

Effects of Problematic Internet Use (PIU) and Psychological Well-Being in Adolescents with Social Anxiety

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Abstract

One anxiety that can occur in adolescents/individuals is when doing social interactions. Individuals with social anxiety experience fear in social interaction, will withdraw from association, try to communicate as little as possible, and want to talk when pressed. The cause of social anxiety there are two factors, internal factors, and external factors. Internal factors include the physical and psychological conditions of individuals that are reflected in psychological well-being, while external factors are factors that exist outside of the individual that can be in the form of environmental conditions related to technology and the internet. The purpose of this study was to determine the effect of Problematic Internet Use (PIU) and Psychological Well-Being on adolescent students with Social Anxiety at SMA N 14 Bandar Lampung. The subjects in this study were 20 students of class X. In the study using the GPIUS2 scale developed by Caplan (2003), the psychological well-being scale was made based on aspects of Psychological Welfare, according to Ryff (1989) and the social anxiety scale La Greca & Lopez (1998) Social Anxiety Scale for Adolescents (SAS-A). The data analysis technique used in this study is multiple regression. The results of multiple regression tests showed a significance value of 0,000 ($p < 0.05$). These results indicate that problematic internet use (PIU) and psychological well-being affect adolescents with social anxiety. In adolescents with social anxiety requires mastery of the environment, beliefs, competence in managing emotions and the use of the internet where and when it should

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Keywords: *problematic internet use (PIU), psychological well-being, social anxiety*

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Introduction

Advances in science and technology have positive and negative impacts on human life. The positive effect is the progress of science and technology, encouraging individuals to progress, improve the quality of life and self-image, towards a meaningful life. The adverse effects that arise are changes in mindset, behavior, individual personality, and anxiety due to mismatch between expectations and reality. Anxiety is prone to occur in adolescents because adolescence is a time of transition and emotional instability that causes many problems. One fear that can occur in adolescents/individuals is when doing social interactions. In carrying out social interactions, not all individuals feel safe and comfortable, but some have feelings of anxiety, fear, or worry about the surrounding environment, which is called social anxiety (Cavanaugh & Buehler, 2016).

Social anxiety is a state of anxiety characterized by emotional discomfort, worry/fear, and maladaptive behavior related to social situations, and this becomes a significant problem given the social nature of humans and functional social relations that cannot be avoided in human life. Social anxiety involves feelings of fear that are characterized by negative self-evaluation in social situations and performance (Apell, Marttunen, Fröjd, & Kaltiala, 2019).

Socially anxious individuals tend to be shy and withdrawn and ineffective in social interactions; this is possible because individuals assume there will be an adverse reaction

(Bulantika, Wibowo, & Jafar, 2018). A more straightforward understanding of social anxiety is that feelings of shame are valued or cared for by others because of the prejudice that other people value negatively toward themselves. People who experience fear in social interaction will withdraw from relationships, try to communicate as little as possible, and will talk when pressed. Individuals with social anxiety when communicating, the conversation is often irrelevant because talking relevant will certainly invite other people's reactions, and he is required to speak again. Social anxiety is likely to disrupt normal circumstances in developments related to social and personal relationships and result in avoidance or rejection.

Furthermore, the problem of social anxiety disorder in adolescents shows behaviors such as silence, running away from home, fighting, and lying (Thahir, Rimandona, & Bulantika, 2018). The cause of social anxiety there are two factors, internal factors, and external factors. Internal factors include the physical and psychological condition of the individual. Physical conditions in the form of physical conditions or self-appearance, while mental conditions such as social abilities in psychological well-being, which shows that individuals with social anxiety generally lack psychological well-being. External factors are factors that exist outside of individuals which can be environmental conditions related to technology and the internet (Tang, 2018). When conditions from outside the individual in the form of cyberspace are considered more fun, the individual will withdraw and avoid social and have an impact on uncontrolled behavior if faced with social situations in real life.

