et al., 2016; Tudorel & Vintila, 2018). Social support can be understood as an individual's perception of support general or specific supportive behavior of a social network that can improve its functioning and protect individuals from negative impacts (Malecki & Demaray, 2002). There are four types social support, namely emotional, instrumental, informational and appreciation support (Malecki & Demaray, 2002). The Internet can compensate for the need for social support that individuals do not get. In a cognitive behavioral model of internet use Exaggeration, Davis (2001) states that internet addiction is influenced by social context individual. Lack of support from family, friends, or social isolation can cause addictive behavior towards the internet.

A qualitative study from Rakhmawati et al. (2021) found that teenagers' reasons excessive use of the internet due to external factors from peers and family environment. Both relate to a lack of intensity of relationships and interactions, so the internet becomes a replacement. Some self-control strategies for internet use. One of the things teenagers usually do is by forming relationships with other people and looking for activities (Rakhmawati et al., 2021). Social support from people around becomes an important thing related to the potential for internet addiction that a person can experience. According to Sarafino & Smith (2011) social support can come from various sources such as partners, family, friends, doctors, and community organizations. Teenagers are the age group that has the highest vulnerability to internet addiction (Xin et al., 2018; Guo et al., 2021). This vulnerability is related to immaturity self-control, ease of access, and flexible schedules. The relationship with internet addiction. For teenagers, one important support is from the family, especially parents. The source of social support that teenagers feel is most important is family, especially mothers (Gunuc & Dogan, 2013). A good relationship between parents and children is very important for teenagers develop effective coping to help prevent them from risky behavior such as internet addiction (Yen et al., 2007). Apart from parents, in the school context teachers also play a role to help prevent teenagers from experiencing addiction. Positive relationship between teacher and student be a protective factor and have a negative association with internet addiction (Jia et al., 2017; Jia et al., 2018; Zhang et al., 2019). Adolescents in their developmental stages are also influenced a lot by peers (Santrock, 2011). Several studies have also found a relationship between peer support peers with internet addiction (Savci & Aysan, 2016; Zhou & Fang, 2015).

This research focuses on understanding the phenomenon of internet addiction and social support among teenagers, especially high school/equivalent stud ents. The average high school student is 16-19 years old, can be more or less. Teenagers are an age that is vulnerable to addiction. According to BPS (2020), high school is the level of education with the highest percentage of internet use tall. APJJI data (2022) also shows that the largest number of internet users are aged 15-19 year. This research is specifically for high school/equivalent students in Yogyakarta. According to BPS (n.d.), Yogyakarta is the province with the highest proportion of internet usage, namely amounting to 61.73%. The concept of social support used in this research is support which refers to an individual's perceived availability and adequacy of his or her social connections. Perceived

social support is more long-term and effective in intervention health compared to social support received (Eagle et al., 2019).

A meta-analysis study conducted by Lozano-Blasco et al., (2022) shows that In the environmental context, teenagers' relationships with family and school play an important role in predicting internet addiction. This is related to human development influenced or not separated from various ecological subsystems such as family, school and friends' peers (Bronfenbrenner, 1992). Relation to internet addiction, cumulative ecological risk factors impact has a worse impact than single ecological risks (Li et al., 2016). Cumulative ecological risk reflects a lack of support resources in youth environment that encourages teenagers to turn to the internet as compensation. Therefore, support from family, school and peers is key to the growth of healthy teenagers.

This research aims to examine internet addiction through the role of social support parents, teachers and peers in adolescence, especially high school/equivalent students. A number of studies have examined the relationship and role of parental social support on internet addiction (Gunuc & Dogan, 2013; Kumambong & Adiyanti, 2019). Other studies have also tested the relationship as well as the role of teacher support (Jia et al., 2017; Jia et al., 2018; Zhang et al., 2019) and friends peers (Rahayuningrum et al., 2019; Savci & Aysan, 2016; Zhou & Fang, 2015). However, not yet studies were found that tested the strength of these three sources of support together. Apart from that, researchers have not found any studies regarding the role of teacher social support on addiction internet in Indonesia. Therefore, it is important to carry out this research to prevent and overcome internet addiction among teenagers, especially high school students/equivalents, through social support roles. The proposed hypothesis in this research, social support from parents, teachers, and peers plays a role in internet addiction for high school/equivalent students.

Methods

This research uses a quantitative survey method. Data collection is carried out random sampling online by providing a link that directs participants to the questionnaire. The questionnaire contains research instrument in the form of a scale that measures each variable in this research. The sampling technique used was nonprobability sampling with convenience technique. Researchers have inclusion criteria in selecting participants, namely as follows: 1) High school students/equivalent in Yogyakarta; 2) Active internet users; 3) Still have parents (father and/or mother).

