



THE CORRELATION BETWEEN GAME WATCHING INTENSITY, YOUTUBE, TIKTOK WITH EMOTIONAL INTELLIGENCE

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ABSTRACT

Indonesia has the highest prevalence of device use (69%), followed by Nigeria (81%), India (79%), and South Africa (78%), according to a global survey. The number of youngsters with emotional mental problems is rising in tandem with the facts. Emotional and mental health issues in children rose 4,0% between 2013 and 2018. Online games, TikTok, and YouTube are frequently utilized gadget applications. Objective: The research objective was to determine the correlation between the intensity of watching games, YouTube, and TikTok and emotional intelligence in elementary school children. Method: The type of research used in this study is quantitative. with the approach method used is cross sectional. The sample in this study were elementary school students who used the gadget applications youtube, tiktok and online games as many as 74 students. The sampling technique used Purposive Sampling. Bivariate analysis using the Gamma test. Results: The study's findings indicated that while emotional intelligence was primarily in the medium to low range, the intensity of viewing online games, YouTube, and TikTok was primarily in the high range. A positive correlation value with a p value <0,05 was obtained from the gamma test analysis, indicating a relationship between emotional intelligence and the amount of time spent viewing online games, YouTube, and TikTok. Conclusions: Controlling the intensity of children's gadget use is one way that parents or other caregivers can optimize positive effects and minimize negative ones.

Keywords: emotional intelligence; game; youtube; tiktok

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INTRODUCTION

A person's capacity to control his emotions, sustain emotional stability and expression via leadership, and build connections based on emotional intelligence is known as emotional intelligence. Daniel coined the term emotional intelligence, or EQ, so that everyone could have a clear understanding of it. According to Goleman, emotional intelligence accounts for 80% of life success, whereas intellectual intelligence accounts for 20%. This means that emotional intelligence plays a crucial role in determining life success, including learning. (Kintoko et al., 2023). According to the World Health Organization (WHO), emotional development disorders affect 23,979,000 children and affect 5–25% of preschool-aged children. Additionally, anxiety affects about 9% of kids. 9–15% suffer from behavioral disorders, and 11–15% are easily agitated (WHO, 2017). In 2018, Riskesdas reported that approximately 10% of children suffer from emotional mental illnesses. According to Putri (2019). there was a 4.0% increase in children's emotional and mental issues between 2013 and 2018. According to a basic health study, mental emotional illnesses affected 5–10% of 35 provinces (Balitbangkes RI, 2018). Adolescent development is seriously hampered by emotional disorders. Early adolescence, which begins at ages 12 to 14, is a time of growth in social, intimate, cognitive, physical, and self-esteem skills.

Emotional and behavioral disorders are significant developmental problems that can reduce the productivity and quality of life of children and adolescents. In the US, five parents out of one million children and adolescents said their children had behavioral, emotional, and developmental problems. Furthermore, according to Zakiah (2021) 12,5% of Singaporean children aged between 6 and 12 years suffer from emotional and behavioral problems. Up to 62,8% of children have low emotional intelligence, which prevents them from doing emotional development activities correctly, according to research by Fitria et al. (2022). Children with low emotional intelligence often act out, such as by being disrespectful and stubborn, which can negatively affect both them and their surroundings. The inability to control and regulate emotions is linked to the impact of unstable emotional shift (Fitria et al., 2022). In a study of 160 respondents, Wahyuni and Rasyid (2022) found that 18 parents and 99 parents (61,88%) said their children had high emotional intelligence, while 43 parents (26,88%) said their children had high emotional intelligence. Some parents (11,25%) said their kids had low emotional intelligence. In this study, most parents said their kids had moderate emotional intelligence (Wahyuni & Al Rasyid, 2022). Some factors that can affect emotional intelligence in children are gender, age, education, family, psychological conditions, and daily activities such as gadget use. Many children use technology, such as computers and cellphones, to watch educational and non-educational videos on YouTube, play games, and use TikTok. Only a few children use electronic devices for less than an hour. The majority of them spend three to six hours a day on electronics (Hadi & Sumardi, 2023)

