Social Media Shapes Youth's Identity and Self Concept in Sawarna, Lebak Banten, Indonesia

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Abstract- *This research studies the influence of social media on the development of youth identity and self concept in State High Vocational School SMKN I Bayah, Lebak Banten more deeply. The consumption pattern of social media among adolescents will have effect on the adolescents themselves. In this research the expected effects are at the level of the attitudes effect on the development of identity and self-concept. The message or news content published on social media can affect the attitudes of adolescents, particularly high vocational school students. At first social media is used to establish relationships or connect friendships and information searches, right now the media function has changed the meaning. In some cases, social media can influence audience's attitudes and those towards violent behavior. However, This research examines the positive effects, i.e. the development of adolescents' self-identity and self-concept. This research was conducted using a survey method for high vocational school students SMK I Bayah Banten.*

Index Terms- Social Media, Self Identity, Self Concept, Youth in Sawarna Banten

I. INTRODUCTION

Children live in their time. Children and adolescents have their own lives. They interact with each other. Technology affects their daily lives. Children and adolescents can now be said to be millennial generation and they cannot be separated from digital media. Philip Chan (UNICEF Australia Young Ambassador Young and Well Cooperative Research Centre, Youth Brains Trust) has stated:

> Digital media is a powerful way for children to realise their rights, from accessing information, playing games, to expressing themselves freely and even anonymously. Technology has a crucial role in empowering children by facilitating communication, education and activism. It means children don't have to rely on adults and can have a voice of their own. Yet not all children have equal access to digital media. Even with access, digital media poses risks for children such as internet safety and cyberbullying. In any new policy or decision-making, it is absolutely important to listen to children's voices rst-hand, rather than assuming what is best for them." (Children's Rights in the Digital Age: A download from children around the world, October 2014)

In July and August 2014, UNICEF conducted research involving 148 children from 16 countries on how the young generation's perspective on their rights in the digital age. Each children and adolescents have the rights to use digital media, UNICEF explains these rights: 1. The rights to access; 2. It is the young generation that mostly uses the digital media; 3. Literacy is the most basic thing for the young generation; 4. Narrative risk is dominated; 5. Smart to distinguish between online and offline; 6. Balancing between risk and opportunity; 7. Being able to actualize themselves through media uses; 8. It is the young generation's perspective; 9. A place to find knowledge; 10. Government and Practitioners continuously to communicate with the young generation. (2014: 8-12).

According to a survey of the Indonesian Internet Service Providers Association (APJII) in collaboration with University of Indonesia's Communication Study Center (Puskakom UI) conducted in Indonesia, based on the age of users, the majority of internet users in Indonesia is in the age range of 18-25 years old (49.0%). It means that the largest segment of internet users in Indonesia is those who are in the category of digital natives. (http://www.beritasatu.com/iptek/261297-mayoritas-netizen-di-indonesia-berusia-1825-tahun.html).

The International NGO Forum on Indonesian Development (INFID) in collaboration with the Gusdurian Network Indonesia conducted a survey with the title of "*Persepsi dan Sikap Generasi Muda terhadap Radikalisasi dan Ekstremisme Kekerasan Berbasis Agama*" (Perception and Attitude of the Young Generation on Religion-Based Radicalization, Extremism and Violence). The two institutions observed through popular social media among young people, i.e. Twitter, Facebook, Instagram, messaging applications (WhatsApp and Telegram) and YouTube. The respondents were taken from the age range of 15-30 years with the same male and female gender ratio of 50:50 (https://tirto.id/survei-pesan-intoleransi-bertebaran-di-media-sosial-cfeY15).

Ibnu Hamad (2008: 10) says the nature and fact of mass media editorial tasks is to tell events and therefore, it does not say excessively that the entire media contents are a constructed reality. Moreover, it is naturally right that the development of reality construction in each media differs one another despite the reality is the same. How to construct the reality of these facts depends on the editorial policy based on the media politics. Mass media particularly the Internet definitely provides greater opportunities for anyone to be creative, gets information from many things, and actualizes themselves. However, the internet media sometimes provides

false information and it is believed to be the truth for lack of knowledge and insights of the internet users. Therefore, the research questions in this research are: (1) How far is the content of social media messages in Indonesia? (2) How far does the content of social media messages affect the development of identity and self-concept in state high vocational school students?

