



Received: 16-10-2019 | Revision: 04-11-2019 | Accepted: 31-12-2019



Assessing the Motives and Gratification of Virtual Community

Widayat¹

Management Department, Universitas Muhammadiyah Malang, Indonesia¹

DOI: <https://doi.org/10.22219/jibe.v3i02.10056>

Abstract

The objective of this study was to identify the pillars of the existence of virtual community groups through motive and gratification theory approach. The data were collected using Google form and being sampled with a nonprobability technique. The data were analyzed using factor analysis employing Jeffrey's Amazing Statistics Program (JASP) software. The result showed that the satisfaction obtained encourages the fulfillment of social obligations and respect. The act of giving one another, fostering a sense of philanthropy, spreading useful information to meet the needs of the basic non-physical, then move to meet the higher requirements, social, religious motivation and reaching higher needs, to worship and get the reward from God. The literature also reveals that virtual groups can meet specific work needs on aspects of effectiveness and efficiency.

Keywords: Virtual community; satisfaction; motive and gratification theory

Introduction

Virtual activities, digital networks, mobility, personal relationships in the virtual world color human life (Belk, 2016; Musiał & Kazienko, 2013). In addition, virtual 3D environments and avatars become interactive situations that provide a prominent virtual experience (Jawad, 2016). This condition is increasingly intricate with the increasingly massive use of the Internet (Gutiérrez, Amaxilatis, Mylonas, & Muñoz, 2018; Sheth, 2016). The internet has become an inseparable part of human life, it has even become the heart that pumps the blood of modern human life. Consequently, the number of internet users has increased. In 2017, the number of internet users were 142.25 million, where 54.68% of the population lived in Indonesia, whereas in 2010, they were only 42 million. Another interesting phenomenon is the increasing number of social media in the community. It is indicated that 87.13% of internet is used for social media. Likewise, the growth of social media use is quite high, reaching 23% per year (APJII, 2017).

The Internet has promoted the behavioral changes in human beings individually and also the social network system significantly (Zeitel-Bank & Tat, 2014). Modern society slowly leaves out-of-date interactional activities and then makes use of the online media with a sophisticated platform in the "cyberspace" (Modzelewski, 2013). This condition is developing in line with the acceleration of the ICT advancement, marked by the emergence of various social media platforms, of which their users are also increasing, especially among young generations. A study showed that there were about 90% of the age group of 18-29 who used the social media (Janicke-Bowles, Narayan, & Seng, 2018). Another study showed that 92% young people were connected to the social media network (Vincent, 2016), even the community from the low, medium up to high socio-economic strata, and also the professional community with no permanent jobs join into one or more online social networks in a new community order called the Virtual Community, a place where one may look for and "speak" to others electronically in an almost the same interest (Gupta & Kim, 2013). In the virtual network, namely "the Virtual Community" human beings interact with, connect to and even share resources one another in a space called as "another world" using a technology-based interface medium such as smart phones or others. The sophistication possessed by the communication interface media enables one to be closer to and more familiar with another.

As a social phenomenon, the existence of the groups in the social media and also the growing numbers of the virtual community may be captured from various practical and theoretical perspectives. In this article, the social-phenomenal facts are framed with the communication and the psychology theories. Communication theories may be divided into two (Hakim Khalid Mehraj, Bhat, & Mehraj, 2014), namely those that explain the social phenomenon of communication in the media and the infrastructures or tools used, for examples the Cultivation Theory developed by George Gerbner in 1967, Social Learning Theory,

¹E-mail: widayat@umm.ac.id

Agenda Setting Theory initiated by Maxwell McCombs and Donald L Shaw in 1972, and Play Theory proposed by William Stephenso. The explanations of the theories are based on communication media or tools. The acts of communication occur among parties, the senders, the messages conveyed, the media used and the receivers of the messages. Whereas, the social virtual communication is the behavior of sending or conveying messages to another through certain communication media, in a virtual area where all actors have intentions. Therefore, the conveyance of a message in a virtual communication is not ideal if it is seen from the interface side of the communication facility. Behind the social virtual phenomenon, actors exist, and behind the intention, motivation underlying the behavior is seen. So, this article would try to see the phenomenon with more relevant perspectives.

