Mixed Method Study: Self-Injury Behavior Based on the Intensity of Social Media (Tiktok) Use among Students at SMP N 1 Seyegan

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Abstract: The increased use of social media (TikTok) encourages students to commit self-injury. This study aimed to examine differences in self-injury behavior seen from the intensity of social media use (TikTok) in students at SMP N 1 Seyegan. The approach used in this study used mixed methods. The validity of quantitative instruments focuses on confirmatory factor analysis (CFA). Reliability was measured using Cronbach's alpha. A qualitative data credibility test was conducted using a negative case analysis. Qualitative data analysis was performed using an interactive model. The results of quantitative data analysis show that there is a significant difference between self-injury behavior seen from the intensity of using social media (TikTok), with a substantial value of 0.000 <0.05, meaning that the higher the intensity of using social media (TikTok), the higher the probability of committing self-injury. The results of qualitative data analysis show that there are differences in the intensity of use of social media (TikTok) in the low, medium, high, and very high categories of self-injury, characterized by behaviors such as hitting walls, biting skin, cutting, scraping arms, and slapping themselves. The cause of self-injurious behavior in students is that there is no other way to channel emotions. The subject knows this behavior by imitating other people in the TikTok content. Subjects hurt themselves using sharp objects. The places chosen to hurt themselves are usually homes, rooms, or quiet places. The main reasons for self-injury are mental health problems, stress, depression, and a lack of understanding from others. The body parts that are often the targets of self-injury are the arms, hands, and legs. To quit self-injury, participants need attention, psychological counseling, and support from family and friends. The impact of self-injury provides a temporary feeling of calm, but worsens emotional conditions and causes physical injuries that are at risk of infection. Excessive social media use exposes students to negative content, resulting in increased anxiety and social relationships.
Keywords: Self-injury;social media;TikTok

Introduction

Social media functions as a platform that allows users to exist and collaborate, facilitating activities and strengthening relationships between users online. The concept elevates social media as a tool that builds social bonds between individuals Van Dijk (Nasrullah, 2015). In line with this view, Boyd (Nasrullah, 2015) explains that social media is a place where individuals or communities can gather, communicate, and share. Social media also emphasizes the concept of user generated content (UGC), in contrast to the mass media approach that is controlled by editors.

Social media allows users to conduct two-way activities with forms of exchange, collaboration, and mutual acquaintance in written, visual, and audiovisual forms. Social media starts with three things, namely sharing, collaborating, and connecting. (Puntoadi, 2011). Currently, social media is used as a digital marketing tool such as social media maintenance, social media endorsement, and social media activation. (Astari Clara, S et al 2018).

TikTok, as a social media platform, allows users to create short videos of about 30 seconds, interact through comment sections and private chats by adding unique and interesting special effects, and provide a wide selection of music. This allows users to express their creativity as content creators. Thus, promotion through TikTok can be interpreted as the act of companies uploading product videos to communicate about product advantages to consumers, with the hope of attracting consumer attention and increasing sales. (Susilowati, 2018). TikTok use can relieve academic stress, on the other hand it also encourages addictive behavior which is influenced by TikTok's algorithm that recommends content based on user interactions This difference in effect is largely mediated by TikTok's algorithm, which recommends content based on previous user interactions (Ramsden, E., & Talbot, C. V., 2024).

Self injury is an act of self-harm to relieve emotional pain or distress. (Knigge & Jennifer, 1999). Self-injury itself can be defined as the act of trying to change one's mood by inflicting pain or punctures to the body. Sometimes individuals often choose self-injury as an effective method of coping with the problems they face, even though it hurts themselves. (Walsh, 2007). The main cause of self-injury is to reduce the impact of emotional distress. (Burešová, Vrbová, & Čerňák, 2015). The reasons for self-injury are punishing oneself, being unhappy, feeling like a failure, not liking oneself, wanting others to react after self-injury, wanting to get the attention of others, having personal or family problems, experiencing stress, feeling depressed, angry, and upset. (Gillies et al., 2018). This is in line with research done by (Mardiana et al., 2023), with the title: The Relationship of TikTok Social Media Use to Adolescent Mental Health. This study uses a quantitative research design using a cross sectional method using chisquare test analysis. The results of this study indicate that there is a relationship between the use of TikTok social media with stress in adolescents ($p = 0.017$) and the use of TikTok social media with anxiety in adolescents ($p = 0.004$). The equation with the research that the researchers conducted is both using the TikTok social media variable. The difference with the research conducted by the researcher lies in the research method. The method that researchers do is using a mix method research method. And the X variable measured in the research conducted by the researcher is self-injury to the intensity of TikTok use which is the Y variable.

