For Your Page TikTok: The Influence of Self-Esteem on Online Self-Presentation in Teenagers

Diah Puspita Sari

Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang City, East Java, Indonesia 65145
diahpsptsr1677@gmail.com

Mochammad Sa'id

Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang City, East Java, Indonesia 65145
mochammad.sa'id.fppsi@um.ac.id

Abstract

The existence of TikTok is often used to present oneself virtually. However, this virtual appearance can cause individuals to attempt to commit appearance fraud or lying self-presentation, which they believe can affect their self-esteem as the best version of themselves. This research aims to determine the influence of self-esteem on online self-presentation among adolescent users of the TikTok application in Tasikmalaya Regency. The design of this research uses a correlational quantitative approach. The sampling technique used in this research was a non-probability sampling method with an accidental sampling type and obtained a sample of 537 research subjects. This research uses two scales adapted by researchers, including the Rosenberg Self-Esteem Scale (RSES) to measure self-esteem and The Presentation of Online-Self Scale (POSS) to measure online self-presentation. The data analysis technique uses simple linear regression. This study's results show that self-esteem significantly influences online self-presentation among teenage TikTok users in Tasikmalaya Regency (t equals 27.154; p equals 0.01 less than 0.05; R^2 equals 0.020). This research concludes that the lower self-esteem, the higher online self-presentation in adolescents. In this case, self-esteem contributes to online self-presentation by 2 percent.

Abstrak

Keberadaan TikTok kerap dimanfaatkan untuk menampilkan diri secara virtual. Namun penampilan virtual tersebut dapat menyebabkan individu berusaha melakukan penipuan penampilan atau berbohong dalam menampilkan diri, yang diyakini dapat mempengaruhi harga dirinya sebagai versi terbaik dari dirinya. Penelitian ini bertujuan untuk mengetahui pengaruh harga diri terhadap presentasi diri *online* pada remaja pengguna aplikasi TikTok di Kabupaten Tasikmalaya. Desain penelitian ini menggunakan pendekatan kuantitatif korelasional. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah metode *non-probability sampling* dengan jenis *accidental sampling* dan diperoleh sampel sebanyak 537 subjek penelitian. Penelitian ini menggunakan dua skala yang diadaptasi oleh peneliti, antara lain Rosenberg Self-Esteem Scale (RSES) untuk mengukur harga diri dan The Presentation of Online-Self Scale (POSS) untuk mengukur presentasi diri secara *online*. Teknik analisis data menggunakan regresi linier sederhana. Hasil penelitian ini menunjukkan bahwa harga diri berpengaruh signifikan terhadap presentasi diri *online* pada remaja pengguna TikTok di Kabupaten Tasikmalaya (t sama dengan 27,154; p sama dengan 0,01 kurang dari 0,05; R^2 sama dengan 0,020). Penelitian ini menyimpulkan bahwa semakin rendah harga diri maka semakin tinggi pula presentasi diri *online* pada remaja. Dalam hal ini, harga diri berkontribusi terhadap presentasi diri *online* sebesar 2 persen.

INTRODUCTION

Technological developments are becoming more modern and sophisticated every year, one of which is the use of the internet. In this case, the internet has the primary function as a medium of information and communication. Data from the Indonesian Internet Service Providers Association (Indonesian: *Asosiasi Penyelenggara Jasa Internet Indonesia* or APJII) reveals that internet users in Indonesia in 2022 will reach 210 million and experience an increase from the previous year (APJII, 2022). Most users use the internet to play social media. Through social media, users can connect themselves with information in the outside world and express themselves through photos, videos, opinions, or things they like, such as music, books, and others. The Digital 2022 Global Overview Report, published in partnership with Hootsuite and We Are Social, show that social media users in Indonesia have reached 68.9% of the total population (Kemp, 2022).

One of the most popular social media sites today is TikTok. TikTok is a video application that allows users to play filters and music in making videos with a short duration of around 15 to 180 minutes. Then, one of the features on TikTok is the FYP (For Your Page) page, which contains video recommendations based on viewing history results with a high number of viewers. Apart from that, Rizaty (2022) wrote that Indonesia has the world's second-largest active users of the TikTok application, amounting to 99.1 million. Therefore, TikTok is one of Indonesia's most popular social media sites.