The Uses and Gratification Theory (U&G) is much used to understand a social phenomenon especially mass communication, the motivation in using conventional, printed or broadcasted communication media, newspapers, radio or television, and it is considered as a less strong social theory (Ruggiero, 2000). At present, audiovisual and hyper-textual mass communication has much been employed and has become a new ecology, and has attracted a lot of academicians to try to use the U&G theory as the basis for their researches. The new communication media which is based on the internet and which forms some communication models in a virtual group has resulted in this theory to be used in any researches. Even, this encourages researchers to investigate the application of this theory in a certain context through single or multiple motivations, channels, needs or even through cross-cultural contexts. This argument serves as the basis for the author in using this theory. The author tried to answer a question, why one is involved in a virtual group that makes use of the online media and what gratification one will get. Literature shows that the U&G theory has been applied in various contexts. For example, it has been used in a survey to the users of the Facebook in Zagreb and the result showed that the Facebook was used to make socialization and communication with colleagues, to discuss school activities, to plan meetings with friends, and also to share information with other companions (Tanta, Mihovilović, & Sablić, 2014).

Another research applying this U&G theory to elucidate 320 samples of students as the users of the social media in Malay, England, South Africa and Iran showed that the students' motivations to join in the social media network were different for each country. The findings deal with the expressions of "a friend suggested it", "everyone I know is using SNSs (Social Network Site)", "keeping in touch with others" as the key to gratification, meanwhile their motivations are related to the statements of "find classmates", "get to know more people", "network in general", "find course information" and "find people with mutual interests." Although the motivations among the countries are different, but the principal reason in using the SNSs as the interpersonal utility is as a means to participate in discussions, to show others encouragement, belong to a group, to enjoy answering questions, to express themselves freely, to give input, to get more points of view, to tell others what to do, to know about what other people say and do, to meet new people and to help others (Karimi, Khodabandelou, Ehsani, & Ahmad, 2014).

Moreover, it is also found that a culture is the determinant. Therefore, the researchers recommend the future researchers to use cultures as one of the variables. From this finding, a question arises whether the matters also function as the stimulus and gratification for the users of the social media in Indonesia with different platform. Relevant with this present article is the study conducted by Xu and Takai investigating why one is willing to be involved in the SNSs such as Facebook, Twitter or Weibo in China, Line or WeChat in China, LinkedIn, and Instagram. Their study was conducted in the society in Japan and China as the representation of the culture of East Asia (Xu & Takai, 2018). The result showed that motivation followed the social network and this is compatible with the U&G theory applied in Western or European countries for "Deepening existing relationship," "Expanding current interpersonal network" and "Information sharing and exchange". It means that the U&G theory serves as the basis for the society in using the social media in various cultural contexts, either in Western or Eastern cultures.

Reasons given by someone in becoming a virtual online community were among others as follows unrequited love, sense of belonging, entertainment, commitment and happiness (Atıcı, 2016). Another research found, the triggers of the user-generated media such as YouTube, MySpace and Wikipedia are the consumption of information and entertainment, the participation in social interactions, the development and the production of self-expressions and self-actualization (Shao, 2009). This present research clarified, although the preliminary basis used is the U&G theory, but if it is viewed from and brought into another field namely psychology is that this finding is relevant with the theory of Abraham Maslow's Hierarchy of Needs. According to this theory, human needs are in a hierarchy, starting from the basic needs, physiological needs to self-actualization. First, one is trying to fulfill his/her basic needs. To the "modern" people who are closely familiar with the IT interface, the hierarchy of needs might be a little bit or even more different from especially the level of their social needs and self-actualization. Consequently, aligning the U&G and Maslow's Hierarchy of Needs theories is a wise and argumentative action.

The introduction showed some interesting matters to be reviewed namely the motivations as the basis for someone to be intensely involved in social communication media. Inconsistency and uniformity among one finding and others promoted by the contexts of locations and cultures even attract more attention to review or test them in other contexts. The researcher intentionally conducted a study in the Indonesian context. Moreover, the two fields of the social sciences, namely communication and psychology are expected to be able to reveal the reasons or arguments presented by someone or a group of people in using the communication media. Therefore, this study is intentionally designed to analyze the social cyber phenomenon in Indonesia as a country where internet and social media users is larger and well known as a religious country, under the framework of the U&G and Maslow's Hierarchy of Needs theories.

Literature Review

The Concept of Virtual Community and Social Network

The term Virtual Communities (VCs), and social networks are still interesting to study today. It is widely mentioned in various academic and business and other social circles. The collected literature shows the varied concepts and definitions of a virtual community but has a commensurate core meaning. Some authors refer to different terms, such as online sociability, online community, a simple concept presented by (Gupta & Kim, 2004) as a place or web where a person or community can search and talk with others in the same interests and interests electronically, as a network that works in a social network of individuals using special media and no geographical restrictions (Somani, 2012).

