Berkala Ilmiah Pendidikan
Volume 6 Nomor 3, November 2026

scidac plus

Social Media Addiction and Student Self-Identity (Comparative Causal Analysis of Students)

Gustina Novita, Rezki Hariko*, Yeni Karneli, Miftahul Fikri
Universitas Negeri Padang, Indonesia
hariko.r@fip.unp.ac.id*

Abstract

This study examined the levels of social media addiction and self-identity, gender-based differences in both variables, and the relationship between them among students at SMPN 09 Tebo Regency, Indonesia. A quantitative correlational design was used. The population comprised 282 students in Grades VII–IX (150 boys and 132 girls), and all were included through total sampling. Data were collected using the Social Media Addiction Scale–Student Form (SMAS-SF) and the Adolescent Self-Identity Scale (ASIS). Descriptive statistics, independent-samples t-tests, and simple linear regression were used for analysis. The findings showed that social media addiction was predominantly high, whereas self-identity was predominantly low. No statistically significant gender differences were found in social media addiction ($t(280) = 0.044$, $p = 0.965$) or self-identity ($t(280) = -0.799$, $p = 0.425$). Social media addiction was negatively associated with self-identity ($B = -0.275$, $\beta = -0.265$, $t = -4.606$, $p < 0.001$), with the model explaining 7% of the variance ($R^2 = 0.070$). These findings indicate a weak negative association and do not establish a causal relationship. The results may inform school counseling services that promote healthy social media use and adolescent identity development.

Keywords: Social Media Addiction, Self-Identity

INTRODUCTION

Adolescence is an important developmental stage in the formation of self-identity. During this phase, individuals experience physical, psychological, and social changes and seek to understand their values, beliefs, life goals, and desired roles (Isroani et al., 2023; Suwandi et al., 2023). From a psychosocial developmental perspective, identity formation is one of the primary tasks of adolescence, during which individuals seek a clearer understanding of themselves and work through role confusion (Erikson, 1968; Santrock, 2003; Papalia et al., 2008). A well-developed identity can help adolescents make choices, build social relationships, and direct their behavior in accordance with their goals and values (Papalia et al., 2008; Hakim et al., 2021). Conversely, difficulties in identity formation may be associated with low self-confidence, indecisiveness, anxiety, and unclear life goals (Hidayah & Huriati, 2016; Ardi et al., 2024).

In contemporary development, adolescent identity formation takes place within an increasingly digitalized social environment. Social media provides spaces for self-expression, relationship-building, interest exploration, and social feedback. These activities may support identity exploration, but they may also create pressure when adolescents become overly dependent on others' acceptance, compare themselves with other users, or attempt to meet unrealistic social standards (Yang et al., 2018; Twenge & Campbell, 2022). Social media therefore plays a complex role in adolescent life: it offers opportunities for connection and self-expression while also presenting challenges to psychological development, self-confidence, and self-understanding.

Artikel ini menggunakan lisensi Creative Commons Attribution 4.0 International License
© Authors. (2026)

Social media addiction is one concern that warrants attention. It refers to a pattern of use that is difficult to control and may interfere with daily activities and functioning. Problematic social media use may be associated with sleep disturbances, increased anxiety, emotional difficulties, reduced face-to-face interaction, and impaired learning concentration (Keles et al., 2020; Madhani et al., 2021; Putri et al., 2025). In the context of identity development, excessive use may become concerning when online activity and the pursuit of external validation play a dominant role in how adolescents evaluate themselves. Nevertheless, this relationship should not automatically be assumed to be negative, as social media may also facilitate identity exploration and social support. The relationship between social media addiction and self-identity therefore needs to be empirically examined.

Previous studies have addressed social media use in relation to mental health, emotional regulation, social behavior, and adolescent adjustment. Research on self-identity also indicates that its development is associated with individual and environmental factors, including family, peers, culture, and social experiences (Hakim et al., 2021; Nurmawati et al., 2025). However, to understand the situation at SMP Negeri 9 Tebo, an examination specifically addressing the relationship between social media addiction and students' self-identity is needed. In addition to testing this relationship, it is important to describe the levels of both variables and explore potential gender differences. Such analyses may provide a more comprehensive understanding of social media addiction and self-identity among students in this research setting.