According to Nurmalasari & Wulandari (2018), gadgets are electronic devices that are portable and useful for information and communication. They are part of the environment that influences intellect. Every year, the incidence of gadget use rises; in 2019, there were 3.2 billion gadget users, a 5.6% increase from the year before. It is anticipated that the prevalence would rise further, reaching 3.9 billion globally in 2022. According to a global poll, 69% of people in Indonesia use gadgets, followed by 81% in Nigeria, 79% in India, and 78% in South Africa (Ivana B., 2021). The development of technology and information has experienced very rapid and clear progress in the information and technology sector. The increasing use of gadgets or tools that can easily connect to the internet has begun to increase over time. Gadgets can also be used to listen to music, play games, the internet, take photos, and watch videos (Elisabeth, 2023). The Central Statistics Agency (BPS) reports that 88,99% of Indonesian children aged 5 and older use social media on the internet, which is the highest percentage when compared to other internet access usage. Sixty-one percent of Indonesian children older than five use the internet to get information and news. 63,08 % of individuals use the internet for amusement. The Central Statistics Agency (2023) reports that 33,04% of youngsters aged 5 and older utilize the internet for school tasks (Central Statistics Agency, 2023).

According to a 2018 research by the Indonesian Internet Service Providers Association, out of the 264.16 million individuals in the nation, 171.17 million use the internet regularly. 97.3 percent of individuals, or 129.2 million people, utilize social media. There are 128.4 million (96.8%) viewers of entertainment shows and 127.9 million (96.4%) viewers of news programs. 124 million people continue to utilize educational apps. In Indonesia, 71% of Javanese people utilize the internet, compared to just 1.3% in Riau. This shows the difference in internet penetration rates between the Javanese islands. School-age youngsters utilize internet games (50%) and YouTube (98%) extensively. Approximately 150 million Indonesians, or roughly 56% of the nation's entire population, were online in the first few months of 2019. Online gamers are thought to make up 46% of the 142,8 million mobile internet users globally (Lestariningsih et al., 2023). In 2018, the World Health Organization (WHO) clarified that excessive online gaming can lead to mental health disorders in humans,

which are typified by a persistent desire to play games for extended periods of time without considering or caring about other activities. Nearly 227 million Americans currently play online video games, according to a 2021 Entertainment Software Association (ESA) poll. Of youngsters under the age of 18, 76% play online games, with boys making up the majority (55%). Up to 80% of children aged 18-34 years, play time is more than 3 hours to play online games every day (Armiandeni, 2020). According to Asahan (2020), 54.1% of school-age children are addicted to online games, with 77.5% of boys and 22.5% of girls reporting that they play for two to ten hours a day on this platform every week. A study conducted by the Department of Nustek Udinus Semarang revealed that forty percent of its students play online video games. The impact of playing online games for more than two to four hours a day, the problems observed are related to short-term and long-term adaptation (eg, headaches, difficulty focusing, and near vision disorders) and its syndromes. Eye fatigue, burning, irritation, and pain are symptoms of dry eyes (Lestariningsih et al., 2023).

Adults are not the only ones who use social media these days; a lot of kids utilize it to express themselves, especially on the TikTok and YouTube platforms. YouTube keeps expanding and adding new, fascinating features that astound viewers and make them want to use the site daily. The newest and most remarkable features on YouTube are YouTube tales gunakan youtube setiap hari. Terdapat youtube stories merupakan fitur terbaru dan paling terkesan di youtube (Setiyana & Kusuma, 2021) According to the findings of a poll carried out by the Editorial Team in Salehudin (2020), YouTube is the most popular social media platform in Indonesia and is used by many Indonesians, particularly for music listening. As a result, it is ranked #1 in the country. Because of this, YouTube is a very fascinating and popular social media platform among Indonesians of all ages, including housewives, students, small children, and even those in their early years. In actuality, children between the ages of five and six are permitted to use YouTube, but the frequency and intensity of use must still be taken into account. For instance, kids are only permitted to watch videos on YouTube twice a week. Outside of the two-hour watching period, the child needs to engage with others in his neighborhood (Salehudin, 2020). According to the research, smartphones are utilized by adults and youngsters younger than one year. Children who are tech-savvy and born between 2011 and 2020 support this (Tirtayasa et al., 2022). The young people who were born in this range and are already accustomed to digital technology are referred to as the alpha generation. Technology literacy in toddlers is not uncommon. Actually, you are free to select the program that interests you. Applications are among those that TikTok uses.