Broader than the two definitions above, VCs are social aggregations that emerge where a person is in public discussion, they enjoy them in a relationship in cyberspace, and are groups of people who may know and meet each other, maybe face to face or not exchange ideas, words through computer media in a network (Modzelewski, 2013), at least some important terminology that can be related are interrelated, consists of several components, namely people who may already know or have not, have met face to face or have not, joined in a network with electronic media, the internet in cyberspace. People who are members of the network exchange ideas, information, give and receive something important and valuable (Caputa, 2017; Rivera-Vargas & Miño-Puigcercós, 2018; Sotomayor, 2014).

Theory of Uses and Gratification

The U&G theory was originally developed in the research of Paul Lazarsfeld in 1940 concerning to radio listeners. The theory is then applied to the problem of the mass media used to explore why audiences choose certain media (Alsridi, 2018; Gogan, Zhang, & Matemba, 2018; So, 2012). Subsequently, academics and researchers began to research U&G theory and its application in various types of mass media (Kearney, 2018; Kircaburun, Alhabash, Tosuntaş, & Griffiths, 2018). A study designed and carried out by Denis McQuail, Jay Blumler and Joseph Brown in 1972 produced an important theoretical framework for the study of the next U&G theory.

The researcher proposes the assumption that active audiences and the use of media are directed at the goal. Audiences consume certain media with clear intentions and expectations. Even though this is not absolute because it cannot be denied that, media consumption does not always have a clear purpose. But patterns of media use are shaped by increasingly limited expectations. Based on this assumption, they classify four types of needs that can be fulfilled by an audience of media users: surveillance, personal relationships, personal identity, and diversion. The characteristics of users, for example, their work becomes one that can be used as a supporter of a clear argument studying the use of social media, which aims to understand how and why people use social media to satisfy their specific needs. The way people use social media can be summarized into three categories: consuming, participating, and producing. Therefore the analysis for the use of social media and gratification starts from the experience of consuming or using that media (Karimi et al., 2014; Tanta et al., 2014).

Maslow's Hierarchy of Needs

Scholars and practitioners are well acquainted with Maslow's Theory of Needs which was introduced by a clinical psychologist Abraham Maslow in 1943. Maslow's hierarchy of needs described in a pyramid is a theory put forward by Abraham Harold Maslow in his 1943 paper, A Theory of Human Motivation. Maslow, a famous psychologist trying to understand human motivation. According to Maslow, each person has a different set of needs at different points of time in his life. He said that all human needs can be arranged in a hierarchy (Kenrick, Griskevicius, Neuberg, & Schaller, 2010).

Maslow's Hierarchy lists the following five levels of need: 1) Physiological Needs, the most basic need in every person is physiological needs, namely the need to sustain his life physically. The requirements are like the need for food, drink, shelter, sleep, and oxygen (clothing, food, shelter); 2) Safety Needs, after

sufficient physiological needs are satisfied, what Maslow calls "needs for security." These security needs include physical security, stability, dependency, protection, and freedom from threatening forces such as crime, war, terrorism, disease, fear, anxiety, danger, riots, and natural disasters; 3) Social Needs, if the physiological needs and the need for security have been fulfilled, then comes the need for love, affection, and belongingness. These needs include encouragement to be needed by others so that he is considered a member of his social community; 4) self-esteem includes achievements, respect and recognition from others; and 5) self-actualization including which refer to people's aspirations to achieve self-fulfillment and realize their potential, however, this theory is less fit applied when a person grows in an unsuitable environment. (Aruma & Hanachor, 2017; Brown, 2012; Carrasco-Sáez, Butter, & Badilla-Quintana, 2017; Drakopoulos & Grimani, 2013; Kaur, 2013; King-Hill, 2015; Mawere, Mubaya, Reisen, & Stam, 2016; Shahrawat & Shahrawat, 2017).

Research Method

The purpose of this study was to explore, by summarizing from a large number of items of questions or statements that contain matters relating to motivation and gratuity that were driving or that will be found by someone who was a member of a social media group. For this purpose, the researcher applied a quantitative research approach. The population of this research were those who join group in one or several social media in Indonesia, with any kind of platform. The number of populations was not identified clearly, so research was carried out on easily selected samples. 200 respondents from the sample social media group were determined with practical considerations, adequacy, and quota. Data was collected using a questionnaire uploaded to google.doc and the google.doc link is distributed to various social media groups in Indonesia, namely WhatsApp, Line, Facebook, and Telegram.

The questionnaire consisted of closed questions or statements designed with five answer choice scales from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Respondents were asked to respond to each item submitted. The questionnaire entailed three parts 1) Respondent's identity; Gender, Age, Education, and Employment Level; 2) Participation rates in social media groups; and 3) Twenty-five items related to motivation and gratification in participating in social media groups. Data entered through Google form, verified to ensure the validity of the data obtained. The data collected and fulfilled the requirements were only 196, then analyzed using a factor analysis tool that aims to extract or summarize playing Jeffrey's Amazing Statistics Program.