This study is relevant to guidance and counseling because understanding the relationship between social media addiction and self-identity may help identify students' developmental needs. School counselors may use this information when designing services that support self-understanding, decision-making, social media management, and social skills. However, appropriate services should be based on empirical findings rather than assumptions that social media use directly causes self-identity problems.

Accordingly, this study aimed to: (1) describe social media addiction among students at SMP Negeri 9 Tebo Regency; (2) describe students' self-identity; (3) examine gender differences in social media addiction; (4) examine gender differences in self-identity; and (5) examine the relationship between social media addiction and students' self-identity. The findings are expected to enrich research on adolescent development in digital environments and provide empirical information relevant to school guidance and counseling services.

Literature Review

Self-Identity in Adolescence

Self-identity is a multidimensional psychological construct describing an individual's understanding of personal characteristics, values, beliefs, social roles, and life direction. Burke and Stets (2009) explain that identity develops through social interaction and the internalization of meanings derived from roles and group membership. Hurlock (2002), meanwhile, emphasizes that self-identity encompasses physical, psychological, and social dimensions that develop through experiences and interactions with the environment. Self-identity is thus concerned not only with how adolescents perceive themselves but also with how they understand their position and existence within their social environment.

According to Erikson's (1968) psychosocial development theory, adolescence represents the identity-versus-role-confusion stage, during which individuals seek to develop a relatively clear understanding of themselves and determine their life direction. Marcia (1993) developed this perspective through four identity statuses: identity achievement, foreclosure, moratorium, and diffusion, distinguished by the processes of exploration and commitment. Exploration refers to considering various alternatives, whereas commitment involves decisions and attachment to particular choices. These processes help explain why some adolescents have a relatively clear life direction while others remain uncertain about their values, goals, and social roles.

Self-identity formation involves reciprocal interactions between individual and environmental factors. Peers, family, parenting, psychological conditions, and social experiences may influence identity exploration and commitment (Nur & Daulay, 2020). Burke and Stets (2009) also emphasize the role of social evaluation and comparison in self-understanding. In contemporary adolescence, social media is one environment in which young people receive feedback, compare themselves with others, and present identities they wish to have recognized. The characteristics of adolescent social media interaction are therefore relevant to identity development.

Social Media Addiction

Social media addiction refers to excessive, difficult-to-control use that continues despite negative consequences in everyday life. Balakrishnan and Griffiths (2017) associate social media addiction with increasing and difficult-to-control use, while Griffiths and Davies (2005) describe behavioral addiction through the components of salience, mood modification, tolerance, withdrawal, conflict, and relapse. This framework indicates that usage intensity alone is insufficient to establish addiction. Loss of control, a strong urge to continue using social media, and interference with everyday functioning are also important characteristics.

Sahin (2018) identified four aspects of social media addiction: virtual tolerance, virtual communication, virtual problem, and virtual information. These aspects include tendencies to remain continuously connected online, preferences for virtual communication, problems arising from excessive use, and urges to continually obtain information through social media. Among students, these patterns may be reflected in social media use displacing study time, disrupting face-to-face interaction, or causing discomfort when access is restricted.

Social media addiction should also be understood through interactions between individual and environmental factors. Low self-esteem, social anxiety, impulsivity, self-regulation difficulties, and the need for social recognition may be associated with problematic social media use (Nur & Daulay, 2020). Family factors, peer influence, device accessibility, and platform design may also shape usage patterns (Nur & Daulay, 2020; Sari et al., 2023). Thus, social media addiction is not merely a matter of duration but a behavioral pattern that may be related to psychological needs and social context.

Several studies have linked problematic social media use to psychological health, social relationships, and academic functioning. Excessive use may be associated with anxiety, depressive symptoms, sleep disturbances, lower-quality face-to-face interaction, and impaired learning concentration (Keles et al., 2020; Sari et al., 2023). In relation to self-identity, dependence on likes, comments, and online recognition may make self-evaluation increasingly reliant on external responses (Nur & Daulay, 2020). However, social media is not invariably negative: digital platforms may also provide opportunities for expression, connection, and identity exploration. The quality and pattern of engagement should therefore be distinguished from intensive use alone.

