

The Influence of Demography on the Relationship of Emotional Content and the Use of Social Media among Netizens in Indonesia

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Keywords: Social Media, Emotional Content, Demography, Netizens in Indonesia

Abstract: This research will examine the influence of demography (gender, age, and educational background) of Indonesian on the relationship of sad content and the use of social media. Methodology – This research using the quantitative methodology, surveys, and regression test. The respondents mixed from Gender: male/female, Age: young (<38 y.o)/mature (>38y.o), and Educational background: high school, bachelor degree (S1), master degree (S2), and doctoral degree/Ph.D (S3). Findings – It founds that the influence of Demography variables on Emotional Content and the Use of Social Media is 0.035 significant (>0.05). Research Limitation–The respondents are FIKOM (Communication Science Faculty) family at Esa Unggul University. Value – This research will make a benefit to institution/ corporation in packaging messages at social media so that it can be effectively engaged with netizens in Indonesia.

1 INTRODUCTION

The development of new media (internet) causes the netizens to have the function of active participation (operant resource) in the process of value creation, and become the co-producer of the content to be received. Online content cannot create value but only gives a value proposition, while the value is created together with beneficiaries of value. Participation by netizens provides benefits for online content. Digital media provides an opportunity to interact with others in formations such as from one-to-one, one-to-many, many-to-one, and many tomany. New media comes in the form of digital circuits that are smaller, cheaper, moreas part of a large network of computers in the world.

The presence of social media gave birth to a new culture of humans in socializing. The new digital media has expanded and transformed the entire social and technological spectrum of society, particularly about media behavior. The advancement of electronic device technology on the one hand and the development of the connectedness of the Internet connection infrastructure on the other hand further accelerate social change. Online media ('within the network' or online) has opened up barriers between groups or between classes in society. The structure of public relations and institutions by itself also changes drastically. Similarly, the traditional view that

telecommunications and internet access concentrate only on certain socio-economic class groups has now collapsed.

In the research journal "The Influence of Vlog Content in Youtube on the Formation of Student Attitudes of Communication Science of FISIP University of Sam Ratulangi" using the theory of syringes explains that the use of abusive or cruel words in video trends and lifestyle of free western culture has a tendency to influence the formation of student attitudes (David et al., 2017). A journal titled "What Makes Online Content Viral?" Which uses a special set of data taken from a New York Times article published throughout more than three months, shows emotions form virality. The results show that positive content is more viral than negative content. However, the relationship between emotion and social transmission is more complex than the interaction itself. Widespread positive content (e.g., awe) or negative (e.g., anger and agitation) is more viral. The content of sadness has a lower viral degree (Berger and Milkman, 2012). In the division of the position of a passive netizen, Biocca insists that the media is in full force and gives the effect that is acceptable as it is by the netizens. Some of the emerging theories related to the position of the passive netizen include cultivation theory which goes from research to the effects of television on spectators, setting theory agenda (McCombs and

Shaw, 1972) the media industry determines what is considered important to the netizen, or spiral of silence theory (Noelle-Neumann, 1984) which states that the media has a role to uphold and disseminate public opinion. While netizens are active, netizens can conduct the selection of media content, adjust their interests to the media, media selection, engagement in developing issues, and defense of media influences seen from five characteristics (Biocca in Littlejohn, 2003). Theories in the concept of active netizens include diffusion of innovations theory (Rogers, 1962) which explains though media information as innovation introduced and adopted but it is the citizens of the net who will sort the information as well as in Uses and Gratifications Theory (Schramm, 1954; Katz et al., 1973) which explains how citizens of the net actively choose also increase knowledge, social interaction and so on..

2 LITERATURE REVIEW

2.1 Roots of Audiences Theory

The following description is important to understand the roots of historically evolving theories associated with the citizens of the net to then examine their differences to the 'new audiences' form as participants. First, the historical research tradition of 'effects' has historically received intensive attention from scientists over a long period. "Moral panic," a direct or indirect effect of fear on audiences of children, women, and less educated people at the onset of film, comic, TV and video appearances such as Cohen and Vijverberg (1980), Roe (1985), DeFleur (1966). The "effects" research was conducted in a sociopsychological fashion in The psychology of radio (Cantril and Allport, 1935), focused on the net radio listeners Lazarsfeld and Stanton (1948) in Radio Research 1948-1949. Similarly, Waples et al. (1940) research on What reading does to people about the social effects of reading. Furthermore, research evolves in violent motives such as Television and Human Behavior (Comstock et al., 1978), and the positive (negative and positive) effect of television on family life and children's values with a sociological perspective of communication, such as Rosengren et al. (1989) in Media Matter: TV Use in Childhood and Adolescence; and Schramm (1961) in Television in the Lives of Our Children. Advanced effects theory is still often used as a research base such as Gerbner's 'Cultivation Theory', or 'Spiral of Silence' from Noelle-Neumann (1984) finds a very different effect on audiences on various social and/or individual.

