The Relationship between Emotional Intelligence and Internet Addiction among Junior High School Adolescents in Tangerang and Jakarta

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Abstract

Received: 13 September 2023
Revised: 26 September 2023
Accepted: 13 Oktober 2023

In the 2020s, the internet has increasingly facilitated access, leading to a rise in its usage frequency. Adolescents often struggle to control their internet usage. Emotional intelligence is one factor that can help regulate internet use. When adolescents reach the age of 18-21, it is found that those already addicted find it difficult to change their behavior. Therefore, efforts and understanding are needed regarding adolescents in their earlier years, specifically, those aged 12-15. This research aims to examine the relationship between emotional intelligence and internet addiction. The study adopts a quantitative correlational method, involving 150 students aged 12-15 from X Junior High School in Tangerang and X Junior High School in Jakarta. Measurements include tools for assessing emotional intelligence and internet addiction. The results indicate a negative correlation between emotional intelligence and internet addiction, meaning that higher emotional intelligence is associated with lower internet addiction. Based on the findings, to prevent internet addiction, emotional intelligence needs to be enhanced, although the results also show an inverse relationship.

Keywords: Emotional Intelligence, Internet Addiction, Early Adolescents

INTRODUCTION

Adolescence is a transitional period from childhood to adolescence. According to the Ministry of Health (Kemkes, 2016), the adolescent age range in Indonesia is between 10 and 19 years old. According to Indonesian civil law, the age limit considered as adolescence is 21 years or someone who is married. Adolescents under 21 years old still require a guardian, such as parents, to make agreements in the presence of legal authorities (Wijaya & Basaria, 2016). During this developmental period, adolescents are influenced by two factors: internal and external. In this context, external factors can include environmental changes, such as those resulting from the Covid-19 pandemic.

The procedures issued by the government to address COVID-19 cases have had various impacts on different sectors, as reported by LPPM UNPAM (2021). One of the sectors heavily affected during the pandemic is education, where many face-to-face activities have had to transition to online learning using available technologies (Tanzil et al., 2022). A significant increase in internet usage occurred during the pandemic, with a majority of the Indonesian population

accessing it. This is also reflected in the widespread use of social media, reaching a large portion of the total population, indicating the potential for technology addiction among the Indonesian population (Jatmiko, 2020).

Internet addiction can have psychological effects on adolescents. Adolescents who frequently engage in online activities tend to become defiant or argumentative, and they often display expressions of frustration or anger. When adolescents experience internet addiction, they tend to procrastinate, have reduced face-to-face social interactions with peers, and experience a decline in academic performance (Hakim & Raj, 2017). Excessive internet use also leads to increased aggressive behavior in children and insensitivity to their surroundings (Anggraeni, 2019).

Moreover, the increased use of technology also impacts the physical condition of adolescents (Alfitri & Widiatrilupi, 2020). Exceeding internet usage limits can cause vision problems, such as red eyes and blurred vision (Syifa et al., 2019), as well as sleep disturbances in adolescents that can trigger serious health issues, such as cancer due to the radiation emitted by smartphones (Anggraeni, 2019). Adolescents who use the internet excessively also tend to experience obesity due to low physical activity, leading to monthly weight gain (Alfitri & Widiatrilupi, 2020).

Negative impacts of internet use include a decrease in discipline in learning, increased stress and anxiety, procrastination, insomnia, disturbed eye health, low social relationships, and social well-being. Therefore, individuals need to control their internet usage to avoid these negative consequences (Young & Abreu, 2011). Internet addiction is considered when usage exceeds 30 minutes per day or occurs more than three times a day (Ma'rifatul Laili & Nuryono, 2015).

Controlling internet usage requires the ability to manage one's emotions and the emotions of others. According to Oktavianto et al. (2021), 50% of respondents have low self-control, and 47.7% have high internet addiction. This demonstrates that adolescents with very low self-control are more likely to have high internet addiction. The ability to control and manage emotions is crucial during adolescence (Mulyodiharjo, 2010). If an individual cannot control and manage their emotions, it can lead to a failure in behavior control.

Considering the various physical and mental impacts of internet addiction, emotional intelligence is necessary for individuals to regulate themselves while using the internet and understand those around them to maintain good social relationships (Ministry of Finance [Kemenkeu], 2020).

In a study by Basaria (2019), 1,013 adolescents living in Java and Bali tended to have moderate emotional intelligence at 46% and low emotional intelligence at 26.9%. Emotional intelligence is described as an individual's ability to recognize, understand, and manage emotions within oneself, others, and groups (Basaria, 2019).

Adolescents with internet addiction and low emotional intelligence tend to neglect socializing with their surroundings, impacting their psychological condition, especially in terms of self-confidence crisis and physical development (Anggraeni, 2019). Additionally, when adolescents feel comfortable playing on the internet, they may prefer solitude, leading to difficulties in real-life interactions and interactions with peers (Chusna, 2017).

Internet dependency has caused significant negative impacts, ranging from mental health problems to issues in social interaction. This study aims to explore whether emotional intelligence plays a role in reducing adolescents' tendency towards internet addiction.

Based on the research results of Mizera et al. (2019), participants classified as addicted faced difficulties in correcting internet addiction behavior. Therefore, the goal of this research is to determine the relationship between Emotional Intelligence and Internet Addiction among junior high school adolescents in Tangerang and Jakarta. It is hoped that the results of this research can provide insights for improving internet addiction behavior in the future.

RESEARCH METHOD

This research adopts a quantitative correlational method as the research framework. This approach aims to examine the potential relationships between two or more variables within the context of this study. The respondents who are the subjects of the research are adolescents aged 12 to 15, both male and female, who are students of Junior High School (SMP) and actively use the internet. Data management and analysis are carried out using the Statistical Package for the Social Sciences (SPSS) version 25 software.