Gender is also relevant because adolescents' social experiences and identity development may occur within different social roles and expectations. However, gender differences should not be assumed and must be tested in the population under study. This research therefore compares both social media addiction and self-identity scores between boys and girls. Such analysis may provide empirical evidence about whether gender differentiates these tendencies among students at SMPN 09 Tebo Regency. Research on self-concept characteristics has also considered gender (Agustin et al., 2026), while identity formation may involve individual and environmental factors (Ramadhanu et al., 2019).

The Relationship Between Social Media Addiction and Self-Identity

The relationship between social media addiction and self-identity may be understood through identity exploration, social comparison, and the pursuit of acceptance. During adolescence, individuals develop an understanding of their characteristics, values, and life goals. Social media expands the social environment in which identity may be explored, but it also exposes adolescents to representations of other people's lives and social standards that may become bases for comparison. Perez-Torres (2024) discusses adolescent identity development on social media through self-presentation, social comparison, role models, and audience responses. Pasenrigading et al. (2025) also highlight social comparison and external validation in shaping adolescents' self-perceptions.

Previous findings indicate that the relationship between social media and self-identity is complex. Avci et al. (2025), in a systematic review of 32 studies involving 19,658 adolescents, identified social media as one context for adolescent identity development and emphasized the importance of distinguishing forms of engagement, as identity exploration is not determined solely by duration of use. Kaya et al. (2025), in a study of 411 adolescents, reported that social media addiction predicted ruminative identity exploration and career decision-making difficulties, with ruminative exploration mediating the relationship. These findings suggest that problematic social media use may be associated with identity searching characterized by uncertainty.

Nevertheless, available evidence does not indicate a uniform relationship. Muhazir et al. (2023), in a study of online gaming addiction, self-identity, social interaction, and aggressive behavior among adolescents, reported no significant relationship between online gaming addiction and self-identity. Because that study examined a different form of digital addiction, its findings cannot be directly generalized to social media. However, it highlights the need to examine digital behavior and identity according to the type of activity and population. Nurvadila and Rinawati (2022) found a significant relationship between TikTok-use motivation and motives for seeking self-identity. This demonstrates a connection between digital-platform use and identity searching, although motivation is not equivalent to social media addiction.

Conceptually, social media addiction may be related to self-identity through several possible processes. Difficult-to-control use may increase exposure to social comparisons and audience responses, encourage dependence on external validation, and reduce time for offline activities and interaction. These conditions may be associated with how adolescents evaluate themselves, establish commitments, and make decisions. Conversely, purposeful social media use may provide opportunities to explore interests, obtain support, and build social relationships. The direction and strength of this relationship should therefore be established empirically rather than assumed.

Research Gap and Conceptual Framework

Previous studies have examined self-identity in relation to future orientation, online gaming addiction, and motivations for using social media applications. Rahmawati (2017), for example, examined the relationship between self-identity and future orientation among adolescents supported by LPAN Griya Baca in Malang. Muhazir et al. (2023) investigated online gaming addiction and self-identity among adolescents in Lhokseumawe, while Nurvadila and Rinawati (2022) examined TikTok-use motivation and motives for seeking self-identity. These studies differ in constructs, populations, or contexts. Research among junior high school students that simultaneously describes social media addiction and self-identity and examines gender differences in both variables remains worth expanding. This study therefore examines the relationship between the variables and gender-based differences among students at SMPN 09 Tebo Regency.

Based on this gap, the study examines the relationship between social media addiction and self-identity among students at SMPN 09 Tebo Regency. It also describes the levels of both variables and examines

gender differences in social media addiction and self-identity. This focus provides contextual empirical evidence concerning social media use and identity development among junior high school students.

The conceptual framework positions social media addiction as a variable hypothesized to be associated with students' self-identity. Based on literature concerning social comparison, external validation, and identity exploration, the study tests the hypothesis of a negative relationship: higher social media addiction is associated with lower self-identity scores. This is a hypothesis to be tested, not a causal conclusion. The study also examines whether social media addiction and self-identity differ by gender. The findings may clarify the relationship and provide an empirical basis for guidance and counseling services that support self-understanding, decision-making, and healthy social media use.