Second, the first-use research and gratuity (U & G) tradition was conducted by Herzog (1942) to find out what the daytime radio serial gratification, quiz program, etc. (inspired by Lazarsfeld radio), Blumler and Katz (1973) in The Uses of Mass Communications: current perspectives on gratifications research with gratification approaches for this analysis, audiences, social and media criticism, and popular culture literature. Likewise, Palmgreen and Rayburn (1985) in An Expectancy-Value Approach to Media Gratifications put forward an expansionary value approach to explain the satisfaction of the media audiences. Advanced research emerged with U & G topics such as Klapper (1960), Rosengren and Windahl (1971), Trenaman (1967), and Windahl (1981).

However, this topic does not entirely address 'behavior', since the main emphasis lies in the social-media origins and gratifications on the wider social function of the media such as facilitating social contact and interaction or reducing tension and anxiety (McQuail, 1997) Third, the tradition of literary criticism as a topic of audience research increased especially cur na the development of literary forms in communication (Havelock, 1963; Ong, 1982). Jensen and Rosengreen (1990) note the tradition of this research is increasingly following the development of modern social order and literary redefinition as a form of communication to the personal and leisure readers (Watt, 1957). Also, the complex process of redefining is also the topic of literary criticism (Williams, 1977; Eagleton, 2011).

2.2 Birth Cohort

The concept of cohort developed and applied by various scientists in several disciplines such as sociology and especially on demography studies (demography) in the discipline of economics. Researchers over the next few decades, Burt in the Age as a structural concept (1991) defines the age in terms of structural as an empirical with attention to special events, also known as the study of events. According to Burt, the study of these events is inseparable from the structural social institutions, such as business entities, marriages, schools or colleges of education, the release of alumni, and so on. Yet it is always related to birth and a distinction of people along the survival of that group of people. The age group is calculated in units of time of year, but the bias is also in a matter of weeks, months, or even decades. Some elements are age-related structurally, and the measurement of inter-age

network relationships. Indeed, cohorts are sometimes referred to as communities, but their meaning is different. The study chose cohorts because the cohorts differed in their understanding with the community.

The political experience of a generation is seen as part of the cohort's concerned identity such as cross-generational political interests and participation at the time of the research. Earlier, Berger (1960) examined by asking the question, How Long is a Generation? Which suggests that different subcohorts have different developmental patterns. For example about the period of education, the age of marriage, career differences, literature, music, mathematics and so forth. Furthermore, the difference produces different productivity modes according to their historical situation and experience. Subsequent cohort studies became a trend in the 1960s for social researchers (Riley, 1983). The cohort's understanding is directed to the development of a birth army of humans and social groups sharing the same memorable experiences over a given period of events in their environment. Thus, the cohort is a more focused concept of generation segmentation. The main reason that each generation feels has a bond because they share in symbols and icons that stand out during a certain period. The development and experience of people related to the social, historical, cultural, and political events that accompany it.

According to Berger (1960), even though age is demographically in the same category but may have a longer educational experience so married age is different. Differences also occur in job opportunities, career development, literature, music, sports, or maths depending on the situation of each cohort. The lifestyle of each group is influenced by a uniqueness or uniqueness and changes in future cohort structures and future processes. Therefore, as explained by Riley (1983), it can be understood that individual differences in each cohort arise from environmental conditions, life experiences, culture, and personality. The cohort conception can also explain the existence of variations in human interaction and behavior. Because differences occur in response to events by each cohort in different ways. Previous research explains that the exploration of difference occurs in the 'reciprocal relationship between environment and ideas; between social change and emotional, social, and behavioral development'. The cohort approach takes into account the context of the importance of history in shaping the environment of the people of the time. The previous study explains from the demographic, biological sessions that the existence of people in that period group is compelled by

environmental conditions that require it to build further, from birth to old, from the path of uniform individual development to collective life in contemporary society.