The internet is one of the causes of social anxiety among teenagers today (Restrepo et al., 2019). Individuals with Problematic Internet Use (PIU) show a high level of social anxiety, preferring to socialize online rather than real-life communication (Prizant-Bassal, Shechner, & Aderka, 2016). In line with other studies that say internet-addicted teens will use the Internet for a long time, isolate themselves from other forms of social contact, and focus almost entirely on the Internet rather than broader life events (Weinstein et al., 2015).

Problematic internet use (PIU) is a multidimensional syndrome consisting of maladaptive cognitive signs and behaviors that result in negative social, academic, and professional consequences (Anderson, Steen, & Stavropoulos, 2017). As the use of the internet becomes increasingly integral in modern life, the danger of overuse also becomes apparent. Socially anxious individuals are vulnerable to problematic internet usage. Vulnerability associated with online communication perceptions of safe ways to interact because of greater control over self-presentation, the risk of negative evaluation is small, and the quality of relationships increases (Lee & Stapinski, 2012). Furthermore, other studies say the impact of problematic internet use (PIU) is that the mindset of an individual becomes maladaptive by assuming that the internet as a container of unmet needs for self-presentation in a real social environment or the desire to create a positive self-impression on others (Casale & Fioravanti, 2015). Individuals who experience problematic internet use (PIU) do more social interaction online as an alternative to face-to-face communication because it is considered less threatening, their desire to always interact online makes the individual have social interaction problems in real life and lead to social anxiety. (Caplan, 2006).

Social anxiety is also influenced by psychological well-being; this assumption refers to how individuals can develop their potential and abilities optimally, both physically, emotionally, and psychologically. In contemporary psychological well-being developed from the central concept of "Well Being" which means experience that makes life happy and the main thing from well-being is the quality of social relations between individuals (Weiss, Westerhof, & Bohlmeijer, 2016). Psychological well-being is the state of the individual who can positively accept his state of being,

both the condition he is currently living and life experiences including experiences that he considers unpleasant and take all of them as part of himself.

Psychological well-being is the full achievement of the mental potential of situations where individuals can accept their strengths and weaknesses as they are. Regarding social anxiety, individuals with social anxiety tend to be less positive about their condition, often not believing in their abilities or potential. Therefore individuals withdraw from situations that allow people to judge themselves (Ladd, Ettekal, & Kochenderfer-Ladd, 2019). A study revealed psychological well-being plays a significant role in a person's introverted and extroverted behavior (Hu, Kim, Siwek, & Wilder, 2017), inline with other studies that say depression and social anxiety is influenced by poor psychological well-being (Lai et al., 2015).

Psychological well-being is the result of a person's evaluation or evaluation of oneself. Negative assessment of experiences can cause a person to become discouraged from conditions that make psychological well-being low and behaviors that appear maladaptive such as social anxiety. Therefore it is possible that adolescents who have bad experiences and negative evaluations of themselves have poor psychological well-being and will have an impact on anxiety related to social relationships. Based on this explanation, it is concluded that social anxiety occurs due to poor psychological well-being and a tendency to avoid socially related situations and prefer to access the internet. The tendency to access the problematic internet is the result of poor psychological well-being. That is, there is negative thinking about oneself, and a desire¹¹ continue to access the internet avoids social situations. Therefore further research is needed on the effect of problematic internet use and psychological well-being on an adolescent with social anxiety.

Methods

¹¹This research is a quantitative study using the ex post facto method. The method is used to find the effect of problematic internet use (PIU) and psychological well-being on students' social anxiety in certain time conditions. Taking subjects randomly so that the equality of groups within the limits of random fluctuation. This research was conducted at SMA N 14 Bandar Lampung, with a total of 120 students. The hypothesis to be tested identifies whether there is an effect of problematic internet use (PIU) and psychological well-being on students' social anxiety.

The instruments used in this study were the PIU scale, the psychological well-being scale, and the social anxiety scale. The PIU scale in this study uses the GPIUS2 scale developed by Caplan (2003), which was first adopted by ²⁴archers through a forward-backward translation method consisting of 15 items. Furthermore, the social anxiety scale was adopted from ²⁶reca & Lopez (1998) Social Anxiety Scale for Adolescents (SAS-A), with three indicators of Fear of Negative Evaluation, Social Avoidance and Distress-New (SAD-New) consisting of 18 statement items. The psychological well-being scale is based on aspects of psychological well-being, according to Ryff (1989), namely self-acceptance, positive relations with others, autonomy, autonomy, environmental mastery, goals life (purpose of life), and personal growth (personal growth).