Methods

This research approach is mixed method. Mixed method is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in one study or a series of studies to understand a research problem. (Creswell & Plano Clark, 2011). The type of research used in this study is secquential explanatory design. Secquential explanatory design is research that conducts data collection and quantitative data analysis as the initial stage and the second stage with qualitative data collection and analysis to strengthen the results of quantitative research conducted in the first stage. (Creswell & Plano Clark, 2011).

The population in this study were all students at SMP N 1 Seyegan with a total of 642 students. At the time of determining the sample size, it was rounded up to 650 because it was taken from the closest number. (Krejcie & Morgan, 1970). Of the total population, the number of samples in this study was 242 people or 37.69% of the population. The sample technique used in quantitative is proportional stratified random sampling. The research subjects for qualitative were 32. The sample technique used was purposive sampling.

Quantitative data collection uses a closed-type questionnaire with scoring using a Likert scale. The instrument developed has 4 answer options and the score of the favorable answer options is number 4 as an answer strongly agree (SS), number 3 as an answer agree (S), number 2 as an answer option disagree (TS), and 1 as an answer strongly disagree (STS). Scoring on unfavorable items is from number 4 as an answer strongly disagree (STS), number 3 as an answer disagree (TS), number 2 as an answer agree (S) and 1 as an answer strongly agree (SS). Qualitative data collection in this study uses a questionnaire with an open-ended question type, where there are no response options. (Creswell, 2012; Geer, 1988). Respondents answered by describing the answers or responses to the questions given by the researcher.

Data analysis techniques are used to answer the research hypothesis. The data analysis technique includes a requirement test, namely normality test, homogeneity test. Furthermore, hypothesis testing using the T test with Kruskal Wallis (Statistic Non Parametrik) with the help of the SPSS for window 26 version program. This test was conducted to answer the hypothesis using qualitative data analysis techniques using the Miles and Huberman model. Data analysis in qualitative research is carried out during data collection, and after completion of data collection within a certain period.

Results and Discussion

Description of Self-Injury Research Results

Interval	Criteria	Number of Subject	Precentage
X ≤ 47,5	Very Low	4	1%
47,5 – 65,57	Low	161	62%
65,57 – 83,6	High	70	27%
83,6 ≥ X	Very high	25	10%

The table presented shows that this study has very low self-injury criteria 1%, low criteria 62%, high criteria 27%, and very high criteria 10%. From the results of the above analysis, it can be concluded that the subjects in the study predominantly had low self-injury behavior out of 260 students sampled.

Description of Research Results Intensity of Use of Social Media (TikTok)

Table 2. Data Categories of Social Media Use Intensity (TikTok)

Interval	Criteria	Number of Subject	Precentage
X ≤ 47,5	Very Low	0	0%
47,5 – 65,57	Low	164	63%
65,57 – 83,6	High	51	20%
83,6 ≥ X	Very high	45	17%

The table that has been presented shows that in this study the criteria for intensity of use of social media (TikTok) are very low 0%, the criteria for intensity of use of social media (TikTok) are low 63%, the criteria for intensity of use of social media (TikTok) are high 20%, and the criteria for intensity of use of social media (TikTok) are very high 17%. From the results of the analysis above, it can be concluded that the subjects in the study predominantly had low intensity of use of social media (TikTok) from the 260 students sampled. The results of data analysis of research on self-injury behavior variables that have been carried out, there are 4 people or a percentage (1%) in the very low category. There are 161 people or a percentage (62%) including the low category. 70 people or a percentage (27%) are in the high category. 25 people or a percentage (10%) are in the very high category. The results of the analysis of the variable intensity of use of social media (TikTok) that has been carried out, there are 164 people or a percentage (63%) including the low category. There are 51 people or a percentage of 20% including the high category. There are 45 people or a percentage of 17% including the very high category. Based on the exposure of the research results, it can be concluded that most students at SMP N 1 Seyegan have self-

injury behavior and the intensity of using social media (TikTok) is in the low category and cannot be categorized as very high. It is also denied that TikTok has an effect on self-injury behavior in students. This is supported by research conducted by research (Wang et al., 2020), who reported that excessive internet and cell phone use was significantly associated with an increased risk of NSSI.