This research studies communication technology, particularly social media technology. It observes the limited effects in patterns of social media use or consumption on the young generation, i.e. high school students. The effects aimed at the younger generation in this research is the development of identity and self-concept.

As time goes by, technology has become more advanced from analog technology to digital one. This has impact on media developments then it appears new media. According to McQuail, new media is a place where all communication messages are decentralized; messsage distribution via satellite increases the use of cable and computer networks; the degree of audience involvement in the communication process rises drastically. Moreover, other definitions of New Media are that the media uses the Internet, the technology-based online media, flexible characters, potentially interactive and can function privately or publicly (Mondry, 2008: 13).

"Social media currently has become a part of modern human life. It is estimated that in the future there will be a trend with the 3S term, i.e. Social, Share, and Speed ". Social indicates that how anyone connects with other people and shares one another. Share itself shows that how anyone shares his experience with others, through texts, photos, videos and whatever it is through social networks.

Based on the research results on how many hours adolescents spend their time with their computers, it shows that :
Parents in the Annenberg survey report that children (between 2 and 17 years) in homes with computers spend approximately 1 h and 37 min a day on computers, including video games (Stanger & Gridina, 1999). In the Home Net study, machine records of weekly usage averaged across approximately 2 years of data between 1995 and 1998 show that among the teens who had access to the Internet at home, usage averaged about 3 h/week during weeks when they used it, and over 10% used it more than 16 h/week. Teens in the study were much heavier users of the Internet and all its services than were their parents. The teens used the Internet for schoolwork, for communication with both local and distant friends, and to have fun, especially by finding information related to their interests and hobbies. Teenagers were more likely than adults to report using the Internet for social purposes. (Subrahmanyam, et al, 2001 : 9)

The research results state that the computer uses greatly vary from entertaining oneself, doing homework, finding education information, communicating with friends, joining groups to reading news. This also makes adolescents forget other activities. In addition, the research results also reveals that adolescents who use computers at home influence their academic performance. It is described as follows :

One program of note is that of Cole (1996), who has been experimenting with the use of electronic communication and games with children in both classroom and after-school settings for nearly 15 years. The after-school programs are called ``The Fifth Dimension," and include the typical uses of home computers, such as educational software, computer games, searching the Internet, and multiuser dungeons (MUD) activities. Subject matter includes social development, geography, communications, reading, writing, math, social studies, health, technology, language, and problem solving (Blanton, Moorman, Hayes, & Warner, 1997).

Tapscott (2009) writes the norms of Internet Generation. Firstly, they want freedom in everything they do, i.e. freedom of choice and freedom of expression. Secondly, they like to make things according to their tastes (customozation and personalization). Thirdly, they seek corporation integration and openness when they decide something they will buy or where they will work. Fourthly, the internet generation wants entertainment and games in their jobs, education and social life. Fifthly, they are the generation that relies on collaboration and relationships. Sixthly, the internet generation needs speed. Seventhly, they are innovators. The needs of digital native's life are fully integrated with the internet. They have become part of a digital environment that is familiar with the internet since their childhood and therefore, the primary, secondary and tertiary needs can be totally felt through the hold of a device (Sukaesih, SB, & Harmanto, 2015); (Supratman, 2018).

Identity is important in a society where they have many members. It is individuals' picture through: physical appearance, racial characteristics, skin color, language they use, self-assessment, and other perception factors all of which are used to construct cultural identity. According to Klap (Berger, 2010:125), the indentity includes all things to individuals who can state legally and can be trusted about themselves - their status, name, personality, and past.

According to Tajfel & Turner (Gudykunst & Mody, 2002:225), Social Identity Theory (SIT) aims that individuals have a concept in their own selves when they socialize and identify their own selves. Personal identity sees that individuals are unique creatures. They have culture and live in a group. Moreover, social identity refers to knowledge in members of cultural groups and communicate it with other cultures. The characteristics of individuals get influence from collectivistic orientation in individual communication: (1) Personality Orientations describes how personal orientation relates to or communicate with others. (2) Individual Values are personality values that individuals possess when they maintain their self confidence when they make communication. (3) Self Constractuals (self perception/ expression) describe how individuals express themselves when they communicate with others.

