
Interaction Adolescent–Parent and Peer, Social Media, and Social Skill

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Abstract

Social skills are abilities that adolescents need to possess to form an attitude of empathy and social awareness. Adolescents acquire these social skills through good inter-family interactions at home. This study aimed to analyze the interaction between adolescents, parents, and peers and the use of social media on social skills. This study involved 100 late adolescents aged 18–21 years throughout Indonesia. This study used a cross-sectional design and a survey method with a questionnaire tool using a Google form distributed during April 2022. The study results showed moderate quality of adolescent-parent and peer interactions, use of social media, and social skills. The correlation test results showed a positive relationship between adolescent-parent and peer interactions and the use of social media with social skills. The regression test results showed a positive effect of adolescent-peer interaction and the use of social media on social skills. The conclusion was that the better the quality of adolescent interactions with peers and the use of social media, the more significant the improvement in social skills. This research implies that a community involving youth in social activities through Karang Taruna can allow youth to hone their social skills.

Keywords: influence, interactions, relationships, social skills, social media

Abstrak

Keterampilan sosial merupakan kemampuan yang perlu dimiliki oleh seorang remaja untuk membentuk sikap empati dan kesadaran sosial. Keterampilan sosial ini sudah diperoleh remaja dalam keluarga melalui interaksi antar-keluarga yang bagus di rumah. Tujuan penelitian ini untuk menganalisis interaksi remaja–orang tua dan teman sebaya, serta penggunaan media sosial terhadap keterampilan sosial. Penelitian ini melibatkan 100 remaja akhir usia 18 sampai 21 tahun di seluruh Indonesia. Penelitian ini menggunakan desain Cross-sectional, metode survey dengan alat bantu kuesioner menggunakan google form yang disebarakan selama April 2022. Hasil penelitian adalah kualitas interaksi remaja–orang tua dan teman sebaya, penggunaan media sosial, serta keterampilan sosial berada dalam kategori sedang. Hasil uji korelasi menunjukkan bahwa terdapat hubungan positif interaksi remaja–orang tua dan teman sebaya serta penggunaan media sosial dengan keterampilan sosial. Hasil uji regresi menunjukkan terdapat pengaruh positif interaksi remaja–teman sebaya dan penggunaan media sosial terhadap keterampilan sosial. Kesimpulannya adalah semakin baik kualitas interaksi remaja dengan teman sebaya dan penggunaan media sosial, semakin tinggi keterampilan sosial. Penelitian ini menyiratkan bahwa komunitas yang melibatkan kaum muda dalam kegiatan sosial melalui Karang Taruna dapat memberikan kesempatan kepada kaum muda untuk mengasah keterampilan sosial mereka.

Kata kunci: hubungan, interaksi, keterampilan sosial, media sosial, pengaruh

Introduction

Residents aged 10–18 years who are not yet married are included in the BKKBN as adolescents (BKKBN, 2022). Meanwhile, those aged 18–21 were categorized as late adolescents (Natalia & Lestari, 2015). The population, including adolescents, is 64.91 million (23.90%) of Indonesia's population of 270 million (BPS, 2021). People classified as adolescents have the characteristics of high curiosity, creativity, and innovation, which are the capital of a positive social life (Irianto & Febrianti, 2017). Age has the potential to contribute to various institutional plans, increase awareness of problems, and increase vitality (Frank, 2006). adolescents are the nation's golden generation and can impact economic, political, social, and cultural development (Crisandye, 2018). Adolescence is the right time for fostering creativity and dynamism (Yunistiati et al., 2014).

One of the developmental tasks that adolescents must perform is one social skill. Social skills are abilities related to the social environment, which include cognitive and emotional aspects such as empathy, caring, and non-verbal interaction skills (Crisandye, 2018). Social skills include social awareness and social facilities. Social awareness is the ability to understand oneself from an inner aspect and feel what others feel. On the other hand, social facilities are actions shown to others through their social awareness (Goleman & Imam, 2007). Social skills can be developed through support and training from teachers or parents, harmony with family members, and solidarity with peers (Puspitawati, 2012). Adolescents with good social skills find it easy to make friends and fulfill their social needs. Social awareness is demonstrated by adolescents' ability to observe reactions to other people both verbally and nonverbally. Adolescents who apply social facilities in the dimension of high empathy are shown as tolerant, able to control themselves, friendly, and humanistic (Crisandye, 2018).