METHODS

Research Design

This study employed a quantitative correlational design to examine the relationship between social media addiction and students' self-identity. It also analyzed gender differences in both variables. Social media addiction was treated as the independent variable (X), while self-identity was treated as the dependent variable (Y).

Participants and Procedure

The participants were all active students in Grades VII, VIII, and IX at SMPN 09 Tebo Regency during the 2026/2027 academic year. The population consisted of 282 students: 150 boys and 132 girls. Total sampling was used, meaning that all members of the accessible population were included. Accordingly, the study involved 282 students. This technique was selected because the entire population at the school could be reached.

Data were collected using two questionnaire instruments with a five-point Likert response scale: Strongly Agree, Agree, Moderately Agree, Disagree, and Strongly Disagree. Positive statements were scored from 5 to 1, while negative statements were reverse-scored.

Measure

Social Media Addiction. Social media addiction was measured using the Social Media Addiction Scale–Student Form (SMAS-SF) developed by Şahin (2018). The instrument contains 29 items covering four aspects: virtual tolerance, virtual communication, virtual problem, and virtual information. The original instrument was reported to have a Cronbach's alpha reliability coefficient of 0.930.

Self-Identity. Self-identity was measured using the Adolescent Self-Identity Scale (ASIS), based on Marcia et al.'s (1993) identity-status theory. The instrument covers four statuses: identity diffusion, identity foreclosure, identity moratorium, and identity achievement. A pilot test involving 30 students yielded a Cronbach's alpha of 0.894. Of the 34 tested items, four (items 9, 17, 29, and 32) were found invalid and excluded from the final instrument, resulting in 30 items.

Data were collected at SMPN 09 Tebo Regency from September 14 to October 3, 2026. The procedures included obtaining research permission, preparing the instruments, piloting the instruments, determining valid items, and distributing questionnaires to all sampled students. After completion, responses were checked, coded, and prepared for analysis. The thesis document from which this manuscript was revised did not explicitly describe informed-consent or parental/guardian-consent procedures. The authors should ensure that the manuscript includes an accurate statement regarding research information, voluntary participation, student and/or parental/guardian consent, and data confidentiality before submission.

Data Analysis

Data were analyzed using IBM SPSS version 26.0. Descriptive statistics were used to describe social media addiction and self-identity scores and categories, both overall and by gender. Before inferential analyses, the Kolmogorov–Smirnov normality test, variance-homogeneity test, and linearity test were conducted as appropriate.

Gender differences were tested using independent-samples t-tests, while the relationship between social media addiction and self-identity was examined using simple linear regression. All tests used a significance level of 0.05.

RESULT AND DISCUSSION

Students' Social Media Addiction

Descriptive analysis of 282 students at SMPN 09 Tebo Regency showed that most students had high levels of social media addiction. A total of 216 students (76.60%) were categorized as high, 32 (11.35%) as very high, and 34 (12.06%) as low. No students were categorized as very low. Overall, 87.95% of students were in the high or very-high categories.

Analysis of the individual aspects showed that all four aspects of social media addiction were in the high category. Virtual problem had the highest average percentage (72.35%), followed by virtual communication (70.80%), virtual information (66.47%), and virtual tolerance (66.40%). The overall mean social media addiction score was 100.96 (SD = 11.92), with an average percentage of 69.63%.

Table 1. Category

Category	Frequency	Percentage
Very high	32	11.35%
High	216	76.60%
Low	34	12.06%
Very low	0	0.00%
Total	282	100%

By gender, the high category was found among 110 boys (73.33%) and 106 girls (80.30%). The very-high category was found among 16 boys (10.67%) and 16 girls (12.12%). The independent-samples t-test showed no significant difference in social media addiction between boys and girls ($t(280) = 0.044$, $p = 0.965$).

Students' Self-Identity

Descriptive analysis showed that most students' self-identity scores were in the low category. A total of 217 students (76.95%) were categorized as low, 57 (20.21%) as high, and 8 (2.84%) as very low. No students were categorized as very high. The overall mean self-identity score was 80.37 (SD = 12.36), with an average percentage of 53.58%. All identity-status aspects were classified as low: identity foreclosure (54.07%), identity moratorium (53.71%), identity achievement (53.30%), and identity diffusion (52.92%).