2.3 Gender Perspective

Gender is a social and cultural attribute, both male and female. Gender is not nature, but it is a certain social, cultural, religious, and ideological construction that recognizes the boundaries of space and time so that gender is highly dependent on the values of society and changes according to circumstances. Gender is shaped by the social aspect and cannot be released by the rapidly growing media culture. Media culture is a state of audio-visual display or spectacle that has helped to stretch everyday life, dominating political opinion and social behavior, even providing material supplies for social behavior, even providing material supplies to shape one's identity.

Printed media, radio, television, film, internet, and other forms of media technology have provided definitions for being male or female, and distinguishing one's status by class, race, or sex. Gender is not only understood and used as a social category as described above and an analytical tool to see women in relation to men in society. In an abstract level, gender is understood by the meaning of "ideology" to explain the social realities that place women and men in different roles and positions.

The age variable determines one's consumption type including media choice, news type, entertainment, information, and so on. The age is just a matter of numbers because many women over 50 years feel more confident, wiser, and freer than ever (Roberts, 1998). Thus, there are two understandings of age, chronological age (how many ages are in numbers), and cognitive age (what age as being of self-concept, reflected in what is seen, felt, and behavior. This idea becomes a motivation in understanding a growing lifestyle in a variety of cohorts, especially the view of information in social media. Although media users are in various age groups, but there can be crosses regarding tastes, interests, and opinions demonstrated by his own cohort. Further research conducted by Facebook found that net women are more likely to share personal issues, such as family issues, relationships, birthdays, family events, etc. While men are more likely to discuss abstract topics, such as politics and sports, women are more likely to connect with citizens net. While men tend to seek information. In terms of taste, women and men have a very diverse

choice. Generally, women use visual-oriented media. While men generally use text-oriented media.

2.4 Emotional Content

2.4.1 Happiness

According to Seligman and Diener (2002), happiness is a state in which a person remembers more events that is funnier than it is and they forget more bad events. Happiness is a term that describes positive feelings. Seligman gives an image of individuals who get authentic happiness (i.e. individuals) who have been able to identify and cultivate or train their basic strength (consisting of strength and virtue) and use them in everyday life, whether in work, love, games, and parenting. Seligman and Diener (2002) also state in his book *Authentic Happiness* that happiness is a result of self-assessment and life, which contains positive emotions, such as overwhelming comfort and excitement, as well as positive activities that do not meet any emotional component, such as absorption and involvement.

Ryan and Deci (2001) describe the theory of happiness in two views namely hedonic and eudaimonic views. In the hedonic view that happiness is only acquired when the available choices and pleasures of the mind and body, this view holds that happiness is subjective. This is also in line with what Seligman reveals that hedonic happiness derives from the pleasures that come from outside the individual self. For example, we can feel happiness in terms of material pleasure and strive to gain more self-pleasures in order to achieve happiness. While eudaimonic views have different meanings regarding the existence of happiness, eudaimonic view expresses happiness more objectively, and subjective pleasures cannot be equalized with happiness. This Seligman calls eudaimonic happiness as gratification.

2.4.2 Sadness

Psychoanalytic theory has been popular by Sigmund Freud, a psychologist in Czechoslovakia who has created a book called *"Mourning and Melancholia"* (1917) whose primary focus is to distinguish between sadness and depression. In his book, he says that attachment is the power of libido that is usually associated with individual psychology. For example, when someone dies, we still attach and remember that the deceased is still alive. Thus, mourning comes to a decisive end when the subject overcomes its emotional attachment to the lost and reinvents the free libido to a new object. So, in other words, theory tells

how a person's acceptance of the loss of a loved one forgets all the memories they belong to, stopping his imaginary presence after the formation of a new relationship. In real situations, it will certainly leave a big impact when we think that the lost people will never live again and instantly feel very grieved. Not only that, but we also see how the person himself can overcome the situation by transferring libido to other objects or other relationships after the loss. The main focus of this theory is to see attachment to the lost object, any objections that can destroy the separation of the lost object and the confusion of conflict over the lost object.

Acceptance Physiological reactions decline and social interaction continue. Kubler-Ross (1969) defines the attitude of acceptance when one can face reality rather than simply giving in to resignation or despair. So, it can be concluded that sadness or sorrow is anything that can cause anxiety, loss, and worry, cause a sense of pessimism, fishing tears because of helplessness, and illustrates the oppression, pain, and fatigue.