Social skills are acquired from an early age in the family through smooth interactions with parents (Rosita et al., 2020). Adolescent-parent interactions are interactions carried out by adolescents with their parents in the family environment, both verbal and non-verbal (Fatnar & Anam, 2014). Adolescent–parent interaction is a form of reciprocal relationship consisting of conflict and acceptance (Crisandye, 2018). Conflict is a reciprocal relationship between adolescents and their parents who are caught in problems. Acceptance is the positive relationship between adolescents and their parents. Tangible interactions that occur in family life between parents and adolescent children include giving orders, conveying messages, talking verbally, and communicating nonverbally (Ware et al., 2008). It is further said that interaction in the form of conveying messages or advice from parents to children is solely to unite, find out, emphasize tasks, and remind parents to act carefully to avoid interactions with deviant behavior (Uslu & Durak, 2022).

In addition to interactions with parents, adolescents also interact with their peers. Peer interaction is a relationship between one individual and another with several similarities, such as age characteristics and access to interaction (Hauser-Cram & Krauss, 2004). which is a relationship between individuals and peers in which they socialize with the same group (Crisandye, 2018). Interactions with peers include friendships, conflicts, help, and security. Having peers has the impact of being a forum for sharing interests, carrying out collective activities, and having a self-identity that has the potential to shape the quality of social skills (Hilman, 2002). Adolescents need their social group, namely peers, to form prosocial behavior, avoid antisocial behavior, and apply group norms.

(Sijtsema & Lindenberg, 2018). Adolescents with peers can create a support system to avoid situations of isolation from social life (Yang & Chen, 2008).

One factor that can change lives for the better is social skills because they can connect people who have difficulty with those who care about what has happened to other people (Goleman & Imam, 2007). Social skills outperform cognitive development, because they teach individuals how to speak, behave, and show affection (Bali, 2017). As social creatures, humans must develop social skills because they cannot live alone without a psychological environment, even though they can defend themselves physiologically (Regungan, 2010).

The social environment and the use of social media influence adolescents. Adolescent environments that do not have positive impacts can hinder the development of social skills (Crisandye, 2018). It seems that what is known is that they must be kept on social media in the youth environment. Internet-based social media activities in the form of accounts can be dangerous for adolescents because they can lead to deviant behavior toward Internet services (Crisandye, 2018). Almost half of the adolescents experience high levels of social media addiction (Aprilia et al., 2020).

Pornography is one of the contents of social media. Based on information from the Secretary of the Directorate General of Information Applications, from August 2018 to April 2019, the Negative Content Scavenging Machine (AIS) found 898,108 pieces of pornographic content, which was the highest for all types of negative content (Kominfo, 2019). Furthermore, based on YLBHI data, most perpetrators caught in the ITE Law are adolescents. They were caught in one case because they started from a post on social media (Persada, 2021). This means that adolescents still need assistance using social media. Previous research has shown that adolescents often experience self-control problems regarding social skills and access to social media (Muna & Astuti, 2014). Social media still needs to significantly improve the quality of learning (Arlina & Subuh, 2019). In this regard, it is necessary to study adolescents' social skills, starting from interactions within the family and peers and using social media. Therefore, it is necessary to study the relationship and influence of adolescent-parent, adolescent-peer interactions, social media use, and adolescent social skills.

Methods

Participants

The research design was cross-sectional, using a survey method and questionnaire tools in Google Forms. This research was conducted online in Indonesia. This study was conducted in April 2022. Research samples were taken non-probabilistically using voluntary sampling (mention the definition and reasons for using voluntary sampling). The population criteria were male and female adolescents aged 18 – 21 years living with their parents and using social media platforms. The study sample included 50 men and 50 women.