TikTok is starting to be widely used by groups ranging from teenagers to adults to children because of its ease of use in gaining access to information and entertainment. Besides that, TikTok users in Indonesia are increasing yearly (Erfani, 2022). In the "Business of Apps" report conducted by Databoks in 2022, it shows that TikTok users aged 10-19 years reached 29%, namely the second largest number of users after users aged 20-29 years with a proportion of 35% (Dihni, 2022). Apart from that, according to the Head of Public Policy TikTok Indonesia, TikTok users are dominated by teenagers aged 14-24 (Rakhmayanti, 2020). Adolescence is a transition period for children towards adulthood, accompanied by carrying out the stages of self-identity (Santrock, 2012). In this regard, the age range for teenagers starts from 11 to 18 years (Palmer, 2013). TikTok is a place for teenagers to show their existence in the social environment (Andaru, 2021). While building their identity as teenagers, Tik Tok users understand and reflect on themselves due to getting to know others about their thoughts and looks (Zuo & Wang, 2019). Additionally, interactions with other users validate and complement their identities and self-representations. TikTok users also divide themselves into groups based on their interests, starting challenges suggested by the platform and meeting groups that share their hobbies, thereby strengthening their sense of group identity and belonging (Hernández-Serrano et al., 2022).

Besides having a primary function, TikTok will also have negative and positive impacts. The positive impact of using TikTok is that users can get the latest information or education regarding news or lifestyle. Then, TikTok is also a place to develop skills and creativity in creating content. Meanwhile, the negative impact is the emergence of addiction to playing TikTok, the spread of hoaxes or false information, and the comparison of status in economic and social life in society. Thus, it will give rise to social jealousy and the emergence of hedonistic behavior in teenagers (Fauzan et al., 2021). On the other hand, teenagers who use TikTok too actively can

increase their online self-presentation by lying self-presentation (Li, 2023).

Self-presentation is the process of an individual communicating his or her image to others (Baumeister, 1982). Thus, self-presentation is a central element in self-construction and efforts to build reputation in a social context (Yang & Brown, 2016). Apart from that, self-presentation is a process of self-image in informing others about oneself (Strimbu & O'Connell, 2019). Online self-presentation consists of four aspects: ideal self, multiple self, consistent self, and online presentation preference. The ideal self describes the extent to which individuals present their ideal version of themselves in cyberspace. Furthermore, multiple selves describe how individuals present different versions of themselves in the virtual world. Then, consistent self relates to the extent to which individuals' offline and online self-presentations are analogous.

Meanwhile, online presentation preference describes how much individuals like presenting themselves online (Fullwood et al., 2016). Currently, teenagers can present themselves through online social media, one of which is through the TikTok application. The TikTok application can be used as a means for teenagers to express their feelings and show their ideal selves through the videos they make. 25.6% of teenage TikTok users want validation from peers through online self-presentation, and 17% of teenage TikTok users have a high category of getting validation from peers through online self-presentation. Thus, teenagers who need high peer validation will impact self-presentation that is inconsistent between online and offline (Hernández-Serrano et al., 2022). In this case, if teenagers continue to show their ideal self through self-presentation online, it can reduce psychological well-being and negative body image (de Vaate et al., 2020).

Self-esteem in individuals and the formation of online self-presentation are related (Fullwood et al., 2016; Jang et al., 2018; Kircaburun et al., 2019; Mann & Blumberg, 2022). Self-esteem is a form of self-evaluation when individuals view themselves positively and negatively (Srisayekti & Setiady, 2015). Thus, according to Rosenberg (1989), self-esteem refers to satisfaction and believing oneself is valuable. It is also a unidimensional variable. However, an approach to the psychometrics of the Rosenberg Self-Esteem Scale (RSES) has been found based on two aspects (Tafarodi & Swann, 2001). The first is self-competence, namely, an individual's evaluation of his abilities by acting effectively and being able to control himself. The second is self-liking, which is self-acceptance of individual experiences valuable as social objects, good or bad people. Individuals with high self-esteem will express themselves by valuing themselves, for example by showing an ideal self with a self-presentation that is congruent between online self and offline self (Metzler & Scheithauer, 2015; Schlenker, 2012).