Table 2. Category

Category	Frequency	Percentage
Very high	0	0.00%
High	57	20.21%
Low	217	76.95%
Very low	8	2.84%
Total	282	100%

By gender, the low self-identity category was found among 118 boys (78.67%) and 99 girls (75.00%). The high category was found among 28 boys (18.67%) and 29 girls (21.97%). The independent-samples t-test indicated that the difference in self-identity between genders was not statistically significant ($t(280) = -0.799$, $p = 0.425$).

Relationship Between Social Media Addiction and Self-Identity

The hypothesis was tested using simple linear regression. The analysis yielded a correlation coefficient of $R = 0.265$ and a coefficient of determination of $R^2 = 0.070$. The regression model was statistically significant ($F(1, 280) =$

21.215, $p < 0.001$). The regression coefficient for social media addiction was negative (B = –0.275), with a standardized beta of β = –0.265, t = –4.606, and $p < 0.001$. This indicates a negative and statistically significant relationship between social media addiction and students' self-identity scores. Higher social media addiction scores were associated with lower self-identity scores in this sample.

Table 3. Result

Statistic	Value
Correlation coefficient (R)	0.265
Coefficient of determination (R^2)	0.070
Regression coefficient (B)	–0.275
Standardized beta (β)	–0.265
t	–4.606
F	21.215
Significance	$p < 0.001$

The coefficient of determination (0.070) indicates that the regression model explained 7% of the variation in self-identity scores. The remaining 93% was not explained by this model. The regression equation was:

$$Y = 108.164 - 0.275X$$

The negative regression coefficient supports the study hypothesis of a negative and statistically significant relationship between social media addiction and self-identity among students at SMPN 09 Tebo Regency.

Discussion

Social Media Addiction Among Students

The findings indicate that social media addiction among students at SMPN 9 Tebo Regency tended to be high. Social media appears to be an important part of students' daily activities, including communication and information-seeking. The high scores across virtual tolerance, virtual communication, virtual problem, and virtual information suggest that the pattern is not solely related to duration of use but also to online communication preferences and involvement in digital activities.

The discussion is based on quantitative measurements from 282 students. The high and very-high categories together accounted for 87.95%, and all four addiction aspects were categorized as high. This suggests that the measured concerns include not only usage intensity but also problems arising from use, preferences for virtual communication, and urges to obtain information through social media. This interpretation is consistent with the four dimensions of the SMAS-SF (Şahin, 2018).

The findings are also consistent with Engti et al. (2022), who reported that students use social media to follow information in their surroundings and obtain learning information. However, intensive use should be distinguished from addiction that interferes with daily functioning. Staying up late, postponing tasks, and difficulty limiting use warrant attention because they may disrupt the balance between online activity, learning, and social interaction. Zannah et al. (2023) also reported that social media addiction among students was associated with low learning motivation, reduced interaction, difficulties managing usage time, and irregular sleep patterns.

This study found no significant gender difference in social media addiction. Thus, within this sample, addiction tendencies were found among both boys and girls. Prevention efforts should not be directed exclusively toward one gender but should consider individual usage patterns and their effects. This result does not, however, establish that gender is unrelated to social media-use patterns in the wider population.

Within guidance and counseling, the findings highlight the importance of strengthening self-control, time management, and responsible social media use. School counselors may provide information services and group guidance on excessive social media use, strategies for limiting usage time, and balancing online and offline activities. Individual

counseling may also be considered for students whose difficulties controlling social media use interfere with learning or daily life.

Students' Self-Identity

The findings show that most students' self-identity scores were in the low category according to the instrument's classification. This should be understood within the context of early adolescence, when individuals begin exploring interests, values, social roles, and life goals. At this stage, students may experience uncertainty about choices and need environmental support to develop self-understanding. Papalia and Feldman (2008) describe identity exploration as an important part of adolescent development, while Jannah and Satwika (2021) associate identity crisis with confusion about priorities and life direction.

The predominantly low self-identity scores should be interpreted cautiously in relation to the ASIS instrument and its classification system. The instrument refers to Marcia's four identity statuses: diffusion, foreclosure, moratorium, and achievement. These statuses represent configurations of exploration and commitment, rather than four positive dimensions that must all score high. Therefore, a low total score does not necessarily demonstrate that all students are experiencing an identity crisis. The scoring direction and basis for category thresholds should be examined carefully.