Users of this TikTok program will feel the special effects that are interesting, exciting, and unique. Many people are interested in the facilities provided, especially children. young children become interested in using the TikTok program and its capabilities because of the differences between children when they play. First the child watches adults when using TikTok then tries to finally get used to using it. Short, age-appropriate music videos that may be creatively used for amusement or fun are the ideal use case for TikTok. Children may grow addicted to TikTok since it shows different videos and makes users act in different ways. suitable for the age (Tirtayasa et al., 2022). In the second quarter of 2023, there will be 1,5 billion TikTok users, according to estimates from Business Of Apps. This Bytedance product was downloaded 3.3 billion times in 2022, according to cumulative downloads. The younger generation makes up the majority of TikTok users. The majority of users are between the ages of 18 and 24, accounting for 34,9% of all users in 2022, according to Business Of Apps. With 28.2%, the 25–34 age group comes next. Teenagers between the ages of 13 and 17 make up 14.4% of the population. However, the age group over 55 has the lowest percentage of users (3.4%), followed by the 45–54 age range (6.3%). In terms of gender, women make up a larger percentage of all users (55% in 2022). Men make up 43% of the total, while women make up

2.2%. With 113 million users as of April 2023, Indonesia has the second-highest number of TikTok users worldwide (Central Agency of Statistics, 2023).

According to the findings of a study by Pratiwi M.A., Rosidah, and Maryani (2022), children in the hamlet of Banjarnegara who are between the ages of five and six use the TikTok app to watch and browse material. Young children between the ages of five and six frequently watch cartoons, cosmetics, and mukbang. For one, three, two, or four hours at a time, children watch media. Naturally, parents place time limits on their children's use of the TikTok app between the ages of five and six in order to prevent learning disruptions. However, the TikTok app has both beneficial and harmful effects on kids. It fosters creativity and enhances video editing abilities, while it also has a detrimental effect on kids who are slow to learn and prefer to become upset. (Tirtayasa et al., 2022) According to the findings of a preliminary survey that was carried out at the Elementary School Tambahrejo on February 27, 2024, 287 students were found to be using gadgets; of these, 87 played online games, 105 watched tiktok, and 95 enjoyed watching YouTube. Additionally, interviews with six representative respondents in a school setting revealed that the six respondents played online games, watched tiktok, and watched YouTube daily for more than an hour. 2 respondents said they play online games every day for more than 2 hours. 2 respondents said they watch TikTok every day for 2 hours using their parents' gadgets. While the other 2 respondents watch YouTube for 2 hours every time they want to sleep at night. The 6 respondents said they prefer playing gadgets than playing with their peers, they also said they like to forget the time when they are playing with gadgets. Based on the background, the research objective was to determine the correlation between the intensity of watching games, YouTube, and TikTok and emotional intelligence in elementary school children.

METHOD

This research type is quantitative and the design of this research is cross-sectional. This study uses a questionnaire. The subjects of this study were students in Elementary School. The object of this study is the correlation between the intensity of watching YouTube TikTok games and emotional intelligence in elementary school children. This research was conducted at the Elementary School 1 Tambahrejo. The total population of elementary school students 1 Tambahrejo is 287 people. This study collected a sample of 74 respondents consisting of students in grades IV, V and VI who watch games, YouTube, and TikTok with sampling using purposive sampling techniques.

The data collection tool in this study used a questionnaire related to emotional intelligence adapted from the thesis (Fatimah, 2020). This questionnaire consists of 24 valid questions, for this measuring instrument using a 4-option Likert scale, namely option (a) strongly agree, (SS) (b) agree, (S) (c) disagree, (TS) (d) strongly disagree (STS). Four criteria—highly agree, agree, disagree, and strongly disagree—are used in the questionnaire score distribution. With the results categorized: <48 is low, 49–72 is medium, and >73 is high. The Game Addict Scale (GAS), created by Lemmens et al., (2009), is the measurement tool used to gauge online gaming. Five responses on the GAS scale that reflect the circumstances they have encountered in the previous six months will be provided to participants. Based on the following boundaries, the GAS evaluation scale goes from one to five: Very unusual is represented by a score of 1 (SJ), very commonly by a score of 5 (SS), regularly by a score of 4, occasionally by a score of 3, and rarely by a score of 2 (J). There are three categories for the measuring results: Low = (21-41), Medium = (42-62), and High = (63-84). A YouTube watching questionnaire that was modified from Rofiana (2020) is used as the measuring tool for YouTube viewing. Always with a score of 5, Frequently with a score of 4, and Infrequently with a score of 3 are the options for answers on the questionnaire. Almost

