

Enhancing Digital Well-Being in The Era of Hyperconnectivity: A Psychological Perspective

Onny Fransinata Anggara^{1*}, Diana Rahmasari¹

¹*Faculty of Psychology, Universitas Negeri Surabaya*

Abstract

This hermeneutic study examines how digital well-being can be strengthened in the era of hyperconnectivity through psychological theories and value transformation. As digital interactions increasingly dominate daily life, individuals face heightened risks of techno-stress, cognitive overload, digital fatigue, and emotional dysregulation. The study used hermeneutic text analysis to interpret psychological literature in cyberpsychology, self-regulation theory, cognitive load theory, and positive psychology. The results indicate that digital well-being can be developed through psychological literacy, emotional regulation training, value-based digital habits, and mindful technology use. These strategies can be implemented systematically within educational settings and community environments to promote healthier digital behavior.

Keywords: digital well-being, hyperconnectivity, psychology

***Corresponding author:** Onny Fransinata Anggara, Faculty of Psychology, Universitas Negeri Surabaya, Surabaya, Indonesia. Email: onnyanggara@unesa.ac.id

Abstrak

Studi hermeneutik ini mengkaji bagaimana kesejahteraan digital dapat diperkuat di era hiperkonektivitas melalui teori-teori psikologis dan transformasi nilai. Seiring dengan semakin dominannya interaksi digital dalam kehidupan sehari-hari, individu menghadapi risiko yang semakin tinggi terkait stres teknologi, kelebihan beban kognitif, kelelahan digital, dan gangguan regulasi emosi. Studi ini menggunakan analisis teks hermeneutik untuk menafsirkan literatur psikologi dalam bidang cyberpsychology, teori regulasi diri, teori beban kognitif, dan psikologi positif. Hasil penelitian menunjukkan bahwa kesejahteraan digital dapat dikembangkan melalui literasi psikologis, pelatihan regulasi emosi, kebiasaan digital berbasis nilai, dan penggunaan teknologi yang sadar. Strategi-strategi ini dapat diterapkan secara sistematis dalam lingkungan pendidikan dan komunitas untuk mempromosikan perilaku digital yang lebih sehat.

Kata Kunci: kesejahteraan digital, hiperkonektivitas, psikologi

INTRODUCTION

Digital technology has become an inseparable part of human functioning, transforming how people learn, communicate, and construct their identity. Indonesia, as one of the most digitally active populations in the world, is experiencing an intensified era of hyperconnectivity, where individuals remain constantly engaged with digital devices and online platforms. Although digitalization enhances access and productivity, psychological research indicates significant impacts on mental well-being.

Studies in cyberpsychology show that constant digital exposure can increase symptoms of anxiety, attention fragmentation, sleep disturbances, and digital dependency (Kuss & Griffiths, 2017). Digital well-being, therefore, emerges as an essential construct that refers to the ability to maintain psychological health, autonomy, and emotional balance amid pervasive technology use.

Key psychological theories support this framework. Self-Determination Theory (Deci & Ryan, 2000) argues that well-being is achieved when autonomy, competence, and relatedness are fulfilled—yet these needs are often disrupted by addictive digital design and algorithmic manipulation. Cognitive Load Theory (Sweller, 1998) explains how excess information, multitasking, and notification overload strain working memory, reducing focus and increasing stress. Meanwhile, the Digital Stress Model (Reinecke & Bente, 2018) highlights the negative emotional impact of online pressures, such as fear of missing out (FOMO), cyberbullying, and social comparison.

This article explores digital well-being through a hermeneutic interpretation of psychological theories and literature to identify strategies for developing healthier digital habits.

METHOD

This study employed a qualitative hermeneutic text research design, focusing on interpreting psychological meaning in literature related to digital well-being. The data

consisted of scientific texts on cyberpsychology, digital stress, self-regulation, cognitive load, positive psychology, and behavioral addiction.

Hermeneutic content analysis was used to interpret concepts and reveal underlying themes, including value transformation and psychological mechanisms. Data validation was conducted through theoretical triangulation by comparing insights across different psychological frameworks and empirical studies.

RESULT AND DISCUSSION

Psychological Foundations of Digital Well-Being

Digital well-being is grounded in several major psychological theories. The Self-Regulation Theory (Baumeister & Vohs, 2007) emphasizes that digital environments challenge humans' capacity to control impulses, manage time, and regulate emotions—especially due to algorithmic features designed to prolong engagement. Digital well-being is therefore linked to the ability to sustain self-control despite constant digital stimuli.

The Cognitive Load Theory suggests that hyperconnectivity increases intrinsic and extraneous cognitive loads, overwhelming working memory and reducing cognitive efficiency. Notification overload, rapid task-switching, and fragmented attention lead to mental fatigue and decreased learning performance. These cognitive mechanisms explain why unhealthy digital patterns easily escalate into stress and burnout.

The Digital Stress Model further identifies specific stressors such as online social evaluation, the need for rapid responsiveness, informational excess, and interpersonal conflicts in digital communication. These stressors trigger emotional dysregulation, manifesting as anxiety, irritability, or avoidance.

On the other hand, Positive Technology Theory (Riva et al., 2016) asserts that technology can enhance well-being when used intentionally. Digital tools can support emotional regulation, mindfulness, resilience building, and prosocial engagement. Thus, digital well-being is not about rejecting technology but about cultivating intentional and value-based usage.