Result and Discussion

A total of 200 questionnaires were distributed to respondents through groups on social media, but some were incomplete and did not meet the requirements in the analysis. The questionnaires also revealed the respondents' past education history, formal employment, and participation in social media groups. From their latest education aspect, it can be seen that from 194 respondents or 0.5% of respondents are junior high school graduates, 29.4% high school graduates, 32.5% hold bachelor's degrees, 21.1% hold master's degrees, and 8, 2% have earned postgraduate or doctorate degrees. This shows that those who join social media groups are "well educated". In terms of gender, the majority of respondents (52.1%) are women and the rest are men.

The data indicating that women have higher social feelings and also a higher intention to connect with other people than men. Women prefer to live together in a community, especially on social media in cyberspace areas and enjoy everyday life on cyberspace social media. In certain countries, the proportion of women is higher, but in countries with low ICT literacy, only a few women enjoy IT, smart phones and social media. Most of the women, 23.7%, work as educators, and 17.5% as workers in non-educational institutions. Moreover, the percentage of students was 22.1% where this number was less than formal workers. Activation in social media groups varies, from passive to active. Most members of social media accounts are women, where the majority of women work in formal institutions.

Participation Level

The popularity of and the familiarity with the social media used by the community among one country and another were different. In general, the respondents followed or used the social media such as Twitter, WhatsApp, Facebook and Instagram in a passive way by never giving comments or in an active one by always giving comments. Most people possessed accounts in one or some general and favorite social media. One's resistance in becoming a member or in joining in a social media group is an interesting phenomenon. Concerning with the U&G theory, something that someone obtains from a social media group will influence whether he/she stays in the group or not, depending on their motivations. Those who get

benefits from becoming the members of a social media group would have higher motivations to exist in the group, whereas those who do not get any benefits would leave the group. Another phenomenon is that some of the members would leave and enter a group, and some triggers that made someone to leave a group were inconvenience, offenses, disagreements with something, and so on. Therefore, the pillar for it was not only a loss and benefit but also inconvenience, inner peace, and well-being felt. Some members left a group due to others' comments, some others stayed in since they felt comfortable, peaceful, and affluent in their mind.

Motivation and Gratification

The data were processed using a factor analysis with the aid of the JASP software which is able to extract four common factors as the pillar for the existence of a virtual community. Someone is willing to become either a passive or an active member of a social media based on four general factors (See Table 1). Each general factor is the pillar for a virtual community. The first, consisted of 8 (eight) items with the lowest weight of 0.420, and the highest one of 0.873. One item showing weight higher than 0.400 is 0.523 and 0.437 in RC1 and RC2, respectively, meaning that the item has fulfilled a requirement for composing the component of either RC1 or RC2. In other word, the item may be used to compose the component of RC1. This composition deals with life spirituality, life meanings so that it is properly called as the pillar for spirituality or spiritual capital. It means that participating in a social media group is the realization of one's spirituality on "what life is." One who is active in a social media indicates that he enjoys life, is open to others, and is willing to give something to others. These components are the answer to a question relevant to the U&G theory: the reason why one is active in a social media is to satisfy specific needs (Xu & Takai, 2018).

Besides having a strong relevance with the U&G theory, the result of this study is also strongly related to the Maslow's hierarchy of needs theory, meaning that maintaining a relationship in a social media group is intended to meet social needs namely to get appreciation, security and even self-actualization (Janicke-Bowles et al., 2018) (Vincent, 2016). Giving comments or opinions, statements, texts or pictures is the realization of the feeling that "I exist", "I have something" and "I also play a role." Living socializing utilizing group networks on social media is beneficial to oneself, others and at the same time disrupting its existence as the caliphate of God's creation on earth. Being open, giving and receiving something meaningful in life, or simply sharing the experience of living with others as a member of the social group is an important component. Open to others, quoting lessons from what others have said on social media is a form of human social competence. This social decency makes human life more meaningful, miserable, and beneficial to others and a worshiper of the creator. The actions of the members of this group are the highest motivations that human beings want to achieve as creatures of God, as a form of devotion to God, to obtain the reward of their gods.