Measurement

Social skills are an aspect of adolescents' adjustment to the family and peer environment, such as giving praise or advice, providing assistance, and inviting them to interact with daily forms of communication (Larasati & Marheni, 2019), which can take the form of affectionate interactions and positive reciprocal communication between

adolescents and their parents, enabling them to understand other people (Leme et al., 2015). Social skills refer to the ability to understand other people and react to different social situations. These social skills include social awareness and social facilities. Social skills were measured using a measurement instrument developed by Ghozaly (2011) and Goleman and Imam (2007), which consists of 24 statements containing both positive and negative statements and was modified with a Cronbach's alpha value of 0.747. The scoring system uses a Likert scale (1-4), namely 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

Parent-adolescent interaction is a reciprocal relationship between children and parents. In this interaction, there is acceptance, which brings positive effects, and rejection or conflict, which brings about problems (Darmawan et al., 2016). Parent-adolescent interactions were measured using the PACHIQ-R (The Parent-Child Interaction Questionnaire-Revised) instrument (Lange et al., 2002). The parent-child interaction questionnaire consisted of 25 questions that were modified with a Cronbach's alpha value of 0.713. The questionnaire used a Likert scale (1-4), namely 1=never, 2=sometimes, 3=often, 4=always.

Adolescent peer interactions are reciprocal relationships between peers. Peer status describes an individual's social position in the same group. The effects of peer interactions also vary: some are negative, and some are positive (Borch et al., 2011). Peer interaction was measured using friendship quality during pre-early adolescence (Bukowski et al., 1994). The peer interaction questionnaire consisted of 24 questions. The modified questionnaire had a Cronbach's alpha of 0.741. The questionnaire used a Likert scale (1-4), namely 1=never, 2=sometimes, 3=often, 4=always.

Social media are media whose users have access to participate, share, and provide something, social networks, social networks, online forums, and other virtual worlds, applications that are often used by the public, such as blogs and social networks (Ainiyah, 2018). Social media use is an individual's activity that uses Internet-based devices. The use of social media is measured using the instrument of frequency of operation of social media, frequency of operation, type of social media, perception of the impact of social media, and purpose of use of social media, which has been developed by Andiarna et al. (2020). The modified questionnaire had a Cronbach's alpha of 0.709. The questionnaire used a Likert scale (1-4), namely 1=never, 2=sometimes, 3=often, 4=always.

Analysis

The primary data obtained were then processed using Ms. Office Excel 2013 and the Statistical Package for Social Science (SPSS) version 21 program for the analysis stage. The data processing sequence includes coding, entry, cleaning, scanning, and analysis and ends with data interpretation. Data quality can be controlled by testing the reliability of instruments for adolescent-parent and peer interaction, the use of social media, and social skills using Cronbach's alpha method. Data analysis and interpretation were performed using descriptive and multiple linear regression tests. Descriptive analysis was used to describe the variables studied by identifying the average, standard deviation, minimum, and maximum values. A regression test was used to analyze the influence between variables. The categorization uses the following cut-off Lange et al. (2002): < 60 is categorized as low, 60-80—is categorized as moderate, and >80 as high.

Findings

Characteristics of Adolescents

The ages of the research respondents ranged from 18 to 21 years. The research sample consisted of 100 late adolescents, with 50 men and 50 women. The teenage ages ranged from 18 to 21 years. The average age of adolescent boys is 20.7 years, and girls are 18.84 years. Furthermore, eight out of ten adolescents had a high school education, while the rest had a diploma/bachelor's degree. More than half of the samples came from outside Java, whereas the rest were from Java. Most adolescents from outside Java are female. In contrast, the majority of the adolescents from Java were male.

Adolescent–Parent Interaction

The results show that more than half of adolescents' quality of interaction with their parents is in the medium category. In contrast, less than a quarter of adolescent-parent interactions were in the high category. All conflict dimensions were in the low category. However, for the acceptance dimension, almost half (41%) were in the low category (Table 1).

Interpreting the results of the distribution of answers on the conflict dimension, we found that almost all adolescents stated that their parents still care about them, listen to their parents when they talk, and obey their parents' positive orders. However, only eight out of ten adolescents said that they were useful to their parents. In addition, seven out of 10 of them stated that their parents still respected their ideas. In fact, five out of ten adolescents still rarely speak with friendly or gentle intonation. These findings suggest the potential for improvement in adolescent-parent interactions, offering a glimmer of hope for enhanced relationships.