The researcher obtained ethical approval from the UGM Faculty of Psychology Ethics Committee. After that the researcher start data collection by sharing research information as well as links to participate. In the link, there is a consent form that must be filled out by parents or guardians and students who will participate. Research information is shared via social media researchers, personal messages, and groups containing students. The researcher also included a permission letter to several high schools in Yogyakarta to help disseminate research information.

There are two main scales used in this research to measure the level of internet addiction and social support. The two main scales are Internet Addiction Scale (Nugraini & Ramdhani, 2016) and Social Support Scale (Malecki & Demaray, 2000). Internet Addiction Scale consists of twenty items that are favorable with answers on a five-point Likert. The higher the scale filling score the higher the potential level of internet addiction, and vice versa. Instruments used to measure social support from teachers, parents, and peers is the Child and Adolescent Social Support Scale (CASS) based on the concept of social support from Tardy (1985). The CASS consists of five social support subscales based on the source of support, each of which consists of 12 items with four aspects of support, namely emotional, appraisal, instrumental, and informational. This research will use a scale that has been adapted by Setyawati (2017) and modified by Lingga (2019). Only three subscales were used, namely parents, teachers, and classmates with a total of 36 items that have six Likert scales. The higher the filling score scale, the higher the social support, and vice versa.

The analysis technique in this research is descriptive and inferential statistical analysis using IBM SPSS 23 software. Verification of research assumptions includes testing normality, multicollinearity, linearity, and heteroscedasticity. Test the research hypothesis carried out using multiple linear regression analysis techniques to predict the magnitude of the contribution of the independent variables (social support from parents, teachers, and peers) to dependent variable (internet addiction). Additional analysis in this research is a regression test of multiple linear aspects of peer social support to see the most important aspects influence on internet addiction. In addition, an independent sample t-test was carried out for find out whether there is a difference in the average score of the internet addiction variable based on sex type. The Pearson correlation test was also carried out to determine the relationship between usage time with the level of internet addiction.

Results and Discussion

The total number of participants in this study was 208 after data validation. Based on gender, there were 97 male participants (46.6%) and 111 female participants (53.4%). The age range of participants is 15-18 years with the majority being 16 years old (42.3%) with an average of 6-8 hours of internet use per day (37.0%). The majority of participants came from SMKN 2 Yogyakarta (51.0%). Descriptive analysis was carried out with the results as in Table 5.

Table 1 ＜Variabel Data Description＞

Variabel	N	Min	Maks	M	SD
Internet Addiction	208	25	100	52.45	12.431
Parents Social Support	208	24	72	52.60	10.702
Teachers Social Support	208	32	72	53.44	10.111
Peers Social Support	2081	18	72	52.18	10.137

Hypothesis testing was carried out using multiple linear regression analysis to see the large role of social support from parents, teachers, and peers in internet addiction. Based on Table 6, the analysis produces R^2 = 0.058 (F=4.211; p=0.006). This is meaningful the social support variables of parents, teachers and peers simultaneously contribute against internet addiction of 5.8%, so the hypothesis is accepted.

Table 2 <Results of Multiple Regression Analysis with Enter Method>

Variable	R	R2	Sig
X: Parents, Teachers, Peers Social Support	,241	,058	0,006
Y: Internet Addiction			

The regression line equation obtained based on Table 11 is as follows: $Y = 68{,}152 - 0{,}067\, X1 + 0{,}037\, X2 - 0{,}272\, X3$. Annotation: Y = internet addiction, X1 = parents social support, X2 = teachers social support and X3 = peers social support.

The regression equation above describes the magnitude of the coefficient of each independent variable in predicting the dependent variable. Parental social support has a B value = -0.067, meaning that every additional point of parental social support will reduce internet addiction by 0.067. Likewise, the role of the teacher social support variable (B = +0.037) and peers (B = -0.272). The plus and minus sign describes the direction of adding or subtracting the addiction number. If the three social support variables are removed, the internet addiction figure was obtained at 68,152. However, based on Table 3, only the peer social support variable significantly contributed directly to negatively predicting internet addiction, while parental and teacher social support did not. Peer social support provided the highest contribution, namely 5.3%.

Table 3. Summary of Coefficient Results>

Model	Not Standardized Coef.		Standardized Coef.	t	Sig.
	B	Std. Error	β		
(Konstanta)	68,152	5,314		12,826	,000
Parents	-,067	,100	-,057	-,667	,506
Teachers	,037	,104	,030	,358	,720
Peers	-,272	,104	-,222	-2,621	,009

After finding out that only the peer social support variable had a significant role in internet addiction, the researchers conducted multiple linear analysis tests to determine the role of each aspect of peer social support in internet addiction. The test results can be seen in Table 4. Based on the test results, it was found that only aspects of emotional support and aappraisal support significantly negatively predicted internet addiction. By multiplying the beta coefficient and zero order correlation for each independent variable, emotional support becomes the aspect with the highest effective contribution, namely 8.29%.