RESULTS AND DISCUSSION
RESULTS

Conduct a difference test on daily internet usage with K independent samples. The difference test aims to compare the variable of internet addiction based on daily internet usage to determine whether there is a difference between internet usage of less than 3 hours (coded as 1), internet usage for 3-5 hours (coded as 2), internet usage for 5-7 hours (coded as 3), internet usage for 7-9 hours (coded as 4), and internet usage for more than 9 hours (coded as 5).

If the test result is significant with a significance level < 0.05, it can be concluded that there is a significant difference. Conversely, if the significance value is > 0.05, a conclusion can be drawn that there is no significant difference. In this study, the daily internet usage of less than 3 hours was observed in 13 students, daily internet usage for 3-5 hours was observed in 39 students, daily internet usage for 5-7 hours was observed in 48 students, daily internet usage for 7-9 hours was observed in 26 students, and daily internet usage for more than 9 hours was observed in 24 students.

The variable of internet addiction has a significance value ($p = 0.000 < 0.05$), so it can be concluded that there is a significant difference in internet usage among students per day in terms of the variable of internet addiction. This is in line with the research conducted by (Ma'rifatul Laili & Nuryono, 2015) that someone who uses the internet for more than 30 minutes per day or can be seen through a frequency of usage exceeding 3 times per day can be considered addicted to the internet.

Table 1
Differences in Internet Usage per Day Based on Internet Addiction Test Results

Internet Usage per Day	Variable	Sig (p)	Difference
< 3 Hour	Internet Addiction	0.000	Significant
3-5 Hour		0.000	Significant
5-7 Hour		0.000	Significant
7-9 Hour		0.000	Significant
> 9 Hour		0.000	Significant

Furthermore, the Variable of emotional intelligence yielded a significance value of (p = 0.190 > 0.05). Therefore, it can be concluded that there is no significant difference between students' daily internet usage and the variable of emotional intelligence.

Table 2

Results of the Difference Test in Daily Internet Usage Based on Emotional Intelligence

Internet Usage per Day	Variable	Sig (p)	Difference
< 3 hour	Emotional Intelligence	0.190	Not significant
3-5 hour		0.190	Not significant
5-7 hour		0.190	Not significant
7-9 hour		0.190	Not significant
> 9 hour		0.190	Not significant

In this study, the number of participants residing in Tangerang is 73, while the remaining 77 participants reside in Jakarta. The variable of internet addiction yielded a significance value (p = 0.786 > 0.05), suggesting that it can be concluded that there is no significant difference between students residing in Tangerang and Jakarta regarding the variable of internet addiction.

Table 3

Differential Test Results Based on the Internet Addiction Variable

Domicile	Variable	Sig (p)	Difference
Tangerang	Internet Addiction	0.786	Not significant
Jakarta		0.786	Not significant

Next, regarding the significance value of the emotional intelligence variable, the result is (p = 0.085 < 0.05), indicating that it can be concluded that there is no significant difference between students residing in Tangerang and Jakarta in terms of the emotional intelligence variable.

Table 4

Results of Residency Difference Test Based on Emotional Intelligence Variable

Domisili	Variabel	Sig (p)	Perbedaan
Tangerang	Emotional	0.085	Tidak Signifikan
Jakarta	Intelligence	0.085	Tidak Signifikan

DISCUSSION

Based on the research findings, a negative correlation was found between emotional intelligence and internet addiction among junior high school students at School X in Tangerang and School X in Jakarta. This discovery indicates an inverse relationship between the two variables under investigation. In this context, the inverse relationship implies that the higher the level of internet addiction, the lower the emotional intelligence of adolescents, and conversely, the lower the level of internet addiction, the higher their emotional intelligence.

Although an inverse relationship between emotional intelligence and internet addiction was identified, the correlation test results show that this relationship is not statistically significant. This finding aligns with previous research by Kant (2018), which also affirms a negative correlation between emotional intelligence and internet addiction among adolescents.

High emotional intelligence is believed to enable individuals to better regulate themselves. This concept is also supported by Cooper (1997), who states that individuals with high emotional intelligence tend to build stronger relationships in their social environment.

Conversely, students with lower emotional intelligence are more vulnerable to negative factors such as academic pressure or daily challenges. Therefore, individuals may tend to engage in activities to balance their emotions and may use the Internet as a means to improve their low mood. Rosdaniar (2008) argues that individuals addicted to the internet are likely to use it to reduce stress and enhance their feelings when they feel pressured or isolated.

Based on the research findings by Vu et al (2022), increasing emotional intelligence can impact the reduction of internet addiction. Thus, students who understand the impact of emotional intelligence on internet behavior can help cultivate efficiency in their internet usage. In this regard, students can become more productive in both learning and daily activities.

This research has some limitations, as is common in research. It only includes two schools, namely School X in Tangerang and School X in Jakarta, with different locations. The scope of this research is also very limited. Additionally, the sample size is too small, as differences in sample size can alter research results.

Other limitations include the use of methods in this research. It is hoped that future researchers can employ qualitative methods or even mixed methods to obtain more specific results regarding the causes of internet addiction, ways to reduce addiction levels, and ways to enhance emotional intelligence in individuals. A more targeted solution could be achieved through interview processes with research respondents.

CONCLUSION

Based on the research findings, it is concluded that there is a negative correlation between emotional intelligence and internet addiction among junior high school students at X Junior High School in Tangerang and X Junior High School in Jakarta. These findings indicate a reverse relationship between the two variables investigated in this study. This inverse relationship suggests that the higher the level of internet addiction, the lower the level of emotional intelligence, and conversely, the lower the level of internet addiction, the higher the level of emotional intelligence.

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