Table 1. Adolescent–parent interactions and dimensions

Adolescent–parent interactions and dimensions	%
Adolescent–parent interactions	
Low (<60)	16
Medium (60 – 80)	60
High (>80)	24
Min – Max	28.33 – 91.67
Mean ± SD	71.05 ± 28.33
p-value	0.451
Dimensions of conflict	
Low (<60)	100
Medium (60 – 80)	0
High (>80)	0
Min – Max	0.00 – 33.33
Mean ± SD	18.33 ± 8.59
p-value	0.574

Continue from Table 1

Adolescent–parent interactions and dimensions	%
Acceptance dimension	
Low (<60)	41
Medium (60 – 80)	32
High (>80)	27
Min – Max	28.57 – 95.24
Mean ± SD	65.56 ± 17.08
p-value	0.060

Adolescent–Peer Interactions

The results of this study showed that most (77%) adolescents exhibited moderate peer interactions. The security dimension was categorized as moderate at 76%, while the conflict dimension was categorized as low (100%) (Table 2).

In the security dimension, adolescents are quite good because they can resolve disputes by saying, "Sorry." Almost all adolescents did not find it difficult to end problems caused by offending each other. However, the closeness dimension still needed to be improved as adolescents rarely felt homesick when their friends migrated or left, which resulted in the two being separated by a long distance.

Table 2. Adolescent–peer interactions and dimensions

Adolescent–peer interactions and dimensions	%
Adolescent–peer interactions	
Low (<60)	20
Medium (60 – 80)	77
High (>80)	3
Min – Max	36.51-93.65
Mean ± SD	65.30 ± 36.50
p-value	0.024**
Dimensions of friendship	
Low (<60)	41
Medium (60 – 80)	45
High (>80)	14
Min – Max	25.00 – 100.00
Mean ± SD	63.99 ± 16.78
p-value	0.323
Dimensions of conflict	
Low (<60)	100
Medium (60 – 80)	0
High (>80)	0
Min – Max	8.33 – 33.33
Mean ± SD	26.66 ± 7.14
p-value	0.502
Help dimension	
Low (<60)	46
Medium (60 – 80)	31
High (>80)	23
Min – Max	33.33 – 100.00
Mean ± SD	64.83 ± 17.68
p-value	0.573

Continue from Table 2

Adolescent–peer interactions and dimensions	%
The dimension of closeness	
Security dimension	
Low (<60)	0
Medium (60 – 80)	76
High (>80)	34
Min – Max	25.00 – 100.00
Mean ± SD	69.58 ± 14.20
p-value	0.102
Perception dimension	
Low (<60)	38
Medium (60 – 80)	42
High (>80)	20
Min – Max	26.67 – 86.67
Mean ± SD	62.73 ± 14.73
p-value	0.002**

Note: significant at p<0.05

Social Media

The research results show that as many as two-thirds of adolescents have quality social media use in the medium category (66%), and almost one-fifth (19%) are in the high category. If divided by dimensions, the average of the goal dimension was higher than the perception dimension (Table 3), with all dimensions having the highest average. Based on the distribution of answers, almost none of the respondents had access to content with negative nuances. Eight out of ten adolescents had never accessed films or videos without permission. In addition, almost all adolescents agree that social media can be a means of increasing friendships, minimizing boredom by enjoying positive content, and creating an attitude of empathy.

Table 3. Distribution of adolescents based on social media use and dimensions

Social media use and dimensions	%
Social media use	
Low (<60)	15
Medium (60 – 80)	66
High (>80)	19
Min-Max	46.67 – 91.11
Mean ± SD	68.98 ± 46.66
p-value	0.266
Goal dimensions	
Low (<60)	28
Medium (60 – 80)	52
High (>80)	20
Min-Max	41.67 - 100.00
Mean ± SD	69.70 ± 13.10
p-value	0.244
Perceptual dimensions	
Low (<60)	20
Medium (60 – 80)	64
High (>80)	16
Min-Max	38.10 - 100.00
Mean ± SD	68.13 ± 11.53
p-value	0.538

Social Skills

More than half (57%) of the adolescents had social skills in the medium category, and a quarter (25%) were in the low category. The average dimension of social facilities was higher than that of social awareness (Table 4). Furthermore, based on the distribution of answers, the dimension of social facilities had the highest average because more than four-fifths of adolescents listened well when communicating. More than four-fifths of adolescents can become sources of communication for those closest to them. For the social awareness dimension, even though this dimension is the lowest, there are still adolescents with good social facilities.