The results of the research analysis show that social support from parents, teachers, and parents simultaneously play a role in internet addiction. This is in line with studies of social support in general which state that one of the protective factors of internet addiction is social support (Çevik & Yıldız, 2017; Cui & Chi, 2021b; Shah et al., 2016; Tudorel & Vintila, 2018). This relates to the individual's psychological need for support from the people around him who he feels are not enough, so that leads to addictive behavior towards the internet as compensation (Cui & Chi, 2021b; Davis, 2001).

Table 4 <Peers Social Support Aspects Analysis>

Model	Not Standardized Coef.		Standardized Coef	t	Sig.
	B	Std. Error	β		
(Konstanta)	68,036	4,662		14,595	,000
Emotional Support	-1,492	,505	-,305	-2,956	,003
Informational Support	,306	,440	,073	,695	,488
Appraisal Support	-,820	,374	-,219	-2,193	,029
Instrumental Support	,737	,469	,169	1,573	,117

From the value of each contribution, it is only the social support of peers which contribute significantly, while the social support of parents and teachers does not significant. Peer social support plays a negative role in internet addiction. The higher the level of peer social support, the lower the level of internet addiction. This is in accordance with previous studies which found that social support is in the form of acceptance and good quality relationships with peers have a negative association with addiction internet (Kim & Chong, 2005; Savci & Aysan, 2016; Zhou & Fang, 2015). Proximity and help provided by peers increases the perception of social support received, thereby reducing the risk of internet addiction.

From a developmental perspective, peers play a big role in teenagers' lives (Brown & Dietz, 2009; Tarrant, 2002). This is in line with the findings of this study, where friends peers who have a significant role in predicting internet addiction. Sullivan in Santrock (2011) explains that during adolescence, friends become increasingly important in life social needs. If teenagers fail to develop close friendships, they will experience loneliness and have low self-esteem. Buhrmester in Steinberg & Morris (2001) also stated that friendships in adolescents become more intense intimate, supportive and communicative. Social competencies such as initiating interactions, opening up, and providing support increases and is associated with friendship quality. This matter can be related to the time and activities that teenagers spend a lot with friends his peers. During their development, teenagers spend a lot of time with friends compared with parents (Steinberg & Morris, 2001). In addition, developmental tasks faced by teenagers also require many roles from peers. Laible (2007) found that attachment to peers had a strong association with adolescent socioemotional development compared to attachment to parents.

Based on Erikson's stages of development in Waterman (1982), adolescents are in the fifth stage of psychosocial development is identity vs identity confusion. Teenagers find out who they really are, what they want, and begin to build an identity personal. If teenagers fail to explore roles in a good way, then they will experience identity confusion. Relation to adolescent identity, Ragelienė (2016) found that identity development was related to attachment and relationship quality good with peers. Being part of a peer group helps teens in developing their personal identity, where teenagers can communicate who they are them and what they want. Recognition and understanding provided by peers will later encourage teenagers to commit to their beliefs and goals.

Steinberg & Morris (2001) state that friends can have both good and bad influences. The type of friend has an important role in adolescent socialization which will determine the direction of socialization, so adolescents must choose friends carefully (Wu et al., 2016). The study found that affiliation with positive peers can protect teenagers from the negative effects of internet addiction. The study of Soh et al. (2018) found that relationships with peers compete with parents in influencing adolescent internet addiction. Good parent-child attachment is negatively associated with addiction, whereas attachment to peers is positively associated. The difference in the direction of contribution of the study results from previous research could be caused by differences in the types of peers in relation to the level of acceptance of addictive behavior. Normative internet addiction has a positive association with internet addiction in adolescents (Zhou & Fang, 2015). In this study, it is possible that the norm characteristic that applies to peers is not accepting addictive behavior. Therefore, social support provided by peers can negatively predict internet addiction.

In this study, it was also found that the dominant aspects of peer social support that played a significant role were emotional support (8.29%) and appraisal support (5.27%). This can be used as a basis for predicting the social support that teenagers most need as a protective factor against internet addiction. Emotional support is related to trust, love and empathy, while appraisal support is support in the form of appreciative and evaluative feedback given to individuals (Malecki & Demaray, 2002). This is in line with studies regarding the psychological needs of adolescents, namely the need for autonomy and competence found to be able to mediate internet addiction with the quality of life of adolescents. The need for autonomy is related to an individual's freedom to regulate their behavior, while the need for competence represents a person's need to

feel capable and mastery of something. Adolescents who can share their emotions, opinions and views with peers can fulfill their need for autonomy (Kaap-Deeder et al., 2017). Therefore, emotional support and appraisal support can help adolescents to meet these needs.