The second pillar (RC2) consists of 5 (five) items with the lowest weight of 0.421. The composition of these components socially leads to losses and benefits. This means there are benefits to be gained and even one will be lost as satisfaction (Muhammad, 2018; Opeyemi, Shariff, Abas, & Periyayya, 2018; Wang, Matz-Costa, Miller, Carr, & Kohlbacher, 2018; Xu & Takai, 2018), if he doesn't join or is not in a social media group. The third is social networking. This component is a component of social networking philanthropy. A person becomes part of a group because he can share information, and give something so that he can meet his social needs, social networking and solidarity. Finally, is the use of social media. Communication using social media is interesting compared to other media. Status updates, convey passive information, provide pictures or sound are something that makes using social media interesting. But even more interesting is that among members they can make comments, interact or give interesting jokes, greet, or provide valuable information (Janicke-Bowles et al., 2018).

In this second component, it is more directed at human movements related to relations with fellow humans or other people. The dynamics in social media groups contain benefits, advantages or disadvantages for others. Group members who feel they have benefited from social media will regret not participating or even leaving the group. Social ties or even dependence of a person in a social media group are motivated by the benefits to be gained if he or she deals socially with others in a social media group. Someone who is willing and aware of running social relationships with others in the group wants to get satisfaction in the form of non-physical social gifts, for example, the words "thank you" for giving or sharing advice and experience, saying "congratulations" for successfully achieving something, and motivated by the satisfaction that will be gained if joining a social media group.

Meanwhile, a previous study identified ten components dealing with the U&G theory in the use of the social media: social interaction, information seeking, pass time, entertainment, relaxation, communicatory utility, convenience utility, expression of opinion, information sharing, and surveillance/knowledge about others (Whiting & Williams, 2013). Another identical finding showed that

social media may create socialite, entertain oneself, and spare time (Wang et al., 2018). The previous studies described something in general, where some concepts could be united into a representative concept such as consumption, production and information dissemination.

Table. 1 Load Component of Virtual Community

Component	RC1	RC2	RC3	RC4
Making our live be more meaningful	0.873	.	.	.
Being able to find solution to problems in our lives	0.795	.	.	.
Improving our faith, piety to one Supreme God	0.760	.	.	.
Getting lessons from our lives	0.529	.	.	.
Making life to be more peaceful and tranquil	0.523	0.437	.	.
Being able to unburden our personal feelings or problems	0.488	.	.	.
Being able to share our life experiences through social media groups	0.485	.	.	.
Making ourselves to be open to others	0.420	.	.	.
Feeling guilty if we do not respond to or are passive in the social media groups	.	0.879	.	.
Leaving a group may result in a feeling of being alienated from colleagues in the group	.	0.865	.	.
Leaving or being not joined in a group may cause great loss	.	0.687	.	.
Being inactive in the dynamics in a group may result in a feeling of missing a lot of information	.	0.564	.	.
High dynamism and benefits may make us stay in a certain social media group	.	0.421	.	.
Being more effective compared with communication via Calls or SMSs	.	.	.	0.775
Being more attracting and pleasing	.	.	.	0.711
Sharing information through social media groups is faster	.	.	.	0.677
Relationship is stronger	.	.	0.808	.
The number of colleagues is increasing	.	.	0.814	.
Business may develop	.	.	0.747	.
Taking and giving valuable things among the members	.	.	0.664	.
Unexpected new things may occur	.	.	0.499	.

Motivation as a pillar of the existence of social media groups has relevance to aspects of demography, gender, education, and employment. In this paper, the majority of respondents are women, this illustrates that women have more empathy, social sympathy so that they are active and become members of social media groups when it is associated with Maslow's hierarchy of needs. Likewise, if it is related to the aspects of work and education, it illustrates that higher educated people tend to fulfill and seek satisfying needs above physiological needs, through social media. Those who are highly educated are supported by work that is already established in the sense of having a steady and reliable income will tend to feel free from efforts to fulfill basic physiological needs. They try and move to meet higher needs, namely social needs, friendship, togetherness to be respected even as a manifestation of self-actualization. They are looking for a positive response, in the form of gratuities in the form of words, symbols or image signs sent by other group members. Students are active in social media groups because they are motivated by positive relationships with other friends, workers in a particular institution both government and private are active in dissenting media due to efforts to create beneficial "engagement" communication relationships that are in line with what is stated by Haddud, Dugger, and Gill (2016), Janicke-Bowles et al. (2018) and also Süral, Griffiths, Kircaburun, and Emirtekin (2019).

