

Analysis of Gadget Use (*Online Game Addiction*) and Emotional Intelligence on Student Learning Motivation in Pandeglang City Senior High School

Devi Elisa¹, Septi Citra Permana², Christian Ericson³

^{1,2,3}STKIP Mutiara Banten

Received: 5 Juni 2022
Revised: 10 Juni 2022
Accepted: 13 Juni 2022

Abstract

The purpose of this study was to determine the effect of using gadgets (online game addiction) and emotional intelligence on students' learning motivation at SMAN 7 Pandeglang. The method used in this study is a survey method with a quantitative approach. Data collection techniques used instruments to measure online game addiction, emotional intelligence and instruments to measure students' learning motivation. Based on the results of data analysis and hypothesis testing with path analysis calculations, the results show that 1) there is an effect of gadget use (online game addiction) on learning motivation, 2) there is an influence of emotional intelligence on learning motivation, 3) there is an influence of online game addiction and emotional intelligence on learning motivation. student learning motivation at SMAN 7 Pandeglang. The longer the duration of the child in playing gadgets, the intelligence of the child will decrease. And of course it will affect the decrease in students' learning motivation

Keywords: *Online game addiction, emotional intelligence, learning motivation*

(*) Corresponding Author: devi.stkipmb@gmail.com

How to Cite: Elisa, D., Permana, S., & Ericson, C. (2022). Analysis of Gadget Use (Online Game Addiction) and Emotional Intelligence on Student Learning Motivation in Pandeglang City Senior High School. *International Journal of Education, Information Technology, and Others*, 5(4), 134-138. <https://doi.org/10.5281/zenodo.6983946>

INTRODUCTION

The development of technology and information has progressed very rapidly. The Indonesian nation is one of the nations involved in the advancement of information and technology media (Ameliola & Nugraha, 2013). Sanjaya (2011) states that the increasing use of *gadgets* or tools that can be easily connected to the internet is increasing from time to time even now there are more than 45 million internet users in Indonesia. use *gadgets* makes a person seem to be very dependent on his *gadget*. Based on the results of research conducted, it was revealed that about 15.4 hours/day Indonesians spend time in front of *smart phones*, and 92.3% of children start interacting using *smartphones*. (Anggraeni 2019).

Children who are attached to *gadgets* and spend more time in front of *gadgets* less social activities with their peers. In addition, the presence of *gadgets* has also replaced social roles so that children tend to be more comfortable with their *gadgets*. Children's emotional intelligence will develop optimally when they have sensitivity to their own emotions and those of others. Problems arise when the time management pattern of using *gadgets* (addiction to online games) has an impact on low emotional intelligence and reduces students' learning interest/motivation which allows a decrease in achievement. Motivation is a driving force for someone to excel.

Online games are types of games that use a computer network or the internet as a medium. Musikhah *According* (2009), games can make people smarter, eye

sharpness faster, improve brain performance in receiving stories, improve reading skills, improve foreign language skills, expel stress, restore body condition, increase speed in typing, but if online games are carried out for a long duration of course it will have a negative impact according to Khairul (2011) online games can reduce positive activities that should be carried out by children at their developmental age.

Children who are dependent on game activities will affect their learning motivation thereby reducing learning time and time to socialize with peers. If this continues for a long time, the child will withdraw from social interaction, be insensitive to the environment, and can even form a social personality, the child does not have the ability to adapt to his social environment.

Students who are addicted to online games can cause changes in thought patterns and behavior in these individuals. This is in line with what was stated by Santrock (2007) who said that in the development of students, especially teenagers between 11 and 15 years old, there were changes in their thinking. At this age, adolescents can carry out formal operational thinking that is more abstract, idealistic, and logical than concrete operational thinking. Adolescents are driven to understand their world because of their actions and biological adjustments. More clearly they relate one idea to another. They not only organize observations and experiences but also adapt their way of thinking to include new ideas because additional information leads to deeper understanding.