Digital Well-Being as Value Transformation

Digital well-being is best understood as a transformation of cognitive, emotional, and behavioral values related to technology. Cognitively, individuals must develop awareness of persuasive design, algorithmic influence, and online behavioral traps. This awareness aligns with digital metacognition—thinking about how one uses and is affected by digital platforms.

Emotionally, healthier digital behavior depends on learning to manage online-triggered emotions. Social comparison, exposure to idealized digital lives, or negative online interactions can lead to emotional volatility. Emotional literacy and mindfulness-based strategies enhance individuals' ability to regulate these responses.

Behaviorally, digital well-being involves developing patterns such as setting boundaries, regulating screen time, implementing digital detox routines, and prioritizing offline experiences. These habits reflect value alignment: individuals choose digital behaviors consistent with well-being, autonomy, and long-term goals rather than instant gratification.

Developing Digital Well-Being in Educational Settings

Schools hold a central role in shaping healthy digital habits among students. Through structured digital well-being education, students can explore how their minds respond to digital environments, reflect on online experiences, and practice mindful technology use.

Digital well-being can be developed through three interrelated processes. First, experiential engagement in digital environments allows students to directly examine multitasking, notification management, emotional reactions, and media consumption patterns. Second, learning about digital systems helps students understand how algorithms influence attention, emotion, and decision-making. Third, learning for healthy digital engagement empowers students to adopt strategies such as self-regulation techniques, digital boundary-setting, and reflective online communication.

These processes create a holistic understanding of digital challenges while equipping students with psychological tools to navigate technology with autonomy and resilience.

Digital Well-Being in Community Contexts

Communities, families, and social groups also play an important role. Persuasive communication strategies—using credible experts or psychological educators—can increase awareness of healthy digital norms. Behavioral approaches, such as antecedent strategies (reminders, prompts, visual cues) and consequence-based strategies (reinforcement for healthy digital habits), support the development of sustainable behavioral change.

Community-based programs focused on mindfulness, emotional regulation, or digital literacy strengthen collective digital habits. Social modeling within communities—where leaders or family members practice healthy digital behavior—reinforces shared values and improves the digital climate within households.

CONCLUSION

Digital well-being is essential in the era of hyperconnectivity, where excessive digital engagement affects cognitive, emotional, and behavioral functioning. Psychological theories such as Self-Regulation Theory, Cognitive Load Theory, and the Digital Stress Model provide critical insight into the mechanisms underlying digital challenges.

Digital well-being education requires the transformation of knowledge, emotional literacy, and behavioral habits. Both schools and communities can play strategic roles in developing mindful, intentional, and value-aligned digital behavior. Strengthening digital well-being ultimately fosters autonomy, mental resilience, and healthier technology use for modern society.

REFERENCES

Bayer, J. B., Ellison, N. B., Schoenebeck, S., & Falk, E. B. (2020). Digital footprints and well-being: The psychological consequences of everyday digital behavior. *Journal of Communication*, 70(5), 623–646.

Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego depletion, and motivation. *Social and Personality Psychology Compass*, 1(1), 115–128.

Cain, N., & Gradisar, M. (2010). Electronic media use and sleep in school-aged children and adolescents: A review. *Sleep Medicine*, 11(8), 735–742.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

Diefenbach, S. (2018). The psychology of digital detox: Why we disconnect and reconnect. *Human–Computer Interaction Journal*, 33(3), 195–207.

Elhai, J. D., Levine, J. C., Dvorak, R. D., & Hall, B. J. (2017). Non-social smartphone use and smartphone addiction: The mediating roles of stress, anxiety, and depression. *Journal of Affective Disorders*, 208, 187–194.

Kuss, D. J., & Griffiths, M. D. (2017). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health*, 14(3), 311.

Montag, C., & Walla, P. (2016). Carpe diem instead of losing your social mind: Beyond digital addiction and why we all suffer from digital overuse. *Cogent Psychology*, 3(1), 1156282.

Meshi, D., Tamir, D. I., & Heekeran, H. R. (2015). The emerging neuroscience of social media. *Trends in Cognitive Sciences*, 19(12), 771–782.

Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583–15587.

Panova, T., & Carbonell, X. (2018). Is smartphone addiction really an addiction? *Journal of Behavioral Addictions*, 7(2), 252–259.

Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848.

Reinecke, L., & Bente, G. (2018). Digital stress: A theoretical framework and empirical review. *Media Psychology*, 21(1), 1–26.

Riva, G., Wiederhold, B. K., & Mantovani, F. (2016). Positive technology: Using interactive technologies to promote positive functioning. *Cyberpsychology, Behavior, and Social Networking*, 19(2), 69–77.

Satici, S. A., Uysal, R., & Deniz, M. E. (2016). Fear of missing out and emotional well-being: A mediated model. *Psychological Reports*, 119(3), 1–12.

Sweller, J. (1998). Cognitive load theory. *Learning and Instruction*, 8(4), 251–285.

Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents: *Journal of Abnormal Psychology*, 127(4), 417–427.

Van Fossen, R. L. (2021). Hyperconnectivity and its psychological consequences: A review. *Journal of Technology and Behavioral Science*, 6(2), 89–102.

Vorderer, P., Krömer, N., & Schneider, F. M. (2016). Permanently online–permanently connected: Explorations into university students' use of mobile digital devices. *Computers in Human Behavior*, 63, 694–703.

Weinstein, N., & Przybylski, A. K. (2014). The impacts of digital communication on psychological well-being: A self-determination perspective. *Journal of Computer-Mediated Communication*, 19(2), 211–227.