seldom with a score of one, very seldom with a score of two. The index number that results displays a score between 5 and 25, with a range of 20. Thus, there are four parts to the range of 20, each with a range of five. These components will serve as the foundation for interpreting the subsequent index values: Low = 5.11–11.5, Medium = 11.6–18, and High = 19–25. A TikTok watching questionnaire with 22 items that was modified from Rofiana (2020) is used as the measuring tool for TikTok watching. For the response options, the scores are as follows: Very Appropriate (SS) at 4, Appropriate (S) at 3, Not Appropriate (TS) at 2, and Very Not Appropriate (STS) at 1. The index number that results shows a score between 88 and 88. Thus, the 88 range is split into 5 pieces, each of which has a range of 16.5. There are three categories for the measurement results: low (22-44), moderate (45-66), and high (67-88). The Gamma test, a non-parametric test that assesses the connection between two variables on an ordinal scale, is used in the analysis of this study. Validity test on the questionnaire obtained $r_{count} > r_{table}$ ($r_{value} > 0.306$). Reliability test obtained cronbach's alpha value $> r_{table}$ ($0.939 > 0.60$).

RESULT

Table 1
The Correlation between Intensity of Watching Online Games and Emotional Intelligence

Intensity of watching online games	Emotional Intelligence						Total	Correlation	P-Value	
	Low		Medium		High					
	f	%	f	%	f	%				
Low	1	12,5	2	25	5	62,5	8	100	0,673	0,001
Medium	5	13,52	31	83,78	1	2,70	37	100		
High	11	37,93	18	62,07	0	0	29	100		

Table 1 above explains that some students of SD N 1 Tambahrejo based on the results of the gamma test obtained a p value < 0.05 ($0.001 < 0.05$) meaning that there is a correlation between the Intensity of Watching Online Games and Emotional Intelligence. In other words, H_0 is rejected. The results of this study show the closeness of the correlation between the two variables with a correlation value of 0.673.

Table 2
Correlation between Frequency and Intensity of Watching Youtube and Emotional Intelligence

Youtube viewing intensity	Emotional Intelligence						Total	Correlation	P-Value	
	Low		Medium		High					
	f	%	f	%	f	%				
Low	0	0	2	66,66	1	3,34	3	100	0,716	0,000
Medium	2	5,40	32	86,48	3	8,10	37	100		
High	15	44,11	17	50	2	5,88	34	100		

Table 2 above explains that some students of Elementary School Tambahrejo based on the results of the gamma test obtained a p-value < 0.05 ($0.000 < 0.05$) meaning that there is a correlation between Youtube Watching Intensity and Emotional Intelligence. In other words, H_0 is rejected. The results of this study indicate that there is a significant positive effect (correlation value 0.716).

Table 4
Correlation between Frequency and Intensity of Watching TikTok and Emotional Intelligence

Tiktok viewing intensity	Emotional Intelligence						Total		Correlation	P-Value
	Low		Medium		High					
	f	%	f	%	f	%	f	%		
Low	2	22,22	2	22,22	5	55,56	9	100	0,643	0,001
Medium	2	5,71	33	94,28	0	0	35	100		
Tinggi	13	43,33	16	53,33	1	33,34	30	100		

Table 3 above explains that some students at the Elementary School 1 Tambahrejo, based on the results of the gamma test obtained a p-value <0.05 (0.000 <0.05), meaning there is a correlation between the Intensity of Watching Tiktok and Emotional Intelligence. In other words, H0 is rejected. The results of this study indicate that there is a significant positive effect (correlation value 0.643).

