



## The Influence of Academic Resilience and Student Well-Being on Smartphone Addiction

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### Abstrak

Berbagai permasalahan yang dialami siswa di sekolah seperti banyaknya tekanan akademik yang sulit dihadapi akan memicu stres pada siswa dan mengalihkan stresnya dengan bermain *smartphone* secara berlebihan, sehingga akan berdampak negatif pada kehidupannya. Untuk mencegah kecanduan *smartphone*, dibutuhkan faktor pelindung diri, yaitu resiliensi akademik dan kesejahteraan psikologis siswa. Tujuan penelitian untuk mengetahui adanya pengaruh resiliensi akademik dan kesejahteraan siswa terhadap *smartphone addiction* di MTs Nurul Islam Indonesia. Subjek penelitian ini berjumlah 198 siswa. Jenis penelitian yang digunakan yaitu pendekatan kuantitatif dengan teknik analisis regresi linier berganda. Hasil dari penelitian menunjukkan terdapat pengaruh signifikan variabel resiliensi akademik terhadap *smartphone addiction* sebesar  $t(-6.448)$ ,  $p = 0.00$  ( $p < 0.05$ ), dan secara signifikan dengan nilai  $0.000 < 0.05$  dan besar pengaruh 21,5% terhadap *smartphone addiction*. Namun, tidak terdapat pengaruh signifikan kesejahteraan siswa terhadap *smartphone addiction*  $t(1.208)$ ,  $p = 0.0229$  ( $p > 0.05$ ).

**Kata Kunci:** Kesejahteraan Siswa, Resiliensi Akademik, *Smartphone Addiction*.

### Abstract

Various problems experienced by students at school such as the many academic pressures that are difficult to deal with will trigger stress on students and divert stress by playing on smartphones excessively which will have a negative impact on their lives. To prevent smartphone addiction, self-protection factors are needed, namely academic resilience and student psychological well-being. The purpose of the study was to determine the effect of academic resilience and student well-being on smartphone addiction at MTs Nurul Islam Indonesia. The subjects of this study amounted to 198 students. The type of research used is a quantitative approach with multiple linear regression analysis techniques. The results of the study showed that there was a significant effect of academic resilience on smartphone addiction of  $t(-6,448)$ ,  $p = 0.00$  ( $p < 0.05$ ), and significantly with a value of  $0.000 < 0.05$  and a large influence of 21.5% on smartphones addictions. However, there was no significant effect of student well-being on smartphone addiction  $t(1.208)$ ,  $p = 0.0229$  ( $p > 0.05$ ).

**Keywords:** Student Well-Being, Academic Resilience, *Smartphone Addiction*.

## INTRODUCTION

The online learning period is a "tough time" for students. Various academic problems and pressures are challenges that must be faced. Academic pressures that are difficult to deal with will affect the well-being (psychological) of students at school. Although currently, the school has implemented face-to-face learning, the impact is still felt by students, one of which is excessive smartphone addiction to the point of becoming "addicted". Other impacts include decreased learning motivation, feeling anxious during exams, declining study results and learning achievement, and dilemmas in determining majors and careers, so students can experience academic stress (Rahmawati, *et.al.*, 2016: 15-21).

The perceived academic stress can trigger students' desire to channel their stress by playing on smartphones excessively. This is confirmed by research conducted by Chiu (2014) which proves that smartphone addiction is a distraction from a person's stress and unable to control himself until he experiences smartphone addiction. Kwon *et al.*, (2013) define smartphone addiction as an attitude of dependence on smartphones that can cause social problems, including withdrawing from the social environment and inability to deal with impulsive control disorders that can endanger themselves. Various studies have proven that excessive use of smartphones can have negative impacts on students, including low learning achievement (Ula, 2021), disturbed sleep quality (Pandey *et al.*, 2019), experiencing nomophobia anxiety (Vandelis *et al.*, 2019), decreased student learning productivity (Kartika & Arini, 2020) and causing aggressive behavior (Hasanah *et al.*, 2020). The impact of excessive use will certainly harm students both in terms of health, psychology, and the quality of their education. Therefore, self-protection factors are needed so that students remain resilient in facing various academic problems so it is necessary to understand the important role of resilience.