Social media may also be an important context for identity development because it allows adolescents to present themselves, receive feedback, and compare themselves with others. When external evaluation becomes a primary reference, students may become uncertain about their choices or self-image. Pasenrigading et al. (2025) discuss social media and adolescent identity processes, including social comparison and external validation. However, this study did not directly test those mechanisms, so they should be regarded as conceptual explanations rather than demonstrated causal factors.

No significant gender difference in self-identity was found. Based on the analyzed data, the two groups did not differ meaningfully in their self-identity scores. This supports providing identity-development services to all students without restricting the target group by gender. School counselors may help students explore interests and strengths, identify personal values, build confidence, and practice independent decision-making through information services, group guidance, and individual counseling.

Interpretation of self-identity categories should nevertheless consider the instrument's reference to Marcia's four identity statuses—diffusion, foreclosure, moratorium, and achievement. These statuses describe combinations of exploration and commitment, rather than four dimensions that must all be high. A low total score does not necessarily indicate that every identity status is low or that all students are experiencing identity crisis. More specific interpretation requires examination of item scoring, the validity of categorization, and how status scores are combined into a total score.

Relationship Between Social Media Addiction and Self-Identity

The principal finding is a negative and statistically significant relationship between social media addiction and students' self-identity. The negative regression coefficient indicates that higher social media addiction scores were associated with lower self-identity scores in the data. The association was weak in magnitude, with a correlation coefficient of 0.265 and a coefficient of determination of 7%. Social media addiction therefore explained a limited proportion of variation in self-identity scores, while most variation was not explained by this regression model.

This negative association may be understood through the possibility that excessive social media use reduces opportunities for direct experiences that support self-exploration. Excessive use may take time away from trying new activities, developing interests, interacting face-to-face, and fulfilling everyday responsibilities. These experiences can help adolescents recognize their abilities, evaluate alternatives, and develop commitments to their roles. However, this is a possible interpretation of the relationship, not a mechanism directly tested in the study.

Virtual communication may also provide context for understanding this relationship. Students who feel more comfortable expressing themselves online than in face-to-face interaction may have different opportunities to practice social skills and understand others' responses in real-world situations. On the other hand, online interaction may also facilitate positive self-exploration and expression. Because this study did not distinguish social media activities that

support or hinder identity development, its findings cannot establish that all social media use negatively affects self-identity.

The findings are consistent with Imperato et al. (2022), who examined associations between problematic social-network use, identity exploration, and reconsideration of commitments. Nurvadila and Rinawati (2022) also discussed the relationship between TikTok-use motivation and motives for seeking self-identity. These studies provide context for the association between social media use and identity processes, although differences in constructs and designs should be considered. This study adds evidence from junior high school students in Tebo Regency that social media addiction is negatively associated with self-identity scores.

The coefficient of determination also indicates that social media addiction is not the only factor relevant to understanding students' self-identity. Family experiences, peer influence, confidence, opportunities to explore interests, and adolescent developmental context may be other relevant factors, although they were not tested in this model. Furthermore, because the study examined associations, it cannot establish whether social media addiction precedes identity difficulties or whether adolescents experiencing identity uncertainty are more likely to use social media excessively.

In practical terms, school counselors may integrate identity-development support with education about healthy social media use. Services may focus on self-awareness, recognizing strengths, exploring interests and personal values, decision-making skills, self-control, and time management. Group guidance can provide opportunities for students to share experiences and evaluate peer influences, while individual counseling may be offered according to students' needs. These are practical implications of the findings, but their effectiveness requires further evaluation.

Overall, the study indicates a statistically significant but weak negative association between social media addiction and self-identity. Social media use should be understood as one context of adolescent development, rather than the sole explanation for identity formation. Future studies may employ longitudinal designs, examine other relevant factors, and analyze Marcia's identity statuses separately to develop a deeper understanding of the relationship between social media use and students' identity development.