The analysis in this study uses multiple regression analysis because the independent variables consist of more than one. The independent variable in this study is problematic internet use (PIU), psychological well-being, while the dependent variable²² in this study is social anxiety. This regression test has a function to predict or predict the value of the ²⁷dependent variable against the variable x. Before conducting a regression analysis, first, look at the relationship between the independent variables and the dependent variable using the correlation test.

Results and Discussions

The results of the data analysis meet the normally distributed regression assumptions, analysis using Kolmogorov Smirnov. Then there is a linear relationship between problematic internet use (PIU) and psychological well-being with social anxiety. Regression test results are presented in Tables 1 and 2.

Table 1. Effects of PIU and Psychological Well-Being

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.982	4.131		.238	.813		
PIU	.172	.061	.154	2.834	.005	.879	1.138
Psikological Wellbeing	.748	.053	.771	14.202	.000	.879	1.138

a. Dependent Variable: Social Anxiety

In Table 1, the VIF value of both variables is 1.138, while the tolerance value is 0.879. Because the VIF value of PIU and psychological well-being are not greater than 10 or 5, it means that there is no multicollinearity in the two independent variables. Sig value for PIU of $0.05 \leq 0.05$, meaning that PIU has a significant effect on social anxiety. As for the psychological well-being variable, the Sig value of $0,000 < 0.05$ means that psychological well-being has a significant impact on students' social anxiety.

Table 2. Hypothesis Test Results

R	R Square	Durbin-Watson	F	Sig
.837 ^a	.700	.695	135.286	.000

a.Predictors: (Constant), Psychological Well-being, PIU

b. Dependent Variable: Social Anxiety

In Table 2, the Durbin-Watson value is 1.759, meaning that there is no autocorrelation. Anova value of 135.286 with a significance of $0.000 < 0.05$ means that the hypothesis is accepted, PIU and psychological well-being have a significant effect simultaneously on students' social anxiety. Furthermore, the R-square value of 0.700 indicates that the proportion of the impact of PIU and psychological well-being is 70%. It means that other variables outside this regression model influence PIU and psychological well-being influence 70% and the remaining 30%.

Based on the analysis of multiple regression tests that have been carried out, the results show that problematic internet use and psychological well-being significantly influence adolescent social anxiety. Variable problematic internet use and psychological well-being give as much as 70% influence on adolescent social anxiety. The remaining 30% is influenced by other variables outside this regression model.

These results are by research that found individual bad experiences related to psychological well-being where individuals can not accept bad experiences related to social and make the experience as a trauma so that individuals withdraw from the social environment. It results in individuals experiencing social anxiety (Acquah, Topalli, Wilson, Junttila, & Niemi, 2016), in line

with the research of Mutiarachmah & Maryatmi who said that bad psychological well-being has a very negative effect on the readiness of individuals to enter the workforce because in entering the workforce, individuals will find a new atmosphere, new people who demand individuals to socialize (Mutiarachmah & Maryatmi, 2019). Psychological well-being is an individual's condition that has a positive attitude towards oneself and others, is able to make their own decisions, regulate behavior, create, control the environment in accordance with needs, have goals in life, make life more meaningful, and try to explore and develop themselves, if the individual cannot do that then social anxiety arises.

Besides that problematic internet use plays a role in adolescent social anxiety, in line with research that says problematic internet use supports bad social interactions in single children, in the study found the impact of problematic internet use individuals have low self-esteem and loss of confidence so that social anxiety is present (Yu et al., 2017).