2.4.3 Uniqueness

Uniqueness involves the uniqueness of a person about others. Such uniqueness can reflect the actual behavior or perception of a person about the difference. People can vary in the degree to which they want such distinctiveness, with some desperate for privileges (high needs for uniqueness) and others who do not want to stand out from others (low needs for uniqueness). The uniqueness may be a modern phenomenon because people centuries ago were concerned with fundamental survival problems and did not have time to notice their uniqueness. By the 19th, 20th, and 21st centuries, people are more confident of meeting the basic needs of their survival, and therefore, they turn to issues that involve the maintenance of their self-concept. Thus, in an increasingly technological and populous society, people become more focused on matters relating to their uniqueness.

Contrary to the findings of the 1970s, the findings of this new study show that people do not like the similarities that are so high and do want to feel the privilege in relationships with others. The term individuation, the need for uniqueness, and the theory of uniqueness applied to this latter study. Later, it is called the optimal theory of uniqueness. Allport traces the definition of personality through the word etymology of charm back to Greek, ancient Latin, and etc. Personality is most likely derived from the word charm.

2.4.4 Contradiction

The theory first initiated by Festinger et al. (1950) experienced its popularity in the late 1950s to the mid-1970s. The theory of cognitive dissonance by Stephen Littlejohn is also called one of the most important theories in the history of social psychology because hundreds of studies have been conducted to test the process of dissonance. Most studies explore how cognitive dissonance experiences lead to changes in attitudes and behaviors. Over the last few years, the theory of cognitive dissonance has evolved. In the science of communication, the theory of cognitive dissonance is a theory that embraces the theory of selective exposure of communication in the late 1980s. As an illustration, the theorists of reinforcement theory explain that conformity is an attempt not to feel anxious when fighting a majority group. The rewards obtained are a sense of comfort to agree with others.

Today, reinforcement theorists explain that a credible source will be more persuasive because a credible source will be more respectful of others. With the development of cognitive dissonance theory formulated by Leon Festinger with his various studies, the new era becomes open to social psychologists oriented on the cognitive or cognitive flow. Some researchers are then separated from the appreciation reinforcement explanation and move on to cognitive oriented explanations due to the presence of cognitive dissonance theory. This theory has inspired researchers to apply cognitive dissonance theory into themes such as attitudes toward smoking and others. The theory of cognitive dissonance also inspires researchers from various disciplines one of which is the science of communication. The impact of cognitive dissonance theory continued from the late 1950s to the 1970s.

2.5 Facebook Usage in AIDA Theory

The AIDA (Attention, Interest, Desire, Action) model can be applied as an indicator-related to the dissemination of information in social media, in attracting Attention, drawing interest in knowing more content (Interest), the desire to spread to others (Desire), and the action of spreading and inviting others to see it as well (Action). According to Kotler and Keller (2009) explains the AIDA Theory (Awareness, Interest, Desire, and Action) is a message that should get attention, be interested, be interest, and take action. This theory conveys the quality of a good message.

Awareness means a message should be able to generate attention both in the form and the media delivered. Attention is aimed at general or specific to the netizens who will be targeted. It can be expressed through prominent and clear text and images, interesting or memorable words, and has its characteristics. An eye-catching message is the first step where the message will be known, known, and remembered by the netizens. The process can be said as a process awareness of the message delivered to the citizens of the net. Interested means that the message conveyed curiosity want to observe and want to hear and see more carefully. This happens because of the interest that attracts the netizens of the message shown. The thought arises from this desire, related to the motives and motivation of citizens of the net in spreading online content. The motive of dissemination is divided into two, namely the rational and emotional motives. This is where the rational motives consider the netizens of the benefits and losses gained, while the emotional motive occurs due to the emotion of content distribution. The action takes place with a strong consumer desire resulting in decision making in spreading the content back (Kotler and Keller 2009).

3 RESEARCH METHOD

Some of the questions to be answered and explored in this study focused on the moderating influence of demographic variables (age, gender, and education) on the emotional content (happiness, sadness, uniqueness, and contradictions) and Facebook usage as follows:

- a. How does the emotional content measurement indicator on Facebook based on the theory that is divided into 1) happiness 2) sadness, 3) uniqueness; and 4) contradiction?
- b. How is the division of birth segment in Indonesia based on Lancaster and Stillman (2010) Generation Differences theory?
- c. How is the participation of netizen who are divided into adult and young men, as well as adult and young women with high school, S1, S2 and S3 background, on video content on Facebook containing elements: 1) happiness 2) sadness; 3) uniqueness; and 4) contradiction (contradiction)?
- d. How is the netizen's participation in video content on Facebook based on Awareness, Interest, Desire, and Action levels?