Resilience in education is called academic resilience. Waxman *et al.*, (2017) say academic resilience is a condition of students who can survive stressful conditions and tend to be stable in increasing their motivation, achievement, and learning productivity. Resilient students are students who can survive when experiencing various pressures in their lives (Setyowati *et al.*, 2010). When students can survive adversity and can solve their academic problems, students will feel prosperous. Well-being is considered a self-protective factor and provides many positive benefits. According to Konu & Rimpelä (2002), well-being is defined as a school condition that can be realized by individuals in fulfilling their basic needs through several aspects, namely the condition of the school and all activities in it (having), having a good relationship between the school environment (loving), fulfilling themselves and form positive behavior so that the learning process can run smoothly (being), as well as the health of students both physically and mentally (health). Prosperous students will find happiness and satisfaction in their lives so that they are able to overcome their academic problems.

The importance of students having inner well-being in order to avoid various academic problems has been strengthened by the research results of Long *et al.*, (2012) that ideally students should feel happy and prosperous at school because well-being is closely related to mental health. In addition, if students experience psychological disorders, it can affect their academic performance and psychological well-being (Puteh & Khalin, 2016; Wahid *et al.*, 2018). The role of self-protection factors, namely academic resilience and psychological well-being, is considered to be able to minimize the tendency of students to experience smartphone addiction. On the other hand, students with low resilience and not prosperous enough will be vulnerable to various negative stimuli from outside, such as juvenile delinquency, drug use, truancy, and smoking behavior (Suldo & Huebner, 2004).

Based on the research findings above, the importance of early handling of smartphone addiction is to be studied further so that students have a healthy mentality. The purpose of this study was to determine the effect of academic resilience and student well-being on smartphone addiction. The hypothesis proposed is that there is an influence between academic resilience and student well-being on smartphone addiction. The results of this study need to be carried out to provide information to teachers, parents, and the public in general that the importance of creating personal protective factors such as resilience and well-being in controlling excessive

smartphone use by children and can be used by teachers in schools to analyze problems experienced by students. So that it can provide services according to the needs of students.

## METHOD

This research design uses quantitative methods. The study was conducted in March 2020 for one week to obtain data and distribute questionnaires to respondents. The research location was conducted at MTs Nurul Islam Indonesia. The subjects of this study involved all students in grades VII, VIII and IX totaling 198 students using random sampling technique. The data collection technique uses three instruments, namely: First, the academic resilience scale proposed by Meiranti & Sutoyo (2021) which consists of 40 items based on indicators of emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and self-disclosure. The reliability value of this scale is 0.905. Second, this student well-being scale uses a happiness scale based on the indigenous psychology approach proposed by the researcher Anggoro & Widhiarso (2010) which consists of 40 items based on aspects of family ties, spiritual needs, personal achievement and social relations. The reliability value of this scale is 0.926. Third, the smartphone addiction scale uses the Smartphone Addiction Scale-Short Version (SAS-SV) scale which has been translated into Indonesian by Arthy, *et.al.* (2019) which consists of 10 items based on aspects of daily life disorders, withdrawal, tolerance, orienting relationships in cyberspace and excessive use of smartphones, and the reliability value is 0.890. These three scales use a Likert scale model. The analytical technique used to express the proposed hypothesis is using multiple linear regression to determine the effect of academic resilience and well-being on smartphone addiction.

## RESULTS AND DISCUSSION

### Characteristics of Respondents

Based on the results obtained from data collection, the research subjects amounted to 198 students consisting of 47 students in class VII, 80 in class VIII and 71 students in class IX. Initially, the researchers asked the school for permission to conduct research in the form of a survey of the conditions of students experiencing smartphone addiction tendencies, and how the role of academic resilience and student well-being in influencing smartphone addiction. Furthermore, the researcher was given permission by the school and collaborated with the teacher (homeroom teacher) to help instruct students in filling out online questionnaires. But before that, the researcher first developed rapport to the students. When the teacher is unable to attend to teach in class, the researcher is given the opportunity to introduce himself first to the students regarding the purpose and benefits of this research. The researcher then asked for the time and participation of students to fill out the questionnaire and give informed consent, then distribute the research measuring tools through the WhatsApp groups of each class.

The scale in this study consisted of an academic resilience scale with 40 items, a student well-being scale with 40 items and a smartphone addiction scale with 10 items. After obtaining the results of data from respondents, then determine the category scores of each scale. Respondents in this study were categorized into 3 types, namely high, medium, and low.