The last, which includes various useful aspects, is the benefit obtained through social media groups that is for themselves or is a valuable input because of him as a human being. This is related to the third component (R3), namely the benefits or advantages of using social media as a communication medium that is more effective than using other media such as telephone (call), Short Message Service, which cannot be done in a group because there are only two directions. Whereas in multi-channel social media groups, communication is carried out from one person to another or to more than one person. Some other benefits are felt for yourself as a member of social media groups, for example, the number of relationships increases, business networks grow for those who have business, more friends or networks, and then the number of

relative increases. This will automatically increase social activities, associations, and business growth. Thus leaving social media groups or not being a member of a social group will be as detrimental as leaving a society (Constantinides, 2014; Management, 2011; Sashi, 2012).

The results of this study indicate that the motivation of active users in the virtual world is due to meeting needs and more effectively. Then whether the virtual world can be applied in the world of work? Using the virtual world, such as social media, to share information in organizations is not easy. Integrating and putting together information and knowledge across borders poses enormous challenges, particularly concerning the differences in the ability of each electorate. (Pardo, Gil-Garcia, & Burke, 2008). The degrees to which relationships between information users and other resources promote cooperation and sharing – including personnel, budget, training and technology, and past successes or failures in collaborative activities – influence the effectiveness of inter-organizational sharing of knowledge (Pardo et al., 2005).

In another study, Haas & Hansen (2007) Modeling their differentiated knowledge productivity by directly correlating the dimension of knowledge sharing with task performance. This paper argues that two caveats are involved in the direct relationship between information sharing domain and task efficiency. First, their model recognizes the social connection in the build of personal advice; they overlook the role of network structure in mediating knowledge sharing among units within the organization. Second, their model only considers information technology as a tool to generate outcomes (proxied as an electronic document).

Digital collaboration platforms primarily provide costs to mediate the exchange of information by electronic documents in order to minimize the completion time of the mission. Social media has the potential to reduce the time required to ensure the consistency of the documentation used and the appropriate degree of rework. However, the potential of social media to link experts with those in need of answers combines the use of electronic documents and expert advice in the field of knowledge sharing to reduce the time required to complete tasks (Sayogo, Yuli, Suliswanto, & Affan, 2019).

Conclusions, suggestions and limitations

The conclusion of this study was: a person or group of people who join social media groups have a multilevel motivation, including motivation to meet personal needs, social motivation dealing with the environment, then religious motivation and finally as a form of worship to God as a religious person. Primary motivation and satisfaction oriented toward obtaining God's reward are characteristics that distinguish Indonesian religious communities from other communities. The highest motivation to be achieved by a religious community is not only self-actualization and getting a reward for his actions, but also motivated to get a gift from God. Hence, they join in social media with the aim of getting rewards from God through positive actions that benefit others. This level of motivation is identical to Maslow's level of need with several differences. If Maslow's theory of needs departs from physiological needs, namely meeting one's own physical needs, the findings of this study revealed the fulfillment of non-physical needs.

In addition, the findings showed relevance to Satisfaction theory. A person or group of people who voluntarily become members of one or more social media groups is expecting satisfaction, in the form of appreciation from their social environment, to be positioned as a useful human being in their social environment where their ideas, suggestions and opinions can be accepted and even used by others in the group or outside social media groups. Something that is shared with the group, which is useful for others, together with appropriate greetings, pictures or symbols that give meaning to the usefulness of what they send, is a form of satisfaction that is gained. Furthermore, some literature also shows that virtual groups can also improve work efficiency and effectiveness, which are also part of the needs.

References

- (APJII), A. P. J. I. I. (2017). Penetrasi & Perilaku Pengguna Internet Indonesia. *Asosiasi Penyelenggara Jasa Internet Indonesia*.
- Alsridi, H. (2018). Uses and Gratifications of Online News among Young Adults in Bahrain. *Athens Journal of Mass Media and Communications*, 4(1), 63-80. doi:10.30958/ajmmc.4.1.4
- Aruma, E. O., & Hanachor, M. E. (2017). Abraham Maslow's Hierarchy of Needs and Assessment of Needs in Community Development. *International Journal of Development and Economic Sustainability*, 5(7).
- Atıcı, B. (2016). Virtual Communities as a Social and Cultural Phenomenon. *Journal of Education and Learning*, 5(3). doi:10.5539/jel.v5n3p149
- Belk, R. (2016). Extended self and the digital world. *Current Opinion in Psychology*. <https://doi.org/10.1016/j.copsyc.2015.11.003>

