

The Impact of Loneliness to Problematic Smartphone Use with Self Perception as a Mediator

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Abstract

The purpose of this research was to identify and analyze the impact of Loneliness with the mediator of Self Perception to Problematic Smartphone Use of students. The population in this research were all State High Schools in Semarang with a sample of 320 students selected by using cluster random sampling technique. Data collection using R-UCLA Loneliness Scale version 3, Smartphone Addiction Scale Short Version and Adolescents Self-perception Short Scale. Data analysis using bootstrapping bias-corrected. The results of the statistical data showed that loneliness is positively predicted by the PSU with self-perception. Therefore, the higher the level of loneliness through low self-perception of students, the higher the PSU. This research provided counselors with an understanding of the excessive use of smartphones in students considering that there are currently many students who experience personal and social problems in their daily lives due to smartphone use.

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INTRODUCTION

Smartphone is not only used as ordinary communication tools but can also be used in social, work and even educational needs. From elementary school students, junior high school students, high school students and teachers to use and utilize smartphones in learning (Wijarnoko, 2014). According to Sarwar & Soomro's research results, 2013) smartphones can help students to access subject matter from the internet, improve achievement, and build communication between students and teachers.

Excessive use can have a negative impact, especially on students. Problems with excessive cellphone use can create a negative effect called Problematic Smartphone Use. PSU is a form of tendency or attachment to smartphones that allows social problems such as withdrawal and difficulties in the performance of daily activities or as an impulse control disorder for a person (Kwon, et al. 2013).

Based on the results of the research (Bian & Leung, 2014) showed that indications of excessive smartphone use caused a sense of loneliness in adolescents. According to Russell, et al. (1996) loneliness is the emergence of feelings characterized by feelings of sadness, moodiness, lack of enthusiasm, feeling worthless, and feeling unconcerned by the environment.

Based on the results of the research of Albarashdi, et al. (2016) and Morahan (2003) found that adolescents who have a high level of negative self-perception also make smartphones as an escape from everything that makes them uncomfortable and depressed so that the emergence of isolated feelings that lead to loneliness (loneliness). In line with the theory of self perception according to Bem (1997) individuals who have negative self-perception tend to feel inferior, feel themselves failing and feel unacceptable by others around them.

This research aims to describe and analyze the variables loneliness, PSU and self-perception. Although in this aspect many other studies have done, there are still some researchers lacking in reviews related to adolescence. Whereas, at this age is something that is very important so that the

development of adolescents in accordance with the tasks of its development. Therefore, it is important to identify obstacles so that they do not have a negative impact on subsequent developments (Santrock, 2013).

METHODS

This research applied a quantitative research approach with correlation research design. The determination of samples in this research was by using cluster random sampling and obtained 320 respondents with the number of 164 female and 156 male. It can be seen in the following table 1.

Table 1. The Number of Respondent

School	Gender	
	Male	Female
SMA Negeri 1 Semarang	25	15
SMA Negeri 4 Semarang	21	19
SMA Negeri 5 Semarang	14	26
SMA Negeri 6 Semarang	17	23
SMA Negeri 7 Semarang	22	18
SMA Negeri 8 Semarang	16	24
SMA Negeri 12 Semarang	19	21
SMA Negeri 14 Semarang	22	18
Total (%)	(156) 51	(164) 49
Total	320	

This research applied adaptation instruments through the back translate process. The instruments used were the R-UCLA Loneliness Scale version 3, SAS-SV and ASSCS.

The R-UCLA Loneliness Scale version 3 consists of 20 statement items that were used to measure individual loneliness levels from Personality, Social Desirability, Depression (Russell, 1996). Indicators that was measured in this scale were, (1) having maladaptive behaviors and thoughts, ("I am worried about saying something wrong when talking to new people"), (2) the individual's desire for social and environmental life ("Ideas and my thoughts are hard to accept by friends in the class"); and (3) a feeling of sadness, lack of enthusiasm, worthlessness and feeling a failure in social relations ("I found difficulty getting close friends"). Alpha coefficient score of 0.96.

SAS-SV instrument used to measure the psu, from aspects of daily-life disturbance, withdrawal, cyberspace-oriented relationship, overuse, tolerance (Kwon, et al. 2013). The indicators that

was measured in this instrument were, (1) having difficulty concentrating in the classroom ("I found difficulty concentrating in class when doing assignments because of playing a smartphone"); (2) feeling impatient, uneasy and unable to do without a smartphone, ("feeling impatient and anxious when I don't hold my smartphone"); (3) feeling uncontrollable loss when not using a smartphone, ("smartphone always has my mind even when I am not using it"); (4) prefer to search for something through a smartphone rather than asking for help from others, ("I prefer information from a smartphone compared to other people"); (5) always fails to control smartphone usage ("I have difficulty controlling myself in using smartphones"). The alpha coefficient on SAS-SV is 0.91. SAS-SV instrument used to measure PSU, from aspects *daily-life disturbance, withdrawal, cyberspace-oriented relationship, overuse, tolerance* (Kwon, et al. 2013).

ASSCS is an instrument used to measure the level of self-perception of students which is measured by aspects of Anxiety, Physical Appearance, Popularity, Happiness, Intellectual status (Harris, 1984). Indicators that will be measured include (1) feelings of fear, sadness, anxiety, and inferiority, ("I am easy to feel sad"); (2) feeling handsome, happy with appearance, body, face, hair, ("I have an attractive appearance"); (3) behave naturally, ("I have high ideals"); (4) understand what is needed to be popular, ("I have a good idea in class"); (5) feeling more attractive than others, ("I have attractive hair"); (6) have intellectual and academic abilities at school, ("I am a person who is responsible for working on school assignments"). Alpha efficiency score is 0.90.