Meanwhile, individuals with low self-esteem will not present their true selves to others. This is because they believe they are not worthy of respect or attention (Grieve et al., 2020). In this case, it is explained that individuals with low self-esteem will form an online self-presentation. This is because individuals with low self-esteem will spend their time using social media, which functions to present themselves. After all, they feel less able to express themselves offline (Fullwood et al., 2020). Research has also found a correlation between teenage TikTok users and low self-esteem (Savira et al., 2022).

Several previous research studies have examined the relationship between self-esteem and online self-presentation via the Facebook and Instagram applications (Jang et al., 2018; Metzler & Scheithauer, 2015; Zenita, 2019). However, research regarding the relationship between self-esteem and online self-presentation among TikTok application users has yet to be found. TikTok has several differences compared to other social media. Instagram and Facebook users present themselves through photos and statuses. Meanwhile, for TikTok application users, individuals can present themselves as a whole

through videos. In this case, individuals present themselves through videos, aiming to present themselves through visual performance and a perfectly formed personality to get a good impression on others.

Prior research have been conducted to prove the existence of a relationship between self-esteem and online self-presentation. However, research has yet to be conducted to see self-esteem's influence on self-presentation and its contribution, especially in the TikTok application.

Based on the explanation above, the aim of this research is to determine the influence of self-esteem on online self-presentation in teenager users of the TikTok application. The benefits of this research are divided into two aspects: theoretical and practical. Theoretically, this research is expected to contribute to the development of psychological science, especially regarding self-esteem and self-presentation. Apart from that, this research can be used as a reference for readers, both teenagers, parents and the general public regarding using the TikTok application from a psychological perspective, especially for teenagers.

METHODS

This research uses a correlational quantitative approach with testing to find the influence of self-esteem (X) on online self-presentation (Y).

Participants in this research were all teenagers aged 11–18 years, active users of the social media TikTok, and domiciled in Tasikmalaya Regency, a rural area. The reason for selecting locations in rural areas is that parents in rural areas have a lower level of use and ability to use the internet than urban parents. Rural parents have lower internet skills and a static work environment. Thus, they do not have the time, resources, or lack of self-confidence to engage in their children's online activities and protect their children from internet risks. As a result, this causes teenagers in rural areas to have a higher frequency of internet use than those in urban areas (Chang et al., 2016). One example is when

a teenager presents himself via social media TikTok without parental supervision.

Determining the sample in this research used a non-probability sampling technique with an accidental sampling type. Researchers used the theory from (Lemeshow et al., 1997) to determine the sample size and obtained a minimum number of sample members of 385 people. In this research, the number of sample members was 537 people.

In measuring self-esteem, the scale used by researchers was adapted from the unidimensional scale developed by Rosenberg (1989), namely the Rosenberg Self-Esteem Scale (RSES). This scale has ten items with a score range of 1 (strongly disagree) to 4 (strongly agree). Meanwhile, self-presentation was measured using a scale adapted by researchers from The Presentation of Online-Self Scale (POSS) developed by Fullwood et al. (2016). This scale consists of 21 items with a score range of 1 to 5. This scale consists of four aspects: ideal self, multiple self, consistent self, and online presentation preference.

The process of adapting the language and culture of measuring instruments went through several stages (Brislin, 1970):
1. Two people translated RSES and POSS from English to Indonesian.
2. The results of the translations were checked for equality and synthesized to produce an Indonesian version of the measuring tool through discussion with a moderator.
3. The Indonesian versions of RSES and POSS drafts were translated back into English using two professional translators.
4. The results of the English re-translation were compared with the suitability of the meaning of the original RSES and POSS drafts, and a discussion was held with a moderator.

If there are differences in meaning from the results of the re-translation, then a search is carried out for a translation of the item that is consistent with the appropriate English meaning.

After the translation process is complete, consultation of the translation results is carried out with an expert committee which aims to review the translation results from the beginning to the end to minimize the gap between the original scale and the translated scale, which is carried out by three expert committees, namely by two psychologists and one psychology lecturer. The results of the average Aiken's V coefficient on the self-esteem scale are 0.95, and the online self-presentation scale is 0.96. These results show that the self-esteem and online self-presentation scales have adequate content validity because they have an Aiken's V coefficient of more than 0.92. Then, the Indonesian version of RSES and POSS were tested for readability on five teenagers. This is done to find out whether the questionnaire can be understood well by respondents or not and to avoid ambiguous meanings in items (Periantalo, 2015). The readability test results on the self-esteem scale and online self-presentation scale are that all items can be understood well with no ambiguous meaning.