- Bishop, J. (2016). An analysis of the implications of Maslow's Hierarchy of Needs for networked learning design and delivery. *Int'l Conf. Information and Knowledge Engineering*.
- Brown, P. (2012). The Legend of Zelda and Abraham Maslow's Theory of Needs: A Social-Psychological Study of the Computer Game and its Players.
- Caputa, W. (2017). The Role Of Virtual Communities In The Process Of Creation Of Knowledge Resources In A Company. *Scientific Journal WSFiP*, 2. doi:10.19192/wsfiP.sj2.2017.2
- Carrasco-Sáez, J. L., Butter, M. C., & Badilla-Quintana, M. G. (2017). The New Pyramid of Needs for the Digital Citizen: A Transition towards Smart Human Cities. doi:10.3390/su9122258
- Constantinides, E. (2014). Foundations of Social Media Marketing. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2014.07.016>
- Drakopoulos, S. A., & Grimani, K. (2013). Maslow's Needs Hierarchy and the Effect of Income on Happiness Levels. *MPRA (Munich Personal RePEc Archive)*(No. 50987).
- E.E, A., & Nath. M, A. (2013). Achievement of Abraham Maslow's Needs Hierarchy Theory among Teachers: Implications for Human Resource Management in The Secondary School System in Rivers State. *Journal of Curriculum and Teaching*, 2(1). doi:10.5430/jct.v2n1p140
- Efrat, Z. (2014). *World's Top Global Mega Trends To 2020 and Implications to Business, Society and Cultures*. Retrieved from
- Fallatah, R. H. M., & Syed, J. (2018). A Critical Review of Maslow's Hierarchy of Needs. In *Employee Motivation in Saudi Arabia* (pp. 19-59).
- Gogan, I., Zhang, Z., & Matemba, E. (2018). Impacts of Gratifications on Consumers' Emotions and Continuance Use Intention: An Empirical Study of Weibo in China. *Sustainability*, 10(9). doi:10.3390/su10093162
- Gorman, D. (2010). Maslow's Hierarchy And Social And Emotional Wellbeing. *Aboriginal and Islander Health Worker Journal*, 33(5).
- Gupta, S., & Kim, H.-W. (2004). Virtual Community: Concepts, Implications, and Future Research Directions *Proceedings of the Tenth Americas Conference on Information Systems*,.
- Gupta, S., & Kim, H.-W. (2013). Virtual community: Concepts, implications, and future research directions.
- Gutiérrez, V., Amaxilatis, D., Mylonas, G., & Muñoz, L. (2018). Empowering Citizens Toward the Co-Creation of Sustainable Cities. *IEEE Internet of Things Journal*. <https://doi.org/10.1109/JIOT.2017.2743783>
- Haddud, A., Dugger, J. C., & Gill, P. (2016). Exploring the Impact of Internal Social Media Usage on Employee Engagement. *Journal of Social Media for Organizations*, 3(1).
- Hakim Khalid Mehraj, Bhat, A. N., & Mehraj, H. R. (2014). Impacts OF Media on Society: A Sociological Perspective. *International Journal of Humanities and Social Science Invention*, 3(6), 8.
- Janicke-Bowles, S. H., Narayan, A., & Seng, A. (2018). Social Media for Good? A Survey on Millennials' Inspirational Social Media Use. *The Journal of Social Media in Society*, 7(2).
- Jawad, I. (2016). *World ' s Top Global Mega Trends To 2025 and Implications to Business , Society and Cultures Definition of Mega Trends That Frost & Sullivan Tracks*. Retrieved from <https://www.thegeniusworks.com/wp-content/uploads/2016/01/Megatrends-2025-Frost-and-Sullivan.pdf>
- Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention*, 2(3).
- Karimi, L., Khodabandelou, R., Ehsani, M., & Ahmad, M. (2014). Applying the Uses and Gratifications Theory to Compare Higher Education Students' Motivation for Using Social Networking Sites: Experiences from Iran, Malaysia, United Kingdom, and South Africa. *Contemporary Educational Technology*, 5(1).
- Kaur, A. (2013). Maslow's Need Hierarchy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*., 3(10).
- Kearney, A. (2018). *Uses and Gratification of Posting Selfies on Social Media*.
- Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). Renovating the Pyramid of Needs: Contemporary Extensions Built Upon Ancient Foundations. *Perspect Psychol Sci*, 5(3), 292-314. doi:10.1177/1745691610369469
- King-Hill, S. (2015). Critical analysis of Maslow's hierarchy of need. *The STeP Journal (Student Teacher Perspectives)*, 2(4).
- Kircaburun, K., Alhabash, S., Tosuntaş, Ş. B., & Griffiths, M. D. (2018). Uses and Gratifications of Problematic Social Media Use Among University Students: a Simultaneous Examination of the