The main focus in this theory will see how identity is produced in social categories (Hogg, 1993; Hogg & Abraham, 1988; Turner 1991, in (Gudykunst & Mody, 2002:225). Social categories can be in a kind of ethnicity, gender and political affiliation as a part of social structures. Individuals belong to the social category and are basically members of the social categories. Identity connects

individuals to society through members of a group. Otherwise, it will influence individual beliefs, behavior, and knowledge in their relationships with members of other social groups In the perspective of communication, identity is not generated on its own, but it is produced through a communication process with others.The main principle in the identity arises when a message changes between two people. The identity can be negotiated, strengthened, and changed in a communication process. Therefore, the purpose of this identity aims to build a communication (Ayun, 2015).

According to the research results conducted by Fanny Hendro Aryo Putro, it explains that self identity is an individual self-image arrangement as a person. According to Michael Hecth and his colleagues in (LittleJohn, 2008:131) about the communication theory of identity, the identity is a major link between individuals and society and communication is the link that makes this relationship to occur. Through identity and self-opening process, each individual tries to develop relationships with others through physical and personal attractiveness, and therefore, they can get others' views and perceptions (Mulyana, 2010).

Moreover, the identity development occurs when a series of ideas appears on social media. In this matter, identity announcement gets influence from physical characteristics (for example, gender, ethnicity, attraction) and knowledge as well as social background. Personal attributes often control identity placement. In contrast, the online environment allows individuals to engage in the controlled settings where an ideal identity can be conveyed. In the development of cyber media in the globalized era of communication technology development, almost all global societies turn to communication technology. Right now the communication technology has become the main key in everyday life. It means that society cannot be separated from communication technology as the information resources. Communication technology today becomes the modern media icon and the most influential ones are the Internet media and popular technologies like smartphones (Putro, 2017).

The concept of self concept can be taken from Symbolic Interaction Theory. It is a way of thinking about the mind, self, and society. George Herbert Mead in (Morissan, Wardhani, & Hamid, 2013:126) understands symbolic interaction as an interaction between humans, both verbally and nonverbally to give rise meaning. With the action and response from other individuals, we indirectly give meaning to the words or actions that still exist. The fundamental thing in the theory is the importance of meaning in human behavior, self-concept, and relationship between individuals and society. Mead states that three important concepts in this theory, i.e: (1) Society in the thinking of symbolic interaction theory comprises behaviors that work together among the members. Mead mentions that society is manifested or formed with the presence of symbols in a kind of signals from the body. Due to human ability to pronounce symbols and act as well as make response to what is produced, we will have empathy and take on their roles. (2) According to understanding of self in the Symbolic Interactions Theory, individuals interact one another to produce a certain idea about their own selves. The theory reveals about self, how experience interacts with others. In this theory, self comprises a set of three-dimensional elements. "The first dimension is the display dimension in which whether the self aspect can be shown to public or private one. "The second dimension is realization or source, i.e. the degree in a particular part or area of "self" which is believed to come from within the individuals themselves or from outside. The self element which is believed to originate from the internal is called the individually realized term while the self element that is trusted to come from the individuals' relationship with the group is called the collectively realized term. The third dimension is called an agent, i.e. the degree or level of active power that self generates. The active elements are actions that the individuals take while the passive ones are the opposite" (Morissan, Wardhani, & Hamid, 2013:126).

The research results conducted by Pamela Felita, et al (Felita, Siahaja, Wijaya, & Melisa, 2016) show that adolescents are the largest community in Indonesian society who uses social media regularly. The initial reason of definitely active social media uses is to seek attention, ask opinions, and develop their image but over time eventually they become dependent. A number of researches shows that due to excessive social media uses, adolescents are found to experience incongruence in their self-concept. The incongruence occurs due to distance or discrepancy between the real and ideal self concept. The survey results show that the majority of adolescents who actively uses social media wants to look good and display their ideal self-concept image on their social media profiles despite it is not in accordance with the real self-concept they have had.

Carl Rogers has developed the theory of 'self' and the perception of 'self' or self. According to Roger, the self concept is a collection of perceptions and self-awareness as an organized "me". The self-concept consists of elements such as individuals' characteristics and abilities, perceptions and concepts of self relationships with others and the environment as well as goals and ideas in their own selves. According to Roger, the self develops from individuals' interaction with their environment and they will try to behave according to the self (Roger, 1969). The self concept has three basic components and these consist of ideal self, public self, and real self in (White & Duncan, 2011). The ideal self is the self-concept that the client desires to have, such as good, moral and respected person. The view of an ideal self concept occasionally creates a conflict between the ideal of self and real self. The real self is a way that an individual views him/herself. The conflict between the ideal self and real self motivates the clients to change him/herself and therefore, it is in accordance with the ideal self-concept. However, the viewpoint of the ideal self-concept must be realistic. Furthermore, the public self is the client's mind regarding the views of other people and the environment around him/her which affects the ideal of self and real self of the individual. When the three components are developed in a balanced and appropriate manner, a positive self concept will be created (White & Duncan, 2011).