After the readability test, a trial was carried out on 65 respondents. In this case, a total item correlation test was carried out, which was limited to a coefficient of ≥ 0.30 to meet psychometric requirements and be able to measure the construct accurately (Azwar, 2012). Based on the r table, it is known that the criterion for the item discrimination index for 65 respondents is more than 0.304. As a result, nine self-esteem scale items passed the item discrimination test of 0.455–0.710 and had reliability with a Cronbach's alpha value of 0.702. Meanwhile, for the online self-presentation scale, 18 items passed the test with an item discrimination index of 0.310–0.693 and reliability with a Cronbach's alpha value of 0.802.

RESULTS

Participants in this research were teenagers aged 11–18 years. Most of them were 13 years old (26.4%), 14 years old (18.4%), and 15 years old (30.7%). The number of participants in this research was 537, namely 380 women (70.8%) and 157 men (29.2%).

Table 1.
Description of Participant Age

Usia	Jumlah	Persentase
11	1	0,2%
12	18	3,4%
13	142	26,4%
14	99	18,4%
15	165	30,7%
16	65	12,1%
17	43	8,0%
18	4	0,7%
Total	**537**	**100%**

Table 2 shows the range of online self-esteem and self-presentation scores of the participants in this research. Based on this table, it can be concluded that most participants have a high level of self-esteem (47.5%) and online self-presentation (46.6%).

Table 2.
Subject Categorization

	Self-Esteem		Online Self-Presentation	
	N	%	N	%
Very Low	27	5%	28	5,2%
Low	110	20,5%	192	35,8%
High	255	47,5%	250	46,6%
Very High	145	27,0%	67	12,5%
Total	**537**	**100,0%**	**537**	**100,0%**

Next, a classical assumption test is carried out. First, the normality test is based on the Kolmogorof-Smirnov formula, which aims to test whether the data is normally distributed. The data shows the asymptotic significance (asymp. sig.) 2-tailed value of 0.200. This value can mean that the online self-esteem and self-presentation variables are normally distributed because the significance value is more than 0.05.

Furthermore, based on the results of the linearity test, the variables self-esteem and online

self-presentation have a significance value of 0.162. It can be interpreted that the variables self-esteem and online self-presentation have a linear relationship because they have a significance value of more than 0.05.

Then, based on the results of the heteroscedasticity test using Spearman's rho method, a significance value of 0.444 was obtained. This value is greater than the probability value of 0.05, meaning no heteroscedasticity symptoms were found.

Table 3.
Hypothesis Test Results

Variables	B	T	Sig.	R^2
Online Self-Presentation	64.473	27.154	0.001	0.020
Self-Esteem	-0,311			

The following regression equation has been obtained based on the simple linear regression analysis results.

$$Y = a + bX$$
$$Y = 64.473 - 0.311X$$

From this equation, it is known that the constant number is 64.473. The interpretation of the constant number is that if an individual has low self-esteem (X), then the online self-presentation value (Y) is 64.473. Then, the regression coefficient figure was -0.311, which means that for every 1% increase in self-esteem (X), online self-presentation (Y) will decrease by 0.311.

Table 3 shows that the regression significance value of the independent variable on the dependent variable is 0.001. Thus, it can be interpreted that self-esteem (X) significantly influences online self-presentation (Y) in a negative direction. This means that the higher an individual's self-esteem, the lower their online self-presentation.

Based on the R-squared value in Table 3, there is a value of 0.02, which means that the self-esteem variable (X) can predict the online self-presentation variable (Y) by 2%. Meanwhile, the remaining 98% is influenced by other variables.

DISCUSSION

The results of this research have shown that the majority of the subjects of this research, namely teenagers in Tasikmalaya Regency, have high self-esteem scores (62.2%) and online self-presentation in the high category (80.4%). Based on this, it can be concluded that this teenager has high self-esteem. The meaning is that teenagers in Tasikmalaya Regency have a good outlook and consider themselves competent, likable, attractive, and morally good people by taking opportunities or trying new things (Baumeister & Bushman, 2020). Then, teenagers who have high self-esteem indicate that they have a self-perception that they are intelligent and attractive. Thus, the perception that emerges is accurate regarding an individual's value as a human being and the success and achievements of teenagers (Santrock, 2012). They also have good self-competence, so they can respect themselves, view themselves positively, and have good self-acceptance (Tafarodi & Swann, 2001).