The results of this study show that there is no significant role of parental social support in internet addiction. These results are different from several previous studies (Gunuc & Dogan, 2013; Soh et al., 2018). Soh et al. (2018) stated that parental influence is greater than peer influence in influencing internet addiction. However, in the study, parental influence was greater when parents were actively involved in mediating teenagers' online activities. It is possible that the results of this study are not significant due to differences in the context of the participants, where it is possible that the parents of the participants in this study were not actively involved in teenagers' activities when using the internet.

Buhrmester in Santrock (2011) also found that teenagers made self-disclosures more often. Self-disclosure conversations with peers increased drastically, while those with parents decreased. Adolescents also rely more on friends than on parents to satisfy their need for intimacy and feeling valued. Some adolescents' psychological needs, such as the need for autonomy and competence, are also influenced more strongly by peers than by parents (Gao et al., 2022). In addition, a longitudinal study conducted by Kerr et al. (2010) found that parental control and knowledge as well as adolescent openness decreased over time. The psychology needs that teenagers feel cannot be fulfilled by their parents can cumulatively weaken the role of parents in internet addiction (Zhu et al., 2015).

This research shows that the results of teacher social support are not significant in predicting internet addiction. This is different from previous studies which found that support and good relationships between students' teachers had a negative association with internet addiction (Jia et al., 2017; Jia et al., 2018; Zhang et al., 2019). The quality of a good teacher-student relationship is characterized by support and concern from the teacher. This is manifested in the trust and communication that is built and will influence the socio-emotional aspects of teenagers (Jia et al., 2018). Differences in study results can be caused by differences in the context of the participants when the research data was taken. This research was conducted during a pandemic, where learning was carried out remotely or online. Students do not meet directly with teachers and their interaction is limited. Teachers as a source of support are actually considered a source of stress for students. KPAI survey results show that the biggest difficulties faced by students are piling up assignments and limited processing time, namely 77.8% (KPAI, 2021). Students have a bad perception of online learning due to a lack of explanation of material by teachers, a large number of assignments, limited processing time, and sudden assignment information (Megawanti et al., 2020).

Social support from parents and teachers who did not play a role in this research can also be provided caused by the pandemic context, where each individual needs space to adapt. During the pandemic teachers experienced higher emotional stress than the population common and related to stress, anxiety and depression (Keim et al., 2022). Teachers experience difficulty balancing personal life with work and reporting requires support from the school, colleagues and parents of students, as well as the students themselves for high school/equivalent students.

The research results show that there is no significant role of social support from parents and teachers, but this does not mean that these two social supports do not have a role in adolescent internet addiction. This research tests the hypothesis using linear regression analysis which tests the role of the independent variable directly on the dependent variable. It is estimated that there is still an indirect role between social support from parents and teachers on internet addiction. A longitudinal study conducted by Zhu et al. (2015) found the influence of the relationship between parents and adolescents on internet addiction through a system of roles outside of relationships with family, namely school and peers. Adolescents' relationships with their peers will be influenced by how they relate to their parents (Steinberg & Morris, 2001). The quality of adolescents' relationships with peers is built from the start of life through social experiences in the family. Apart from that, teachers as educators in schools can also help reduce the risk of internet addiction in teenagers, although indirectly. Teacher support can increase adolescents' psychological safety and reduce affiliation with deviant friends which can reduce the risk of internet addiction (Jia et al., 2017).

The results of this research provide several implications both theoretically and practically. Theoretically, the findings of this study are expected to contribute to psychological studies related to internet addiction in high school/equivalent students through reviewing various sources of social support, namely parents, teachers and peers. Practically, these findings can be a reference in developing intervention programs that include the context of friendship students to reduce the risk and overcome internet addiction in high school/equivalent students. Families and schools can reduce the risk of internet addiction among teenagers through their peer environment. Although peers play a significant role as a protective factor, it should be noted that peers can

also have a bad influence (Steinberg & Morris, 2001). Therefore, the role of parents and teachers is needed to direct teenagers in learning to choose and build healthy friendships. Social support for teachers and parents of students during the pandemic also need to pay attention to optimizing their support role which they provide to reduce the potential for internet addiction in high school/equivalent students.

Conclusion

The aims of this study is to review various sources of social support, namely parents, teachers, and peers on internet addiction in high school/equivalent students. Results of this study found that only peer social support played a significant role as a protective factor against internet addiction. The novelty offered in this research is to look at the role of three different sources of social support simultaneously in internet addiction and find the most important sources for teenagers, especially high school/equivalent students. The aspect of emotional support from peers was found to be the aspect that contributed the most to negatively predicting internet addiction. In this study, there was no difference in the average internet addiction score between men and women. In addition, it was found that there was a positive relationship between usage time and the level of internet addiction.

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