Adolescents are very likely to have an aspiration to pursue a career. However, the ideal will change in another time. This experiment is seen as a deliberate effort, as part of the stage of searching for the adolescents' identity. In the end the adolescents will ignore the roles and personalities that are not in accordance with their identity (Santrock, 2013). If a adolescent succeeds in completing this stage, he or she will find what is called "self-identity". However, if it fails the adolescent will have difficulty in defining him/herself (the identity confusion). The identity confusion has some characteristics, i.e. their attitude to isolate themselves

and try to avoid the groups of friends and family (Santrock, 2013). When they try to find their identity, the adolescents need peers. In this transition age, they do not want to be considered as children again. The adolescents need to show their existence, show who they are, and need recognition from their environment. In this time they need to find answers to the "who am I" questions. These answers can be obtained from various experiences together with their peers. The peers frequently contribute to the way a adolescent to values him/herself (Mulamawitri, 2001).

According to Rogers, this gap will make individuals develop negative self concepts. This certainly has negative impact on adolescent self-development (Feist & Feist, 2010). Social media uses can have negative impact. It creates discrepancy between ideal and actual self-concept. By displaying the individual's ideal self-concept, a gap arises between the actual and ideal self-concept. When adolescents provide and get feedback from their peers through social media, they continuously evaluates themselves based on the feedback and assessment. This evaluation finally influences the development of the adolescents' self-concept.

II. RESEARCH METHOD

This research was based on a positivistic paradigm with a quantitative approach. The quantitative research methods in the research is the explanatory survey method. The population in this research was State High Vocational School students SMKN I Bayah, Lebak Banten. It used probability sampling technique, i.e. using simple random sampling. Total sample amounted to 100 students from State High Vocational School SMKN I Bayah, Lebak Banten. It based on a questionnaire to measure the data contained in this research. Before the questionnaire was distributed, the validity and reliability of the questionnaire were tested before the instruments would be used in field. The results are as follows:

Table 1.1. Reliability of Variable X

Cronbach's Alpha	N of Items
.857	40

Based on the data at above, the alpha value is .857, and the number is above 0.6. This means that the instrument is reliable. Based on the validity test, all of the numbers are above 0.3. Therefore, the question itemss are valid.

Table 1.2. Reliability of Variable Y

Cronbach's Alpha	N of Items
.932	29

Based on the data at above, the alpha value is .932, and it is is above 0.6. This means that the instrument is reliable. Based on the validity test, all numbers are above 0.3. Therefore, the question items are valid. The data analysis in this research used the Product Moment Correlations correlation test and simple linear regression analysis.

Hypothesis:

Ho.   There is no influence of social media uses on the development of identity and self-concept in State High Vocation School Students SMKN I Bayah

Ha.   There is influence of social media uses on the development of identity and self-concept in State High Vocation School Students SMKN I Bayah

III. FINDINGS

State Vocational High School SMKN I Bayah is located at Jalan Raya Bayah - Malingping Km. 1, West Bayah Village Administration Unit, Bayah, Lebak 42393 Banten Province. Number Decree of Establishment: 420 / Kep.280 / Disdik / 2012 dated 11/11/2012. Number Decree of Accreditation: 44 / BAP-S / M / III / 2013 Accreditation B. The respondents' identity can be described as follows: half of the respondents were men (58.8%) and women (41.2%). Half of the respondents allocated their money to buy snacks and they allocated to buy internet pulses less than IDR100,000 totaling 52% of the respondents and the remaining ones with total value of IDR100,000-IDR500,000.

Concerning the frequency of social media uses, the respondents spent more than 5-10 times (41.2%), less than 5 times (34.3%) and more than 10 times (24.5%). Concerning the duration of social media uses, the most was less than 5 hours (43.1%), 5-10 hours (39.2%) and more than 10 hours (17.6%). The respondents had and used social media everyday, i.e. the category opf two social media (33.3,%); three social media (26.5%); four social media (22.5%), more than four social media (3.9%). This means that the majority of respondents are active in using social media 62.7%, 22.5% less active and 14.7% inactive. The respondents mostly used social media for the needs of entertainment (43.1%); finding knowledge (32.4%) and friendship (24.5%). The behavior of social media uses is mostly for school needs (50%), seeking information (25.5%) and entertainment needs (24.5%).