- Big Five of Personality Traits, Social Media Platforms, and Social Media Use Motives. *International Journal of Mental Health and Addiction*. doi:10.1007/s11469-018-9940-6
- Mawere, M., Mubaya, T. R., Reisen, M. v., & Stam, G. v. (2016). Maslow's Theory of Human Motivation and its Deep Roots in Individualism: Interrogating Maslow's Applicability in Africa.
- Modzelewski, R. (2013). Virtual Togetherness: Sense of Identity and Community in Cyberspace. *A Journal of English Studies*, 1.
- Muhammad, F. M. (2018). Instagram Effects as Social Media toward Adolescence and Young Adult Users: Uses and Gratification Approach. *Advances in Social Science, Education and Humanities Research*, 165.
- Musiał, K., & Kazienko, P. (2013). Social networks on the Internet. *World Wide Web*. <https://doi.org/10.1007/s11280-011-0155-z>
- Opeyemi, O. E., Shariff, R., Abas, A. M., & Periyayya, T. (2018). WeChat Uses and Gratifications Among Young Malaysian Adults In Klang Valley, Malaysia. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 23(6). doi:10.9790/0837-2306069098
- Rivera-Vargas, P., & Miño-Puigcercós, R. (2018). Young People And Virtual Communities. New Ways Of Learning And Of Social Participation In The Digital Society. *Revista Páginas de Educación*, 11(1). doi:10.22235/pe.v11i1.1554
- Ruggiero, T. E. (2000). Uses and Gratifications Theory in the 21st Century. *Mass Communication & Society*, 3(1).
- Sashi, C. M. (2012). Customer engagement, buyer-seller relationships, and social media. *Management Decision*. <https://doi.org/10.1108/00251741211203551>
- Sayogo, D. S., Yuli, S. B. C., Suliswanto, M. S. W., & Affan, W. (2019). Assessing the Roles of Network Structure and Social Media in Inter-units Knowledge Sharing. *Journal of Innovation in Business and Economics*, 2(02), 95–104. <https://doi.org/10.22219/jibe.v2i02.7472>
- Shahrawat, A., & Shahrawat, R. (2017). Application of Maslow's Hierarchy of Needs in a Historical Context: Case Studies of Four Prominent Figures. *Psychology*, 8. doi:10.4236/psych.2017.87061
- Shao, G. (2009). Understanding the appeal of user-generated media: a uses and gratification perspective. *Internet Research*, 19(1), 7-25. doi:10.1108/10662240910927795
- Sheth, A. (2016). Internet of Things to Smart IoT Through Semantic, Cognitive, and Perceptual Computing. *IEEE Intelligent Systems*. <https://doi.org/10.1109/MIS.2016.34>
- So, J. (2012). Uses, Gratifications, and Beyond: Toward a Model of Motivated Media Exposure and Its Effects on Risk Perception. *Communication Theory*, 22(2), 116-137. doi:10.1111/j.1468-2885.2012.01400.x
- Somani, C. (2012). Virtual Community: The New Hope for E-Commerce. *Indian Journal of Computer Science and Engineering (IJCSE)*, 3(1).
- Sotomayor, G. E. (2014). Virtual communities of collaborative learning for higher education. *Propósitos y Representaciones*, 2(2). doi:10.20511/pyr2014.v2n2.64
- Süral, I., Griffiths, M. D., Kircaburun, K., & Emirtekin, E. (2019). Trait Emotional Intelligence and Problematic Social Media Use Among Adults: The Mediating Role of Social Media Use Motives. *International Journal of Mental Health and Addiction*, 17. doi:10.1007/s11469-018-0022-6
- Tanta, I., Mihovilović, M., & Sablić, Z. (2014). Uses and Gratification Theory – Why Adolescents Use Facebook? , 20(2).
- Vincent, E. A. (2016). Social Media as an Avenue to Achieving Sense of Belonging Among College Students. *Vistas Online*.
- Wang, Y., Matz-Costa, C., Miller, J., Carr, D. C., & Kohlbacher, F. (2018). Uses and Gratifications Sought From Mobile Phones and Loneliness Among Japanese Midlife and Older Adults: A Mediation Analysis. *Innovation in Aging*, 2(3). doi:10.1093/geroni/igy027
- Whiting, A., & Williams, D. (2013). Why people use social media: a uses and gratifications approach. *Qualitative Market Research: An International Journal*, 16(4), 362-369. doi:10.1108/qmr-06-2013-0041
- Xu, W., & Takai, J. (2018). Constructing the Social Media Uses and Gratifications Scale on Japanese and Chinese Samples: Comparing Content to Western Conceived Scales. *Intercultural Communication Studies*, XXVII(1).
- Zeitel-Bank, N., & Tat, U. (2014). *Social Media And Its Effects On Individuals And Social Systems*. Paper presented at the Management, Knowledge and Learning.

