Internet Addiction and Its Impact on Emotional Intelligence among Adolescents

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ARTICLE INFO	ABSTRACT
	This study aimed to investigate the relationship between internet addiction and emotional quotient (EQ) among adolescents at SMPN 1 Meulaboh. A cross-sectional quantitative approach was employed, utilizing structured interviews with carefully designed questionnaires. The target population consisted of 350 students, and a simple random sampling technique was used to ensure representativeness and reduce bias. Data were analyzed using Pearson Correlation to determine the relationship between the two research variables. The results revealed a significant relationship between internet addiction and EQ ($p < 0.05$), with a weak positive correlation ($r = 0.280$). This indicates that changes in internet addiction levels may influence EQ among adolescents. The findings highlight the importance of understanding the factors triggering high internet usage intensity in adolescents and the need for a holistic approach in managing their technology-related behavior. Awareness of the potential negative impacts on EQ can inform preventive and intervention efforts. Future research should expand the studied variables, including psychological, environmental, and social factors affecting adolescents' EQ, and consider qualitative methods to clarify the results. Developing intervention programs to help adolescents manage their online time wisely and enhance their EQ is also recommended.

INTRODUCTION

In the current era of digital development, the use of internet technology become a person's main pillar for searching for information related to work, health, entertainment, even social interaction, and others. Without realizing it, excessive internet use can cause psychological problems in a person, the kind of its problem is emotional disorders.[1] Internet addiction is a condition which a person cannot control their use of the internet, resulting in negative impacts such as withdrawing from the surrounding environment or experiencing anxiety when the internet network has problems.[2] Internet addiction in teenagers also have a negative impact in terms of decreased academic grades, worsening social relationships and poor emotional control.[3]

Emotional intelligence is a person's ability to understand and control own and others feelings to think and act.[4] Low emotional intelligence in teenagers can cause teenagers to be easily influenced, indifferent, academic procrastination, lazy, bullying behavior, anxiety, depression and desire to commit suicide.[5] Emotional and mental problems can arise if adolescents cannot control their unstable emotions. Someone who is emotionally intelligent can be calmer and more confident in solving problems.[6]

According to the data from the World Health Organization (2021) Globally, one in seven children aged 10-19 years experiences mental disorders, which constitutes 13% of the global

disease burden in this age group. Depression, anxiety and behavioural disorders are one of the main causes of disease and disability among adolescents.[7] Based on the Indonesian Internet Profile report which released by the Association of Indonesian Internet Service Providers or APJII, it is reported that internet users in Indonesia in 2022 will reach 210 million people or 77.02 percent of the Indonesian population. This figure has increased compared to previous figure which was around 73.7 percent (196.71 million people) and 2018 which was only around 64.8 percent or 171.17 million people.[8]

Data from Basic Health Research in 2018 stated that 10% of the 15-24 year age group experienced mental-emotional problems and 9.6% occurred in students.[9] Data from the Central Statistics Agency states that internet use in Aceh in 2018 was 30.69%, in 2019 it was 35.6%. It was concluded that there was an annual increase in individual internet users in Aceh.[10] Research conducted by Cerutti et al. In 2017, it was stated that high Internet use was related to somatic and depressive symptoms as well as emotional and behavioral problems in a person.[11] This research aims to determine the relationship between internet addiction and emotional quotient (EQ) in adolescents at SMPN 1 Meulaboh.

METHODS

This type of research is a research using quantitative methods with a cross-sectional research design, the research instrument is a form of questionnaire[12], which aims to determine the relationship between internet addiction and emotions in adolescents at Meulaboh 1 State Junior High School.