Table 4. Distribution of adolescents based on social skills and dimensions

Social skills and dimensions	%
Social skills	
Low (<60)	25
Medium (60 – 80)	57
High (>80)	18
Min-Max	36.36 – 90.91
Mean ± SD	67.78 ± 36.36
p-value	0.942
Goal dimensions	
Low (<60)	46
Medium (60 – 80)	54
High (>80)	0
Min-Max	30.77 – 69.23
Mean ± SD	53.07 ± 9.5
p-value	0.749
Perceptual dimensions	
Low (<60)	41
Medium (60 – 80)	46
High (>80)	13
Min-Max	29.63 – 88.89
Mean ± SD	63.48 ± 13.39
p-value	0.783

Correlation Test Results of Adolescent Characteristics, Adolescent Interaction – Parents and Peers, Use of Social Media, and Social Skills

The correlation test results (Table 5) show that adolescent–peer interaction is significantly positively related to adolescent–parent interaction and social media use. This means that the higher the quality of adolescent–parent interactions, the higher the quality of adolescent–parent interactions. The quality of adolescent–parent interactions is significantly positively related to the quality of adolescent–peer interactions and social media use. This means that the higher the quality of adolescent–parent interactions, the higher the quality of peer interactions. Adolescent–parent and peer interaction quality are significantly positively related to social media use. This means that the higher the quality of adolescent–parent and peer interactions, the better the use of social media. The quality of adolescent–parent and peer interactions and social media use are positively related to social skills. This means that the higher the quality of adolescent–parent and peer interactions, the higher the social skills associated with the use of social media.

Table 5. Relationship between adolescent characteristics, adolescent–parent and peer interactions, social media use, and social skills

Relationship between variables	Adolescent–Parent Interaction	Adolescent–Peer Interactions on Social	Use of Social Media	Social Skills
Gender	0.125	0.205	0.101	0.011
Adolescent age (years)	0.091	0.048	0.091	0.030
last education	0.044	0.125	0.088	0.117
Domicile	0.006	0.020	0.034	0.099
Adolescent–parent interactions	1	0.260**	0.246*	0.301**
Adolescent–peer interactions	0.260**	1	0.432**	0.589**
Social media use	0.246*	0.432**	1	0.596**

Note: *significant at p<0.1; **significant at p<0.05

The Influence of Adolescent Characteristics, adolescent–Parent and Peer Interaction, and Use of Social Media on Social Skills

The results of multiple linear regression analysis (Table 6) show that this research has an Adjusted R Square value for social skills of 0.462. This means that 46.2 percent of the independent variables in this study influence social skills, and the remaining 53.8 percent are influenced by other variables not examined by the researchers. The results of this multiple linear analysis have gone through the classical assumption test, with the results of the data being normally distributed, and there is no autocorrelation because the Durbin-Watson value is close to 2 (DW= 1.692). The results showed that adolescent-peer interaction (B = 0.441, p = 0.000) and the use of social media (B = 0.449, p = 0.000) significantly influenced social skills. This means that a one-point increase in adolescent peer interaction will increase social skills by 0.441 points, and a one-point increase in social media use will increase social skills by 0.449 points. Adolescent-parent interactions did not have a significant influence on social skills.

Table 6. Influence of adolescent characteristics, adolescent–parent and peer interactions, use of social media, and social skills

Influence between variables	Social Skills		
	Coefficients are not standardized. (B)	Standardized coefficients (β)	Sig
Constant	4.120		0.678
Characteristics of adolescents			
Adolescent age (years)	0.186	0.031	0.849
last education	0.073	0.003	0.849
Gender	0.617	0.000	0.870
Domicile	2.380	0.091	0.238
Adolescent–parent interactions	0.083	0.078	0.332
Adolescent–peer interactions	0.441	0.385	0.000**
Social media use	0.449	0.419	0.000**
Adjusted R ²		0.462	
F		13.140	
Sig		0.000 ^b	

Note: *significant at p<0.1; **significant at p<0.05

Discussion

Adolescent-parent interactions start when they are still small in the family. The interaction occurs in both verbal and nonverbal forms. The results show that the quality of adolescent-parent interactions is moderate. This is shown by adolescents being expected to listen to their parents' advice, being involved in decision-making concerning children, being happy with the presence of parents, and respecting their parents. This finding is the same as the finding by Larasati and Marheni (2019) that the majority of adolescents at Dwijendra Denpasar High School have interactions with parents in the moderate category, namely that adolescents can openly talk about themselves and the problems they face with their parents. Adolescents can also feel empathy when their parents listen to them when communicating.