The results of the categorization of academic resilience, student well-being and smartphone addiction can be seen in the following table:

**Table 1**  
**Categorization of Academic Resilience Scores**

Value Range	Category	Frequency	Percentage
< 93	Low	11	5,6 %
93-146	Medium	150	75,8 %
> 146	High	37	18,7 %

Based on the results of the categorization in table (1) above, it is known that from 198 students who have low academic resilience are 11 (5.6%), the medium category is 150 (75.8%) and the high category is 37 (18.7%). So it can be concluded, most of the students who have academic resilience are in the medium category.

**Table 2**  
**Categorization of Student Well-Being Scores**

Value Range	Category	Frequency	Percentage
< 93	Low	9	4,5 %
93-146	Medium	138	69,7 %
> 146	High	51	25,8 %

Then based on the categorization results in table (2) above, it shows that students who feel well-being in the low category are 9 (4.5%), the medium category is 138 (69.7%), and the high category is 51 (25, 8%). So it can be concluded that most of the students who feel well-being are in the moderate category.

**Table 3**  
**Categorization of Smartphone Addiction Score**

Value Range	Category	Frequency	Percentage
< 27	Low	35	17,7 %
27-43	Medium	96	48,5 %
>43	High	67	33,8 %

Furthermore, based on the categorization results in table (3) above, it shows that students who are addicted to smartphones in the low category are 35 (17.7%), in the medium category are 96 (48.5%) and in the high category are 67 (33, 8%). So it can be concluded that most students who are addicted to smartphones are in the moderate category. After determining the results of categories for each variable, the next step is to test the results of the data. The data analysis technique used is assumption test, hypothesis test with multiple linear regression. Before testing the hypothesis, the following assumptions were tested:

#### Assumption Test

Based on the results of the Kolmogorov-Smirnov test, it can be seen that the significance value of the variables of academic resilience, student well-being and smartphone addiction is 0.200. The significance value shows that the p value > 0.05 which means 0.200 is greater than 0.05. Therefore, all variable data can be said to be normally distributed. Furthermore, it can perform hypothesis testing which aims to determine the influence between the following variables:

**Table 4**  
**Normality Test Results**

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	198
Test Statistic	,038
Asymp. Sig. (2-tailed)	,200

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

**Hypothesis testing**

**Table 5**  
**Effect of Resilience on Smartphone Addiction**

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	66.950	4.173			16.045	.000
	Resilience	-.247	.034	-.458		-7.206	.000

a. Dependent Variable: Smartphone

Based on the results of simple regression analysis, it shows that there is an influence of academic resilience on the emergence of smartphone addiction (1, 197) = F(51,932), p<0.00, with an R<sup>2</sup> value of 0.209, meaning that the academic resilience variable influences smartphone addiction by 20.9% while the rest of 78, 91% can be influenced by other variables.

**Table 6**  
**The Effect of Well-Being on Smartphone Addiction**

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	51.057	4.448			11.479	.000
	Well-being	-.108	.034	-.219		-3.144	.002

a. Dependent Variable: Smartphone

Likewise for the well-being variable. Based on the results of simple regression analysis, it shows that there is an effect of well-being on the emergence of smartphone addiction (1, 197) = F(9,883), p<0.00, with an R<sup>2</sup> value of 0.048 meaning that the academic resilience variable affects smartphone addiction by 4.8% while the rest of 95.2 % can be influenced by other variables.

**Table 7**  
**The Effect of Academic Resilience and Well-Being on Smartphone Addiction**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4650,768	2	2325,384	26,756	,000b
	Residual	16947,576	195	86,911		
	Total	21598,343	197			

a. Dependent Variable: Smartphone Addiction  
 b. Predictors: (Constant), Student Well-Being, Academic Resilience

**Table 8**  
**The Effect of Academic Resilience and Well-Being on Smartphone Addiction**

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	64.694	4.567			14.164	.000
	Resilience	-.279	.043	-.517		-6.448	.000
	Well-Being	.048	.039	.097		1.208	.229

a. Dependent Variable: Smartphone

Based on the results of multiple regression analysis shows that there is an influence of academic resilience and student well-being on smartphone addiction simultaneously (2,197)= F(26,756), p<0,000. The test result of t on the resilience variable of the calculated value of -6,448 with a probability of 0.000 is less than 0.05 (p<0.05) which means that variable X1 has a partial negative effect on variable Y. Then it can be concluded that resilience

has a negative effect on smartphone addiction. This shows that the lower the academic resilience, the higher the smartphone addiction, and vice versa. That is, students who have low academic resilience and are less resilient in overcoming academic problems will be easily affected by excessive smartphone use

The results of the t-test on the well-being variable obtained a t-count value of 1.208 with a probability of 0.229 greater than 0.05 ( $p > 0.05$ ), which means that the X2 variable does not partially affect the Y variable. So it can be concluded that well-being when it is influenced together with student resilience does not affect the emergence of smartphone addiction.