The majority of the respondents who used social media argued that social media uses increased their abilities. In this matter, more than half of them stated that they increased their competitiveness (56.9%), communication skills (23.5%) and the empathic abilities (19.6%). The respondents mostly stated that social media uses could develop their self-identity. The median answer was 82.4% and the high one was 17.6%. The social media uses develop the self-concept development moderately (64.7%), extremely (34.3%) and insignificantly (1%).

Table 1.3. Development of Self Identity

No.	Description	Indicators					
1	Personality	Communicating	46%	Making Friends	50%	Positive Status	4%
2	Individual Values	Smart	40%	Being Happy	30%	Extroverted	30%
3	Self Expression	Uploading Photos	50%	Showing Hobbies	40%	Showing Personal Problems	10%

High vocational school students SMKN I Bayah used social media to develop their identity. In the development of their personality, they used social media for friendships. They wanted to have sociable personality and could have many friends. Secondly, they used it for communication (46%). They wanted to have communication skill and had many friend. Thirdly, they did not excessively care about positive status and so, the students of SMKN I Bayah did not make any significant attention about this matter.

Individual values they wanted to appear weere Smart as well as Happy and Open. Each was 40% and 30% consecutively. Self expression that State High Vocational School Students SMKN I Bayah saw was to upload photos of their daily activities. These include selfi and photos with their friends and family. It reached 50%. Another self-expression was to show their hobbies (40%). Their personal problems were also expressed through social media and the percentage was relatively low (10%).

Table 1.4. Self Concep

No.	Description	Indicators					
	Display	Populer berorganisasi	40%	fashionable	20%	Sportsman	40%
	Realisasi Sumber	Wiseful	50%	Ideal Self Image	20%	Networking	30%
	Agent	Active Self		70%		Passive Self	30%

It can be seen that the development of self-concept can be seen from the Display dimension. In this matter, State High Vocational School Students SMKN I Bayah wanted to be considered as organizational activists and sportsmen. Each was 40% consecutively that they were very active in the field of organization and sports. However, some students showed themselves as fashionable individuals (20%). The development of self-concept from the dimension of the source realization can be shown that State High Vocational School students SMK I Bayah required to be considered to have wise personality (50%), like networking (30%) and ideal self-image (20%). As an agent, they were more likely to be seen as Active (70%) than passive (30%).

Table 1.5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.194[a]	.038	-.002	.383

a. Predictors: (Constant), Actively Social Media Uses, Daily Social Media Uses, Duration of Social Media Uses, Frequency of Social Media Uses

The significance level was above 0.05, and the influence of the variable of social media uses was not significant and it only contributed 3.8% to the development of self-identity, the remaining 66.2% got influence from other factors that were not examined in this research.

Table 1.6. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.559	4	.140	.950	.439[b]
	Residual	14.265	97	.147		
	Total	14.824	101			

a. Dependent Variable: Variable of Self Identity

b. Predictors: (Constant), Actively Social Media Uses, Daily Social Media Uses, Duration of Social Media Uses, Frequency of Social Media Uses

It showed that the value of F count was 0.950 and the significance level to test the hypothesis was 0.05. It viewed the significance level of 0.439. This meant that the value was above 0.05, and therefore, the influence of social media uses had no significant effect on the development of self-identity. Therefore, Ho is accepted and Ha is rejected.

Table 1.7. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.210	.168		13.173	.000
	Frequency of Social Media Uses	.011	.060	.023	.189	.851
	Duration of Social Media Uses	-.088	.059	-.171	-1.489	.140
	Daily Social Media Uses	.048	.035	.150	1.365	.175
	Actively Social Media Uses	-.015	.054	-.030	-.286	.776

a. Dependent Variable: Variable of Self Identity

If the value of X rises by one unit, then Y will increase the value. The variable of self-identity will increase by 1.1% if you frequently use social media. It increases 8.8% if you use social media for a long time and it only increases 4.8% if you use it every day. However, it will decrease 1.5% if you actively use social media. The research results shows that all the variables do not significantly affect the Y variable.