Qualitative results regarding the perception of self-injury behavior of students who have a high level of social media use (TikTok) have the perception that there is nothing else to channel their emotions other than self-injury so that self-injury is used as an effort to vent their emotions. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by research conducted by Gsrantz (Kanan dkk, 2008). Self-injury behavior is often seen as a way of managing emotions where a person does not know how to express feelings that are too painful. Subject FA explained "if I have a problem, I choose to hurt myself because it makes me calm". This shows that self-injury is used as an emotional outlet.

The results of qualitative research regarding experiences with self-injury behavior in students found that students know self-injury behavior because their older siblings do it, students know self-injury from their elementary school friends, and students know self-injury behavior from social media. From that experience that makes students imitate self-injury behavior. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by research conducted by Salsabila, P. Z. (2023). According to the results of this study, anxiety in Twitter social media users is strongly related to self-injury behavior, which means that when adolescents using Twitter social media have a high level of anxiety, these adolescents will tend to engage in self-injury behavior and vice versa, if adolescents using Twitter social media have a low level of anxiety, the less likely adolescents using Twitter social media will commit self-injury. Subject CS explained "Because my friend has done self-injury and I have seen videos on tiktok FYP and then I tried it when I had a problem". This shows that tiktok content and friends can influence someone to imitate self-injury behavior.

The results of qualitative research regarding the methods used by students in the high category to commit self-injury found that students committed self-injury by hitting the wall, biting the skin of their fingers, slapping themselves, and cutting their hands/arms by scratching sharp objects into their left arm using broken glass, cutter contents, and needles. The difference between the categories is that the very high category has a positive perception because they have committed self-injury. Perceptions in the low category were negative because they had never committed self-injury. This is supported by research conducted by (Mahmudah, 2021). There are various reasons for students who commit self-injury, including family conflicts and also not a few of them because they follow current trends that were initially invited by their peers. The invitation from their peers makes self-injurers interested in trying to scratch their hands and they consider it a race. Subject DP explained "I scratched needles, glass, cutters into my left hand using glass, cutters, needles, because they are sharp". This shows that sharp objects are the tools used to commit self-injury. The results of qualitative research regarding the place used by students to carry out self-injury behavior found that students in the high category committed self-injury at home, in the room, and in a quiet place. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by (kingsbury et al., 2021) found that users with the type of social private use and active non-social use

decreased the chances of committing NSSI and suicide attempts. Whereas social media users with active types in public spaces increase the chances of committing NSSI and suicide attempts. Subject FM explained "I do self-injury in the house in a quiet part so that the family does not know". This shows that the perpetrator does not want to commit self-injury openly.

The results of qualitative research on the reasons underlying self-injury behavior in students found that students in the high category had reasons due to family problems, friendships, disturbed mental health, stress, depression, and no one who understood them. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by (tyler et al, 2021) aimed at identifying the needs of adolescents that cause adolescents to do NSSI on social media, the results show that the most prominent need of adolescents is to express suicide ideation or behavior (SIB) at (23.5%). The subject explained "The number of people who hurt me and I have nowhere to tell". This shows that it is important to build good relationships between children and parents, students and friends, or with other people.

The results of qualitative research regarding body parts used as objects for self-injury behavior found that students in the high category carried out self-injury behavior on the arms, hands, and even feet. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by (Jennifer & knigge, 1999). The prevalence of forms of self-injury perpetrated by the perpetrators were cutting 72%, burning 35%, hitting 30%, hair pulling 10%), interfering with wound healing (22%), breaking bones (8%). Multiple methods, including two or more of the above (78%). After the subject was decided as a research subject, the subject had committed two episodes of self-injury, namely slashing his own wrist. Subject FM explained "I cut myself on the right and left arms". This shows that the arm can be a target for someone to commit self-injury.

The results of qualitative research on how students stop self-injury behavior found that students in high categories will stop self-injury if they get attention, consult a psychologist, after having a fir family, self-injury will only add problems and have many friends. The difference from the category where the very high category has a positive perception because they have committed self-injury. Perceptions in the low category are negative because they have never committed self-injury. This is supported by (Dyson et al., 2016) found that the use of social media can enable users who perform NSSI to feel supported and accepted. Because the NSSI online community is their alternative to getting social support. So that support can reduce the potential for NSSI behavior. Subject LN explained "I have a fir family and good friends". This shows that the support of parents and friends can prevent someone from committing self-injury.