Furthermore, from research by Choirunnisa and Ediati (2018), it is known that more than half of adolescent-parent communication in Semarang (as a form of interaction) falls in the high category. Communication between adolescents and their parents is essential for minimizing bullying behavior (Aminah et al., 2023); in communication, parents provide verbal comfort to children (Defina, 2024). The dimensions of parent-adolescent conversations were significantly positively related to social and personal identity (Ramadhana et al., 2019). Therefore, in general, there are moderate and high levels of adolescent-parent interaction, and this good communication has a positive impact.

Peer interaction is the relationship between individuals and peers in order to socialize with the same group, and the research results show that the quality of adolescent interactions is categorized as moderate (Darmawan et al., 2016). This finding is also consistent with the finding that more than half of adolescent-peer interactions in Bengkulu are moderate. Furthermore, if divided by dimension, the average closeness dimension is higher than other dimensions. Closeness creates feelings of importance for peers, and adolescents need their existence. This finding is in line with the opinion of Bukowski et al. (1994) that closeness is needed to establish relationships between peers so that they can form strong bonds. Thus, in general, adolescent-peer interaction is in the medium category, and the closeness dimension is higher for adolescents than for other dimensions.

The use of social media among adolescents, while often viewed as objective, also holds significant potential in the perception dimension. The purpose of using social media, as evidenced by its higher average, extends beyond mere perception. (Wibisono & Sri Mulyani, 2018). The most common purpose of accessing social media is to minimize stress, increase friendships, and avoid boredom through positive content consumption, fostering an attitude of empathy. This aligns with the finding of Felita et al. (2016) that one of the goals of adolescents using social media is to expand their connections (friendships). This purposeful use of social media can guide adolescents in navigating their landscape, enabling them to access content that can improve their social lives and avoid negative content. The impact of the use of social media can, therefore, be seen as a reflection of its positive objectives (Sriati & Hendrawati, 2020).

The results showed that adolescents' social skills were moderate. This finding is similar to the finding that adolescents possess moderate social skills. In other words, they can build good relationships with their peers. Social skills are abilities related to the social environment, including cognitive and emotional aspects such as empathy and caring (Goleman & Imam, 2007). Furthermore, based on the results of research on the two

dimensions of social skills, the dimension of social facilities has a higher average than social awareness, such as adolescents do not look at social background in socializing, are able to be a comfortable place to confide in for others, are not quickly bored hanging out with other people, and are able to bring friends to goodness. Marheni et al. (2019) revealed that adolescents' ability to bring goodness to others proves that they have acquired social awareness. Adolescents who implement social skills can maintain peace by responding to every problem and not harming others (Merrell & Gimpel, 2014). This is the same opinion Noviza (2015) states: helping behaviors encourage adolescents to pay attention to others always.

Based on the correlation test results, there is a relationship between adolescents' interactions with their parents and peers and the use of social media. Meanwhile, in Hasibuan (2019), the research results show a significant positive relationship between the intensity of social media use and social interaction. This relationship occurs because adolescents experience a virtual life, which cannot be separated from the control of interactions with parents and peers. As long as adolescents access social media containing harmful content, parents and peers must monitor them so that they can avoid deviant behavior due to playing on social media. This is the same opinion of Sherman et al. (2016) that social media provides opportunities for adolescents to implement the ability to interact with family and closest friends, and this becomes an effective transformation. Darmawan et al. (2016) also revealed that when the interaction process is not supported by a conducive environment and adolescents' personalities are less mature, this can affect their deviant behavior and actions that violate community norms.

