



The Effect of Self-Efficacy and Well-Being on Smartphone Addiction

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Abstrak

Remaja pada saat ini sangat antusias terhadap penggunaan *smartphone*, baik itu digunakan untuk belajar maupun bermain *game online*. Hal ini membuat remaja lebih rentan mengalami kecanduan *smartphone* (*smartphone addiction*). Tujuan penelitian ini adalah untuk mengetahui peran efikasi diri dan kesejahteraan terhadap kecenderungan siswa mengalami *smartphone addiction*. Subjek pada penelitian ini sebanyak 202 siswa-siswi MTs Nurul Islam Indonesia dengan menggunakan metode kuantitatif. Teknik analisis data yang digunakan berupa analisis regresi linier berganda menggunakan *software* SPSS 23. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh antara efikasi diri dan kesejahteraan terhadap *smartphone addiction* ($F = 10,164$) dan sebesar 9,3% sedangkan sisanya 90,7% dipengaruhi faktor lain yang tidak termasuk dalam penelitian.

Kata Kunci: Efikasi Diri, Kecanduan Smartphone, Kesejahteraan.

Abstract

Teenagers today are very enthusiastic about using smartphones, whether they are used for learning or playing online games. This makes teenagers more susceptible to smartphone addiction (*smartphone addiction*). The purpose of this study was to determine the role of self-efficacy and well-being on the tendency of students to experience smartphone addiction. The subjects in this study were 202 students of MTs Nurul Islam Indonesia using quantitative methods. The data analysis technique used was in the form of multiple linear regression analysis using SPSS 23 software. The results of this study indicate that there is an influence between self-efficacy and well-being on smartphone addiction ($F = 10.164$) and 9.3% while the remaining 90.7% is influenced by other factors which were not included in the study.

Keywords: Self-Efficacy, Smartphone Addiction, Well-Being.

Histori Artikel

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INTRODUCTION

Smartphone is the "primary need" of society in the digital era (Ramadhani, *et.al.*, 2021: 97-106). The increase in the number of smartphone users is directly proportional to the increase in the quality of its users (Supriyanto & Hendiani, 2018). In this context, improving the quality of smartphone users does not only leave benefits, but also negative impacts in the form of smartphone addiction (Agustina, 2019). In other words, users find it difficult to be away from smartphones and their use also lasts 10-12 hours per day.

Smartphone addiction does not only take up the time of its users. Moreover, smartphone addiction causes several problems, both personal and social (Noor, 2021: 14-19). Personal problems include delaying academic assignments, being quiet, and tending to have no empathy for the surrounding environment (Saputra & Sujarwo, 2021: 32-38). Meanwhile, social problems that arise include irritability, distance from social society, selfishness, and apathy.

The millennial generation as an age that is synonymous with the digital era is very close to the phenomenon of smartphone addiction (Putri, 2019). This is based on almost all the activities of the millennial generation (teenagers) spent on smartphones (Sidaria, 2018). Important information, status updates, and all daily activities are uploaded to social media accounts. Of course, this is a form of paradigm shift and the behavior of the digital-based millennial generation.

The tendency of teenagers to use smartphones is a new habit that cannot be separated. Likewise, teenagers have been taken away from their active age in socializing with the surrounding community. How come? Everything is at hand, starting from playing online games, ordering food, ordering transportation facilities, and sources of academic assignments can be accessed via smartphones. For this reason, efforts are needed to overcome apathy and anti-social attitudes among teenagers, who feel that their activities can be completed individually without the need for help from others.

Teenagers' tendency toward smartphones causes a demotivating attitude to learning, decreased student achievement, and even low social well-being (Hendrista, *et.al.*, 2020). This is certainly a challenge for teachers and parents to improve the social well-being of adolescents, foster a spirit of learning (Anggraeni, *et.al.*, 2020), equip teenagers with self-efficacy attitudes so that they are not easy to depend on others, and have the courage to solve the problems (Pratiwi, *et.al.*, 2019: 1-14).