The impact of self-injury provides a temporary feeling of calm but worsens emotional conditions and causes physical injuries that are at risk of infection. This is supported by research conducted by (Klonsky & Jenifer, 2007) that self-injury only causes temporary relief and does not address the root of the problem so that someone who has done it will have a tendency to repeat it with increased frequency. Subject AF explained "Self-injury will not make life calmer but will add problems and waste blood". This shows that self-injury is not the right solution when having problems. The impact of excessive social media use exposes students to negative content which has an impact on increasing anxiety and social relationships. This is in line with research conducted by (Purba, 2022) that excessive use of social media and without good control can correlate with various symptoms of mental disorders, such as anxiety, depression, sleep disorders, and low self-confidence.

The results of statistical analysis show that there is a significant difference in the intensity of social media use (TikTok) on self-injury with a significance value of 0.000 <0.05.

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The higher the intensity of using social media (TikTok), the higher the probability of self-injury behavior. This is supported by research conducted by (Widyawati & Kurniawan, 2021) that social media exposure has a significant influence on self-harm behavior. So that when social media exposure related to self-harm behavior is high, self-harm behavior will also increase.

From the qualitative findings, there are other factors that can influence self-injury behavior that are not taken into account in this study. These other factors include family, friends, and mental health conditions. These variables can influence self-injury behavior. This is supported by research conducted by (Melasti et al., 2022) that there are various factors that cause the growth of self-injury behavior in the subject, starting with imitating the behavior of friends, so that a sense of wanting to try arises from the subject. Lack of attention from parents and lack of parental knowledge of children's mental health are also factors in self-injury behavior.

Self-injury behavior must be prevented by participating in education, providing socialization, and minimizing the use of social media. This is supported by research conducted by (Wishart et al., 2022) With the aim of identifying the role of social media (Instagram and Twitter) as a platform to implement mental health promotion related to NSSI, the results show that the Instagram and Twitter platforms have the potential to become a platform for mental health campaigns to avoid NSSI behavior. Posts with short invitation sentences tend to be more attractive to Instagram and Twitter social media users. In line with research conducted by (Mulyaningsih, 2022) Efforts made by a person to apply stress-adaptive coping strategies are often based on the desire to become a better person and fear of death. These efforts are made by seeking social support such as psychologists or psychiatrists to conduct CBT or relaxation therapy, and the support of close people to help find solutions to problems. Doing spiritual support by getting closer to God Almighty, and looking for positive meanings.

In general, schools, colleges and universities play an important role in identifying people who self-harm and supporting them to access help. Current interventions to address self-harm in schools focus on staff awareness training, with significant gaps in direct support for students (Nawaz et al., 2024).

Conclusions and Suggestions

Based on the results of the research that has been conducted, it can be concluded that the majority of students at SMP N 1 Seyegan have self-injury behavior and the intensity of using social media (TikTok) in the low category. It cannot be denied that TikTok has an effect on self-injury behavior in students. This study shows that 62% of students are in the low category for self-injury behavior, while 63% of students are also in the low category for the intensity of TikTok use. There was a significant percentage of students in the high and very high categories for both variables.

The results of qualitative data analysis show that there are differences between the low, medium, high, very high categories on the intensity of social media use (TikTok) towards self-injury characterized by forms of behavior such as barcoding, hitting walls, biting skin, and slapping themselves. Qualitative research on self-injury behavior in students found that they do it because there is no other way to channel emotions. Students learned this behavior by imitating others. Methods used include cutting and scraping the arm using sharp objects. The place chosen is usually home, room, or a quiet place. The main reasons are

mental health disorders, stress, depression, and lack of understanding from others. The body parts that are often targeted are arms, hands and legs. To stop, students need attention, psychological counseling, family support, and many friends.

The impact of self-injury provides a temporary sense of calm but worsens emotional conditions and causes physical wounds that are at risk of infection. Excessive use of social media exposes students to negative content which results in increased anxiety and social relationships. Therefore, psychological support, education, and socialization on healthy social media use are needed to help students manage emotions better. Based on the results of the study, the researcher provides suggestions that can be taken to help reduce self-injury behavior among students who use TikTok social media. It is important for students to be more aware of the negative impacts of excessive social media use and how to manage their time more effectively. Good media literacy will help students recognize and avoid harmful content and develop healthy social media habits. Talk through problems with friends, family or trusted adults to avoid self-injury.

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