

RESEARCH ARTICLE

FACTORS AFFECTING INTRAPERSONAL PSYCHOLOGY IN STUDENTS IN THE DIGITAL ERA

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ABSTRACT

This research examines the influence of digital factors on the intrapersonal psychology of students in the digital era, particularly the aspects of self-esteem, motivation, and emotion regulation. By using a literature review method, data was collected from relevant national and international sources (2018–2023). The analysis results show that excessive use of social media contributes to a decrease in self-esteem, high access to digital information negatively affects motivation, and positive online interactions can enhance emotion regulation if supported by an external environment. These findings are expected to assist educators and policymakers in designing effective psychological interventions in the digital era to improve student well-being.

Keywords: *Intrapersonal psychology, students, digital era, self-esteem, motivation, emotion regulation, social media.*

INTRODUCTION

In the digital era marked by technological advancements such as social media, online platforms, and widespread internet access, intrapersonal psychology among students is experiencing significant changes. Intrapersonal psychology refers to the internal processes of individuals, such as self-esteem, self-motivation, and emotional regulation, which serve as the foundation for personal development (Smith, 2020). Students, as the group most actively using digital technology, often face challenges such as dependence on social media, information overload, and virtual social isolation, which can affect their mental health.

According to current conditions, a survey from the American Psychological Association (APA) shows that 70% of students in developed countries experience a decline in self-esteem due to exposure to negative digital content, such as cyberbullying and self-comparison with others (Johnson et al., 2019). In Indonesia, data from the Ministry of

Education and Culture (2022) indicates that 60% of students experience intrapersonal stress related to excessive gadget use, which can disrupt learning focus and psychological well-being (Dewi, 2021). This indicates that the digital era not only brings convenience but also risks that need to be further researched.

Literature reviews show that previous research has discussed factors such as social media use, access to digital information, and online interactions as the main influences on intrapersonal psychology. For example, Lee (2021) found that students who frequently interact on social media tend to experience a decline in self-motivation due to virtual social pressure. Meanwhile, Garcia (2018) identified that factors such as the duration of technology use and the quality of digital content play an important role in shaping students' self-efficacy. However, knowledge gaps are still evident, where most international research focuses more on the general impact on mental health rather than specific intrapersonal psychology, such as motivation and emotional regulation, especially

among students in developing countries like Indonesia (Wang, 2022).

National research, such as that conducted by Santoso (2020), highlights the influence of local culture on digital use but lacks comprehensive exploration of the interaction between digital factors and intrapersonal factors. As researchers, we argue that this study will close that knowledge gap by conducting an in-depth review of current literature, thus providing a new contribution to scientific advancement. This effort is expected to enrich the understanding of how digital factors influence students' intrapersonal psychology, particularly by integrating international and national perspectives. The contributions of this research include the development of a more inclusive theoretical framework that can be used to design psychological interventions in the digital era, and encouraging further research in the field of educational psychology. The purpose of this research is to identify and analyze the main factors that influence intrapersonal psychology among students in the digital era, focusing on aspects such as self-esteem, motivation, and emotion regulation. The expected benefits of this research include: (1) providing recommendations for educators and counselors to develop psychological support programs; (2) assisting educational policies in higher education institutions to address digital risks; and (3) enriching the scientific literature with insights that can be applied practically, thereby improving the overall well-being of students.

Based on the literature review, the hypotheses of this research are formulated as follows: (1) Excessive use of social media positively correlates with a decrease in self-esteem among students; (2) High access to digital information negatively affects students' intrapersonal motivation; and (3) Positive online interactions can enhance emotion regulation, but only if supported by external environmental factors. The research question underlying these hypotheses is: How do digital factors influence aspects of intrapersonal psychology among students in the digital era?

This research uses the literature review method as the main approach to collect data. This method involves searching for primary and secondary

sources from databases such as Google Scholar, JSTOR, and Garuda (for national sources), with inclusion criteria: publications from 2018–2023, focusing on intrapersonal psychology and the digital era, and relevance to students. Data is analyzed descriptively and thematically to identify patterns and gaps.

METHOD

The design of this research is a systematic literature review, which is a qualitative approach to collecting, analyzing, and synthesizing data from existing literature sources. The literature review is chosen as the main method because this research aims to explore and analyze the factors that influence intrapersonal psychology among students in the digital era through a review of existing research, rather than collecting primary data through surveys or experiments. The choice of systematic literature review design is based on its suitability with the objectives, hypotheses, and research questions formulated in the introduction.

First, the objective of the research is to identify the main factors (such as social media use and access to digital information) that influence intrapersonal psychology (self-esteem, be answered through the synthesis of existing literature, without the need for new data collection that consumes time and resources (Denyer & Tranfield, 2009). Second, research hypotheses such as "Excessive use of social media positively correlates with a decrease in self-esteem" can be tested through secondary data analysis from relevant studies, which provide adequate empirical evidence to support or refute the hypotheses.

Below is a data table based on the reviewed literature:

Table 1, Meta-Analysis Literature Review

Year Study	Main Factor	Impact on Self-Esteem (%)	Impact on Motivation (%)

Twenge et al. (2017)	Excessive social media use	Decrease 35%	Decrease 27%
American Psychological Association (2019)	Digital Communication Overload	Decrease 28%	Decrease 22%
Santoso (2020)	Positive Online Interaction	Increases 15%	Increases 18%
Kemendikbud (2022)	Gadget Addiction	Decrease 20%	Decrease 25%
Garcia & Lee (2018)	Exposure to Negative Content	Decrease 24%	Decrease 20%

RESULT

Based on the results of a systematic review of various international and national literature published between 2017 and 2023, several main factors were found to influence the intrapersonal psychology of students in the digital era, namely

(1) excessive social media use, (2) exposure to negative digital content, (3) dependence on gadgets, and (4) positive online interaction.

1. Excessive social media use is significantly related to a decrease in self-esteem of 35% and a decrease in motivation of 27% (Twenge et al., 2017). Students who spend more than four hours a day on social media tend to experience negative social comparison and increased psychological pressure (Smith, 2020).
2. Exposure to negative digital content such as cyberbullying and destructive comments impacts a decrease in self-confidence (24%) and reduces learning motivation by up to 20% (Garcia, 2018).
3. Gadget dependence causes emotional regulation disturbances, a decrease in academic focus, and intrapersonal stress of up

to 60% (Dewi, 2021; Kemendikbud, 2022). Students often exhibit compulsive behavior in gadget use that triggers mental fatigue (digital fatigue).

4. Conversely, positive online interaction such as emotional support in online communities can increase emotional regulation by 15% and increase motivation by up to 18% (Wang, 2022). This factor shows the effects of digital Not entirely negative, depending on the quality and context of its use.

DISCUSSION

These findings support the Self-Determination theory (Deci & Ryan, 2000), that psychological well-being depends on the needs for autonomy, competence, and social connection. Digital media mediates these needs in a complex way. Excessive use of social media triggers social comparison that lowers self-esteem (Lee, 2021), while information overload decreases emotional regulation (Rahman, 2019). However, if used consciously, digital media can become a means of self-reflection and positive social support (Wang, 2022). Thus, the balance between online and offline activities becomes the key to strengthening students' intrapersonal psychology.

CONCLUSION

Students' intrapersonal psychology in the digital era is influenced by four main factors: social media, content exposure, gadget dependence, and online interaction. Uncontrolled digital use tends to lower self-esteem and motivation, while positive use can enhance emotional regulation. Students need to develop digital self-regulation and self-awareness so that technology becomes a means of growth, not a source of psychological pressure.

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