Implications

The findings have implications for school guidance and counseling services. For school principals, the high levels of social media addiction and predominantly low self-identity scores may provide a basis for facilitating planned counseling services and involving parents in supporting healthy social media habits. School counselors may use these findings to develop information and group-guidance services covering social media-use duration, the effects of late-night use on learning, recognition of personal strengths, exploration of interests and values, self-acceptance, self-control, and decision-making skills. Individual counseling may be considered according to students' needs. For parents, the findings may serve as a basis for supportive communication and helping children establish healthy digital habits. Given that the model explains only 7% of the variance, services should not focus exclusively on social media use but should also consider family, peer, and self-control factors.

Research Limitations

This study has several limitations. First, the cross-sectional correlational design cannot establish causality or the temporal sequence between social media addiction and self-identity. Second, participants were 282 students from a single school, limiting generalizability to other schools or regions. Third, the measures were self-report questionnaires and therefore depend on respondents' understanding and honesty. Fourth, the regression model explained only 7% of the variation in self-identity scores; other factors, such as parenting, peer influence, and self-control, were not examined. Future research should involve multiple schools, use longitudinal designs, combine questionnaires with other data sources, and examine additional factors. Interpretation of self-identity scores should also consider Marcia's identity-status structure and the validity of the classification system.

CONCLUSION

This study found that social media addiction among students at SMPN 09 Tebo Regency was generally in the high category, whereas most students' self-identity scores were classified as low according to the instrument used. No significant gender differences were found in either social media addiction or self-identity. Regression analysis indicated a negative and statistically significant relationship between social media addiction and self-identity ($B = -0.275$; $\beta = -0.265$; $t = -4.606$; $p < 0.001$), with a coefficient of determination of 0.070, or 7%. Thus, higher social media addiction scores were associated with lower self-identity scores. However, the association was weak and does not establish causality. The findings may inform schools and families in supporting healthy social media use while promoting adolescent identity exploration and self-understanding.

REFERENCES

Ardi, L. A., Zola, N., Afdal, F., Nurfarhanah, N., Apri, I. Z., & Adlya, S. I. (2024). Analisis perencanaan karir remaja dalam konteks krisis identitas. Journal of Counseling, Education and Society, 5(1), 1–6.

Avci, H., Baams, L., & Kretschmer, T. (2025). A systematic review of social media use and adolescent identity development. Adolescent Research Review, 10, 219–236. https://doi.org/10.1007/s40894-024-00251-1

Balakrishnan, J., & Griffiths, M. D. (2017). Social media addiction: What is the role of content in YouTube? Journal of Behavioral Addictions, 6(3), 364–377.

Burke, P. J., & Stets, J. E. (2009). Identity theory. Oxford University Press.

Erikson, E. H. (1968). Identity: Youth and crisis. W. W. Norton & Company.

Griffiths, M. (2005). A components model of addiction within a biopsychosocial framework. Journal of Substance Use, 10(4), 191–197.

Hakim, A. R., Mardhiyah, A., Novtadijanto, D. M. I., Nurkholifah, N., Ramdani, Z., & Amri, A. (2021). The building of self-identity on Kpopers. Motivasi: Jurnal Psikologi, 4(1), 18–31.

Hidayah, N., & Huriati, H. (2016). Krisis identitas diri pada remaja (Identity crisis of adolescences). Sulesana: Jurnal Wawasan Keislaman, 10(1), 49–62. https://doi.org/10.24252/.v10i1.1851

Hurlock, E. B. (2002). Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan. Erlangga.

Isroani, F., Mahmud, S., Qurtubi, A., Pebriana, P. H., Karim, A. R., Yuwansyah, Y., & Yetti, R. (2023). Psikologi perkembangan. Mitra Cendekia Media.

Jannah, M., & Satwika, Y. W. (2021). Pengalaman krisis identitas pada remaja yang mendapatkan kekerasan dari orangtuanya. Jurnal Penelitian Psikologi, 8(2), 51–59.

Kaya, B., Güneş, S., & Cenkseven Önder, F. (2025). Social media addiction and career decision-making difficulties among adolescents: The mediating role of ruminative identity exploration. Psihologija. https://doi.org/10.2298/PSI230603040K

Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety, and psychological distress in adolescents. International Journal of Adolescence and Youth, 25(1), 79–93.