Table 1.8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.116[a]	.014	-.027	.501

a. Predictors: (Constant), Actively Social Media Uses, Daily Social Media Uses, Duration of Social Media Uses, Frequency of Social Media Uses

The significance level was 0.501, and it was above 0.05. Therefore, the variable, i.e. the influence of social media uses was not significant and it only contributed 0.14% to the development of self-concept, the remaining ones (99%) got influence from other factors and it was not examined in the research.

Table 1.9. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.333	4	.083	.332	.856[b]
	Residual	24.333	97	.251		
	Total	24.667	101			

a. Dependent Variable: Variable of Self Concept
b. Predictors: (Constant), Actively Social Media Uses, Daily Social Media Uses, Duration of Social Media Uses, Frequency of Social Media Uses

Based on the table at above it showed that the value of F count was 0.332 and the significance level to test the hypothesis was 0.05. We saw the significance level of 0.856. This meant that the value was above 0.05, and therefore, the effect of social media uses did not significantly influence the development of self-concept. Therefore, Ho is accepted and Ha is rejected.

Tabel 1.10. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.214	.219		10.103	.000
	Frequency of Social Media Uses	.068	.078	.106	.871	.386
	Duration of Social Media Uses	-.016	.077	-.023	-.201	.841
	Daily Social Media Uses	-.022	.045	-.054	-.485	.629

Actively Social Media Uses	.032	.070	.049	.461	.646

a. Dependent Variable: The Variable of Self Concept

If the value of X increases by one unit, then Y will increase the value. The variable of self-identity will increase by 0.68% if you frequently use social media. It decreases by 0.16% if you use social media for a long time. Moreover, it decreases by 0.22% if you use social media every day. Finally, it will increase 0.32% if you actively use social media. Therefore, the research results indicate that all the variables do not significantly affect the Y variable.

The development of self-identity and self-concept among State High Vocational School students SMKN I Bayah did not get influence from social media uses. The students still carried out their activities despite there was lack of social media use. When studying at school, their handphones are collected. Therefore, they could not use their handphones in class or during school hours. Moreover, they could not use social media as well. The condition made them less active in social media uses.

It was in appropriate to Putro's research. The research states that social media uses closely relate to mood, the uses of a pseudonym and no sense of responsibility concerning what they have uploaded (Putro, Perilaku Penggunaan Media Sosial dan Identitas Diri (Studi Deskriptif Kualitatif tentang Perilaku Penggunaan Media sosial dan IDentitas Diri di Kalangan Mahasiswa S1 Jurusan Komunikasi Universitas Slamet Riyadi Surakarta), 2018); From another research conducted by Sakti and Yulianto, social media use gets influence from thoughts, experience and society; therefore, it does not only relate to the pattern of social media use (Sakti & Yulianto, 2018).

The contribution of social media usage to identity development is very low. This is because what influences the development of identity and self-concept is message content that exist on social media rather than on the pattern of social media use or exposure. This is in accordance with Ayun's research (Ayun, 2015). However, it differs from the research of Felita and his colleagues who state that social media is a place to display their ideal self-image despite it is not in accordance with their real self-concept they have had (Felita, Siahaja, Wijaya, & Melisa, pemakaian Media Sosial dan Self Concept pada Remaja, 2016).

IV.   CONCLUSION

The first hypothesis that social media uses influence the self-identity development is not proven. This can be seen from the value produced by the F-count value is 0.950 and the significant level to test the hypothesis is 0.05. It is shown that the significance level is 0.439. It means that the value is above 0.05 and therefore, social media uses has no significant effect on the self-identity formation. As a results, the null hypothesis (Ho) is accepted and Ha is rejected. Therefore, there is no influence between the pattern of social media uses and the self-identify development of students of High Vocational School (SMKN) I Bayah, Lebak Banten.

The second hypothesis shows that the pattern of social media uses influences the self-concept development. This can be seen in the number produced by the F count value is 0.332 and a significance level to test the hypothesis is 0.05. Viewed from the significance level, it indicates 0.856. This means that the value is above 0.05, and therefore, the effect of social media uses does not significantly influence the self-concept development. Therefore, Ho is accepted and Ha is rejected. Moreover, there is no influence between the patterns of social media uses and the self-concept development among high vocational school students SMK I Bayah, Lebak Banten. Suggestions for further researches in future relate to the influence of social media content on the development of individual identity and self-concept.

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