RESULTS AND DISCUSSION

This research consists of one dependent variable, one independent variable, and one mediating variable. Based on the results of descriptive statistics, the research variables were related to the average of each variable and the standard deviation showed that the loneliness variable has a score (M = 57.68; SD = 6.266), the PSU scores (M = 35.12; SD = 5.083), and Self Perception as a mediating variable in the research scores (M = 94.32; SD = 5.873).

Table 2. The Result of Analysis of Mean and Standar Deviasi

Variable	N	M	SD
Loneliness	320	57.68	6.26
PSU	320	35.12	5.08
Self Perception	320	94.32	5.87

The results of the summary model of Self Perception and PSU results are known through two pathways, line 1 is loneliness with both self-perceptions predictably positive with a value of $F_{(1,318)} = 9.71$, $R = 0.17$ ($p < 0.01$) and loneliness with PSU positively predicted with an $F_{(2,317)} = 0.62$ $R = 108.02$ ($p < 0.01$). Multiple correlation coefficients/ multiple correlations (R) indicated the direction and strength of the relationship between two independent variables simultaneously or more with one dependent variable, multiple correlation (R) was also defined as a measure for measuring the level of linear relationship between dependent variables with all independent variables simultaneously.

Table 3. The Effect of the Self Perception as a Mediator

Predictor	β	t	p	SE	LLCI (95%)	ULCI (95%)	R	R ²	F	p
Kriterium:PD							0.17	0.02	9.71	< 0.00
Loneliness	0.16	3.11	< 0.01	0.05	0.05	0.26				
Kriterium:PSU							0.63	0.40	108.02	< 0.00
Loneliness	0.25	7.26	< 0.01	0.03	0.18	0.32				
PD	0.43	11.35	< 0.01	0.03	0.35	0.50				
TE	0.32	7.90	< 0.01	0.04	0.24	0.21				
Ind	0.06	7.80	< 0.01	0.01	0.02	0.12				

Information:

PSU : Problematic smartphone use
 PD : Persepsi diri
 TE : Total effect
 Ind : Indirect

Based on table 3. The results of pathway analysis 1 showed that the loneliness variable has a significant relationship with the self-perception with the results of ($\beta = 0.1614$) meaning that loneliness has a positive relationship with self-perception. In table 3 also showed the results of the loneliness path 2 analysis with the PSU, the two are positive with the results = 0.43), therefore, it appears that the relationship both variables are predicted positive and it can be inferred that the self perception of has a significant relationship with the PSU.

Table 3 also showed that loneliness has a significant relationship with the PSU with results ($\beta = 0.25$) meaning that the relationship is both positive which means that loneliness has a significant relationship with the PSU. The coefficient value of multiple correlations/multiple correlations (R) shows the direction and strength of the relationship between two independent variables simultaneously or more with one dependent variable, multiple correlations (R) are also interpreted as a measure to measure the degree of closeness of the linear relationship between the dependent variables all independent variables simultaneously. The total effect results indicated that loneliness with PSU are both predicted positive and has significant relationship as explained with the results of ($\beta = 0.32$).

Furthermore, to ensuring the mediator effect by looking at the LLCI and ULCI values, there is no 0 in the confidence interval, it can be concluded that indirect effect is significant at the 5% significance level. Based on these results indicated that self-perception becomes a mediator of the relationship between loneliness and problematic smartphone use trend in public high schools throughout Semarang.

In line with the results of Akin's research (2010) found that the loneliness relationship with the problematic smartphone use tendency mediated by self-perception shows that there is an indirect relationship between loneliness and problematic smartphone use tendency but through self-perception as a link between these two variables. Furthermore, theoretically the characteristics possessed such as negative

perception ability regarding lack of social skills, will tend to use smartphones excessively to avoid direct social interaction. Therefore, loneliness is one of the causes of excessive smartphone usage problems (Bian & Leung, 2014).

Implications for guidance and counseling according to Dollarhide, et al. 2011); Myrick, 2011, developmental guidance and counseling will play a major role in facing and preparing today's qualified youth. Therefore, there needs to be a research on how the role of guidance and counseling to deal with adolescents in the perspective of comprehensive guidance and counseling. Healthy individual development will occur in healthy interactions between individuals and their environment. Furthermore, the relationship with social problems that occur in students according to Wandansari, et al. (2018) group guidance services are appropriate for students who have low social relations. In line with this according to (Brown & Trusty, 2005; Cobia & Henderson, 2009) personal-social guidance at school is a counseling service program that can help students to develop self-awareness and acceptance of others and others, obtain effective interpersonal skills, be responsible for their decisions, develop and maintain good relationships with others.

CONCLUSION

Based on the results of this research indicated that the higher the level of loneliness through low self-perception of students, the higher the PSU and vice versa. Based on this research, it can be used as a reference for counselors to be able to overcome early use of excessive smartphones in order to minimize social problems in students such as loneliness. Furthermore, it is expected that the next researcher can use non quantitative approaches such as experimental approach, mixed methods, and Model Development models as well as other variables that have not been discussed in this research.

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