The importance of the simple random sampling technique as a sampling method can also be linked to regression analysis to evaluate cause and effect between internet and emotional addiction variables. Controlling for certain variables in regression analysis will help identify other factors that may influence the relationship, thereby minimizing the impact of unexplained third-party variables. This research carried out at SMPN 1 Meulaboh. The research time for data collection was three months after obtaining approval for the research permit. Sampling which included 187 students from a total population of 350 was considered adequate to represent significant variations among SMPN 1 Meulaboh students. By paying attention to adequate sample size, it is hoped that the research results can provide more accurate and reliable information regarding the relationship between internet addiction and emotional aspects in adolescents. The sampling technique in this research used a simple random sampling technique.[13]

The measuring tool used is the internet addiction questionnaire by Dr. Kimberly S. Young. With a total of 20 questions with answers. Not Applicable (0), Rarely (1), Occasionally (2), Frequently (3), Often (4), Always (5). The next measuring tool is the emotional intelligence questionnaire measured using the EQ scale based on the aspects proposed by Goleman, namely self-emotions, managing emotions, self-motivation, recognizing other people's emotions and building relationships. With a total of 15 questions with answers. Never (1), almost never (2), sometimes (3), often (4), and always (5). Data processing begins by transferring the answer results to Microsoft Excel. After that, calculating the frequency and results for the two variables. Then a simple linear regression will be carried out which will find out whether there is an influence of the independent variable toward the dependent variable.

RESULT

Characteristic of Research Subject

The number of students at SMPN 1 Meulaboh is 350 students. Based on calculations, the sample required is 187 students. Based on table 1 shows that the most dominant is the age of 14 years with a total of 99 students with a percentage of 52.9%. In the second position is occupied by the age of 13 years, with a total of 64 students or 34.2% and the remaining third sequence is at the age of 15 years with a total of 24 students or with a percentage of 12.8%. For the dominant gender exist in female, which is 50.8% or with a total of 95 students. The remaining 49.2% are male. For grade, occupied domimantly in grade VIII, with a total of 108 students or 57.8%. While

the most dominant accessed internet is in social media access with a total of 110 or 58.8%. Women spend more time playing social media to get rid of boredom, and spend their time for chatting.

Table 1. Characteristics of Research Subject

Variables	Frequency	%
Age		
13 Years	64	34.2
14 Years	99	52.9
15 Years	24	12.8
Gender		
Male	92	49.2
Female	95	50.8
Grade		
Grade VIII	108	57.8
Grade IX	79	42.2
Accessed Internet		
Social media	110	58.8
Online Game	50	26.7
Online Game+Social media	19	10.2
Youtube	2	1.1
Game Online+Google	2	1.1
Youtube+Online Game	4	2.1
Internet Addiction		
Normal (0-30)	69	36.9
Low (31-49)	91	48.7
Medium (50-79)	27	14.4
Emotional Intelligence		
Low (1-45)	141	75.4
High (46-75)	46	24.6

The scale used to group the level of internet addiction in this study consists of 4 groups, namely high (80-100), medium (50-79), low (31-49) and normal (0-30). From this table, it can be seen that there are no samples included in the high category. In the table 2, the results obtained that 69 students (36.9%) were included in the normal category, 91 students (48.7%) were categorized as low categories and 27 students (14.4%) were included in the medium category. From the scale of internet addiction, the internet addiction is associated with the scale of emotional intelligence. These results can be seen in the following table.

Table 2. Internet addiction category Internet Addiction_X * Emotional_Quontient_Y Cross tabulation

Internet Addiction	Emotional Quontient				Total	
	Low		High			
	n	%	n	%	n	%
Normal	57	82.6	12	17.4	69	100.0
Low	74	81.3	17	18.7	91	100.0
Medium	10	37.0	17	63.0	27	100.0
Total	141	75.4	46	24.6	187	100.0

Table 2 presents the relationship between internet addiction and emotional intelligence. Among students categorized as having normal internet addiction, 82.6% have low emotional intelligence, while 17.4% have high emotional intelligence. For students with low internet addiction, 81.3% fall into the low emotional intelligence category, and 18.7% fall into the high category. In contrast, among students with medium internet addiction, 37.0% have low emotional intelligence, and 63.0% have high emotional intelligence. Overall, 75.4% of students

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exhibit low emotional intelligence, while 24.6% demonstrate high emotional intelligence.

Analysis of Internet Addiction Relation with Emotional Intelligence

The hypothesis proposed in this study is a existance of relationship between internet addiction and emotional intelligence in adolescents in SMPN 1 Meulaboh Aceh. To find out the relationship between the two variables, data analysts are carried out on both. Pearson Correlation is used to test the closeness of internet addiction with emotional intelligence. The interpretation of the correlation test results is based on the P value or significant value, correlation strength and correlation direction.