Madhani, L. M., Bella Sari, I. N., & Shaleh, M. N. I. (2021). Dampak penggunaan media sosial TikTok terhadap perilaku Islami mahasiswa di Yogyakarta. At-Thullab: Jurnal Mahasiswa Studi Islam, 3(1), 627–647.

Marcia, J. E., et al. (1993). Ego identity: A handbook for psychosocial research. https://doi.org/10.1007/978-1-4613-8330-7

Muhazir, R., Tahlil, T., & Syarif, H. (2023). Kecanduan game online dan identitas diri, interaksi sosial serta perilaku agresif remaja. Jurnal Keperawatan Silampari, 6(2), 1621–1629. https://doi.org/10.31539/jks.v6i2.4982

Nur, H., & Daulay, N. (2020). Dinamika perkembangan remaja: Problematika dan solusi. Kencana.

Nurmawati, N., Widodo, S. F., Putri, S. A., Kamila, L. A., & Diena, A. (2025). Faktor perilaku krisis identitas kalangan remaja. Community Development Journal: Jurnal Pengabdian Masyarakat, 6(1), 1046–1055.

Nurvadila, A. S., & Rinawati, R. (2022). Hubungan antara motivasi penggunaan aplikasi media sosial TikTok dengan motif mencari identitas diri di Kota Bandung. Bandung Conference Series: Communication Management, 2(1), 55–60. https://doi.org/10.29313/bcscm.v2i1.613

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2008). Human development (Psikologi perkembangan) (Ed. 9; A. K. Anwar, Trans.). Kencana Prenada Media Group.

Pasenrigading, A. R., Nur, H., & Daud, M. (2025). Pengaruh media sosial terhadap persepsi diri dan pembentukan identitas remaja. Socius: Jurnal Penelitian Ilmu-Ilmu Sosial, 2(9), 68–81. https://doi.org/10.5281/zenodo.15290940

Putri, T. A., Nova, J. G., Putri, T. A., Puriani, R. A., & Novirson, R. (2025). Tren penelitian dampak kecanduan media sosial bagi remaja. Corona: Jurnal Ilmu Kesehatan Umum, Psikolog, Keperawatan dan Kebidanan, 3(2), 227–232.

Rahmawati, D. (2017). Hubungan antara identitas diri dengan orientasi masa depan anak jalanan usia remaja binaan LPAN Griya Baca Kota Malang [Skripsi tidak diterbitkan]. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Şahin, C. (2018). Social media addiction scale–student form: The reliability and validity study. The Turkish Online Journal of Educational Technology, 17(1), 169–182.

Santrock, J. W. (2003). Adolescence: Perkembangan remaja (Ed. 6). Erlangga.

Sari, I. P., Afriyanti, E., & Oktarina, E. (2023). Kecanduan gadget dan efeknya pada konsentrasi belajar. Penerbit Adab.

Suwandi, V. E. P., Santi, D. E., & Ananta, A. (2023). Self-confidence pada remaja: Adakah peran fear of negative evaluation? INNER: Journal of Psychological Research, 3(2), 366–374.

Twenge, J. M., & Campbell, W. K. (2022). The narcissism epidemic in social media. Current Directions in Psychological Science, 31(1), 36–42.

Yang, C. C., Holden, S. M., & Carter, M. D. (2018). Social media social comparison of ability (but not opinion) predicts lower identity clarity: Identity processing style as a mediator. Journal of Youth and Adolescence, 47, 2114–2128.

Zannah, M., Nurmala, F. M., & Saepulrohim, A. (2023). Bimbingan pribadi sosial melalui teknik self-management untuk mengurangi kecanduan penggunaan media sosial pada siswa. Irsyad: Jurnal Bimbingan, Penyuluhan, Konseling, dan Psikoterapi Islam, 11(3), 265–284. https://doi.org/10.15575/irsyad.v9i1.28154

Agustin, H. T., Arumsari, C., & Nugraha, A. (2026). Karakteristik konsep diri berdasarkan jenis kelamin. Conseils: Jurnal Bimbingan dan Konseling Islam, 6(1), 76–82.

Ramadhanu, C. A., Sunarya, Y., & Nurhudaya. (2019). Faktor-faktor yang mempengaruhi identitas diri. Journal of Innovative Counseling: Theory, Practice & Research, 3(1), 7–17.