Furthermore, other studies found a strong correlation between problematic internet use, use of social media and social appearance anxiety, research says problematic internet use triggers individuals in excessive use of social media, it causes obsessive-compulsive behavior on individuals which indirectly influences perception in present themselves to the social, individuals always feel dissatisfied with the appearance of self, always want to look perfect in front of others and will cause social anxiety (Ayar, Gerçeker, Özdemir, & Bektas, 2018)

Supported by research that finds psychological well-being and problematic internet use as factors that influence anxious levels of individuals in the social environment, there are growing concerns in individuals whose psychological well-being is deficient and excessive internet use creates a sense of security in individuals and chooses to interact socially through virtual, it impacts the lack of confidence when dealing with this person directly (Lee-Won, Herzog, & Park, 2015).

Categorization of scores on the scale of problematic internet use in this study showed that 50 subjects out of a total of 120 subjects, which, if present as much as 41.6%, had a score of problematic internet use in the medium category. Based on hypothesis testing, there is a significant difference between the empirical mean and the theoretical mean of the PIU scale, where the observed mean of the PIU scale is smaller than the theoretical mean. This indicates that the subject has a PIU level that tends to be moderate. This shows that the majority of adolescents exhibit compulsive internet usage, mood regulation that is dependent on the internet, obsessive thoughts related to internet use and the negative results obtained from internet use with moderate intensity. Categorization of scores on a psychological well-being scale shows that 78 subjects out of a total of 120 subjects, when 65% were present, had a high psychological well-being score.

Based on the results of hypothesis testing also shows that there are significant differences between the empirical mean and theoretical mean of the psychological well-being scale where the observed mean of the psychological well-being scale is higher than the theoretical mean. This indicates that the subject has a level of psychological well-being that tends to be high. This shows that the majority of subjects set standards and goals for their behavior, conduct self-observation, self-evaluation, self-reaction, and self-reflection based on experiences that tend to be high. The level of psychological well-being can occur from the individual environment where the intimate environment influences in providing standards that will be set by the individual (Ronen, Hamama, Rosenbaum, & Mishely-Yarlap, 2016).

In addition, the environment where individuals spend time, in this case, adolescent students spend time in school that can affect the level of psychological well-being students, because one crucial dimension in psychological well-being is environmental mastery, the ability of individuals to regulate the environment, take advantage of opportunities existing in the background, and

control the situation as needed (Weiss et al., 2016). Individuals with high environmental satisfaction have confidence and competence in managing the environment. He can control emotions and behavior towards external activities in the background and be able to choose and create an environment in accordance with needs, conversely, individuals who have low mastery of the environment will have difficulty managing daily situations, feel unable to change or improve the quality of the surrounding environment and do not able to take advantage of opportunities and opportunities themselves in the surrounding environment.

The social anxiety scale score categorization shows that 72 subjects out of a total of 120 subjects, if presented as much as 60%, have psychological well-being scores in the moderate category. Based on the results of the hypothesis test shows that there is a significant difference between the empirical mean and the theoretical mean of the social anxiety scale, where the observed mean of the social anxiety scale is smaller than the theoretical mean this indicates that the subject has a level of social anxiety that tends to below. So it can be said that the subject has a level of social anxiety in the medium category, which tends to lead to low. Thus it can be said that the issue sometimes feels social anxiety or can be said to tend to feel social anxiety rarely.

Furthermore, in research studies, the average internet usage is one day. Subjects are 60 out of 120 with a percentage of 50%, using the internet five to eight hours in one day. Someone can be said to have problems using the web if you use the web 40 to 80 hours a week. the use of the internet for only a few hours can also be problematic if the use of the internet is not supposed to be done on activities when someone is busy (Jelenchick, Hawk, & Moreno, 2016). The conclusion is the use of the internet in the digital age can be said to be problematic if its purpose is done at the wrong time and place. These results are consistent with research which means using the internet and social media as entertainment, information sources, and interacting with others (Wartberg, Kriston, Bröning, Kegel, & Thomasius, 2017).

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Conclusions

Based on the results of the study, it can be concluded that the problematic internet use (PIU) and psychological well-being jointly influence the social anxiety of adolescent students at SMA N 14 Bandar Lampung. Problematic internet use (PIU) and psychological well-being affect 70% of the social anxiety of teenage students, while other variables influence the remaining 30%. Suggestions for further researchers to provide action or treatment on social anxiety variables by increasing psychological well-being and reducing thoughts related to the use of problematic internet.

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