**Table 9**  
**Coefficient of Determination Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.464a	.215	.207	9.323

a. Predictors: (Constant), Resilience, Well-Being

Based on the results of the coefficient of determination, the R value is 0.464, which means that there is a close relationship between the variables of academic resilience and student well-being with smartphone addiction. The results of the R Square value of 0.215, this indicates that the influence of academic resilience and student well-being variables on smartphone addiction is 21.5% while the remaining 78.5% can be influenced by other variables discussed outside this study.

## Discussion

This study aims to examine the effect of academic resilience and student well-being on smartphone addiction. Based on the results of multiple linear regression, it can be proven that there is an influence between the variables of academic resilience and student well-being on smartphone addiction, namely  $0.000 < 0.05$  ( $p < 0.05$ ), which means that the variables simultaneously have an effect.

Resilience and well-being have a positive relationship as a self-protective factor. This is supported by research conducted by Edriany et al (2021) that resilience can have a positive effect on improving individual psychological well-being. Students who have high resilience and well-being will be able to face all academic pressures that are difficult to deal with and recover faster than students who have low resilience and well-being, will be easily influenced by negative behaviors such as smartphone addiction, truancy and others.

The inability of students to deal with academic problems can trigger smartphone addiction behavior. This is in line with research conducted by Lee & Lee (2017) that adolescents will be easily affected by smartphone addiction when their academic achievement is low, their relationship with their family is not good and they feel uncomfortable with the conditions of their school environment. When difficult academic demands are resolved, students are prone to experiencing academic stress. Academic stress is related to excessive smartphone use. This is revealed in the results of research conducted by Karuniawan & Cahyanti (2013) that there is a positive relationship between academic stress and smartphone addiction in Surabaya students, if academic stress is high then smartphone addiction in students is also high.

The categorization results show that students who have academic resilience are in the low category with 11 (5.6%), in the medium category with 150 (75.8%), in the high category with 37 (18.7%). Student well-being in the low category is 9 (4.5%), the medium category is 138 (69.7%), and the high category is 51 (25.8%). Smartphone addiction in the low category was 35 (17.7%), the medium category was 96 (48.5%) and in the high category it was 67 (33.8%). So it can be concluded that the students of Mts Nurul Islam Indonesia are in the moderate category on academic resilience, student well-being and smartphone addiction, so it is necessary to make efforts to increase resilience and well-being in themselves and avoid the negative impact of excessive smartphone use.

To minimize excessive use of smartphones so that they are addicted, prevention efforts are needed, namely parents can limit and supervise children in using smartphones at home. This is supported by the research

of Nurhidayah, et al, (2021) several efforts that can be made by parents so that children avoid excessive use of smartphones by accompanying, supervising and being able to communicate well with children. In addition, teenagers need to be given direction and education in order to reduce the negative impact of smartphone addiction behavior and be wiser in their use (Utami, 2019), furthermore students also need to be given counseling services to avoid smartphone addiction. Counseling services that can be provided by BK teachers are individual counseling, group guidance and information services (Sobry, 2017).

## CONCLUSION

Based on the results and discussion of this study, it can be concluded that academic resilience has a significant impact on efforts to reduce (minimize) smartphone addiction in students at MTs Nurul Islam Indonesia (NII). While the student well-being variable has no significant effect on smartphone addiction. This is in accordance with the description of the results of the study showing that there is a significant effect of academic resilience on smartphone addiction of  $t(-6.448)$ ,  $p = 0.00$  ( $p < 0.05$ ), and significantly with a value of  $0.000 < 0.05$  and a large effect of 21. 5% of smartphone addiction. However, there was no significant effect of student well-being on smartphone addiction  $t(1.208)$ ,  $p = 0.0229$  ( $p > 0.05$ ).

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