Furthermore, the correlation test results showed a significant positive relationship between social skills and the quality of social media use. This relationship occurs because adolescents perceive that social media can be a forum for increasing friendships, feeling close to friends or family members who are separated by distance and can create empathy through content with nuances of social action. Adolescents' aim to use social media is to minimize stress and avoid access to harmful content. This finding is the same as that of Sherman et al. (2016), the fact that social media allows adolescents to implement social interactions in an ecological context; thus, adolescents need effective transformation. However, these findings differ from those of Bozzola et al. (2022); there is a correlation between problematic social media use and depression, obesity, unhealthy eating behavior, psychological problems, sleep disorders, addiction, anxiety, sex-related problems, behavioral problems, body image, physical activity, online care, compromised vision, headaches, and dental caries.

The results of the regression test showed that the quality of adolescent interactions had a significantly positive effect on social skills. Meanwhile, Chukwuere's (2021) findings show that social media increases students' social interactions, such as communication and sharing information with peers. Peers are an environment close to adolescents, especially since adolescents interact more with peers than with parents. When adolescents understand each other's feelings, face conflicts together, give each other a sense of security, and are not reluctant to assist, their social skills are formed. This is the same as Dao's (2020) opinion that the impact of peer interaction can create emotional intelligence, enable us to solve problems together and think clearly before deciding on a course of action. Feelings of empathy and sympathy are needed by every adolescent, which affects their ability to empathize with others. A person tends to act positively if he has previously been treated well by another individual and a feeling of friendship appears. Friendship can make someone give each other help and even be

accompanied by a high level of initiative (Ainiyah, 2018). In today's modern era, social media and social life are virtually inseparable; both influence each other (Sampathirao, 2016). Content containing valuable lessons, such as empathy, self-presentation, caring, and influence, is thought to impact this behavior.

This finding aligns with the findings of Kurniali (2011), who stated that social media can contribute to spreading information that contains knowledge and forms social networks. Furthermore, adolescent–parent interactions did not significantly affect adolescents' social skills. When adolescents have problems, they are more comfortable telling their peers than their parents first. Although adolescents have been with their parents since childhood, they interact more with their friends when they are adolescents. The intensity of interaction with peers was more frequent because of individual compatibility in the friendship group (Andangjati et al., 2021). Adolescents' poor social skills are caused by denying their parents' orders and rarely communicating with their parents. This is also the same as who says that adolescents' interactions with their parents convey messages or advice solely to monitor, know, emphasize tasks, and avoid involvement in deviant behavior. However, it rarely occurs in adolescents. Although this research did not find a significant influence of adolescent–parent interactions on social skills, Sarwono (2012) shows that parents effectively influence adolescent children and that children will implement the values parents hold in living their lives. This finding is in line with the finding by Rachman et al. (2020) that the interaction process that makes adolescents suitable depends on the foundation of their parents.

This study had some limitations. This limitation comes from the respondents, namely, adolescents, who are limited to late teens. In addition, adolescent–parent interactions were only studied from the adolescent's perspective, not from the parent's perspective.

Conclusion and Recommendation

Conclusion

In general, adolescent–parent and adolescent–peer interactions are the same in the medium category. Similarly, social media and social skills used were in the moderate category. Based on these dimensions, the closeness dimension is higher than the other dimensions. Adolescents' social skills were included in the moderate category, and of the two dimensions of social skills, the social facility dimension had a higher average than social awareness. The use of social media among adolescents was more in the objective dimension than in the perception dimension. The most common purpose of accessing social media is to minimize stress. The correlation test results showed a relationship between adolescents' interactions with parents and peers and the use of social media. The correlation test results also showed a significant positive relationship between social skills and the quality of social media use. The results of the regression test showed that the quality of adolescent interactions had a significantly positive effect on social skills. Adolescent–parent interactions did not have a significant effect on social skills.

Recommendation

Adolescents are advised to increase their empathy towards their surroundings and learn effective communication techniques by respecting the person they are talking to. In addition, they provide free time to hang out with friends because this can harmonize interactions, and they must be used to search for information related to nonprofit

organizations or communities operating in the social sector. Adolescents must avoid feeling disturbed when they are with friends (not happy being close) and helping each other's friends who are bullied or threatened by other people. In addition, regarding the use of social media, adolescents are advised to avoid becoming bored quickly when visiting positive content.

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