In this social transition, adolescents experience changes in individual relationships with other humans, namely in emotions, in personality, and in the role of the social context in development, such as denying parents, aggressive attacks on peers, the development of assertiveness, adolescent happiness in certain events and Gender roles in society reflect the role of emotional social processes in their development that affect emotional intelligence in adolescents.

Looking at the problems above, as well as capturing phenomena in the field, especially in the public high school environment in Pandeglang, the number of students in groups playing *online games* where the researchers also saw many students playing online games for long periods of time even late at night so they played *gadgets* with a long duration. excessive has an influence on emotional intelligence and learning motivation of children. Taking into account the problems stated above, this becomes the basis for revealing the influence of Gadget Use (*Online Game Addiction*) and Emotional Intelligence on Student Learning Motivation at SMA Negeri 7 Pandeglang.

LITERATURE REVIEW

Online Game Addiction

According to Andrew Rollings and Ernest Adams (2003) online games are referred to as a technology rather than a *genre* or type of game. In a broad sense, gaming means entertainment. Game also refers to the notion of intellectual agility (*intellectual playability*). Online games are electronic and visual based games.

Emotional Intelligence

Goleman (2009) defines emotional intelligence as the ability to motivate oneself, survive in the face of pressure, control desires, regulate moods, maintain stress loads so as not to paralyze thinking skills, and the ability to empathize.

Emotional intelligence here is more about how individuals can manage and use their emotions effectively to be able to achieve success in life.

Supardi in Nurdin (2009) defines emotional intelligence as a dimension of ability in the form of emotional and social skills which then shape character and characteristics which include abilities such as the ability to control oneself, empathy, motivation, the spirit of patience, perseverance and social skills. Saam & Wahyuni (2012) Emotional intelligence is the effective use of emotions to achieve goals, build productive relationships, and achieve success at work. It can be concluded that emotional intelligence is the ability of an individual to control his emotions and those of others, and use them productively to achieve success.

Learning Motivation

Motivation according to Weinberg & Gould (2011) "*motivation is the direction and intensity of effort*". Motivation can be defined as the direction and intensity of effort, meaning that the direction of effort refers to whether a person is trying to find or approach a particular situation and the intensity of effort refers to how much or how much effort a person makes in a particular situation. whether consciously or not will take an action to try to achieve certain goals (Fauziah, 2017).

Syadianiansah (2016) defines that motivation is an impulse that arises to achieve goals which are marked by changes in behavior. Motivation is also a desire that arises from students and encourages them to carry out a learning activity. It can be concluded that motivation is the driving force that arises from within the individual who is trying to be realized in a business action so that it raises a will, interest, and desire in following the learning process.

RESEARCH METHODOLOGY

This study used a survey method with a quantitative approach. The sample in this study were students of SMA Negeri 7 Pandeglang as many as 103 respondents. The instrument used is a Likert scale with the use of gadgets (online game addiction), emotional intelligence instruments, and student learning motivation instruments.

RESEARCH RESULT

From the results of the analysis, there is a negative influence between the use of gadgets (addiction to online games) on student learning motivation at SMAN 7 Pandeglang with the acquisition of t_{count} 2.73 while t_{table} for $\alpha = 0.05$ is 1.98 because t_{count} is greater than t_{table} then rejected and H_a accepted. In his research, Reza (2022) states that the use of gadgets (online game addiction) has a significant effect on learning motivation. The use of online games with a duration of more than 3 hours each time its use has a negative impact. Online games have a negative impact on students' learning motivation. A child who is addicted to online games will affect his motivation in learning and if his learning motivation is disturbed it will also affect his learning achievement. (Nasrina fatin, 2020).

From the results of calculations carried out that there is a positive influence of emotional intelligence on students' learning motivation at SMAN 7 Pandeglang with the acquisition of t_{count} 3.23 while t_{table} for $\alpha = 0.05$ is 1.98 because t_{count} is greater than t_{table} then H_0 rejected and H_a accepted. This is evidenced by research conducted by Li & Leung (2011) in their research stating that a person's self-awareness factor

to achieve achievement makes a person motivated to do better in learning, and this shows that a person's emotional intelligence becomes a stimulus to his learning motivation which in turn In addition to this research, research conducted by Juliana & Rozali (2017) states that emotional intelligence has a positive effect on students' learning motivation. in his research that teenagers who have high emotional intelligence affect the high motivation to learn these students. In addition, Aniyatin (2017) in his research states that emotional intelligence has a directly proportional relationship. Students who have high emotional intelligence can also have high motivation in learning.