Table 3. Analysis of Internet Addiction Relationship with Youth Emotional Intelligence

Correlation	Internet Addiction	Emotional Quontient
Internet Addiction Pearson Correlation	1	0.280**
Significance (2-tailed)		0.000
N	187	187
Emotional Quontient Pearson Correlation	0.280**	1
Significance (2-tailed)	0.000	
N	187	187

Table 4 presents the correlation analysis between internet addiction and emotional intelligence among adolescents. The table shows that the significance value (p-value) is 0.000 (p < 0.05), indicating a statistically significant relationship between the two variables. The strength of the relationship is reflected in the Pearson Correlation value of 0.280, which suggests a weak correlation. The positive sign of the Pearson Correlation coefficient indicates a direct relationship, meaning that as the value of one variable increases, the value of the other variable also tends to increase.

Thus, the results suggest that internet addiction has a weak but positive relationship with emotional intelligence among adolescents at SMPN 1 Meulaboh. This implies that changes in the level of internet addiction are associated with corresponding changes in emotional intelligence. The results of this study are in accordance with the results of the study conducted by Ibrahim et, Al (2016) where the results are obtained if internet addiction affects emotional intelligence.[14]

DISCUSSION

According to Young, internet addiction is defined as a person's inability to control his behavior when accessing the internet, which can be a serious problem that causes a decrease in the work function of the brain or mentality in everyday life. Those who are addicted to the internet cannot control the use of their internet and spend a lot of time there.[15] Adolescents with low emotional intelligence will be difficult to quit online game activities and become addicted because they are unable to manage feelings of heart such as just feeling comfort when playing social media or online games, furthermore, from the feeling of heart continuing on the mind that is always thinking about social media playing and online games though while doing other activities. Consequently, it makes someone do social media playing activities and online games and make someone unable to manage his time for other activities.[16]

Based on research conducted by Herawati & Utami in 2022 which states that internet addiction can increase emotional and behavior problems in adolescents.[17] This study also put forward the same thing that internet addiction can affect emotional intelligence in adolescents who are characterized by symptoms of irritability, anxiety and sadness if they cannot access the internet and will do great efforts to get it.[18] Other studies were conducted by Tingting Gao, et al in 2022 also stated that high internet use can have an impact on negative emotional symptoms, in students themselves they will experience peer exclusion, verbal or physical intimidation and students are more likely to be in the classroom rather than interacting with peers other.[19]

Anggraini in her research said that adolescents who have internet addiction have the potential to experience psychosocial problems and behaviors such as ADHD, depression, delinquency and sexual and social problems.[20] These statements that makes adolescents with internet addiction vulnerable to experiencing emotional intelligence problems.

Lack of intercourse in the surrounding environment results in a lack of empathy of fellow human beings and even adolescents will have difficulty recognizing their own emotions and other people (indifferent), managing emotions and expressing their emotions appropriately which these aspects are part of emotional intelligence.[20] This thing can cause an impact on emotional management in interacting and adjusting to their environment. Emotional intelligence can be said to be a person's ability to control emotional impulses and be able to foster relationships with others.[4] Normally, individuals who have good emotional intelligence are able to recognize and control their own emotions, motivate themselves, recognize the emotions of others and foster social relationships with others.

The implication in this study is the importance of understanding the factors as a trigger for the high intensity of internet playing in adolescents. The relationship between emotional intelligence and online activity highlights the need for a holistic approach in managing teenagers behavior related to the use of technology. Awareness of the potential negative impacts on emotional intelligence can be the basis for preventive and intervention efforts.

CONCLUSION

The results of research that have been conducted on 187 students of SMPN 1 Meulaboh about internet addiction to Emotional Quotient found that there is a relationship between internet addiction and emotional quotient in teenagers of SMPN 1 Meulaboh. The strength of the relationship can be seen in the Pearson Correlation value which has a value of 0.280. Students of SMPN 1 Meulaboh who have low internet addiction scores, tend to have a high emotional quotient score.

For further research, it is recommended to expand the studied variables, including psychological, environmental, and social factors that can affect teenagers emotional intelligence. The research can also involve qualitative methods so that it clarifies the results of each variable. In addition, further research can focus on the development of intervention programs that can help teenagers in managing their online time wiser and increase their emotional intelligence.

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