According to Figure 1, in this study entitled "The influence of Demography on the Relationship of

Emotional Content and the Use of Social Media between Netizens in Indonesia", researchers sought to elucidate the effects of moderation caused by demographic variables (age, gender, and educational background) in influencing the netizens using Facebook, especially on content that contains elements of happiness, sadness, uniqueness, and contradiction.

Survey research is needed to provide an empirical picture of the concept of online video content on the formation of popular content. Netizens, as audiences moderating the concept, are grouped into an adult and younger generations by considering birth cohort theory, namely Baby boom generation, X generation, Y generation, and Z generation. Also, netizens are also grouped by gender/sex, i.e., men and women and high school, bachelor, graduate, post-graduate educational background. So, we can examine the different characteristics of each category, adult men, young men, adult women, and young women with high school, undergraduate, and postgraduate levels, in dealing with the content.

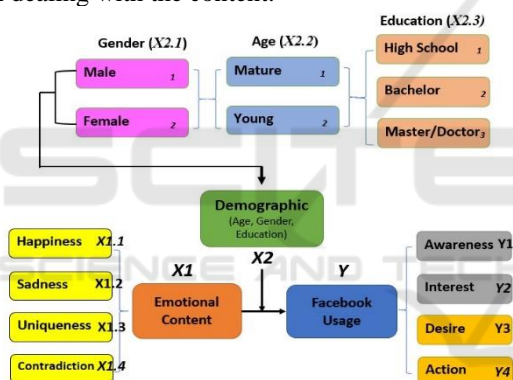


Figure 1: Research Framework

The results of the survey can explain how the moderating effects of demographic variables (age, gender, and educational background) on emotional content affecting netizens using Facebook. To obtain primary data, the researcher specifies the respondents who include the big family of Faculty of Communication Science of Esa Unggul University of the academic year 2018-2020 for distributed questionnaires. Data or information required, collected and obtained by providing a closed questionnaire. Questionnaires Techniques of data collection conducted by providing a set of questions or written statement to the respondent. Measurement of questionnaires using Likert Scale 9 scales.

Also, from these results can be concluded that the category of netizens such as what has a major influence in generating emotional content is most

liked, commented on and distributed, so that became popular of moderation variables, there are 5 hypotheses as follow:

- H1:** There is significant influence between Emotional Content-Happiness and Facebook Usage (X1.1-Y);
- H2:** There is significant influence between Emotional Content-Sadness and Facebook Usage (X1.2-Y);
- H3:** There is significant influence between Emotional Content-Uniqueness and Facebook Usage (X1.3-Y);
- H4:** There is significant influence between Emotional Content-Contradiction and Facebook Usage (X1.4-Y);
- H5:** Demographic variables (age, gender, and educational background) moderate the effect

The questionnaire in this study involves the three variables of Emotional Content, Demographic Variables, and Facebook Usage.

Emotional Content is a variable that has 4 categories, namely Happiness, Sadness, Uniqueness, and Contradiction. Each category has its variable dimensions according to the corresponding theories referred to. This independent variable uses the ordinal scale of measurement, in which each variable has a top ranking nominal contained.

Demographic Variables are variables that have 3 categories, namely Gender, Age, and Education Level. This moderation variable uses the nominal measurement scale, where each set member has no value difference. Gender is divided into 2 (two) categories, 1 = Male and 2 = Female. Age is divided into 2 (two) categories, namely 1 = Adult (Gen X / birth 1960-1980 and Gen Y / birth 1981-1995) and 2 = Young (Gen Z / birth 1995-2010). Education level is divided into 3 (three) categories, namely 1 = SMA / K, 2 = Bachelor / S1, and 3 = Master and Doctoral / S2 and S3.

Facebook Usage is a variable that has 4 stages, namely Awareness, Interest, Desire, and Action. Each category has its variable dimensions according to the corresponding theories referred to.