Self-efficacy is a protective attitude in a person who can help him deal with problems wisely (Mayasari, 2014: 98-113). In practice, adolescents or students who have self-efficacy will be able to control emotions in various situations and obtain positive results. Then, in daily life, the attitude that appears is not excessive, both when angry and when happy (happy). This attitude control is very much needed by students in interacting with the environment and various other people's characters (Sari, 2019).

In general, attitude efficacy consists of 3 (three) dimensions, including magnitude, generality, and strength. Magnitude is a dimension related to the level of task difficulty faced by individuals, generality is meaningful as a dimension of breadth or prediction of individual abilities in convincing themselves to carry out tasks (problematic solving), and strength, namely the dimensions of the individual's strong or weak points in completing tasks (Suranto & Sugiarti, 2021). Furthermore, Mahmudi & Suroso (2014) mention that self-efficacy is beneficial for students in the aspect of adjustment (adaptive) to the learning environment and teaching materials.

In line with the opinion above, Adicondro & Purnamasari (2011) interpret self-efficacy as a form of optimizing self-regulation attitudes in learning. The cultivation of self-efficacy attitudes helps increase students' enthusiasm for learning (Amir, 2016), prevents students from procrastinating behavior in academic work (Khotimah, *et.al.*, 2016: 60-67), improves student learning outcomes (Ghufron & Suminta, 2013: 20-30), and prevent students from the negative impact of smartphone use and addiction (Gustilawati, *et.al.*, 2020: 109-115).

Indeed, relevant research on self-efficacy as a protective measure for students from smartphone addiction has been discussed from various perspectives. Among them are discussing aspects of students' smartphone

addiction levels (Gustilawati, *et.al.*, 2020: 109-115), self-efficacy in the Covid-19 pandemic era (Firdaus & Dewi, 2021: 67-74), self-efficacy profiles (Hendrista, *et.al.*, 2020), the influence of online games (Purnamasari & Mardhiyah, 2020), academic achievement (Agesti, *et.al.*, 2019: 1-6), student anxiety about school exams (Suciningrum, 2022), family social support (Nugraheni & Hertinjung, 2019; Arake & Winarti, 2022: 1911-1921), resilience (Wijaya, 2019), academic stress (Amalia & Nashori, 2021: 36-55), counseling guidance services (Thorifah & Darminto, 2020: 11-18), and the influence of technology on the behavior of the millennial generation (Lukiyana, 2020).

Observing the literature review above, obtained a gap analysis (as a differentiator) of this study with previous relevant research, namely from the aspect of studying the influence of self-efficacy and well-being on smartphone addiction among adolescents. On this basis, the researcher seeks to deepen the study, which is summarized in the title, "The Effect of Self-Efficacy and Well-Being on Smartphone Addiction". This research is expected to be a factor in the analysis and prevention of smartphone addiction among students.

METHOD

The student population of MTs Nurul Islam Indonesia in 2022 is 202 active students. This study involved all (202) students as a sample consisting of 152 girls and 50 boys, aged 12-15 years. This study uses quantitative methods with data analysis techniques in the form of multiple linear regression analysis using SPSS version 23 software. Research data collection is carried out using research instruments in the form of self-efficacy scales, well-being scales, and smartphone addiction scales. The self-efficacy scale was compiled by researchers based on indicators of self-efficacy, consisting of 18 items with 5 response options, namely 1 = strongly agree 2 = agree 3 = disagree 4 = disagree 5 = strongly disagree. The reliability value is 0.76, the psychological well-being scale is based on indicators of the well-being scale. This scale consists of 40 items and 5 response options, namely 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, with a reliability value of 0.85. Furthermore, the smartphone addiction scale was adapted from the Smartphone Addiction Scale – Short Version by Min Kwon in Arifin (2016). This scale consists of 10 items and 6 response options, namely 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = disagree, 5 = agree, 6 = strongly agree, and the reliability value is 0.72.