There is a significant direct effect between the use of gadgets (addiction to online games) and emotional intelligence on students' learning motivation with the acquisition of t_{count} 3.29 while t_{table} for $\alpha = 0.05$ is 1.98 because t_{count} is greater than t_{table} then H_0 is rejected and H_a accepted. If the longer the duration of children in playing gadgets, the intelligence of children will decrease. (Sari., et al 2021). And of course it will affect the decrease in students' learning motivation.

CONCLUSION

There is an effect of using gadgets (addiction to online games) and emotional intelligence on students' learning motivation at SMAN 7 Pandeglang.

SUGGESTIONS

It is expected that respondents will maintain and limit the duration of using gadgets so as not to experience addiction so that it does not affect emotional intelligence. And the impact also on the low motivation to learn. The school is expected to make socialization in the form of posters or health education about the duration of using gadgets and the negative impact of gadgets on students' emotional intelligence.

BIBLIOGRAPHY

- Ameliola, S., Nugraha, D.H.2013. Perkembangan Media Informasi dan Teknologi Terhadap Anak dalam Era Globalisasi. Malang: *Universitas Brawijaya*.
- Ade, Sanjaya. 2011. *Model-Model Pembelajaran*. Jakarta: PT Bumi Aksara.
- Anggraeni, Elly & Setiaji, K. (2018). Pengaruh media sosial dan status sosial ekonomi orang tua terhadap perilaku konsumtif mahasiswa. *Economic Education Analysis Journal*. 7(1), 172–180.
- Anwar, Khairul (2011) *Pengaruh Game Online terhadap Perstasi Belajar Siswa (Penelitian Kuantitatif Surabaya)*. Skripsi, Universitas Muhammadiyah Surabaya: Tidak Diterbitkan
- Goleman. (2002). *Emotional quotient*. Yogyakarta: Pustaka pelajar
- John W. Santrock (2007). *Perkembangan Anak*. Jilid 1 Edisi kesebelas. Jakarta : PT. Erlangga.
- Musikah (2009) *Cerdas dengan Game Online*. Gramedia Pustaka Utama Nasution.
1998. Metodologi Penelitian Naturalistic'. Bandung: PN. TARSITO
- Nurdin. (2009). Pengaruh Kecerdasan Emosional Terhadap Penyesuaian Sosial Siswa Di Sekolah. *Jurnal Administrasi Pendidikan* Vol. IX No. 1 April 2009.

- Nisrinafatin, 2020. Pengaruh game online terhadap motivasi belajar. *Jurnal Edukasi Nonformal*. E-ISSN:2715-2634
- Pachlevi, R.M & Raymond, A., 2022. Pengaruh penggunaan game online terhadap motivasi belajar siswa di SMK Bina Putra Jakarta Selatan. *Seminar Penelitian Sivitas Akademik UNISBA*. Vol 8 (1), Prosiding jurnalistik.
- Saam, Z & Wahyuni, S. (2012). *Psikologi Keperawatan*. Jakarta: PT Raja Grafindo Persada.
- Sari, P.E dkk. 2021. Penggunaan gadget dengan kecerdasan emosional anak usia sekolah. *Jurnal media keperawatan*. Vol 12 (1).
- Syardiansah. (2016). Hubungan Motivasi Belajar dan Minat Belajar terhadap Prestasi Belajar Mahasiswa Mata Kuliah Pengantar Manajemen (Studi kasus Mahasiswa Tingkat I EKM A Semester II). *Jurnal Manajemen Dan Keuangan*, 5(1) .
- Weinberg, R.S & Gould, D. 2011. *Foundations of Sport and Exercise Psychology*, 5E. USA: Human Kinetics