This research population comes from the big family of Faculty of Communication Sciences Esa Unggul University Jakarta period 2018 (lecturers and staff, enrolled students active) a number of 411 respondents, which applies sample selection to the Krejcie & Morgan method. The Krejcie & Morgan method uses the Chi-Quadrat approach, $p = 0.5$, with an error limit assuming 5% (0.05). So, on Population (N) = 414 (rounded: 420) apply Sample (n) = 201.

4 RESULTS AND DISCUSSION

The result was analyzed using Pearson's correlation, the correlation number obtained from the test results are then compared with the correlation table *r*. If the correlation value, the coefficient of the validity of the calculation results is greater than *r* table, then the instrument is considered valid. For *n* = 46 (test respondent), Degree of Freedom (DF) = *n*-2 = 44, then the value of coefficient *r*table = 0,297. Based on the results of questionnaire test conducted to 46 respondents, obtained as many as 32 valid questions (> 0.279), and the statement can be used in research with 201 respondents about the research of The Moderating Effect of Demographic Variables on the Influence of Emotional Content on Facebook Usage. Based on test results, there are valid tested questions so that it can be used for research instruments. On reliability testing using SPSS, variable constructs said to be good if has a value of Cronbach's Alpha > 0.60. Reliability test results based on Cronbach's Alpha, as follows: 1) Happiness: 0.705, 2) Sadness: 0.625, 3) Uniqueness: 0.640, 4) Contradiction: 0.868, 5) Awareness: 0.810, 6) Interest: 0.776, 7) Desire: 0.777, 8) Action: 0.908.

Regression Result

Results with Experiment Samples Regression test on the independent variable research model of Emotional Content, Demographic Variable, and Facebook Usage generated significance of 0.035 (<0.05) as shown in Figure 2. Thus, Demographic Variables (gender, age, and education) are proven to moderate the relationship between Emotional Content to Facebook Usage (X1-X2-Y).

Also, the investigators also examined the effect of the three moderate indicators. Demographic Variables gender, age, and education-moderating the relationship between Emotional Content-happiness, sadness, uniqueness, and contradictive indicators-found that moderate effects of Demographic Variables-Education have a significance of 0.001 (<0.05) on the relationship between Emotional Content-Sadness against Facebook Usage.

Thus, Education proved to moderate the relationship between Sadness's emotional content on Facebook Usage (X2.3-X1.2-Y). Other Demographic Variables indicator does not moderate significantly on the relationship of another Emotional Content indicator to Facebook Usage.

Moderating Var. (X2)	Independent Var. (X1)	Dependent Var. (Y)	Significant	R2	Adjusted R2
DEMOGRAPHIC (X2)	EMOTIONAL CONTENT (X1)		0,035	0,449	0,410
Gender (X2.1)	Happiness (X1.1)	FACEBOOK USAGE (Y)	0.112	0.387	0.343
	Sadness (X1.2)		0.464	0.340	0.293
	Uniqueness (X1.3)		0.661	0.186	0.128
	Contradiction (X1.4)		0.868	0.017	-0.053
Age (X2.2)	Happiness (X1.1)		0.952	0.348	0.301
	Sadness (X1.2)		0.767	0.406	0.363
	Uniqueness (X1.3)		0.214	0.273	0.221
	Contradiction (X1.4)		0.957	0.047	-0.022
Education (X2.3)	Happiness (X1.1)		0.736	0.350	0.303
	Sadness (X1.2)		0.001	0.489	0.452
	Uniqueness (X1.3)		0.113	0.248	0.194
	Contradiction (X1.4)		0.176	0.063	-0.004

Figure 2: Regression Test Result (All variables X1, X2, and Y)

5 CONCLUSION

Social media such as Facebook, Twitter, Instagram, etc are becoming the public-sphere in communicating and discussing particular phenomenon in society through contents. Any users have a big impact in make some contents be most liked and shared. Some researches found that popular content comes from content's quality. Using AIDA theory in marketing can categorize the qualification, either towards its content or netizens in the usage of Facebook.

Emotional content is becoming one of others type of emotional contents that often most liked and shared on social media. Emotional content divided into happiness, sadness, uniqueness, and contradiction. This research finds that demography variable (gender, age, and educational background) has a significant effect as moderating variables (0,035) towards the relationship between emotional content and Facebook usage. It implies the moderating effect of demography variables (gender, age, and educational background) influence the relationship between emotional content—which containing happiness, sadness, uniqueness, contradiction—to Facebook Usage.

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