RESULTS AND DISCUSSION

The research was conducted on the research subject of as many as 202 students consisting of the MTs Nurul Islam Indonesia class. The data collection process was carried out through the Google form media where before the scale spread, the researcher did not meet the subject directly but collected subject contacts through the homeroom teacher, and contacted each subject to provide everything via SMS chat, and email.

The scale distribution procedure carried out is to provide an introduction, information, and work instructions. The self-efficacy, well-being, and smartphone addiction scale contains 64 items and each item has 5 responses, so each subject must choose one response out of the 5 responses. The more people who choose a good response to the subject, the better the subject's self-efficacy, well-being, and smartphone addiction will be. The fewer who choose a response that is not good, the less self-efficacy, well-being, and smartphone addiction to the scale based on the calculation of the efficacy of the subject, the categorization of self-efficacy data is as follows:

Table 1
Categorization of Self-Efficacy Score

Score Range	Category	Frequency	Percentage
Very Low	< 36	0	0 %
Low	36-47	8	4,0 %
Medium	48-59	193	95,5 %
High	60-72	1	0,5 %

Very High	> 72	0	0 %
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Based on the categories in the table, it is known that from 202 subjects of MTs Nurul Islam Indonesia students with a low score range 8 subjects (4.0%) experienced self-efficacy in the low category, 193 subjects (95.5%) experienced self-efficacy in the moderate category, and 1 subjects experienced self-efficacy in the high category (0.5%). These results can be concluded that most of the research subjects have self-efficacy which can be categorized as moderate. Furthermore, the well-being scale consists of 40 items where each item is given a minimum score of 1 so that the higher the subject score, the higher the subject's well-being based on the calculation of the score, the well-being score obtained by the subject score which is presented in the table as follows:

Table 2
Categorization of Well-Being Score

Score Range	Category	Frequency	Percentage
Very Low	< 80	0	0 %
Low	80-106	0	0 %
Medium	107-132	0	0 %
High	133-160	48	23,8 %
Very High	> 160	154	76,2 %

Based on the table data above, it can be seen that the well-being scores of 202 subjects which consist of 48 people (23.8%) are in the high category, and 154 people (76.2%) are in the very high category, so it can be concluded that Most of the research subjects had well-being in the very high category, and based on the calculation of the smartphone addiction score, the subject scores were presented in the following table:

Table 3
Categorization of Smartphone Addiction Score

Score Range	Category	Frequency	Percentage
Very Low	< 22	191	94,6 %
Low	23-30	10	5,0 %
Medium	31-38	0	0 %
High	39-47	1	0,5 %
Very High	> 48	0	0 %

Based on the table data above, it can be seen that the smartphone Addiction score on the subject of 202 people consisting of 191 people (94.6%) was in the very low category, 10 subjects (5.0%) were in the word from low, 1 subject (0.5%) is in the high category. Most of the research subjects have smartphone addiction in the very low category. Before analyzing the research data, an assumption test was carried out consisting of a normality test and a linearity test as a prerequisite for simple linear regression analysis. The following are the results of the normalization test and linearity test:

Assumption Test Results

Normalization Test

Table 4
Normalization Test

One-Sample Kolmogorov-Smirnov Test	
N	202
Test Statistic	0,092
Monte Carlo Sig. (2-tailed) Sig.	0,060 d

Based on the data from the normalization table above, it can be seen that the significant value of the variables of self-efficacy, well-being, and smartphone addiction is 0.060 of the significant score of these

variables, the value is greater than 0.05 ($p = 0.060 > 0.05$), which means that the data of these variables are normally distributed.

Linearity test

Table 5
Linearity Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131,712	2	65,856	10,164	,000b
	Residual	1289,357	199	6,479		
	Total	1421,069	201			
a. Dependent Variable: SA						
b. Predictors: (Constant), KS, EF						

Based on the results of the linearity test data above, it was found that the value of $F = 10.164$ and $P = 0.000 < 0.05$, so there was a linear relationship between self-efficacy and well-being on smartphone addiction simultaneously. From this significant value, it can be said that there is a linear relationship between self-efficacy and well-being on smartphone addiction.