Similarly, these teenagers exhibit high online self-presentation, which implies they use social media to portray themselves in creating their identity. Apart from that, these teenagers also use social media as a "tool" to try and test different self-presentations. So they can see other people's perceptions of themselves. In this case, individuals form their ideal selves through social media. Apart from that, the multiple selves of teenagers in Tasikmalaya present themselves with different persona presentations between the virtual world and the real world because they aim to see other people's perceptions through social media. However, considering high self-esteem, the teenager still shows an excellent, consistent self without having too much difference between his character in the virtual world and the real world. Apart from that, the online presentation preference of teenagers is the comfort of showing themselves in a balanced way,

whether through online or face-to-face spaces (Fullwood et al., 2016).

Based on the results of this research, it is known that self-esteem influences online self-presentation negatively. So, the more an individual's self-esteem increases, the individual's online self-presentation will decrease. This is in accordance with research by Kircaburun et al. (2019), who revealed a negative relationship between self-esteem and the use of social media in everyday life. This research reveals that individuals with low self-esteem tend to be more active on social media to increase their self-esteem.

Apart from that, this research aligns with Chua & Chang (2016), which revealed a negative relationship between self-esteem and online self-presentation. This is because feelings of low self-esteem and insecurity will support individuals in presenting themselves and seeking validation from others. Furthermore, the results of this study are in accordance with research by Hawi and Samaha (2017), which suggests a correlation between low self-esteem and addiction to social media.

Meanwhile, the results of this study have shown that the respondents' online self-esteem and self-presentation are in the high category. This shows that teenagers who have high self-esteem will present themselves as they are through social media. Apart from that, teenagers will also have an appropriate, consistent self from their real life and online life. Teenagers with high self-esteem will have high satisfaction in their lives, so that they will show appropriate self-presentation online and face-to-face (Fullwood et al., 2016).

The alignment of this research results with previous research results is in accordance with the theory, which suggests a connection between self-esteem and online self-presentation. Self-esteem is a form of evaluation of an individual's overall attitude regarding himself, both negatively and positively (Rosenberg, 1989). Individuals with low self-esteem will judge themselves as incompetent and consider themselves bad people. Thus, social media can be used as an escape for individuals with low self-esteem (Rozika & Ramdhani, 2018). This is because individuals with low self-esteem tend to use social media rather than face-to-face communication. Therefore, cyberspace is a means for people who are shy or socially anxious to be able to communicate and express themselves (Fullwood, 2019).

Apart from that, social media is also interesting for teenagers. Social media content such as status updates, photos, or videos allows users to fulfill their needs in presenting themselves (Chua & Chang, 2016). This is motivated by other people's perceptions or assessments of them (Meeus et al., 2019). One way is through likes or comments from other people, which will impact their self-esteem. This can also affect self-esteem because low self-esteem will increase self-presentation online (Mann & Blumberg, 2022). Therefore, teenagers with low self-esteem will need social validation through online self-presentation (Meeus et al., 2019).

Self-presentation can be done through TikTok by making a video to express oneself, especially for teenagers. Adolescence is a period of searching for self-identity (Santrock, 2012). Individuals develop a greater sense of self-identity during teenager and become increasingly worried about how others see them by establishing an ideal self-presentation (Meeus et al., 2019). In this case, TikTok is used to create self-presentation videos for teenagers to show to others.

TikTok, on the other hand, can be utilized for social comparison in an indirect way. Thus, this can give rise to insecurity (lack of self-confidence), which lowers self-esteem (Savira et al., 2022). As a result of decreased self-esteem, these teenagers will present themselves online to get feedback from their peers (Mann & Blumberg, 2022). Therefore, teenagers with low self-esteem will always consider other peo-ple's perspectives and the approval of their peers (Hernández-Serrano et al., 2022). Then, this will make teenagers present themselves online as a

form of their existence in the social environment.

CONCLUSION

The results of this research have shown a significant influence of self-esteem on the online self-presentation of teenagers in Tasikmalaya Regency. However, this research has limitations in looking at the influence of self-esteem on online self-presentation in teenagers without involving demographic factors. Therefore, it is hoped that future research can further examine the influence of self-esteem on online self-presentation based on demographic factors.

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