Hypothesis Test Results

This study proposes a hypothesis that the proposed research hypothesis is that there is no effect of self-efficacy and well-being on smartphone addiction.

Table 6
Hypothesis Test Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	3,576	8,432		
	EF	,280	,062	,306	,424
	KS	,008	,045	,012	,672
a. Dependent Variable: SA					

To test the significant effect of self-efficacy on smartphone addiction, it can be seen from the significant value of the self-efficacy variable, which influences smartphone addiction. Based on the results of the hypothesis that the value of $t = 4.483$ $p = 0.000 < 0.05$, there is a partial effect of efficacy on smartphone addiction. Then the hypothesis is accepted. Based on the results of the hypothesis that the value of $t = 0.170$ and $p = 0.865 > 0.05$, there is no partial effect of well-being on smartphone addiction. If you look at the two variables, namely self-efficacy and well-being, simultaneously there is no effect on smartphone addiction ($F = 3.997$, $p > 0.01$), then the hypothesis is accepted. To find out how much self-efficacy has a negative influence on smartphone addiction and the influence of well-being on smartphone addiction in this study, it can be seen in the R Square value in the model summary table as follows:

Table 7
Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,304a	,093	,084	2,54542
a. Predictors: (Constant), KS, EF				
b. Dependent Variable: SA				

Based on the results of the coefficient test, it shows that the R square value of 0.093 this value indicates a very small influence between self-efficacy and well-being on smartphone addiction of 9.3% while the remaining 90.7% may be influenced by other variables not included in this study. This means that self-efficacy

and well-being do not dominantly affect students experiencing smartphone addiction. After all, like previous research that self-efficacy and well-being are individual protective factors in fortifying themselves from all existing problems and difficulties, and the rest are addicted to smartphones because they are influenced by other factors not revealed in this study. So it is recommended for further research to reveal what factors cause the emergence of this smartphone addiction.

Smartphone addiction that often anesthetizes children and teenagers should be a serious concern for parents and teachers, especially during the Covid-19 pandemic (Ulya, et.al., 2021: 89-94). Because, at that time students were given broad opportunities to access the internet with smartphones as an online learning tool (Iqbal, 2020: 115-126). Fortifying this, it takes self-efficacy for students among teenagers to consciously consider the use of smartphones.

Furthermore, the effect of welfare on the psychology (psychic) of students also affects the "fort" of smartphone addiction (Kurniawan & Ningsih, 2021: 52-63). This is because students no longer feel that they are always lacking and are only looking for important (needed) information for learning tasks at school. However, Ilyas & Fitria (2021: 142-153) explained that efforts to foster social welfare in students are not easy, they must involve peers. Meanwhile, peers among teenagers have focused on playing online games or other online application features.

The phenomenon above shows that the concern of teenagers (junior high school/MTs age) being addicted to smartphones is very high. The role of parents and teachers is needed to help make students aware of the dangers of smartphone addiction. In this context, self-efficacy and well-being have a significant influence on adolescent students to fortify themselves from the addictive influence, through consideration of the positive or negative impacts caused by smartphones. Thus, it is understood that self-efficacy and social well-being help students avoid smartphone addiction.

CONCLUSION

Based on the results of research on the effect of self-efficacy and well-being on smartphone addiction at MTs Nurul Islam Indonesia with a low score, the effect of self-efficacy and well-being on smartphone addiction contributed 9.3% while the remaining 90.7% may be influenced by other factors which were not included in this study. This shows that self-efficacy and well-being of students' attitudes, especially antipathy that affects smartphone addiction, are common among adolescent students. For further research, it is expected to add factors from other variables to explore whether there are factors that have a lot of influence on self-efficacy and well-being on smartphone addiction by using more measuring tools and references to get maximum results.

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