DISCUSSION

The results of the study showed that the intensity of watching online games, YouTube and TikTok was mostly in the high category, while emotional intelligence was mostly in the medium to low category. This study showed a positive correlation result, which means that the intensity of watching is proportional to emotional intelligence or the higher the intensity of watching, the higher the emotional intelligence. However, the results of the study also showed that from respondents with high viewing intensity, their emotional intelligence was in the medium and low categories. A comprehensive review's findings demonstrated that gaming disorder has a detrimental effect on teenagers' emotional intelligence, especially in domains like empathy, self-regulation, and self-awareness. According to the review's findings, excessive gaming might cause serious emotional discomfort, indicating that moderation is crucial for preserving adolescents' healthy emotional development (Sulaksono et al., 2020). According to the gratification theory, people frequently play games to elevate their mood and control their emotional states. This implies that whereas gaming could offer short-term emotional solace, it might not always result in sustained gains in emotional intelligence (Zahra et al., 2020).

Playing online games on mobile phones and using the internet excessively both increase the risk of depression. The results of this study are in line with several studies showing that higher emotional intelligence (EI) can reduce the risks associated with online game addiction. For example, individuals with better social skills and emotion management tend to develop effective coping strategies, which can reduce their chances of becoming addicted to online games (Rasito et al., 2022). Because games allow users to temporarily forget their issues and anxieties, people who are depressed will play them as a diversion from their despair. A game addict may withdraw from friends, family, and the community, which increases their vulnerability to mental health issues including depression (Nugroho dkk., 2023). An essential component of emotional intelligence is the capacity to control one's emotions. Self-regulation, which is crucial for managing stress and preserving emotional equilibrium, is adversely affected by game addiction, according to research. Adolescents who score worse on self-regulation are more likely to develop a gaming addiction, which exacerbates their emotional problems in a vicious cycle. A range of emotions can be evoked by games, giving players the chance to feel good and gain knowledge from it. Children can improve their emotional awareness and resilience by playing games that promote pleasant relationships (Rasito et al., 2022).

The study's findings revealed a Spearman rho of 0,716 and a p value <0,05. According to the study, children's social and emotional development and YouTube viewing intensity are significantly positively correlated. The Spearman Rho correlation value was 0,665 with p <0,05, meaning that the more intensely a child watches YouTube, the better their social and emotional development (Putri, 2019). The primary reason why kids utilize YouTube software is because it provides them with engaging audio, visual, and video content (Fitria et al., 2024). Children will therefore experience greater happiness when using the YouTube app, and through watching and listening to videos, they will mimic both positive and negative actions. YouTube offers a variety of engaging and instructive content that might greatly increase kids' emotional intelligence (EQ). The characters in the videos serve as relatable figures for children, allowing them to process emotions in a safe environment. This method reflects a psychological technique in which puppets or animated characters help children express their feelings without fear of being judged (Stone, 2021). Many YouTube videos include play-based learning, which is essential for emotional development. Activities such as games, puzzles, and role-playing scenarios help children recognize and manage their emotions. This playful approach encourages self-regulation and expression, making emotional learning fun and effective (Buzanko, n.d.). YouTube can expose children to a variety of emotional narratives through stories, potentially allowing them to observe emotional regulation and develop empathy by witnessing the characters' experiences (Nabi & Wolfers, 2022). Channels that focus on teaching emotional intelligence can help children learn about empathy, compassion, and emotion management in an engaging way (Rasito et al., 2022).

Overuse of YouTube has been connected to behavioral and emotional issues in kids. According to research, extended screen time can impair self-control and patience, which can result in a decrease in focus and a rise in distraction. These factors can cause emotional and behavioral issues (Kim et al., 2024). According to research, children who are exposed to YouTube at a young age are more likely to experience anxiety and behavioral issues. Overuse of YouTube has been connected to behavioral and emotional issues in kids. According to research, extended screen time can impair self-control and patience, which can result in a decrease in focus and a rise in distraction. These factors can cause emotional and behavioral issues (Kim et al., 2024). According to research, children who are exposed to YouTube at a young age are more likely to experience anxiety and behavioral issues (Kumar Muppalla et al., 2023).

The study's findings revealed that the Spearman rho was 0.643 and the p value was less than 0.05. According to the study's findings, children's emotional intelligence will improve as a result of viewing TikTok. According to related research, TikTok can serve as a platform for self-expression and creativity. Among other things, the diversity of content accessible can promote a sense of community by inspiring and entertaining users. However, these positive aspects do not outweigh the detrimental effects observed on emotional intelligence (Herbert, 2023; Sumardi et al., 2023). TikTok provides a platform for creative expression, allowing children to explore their interests through video creation. This can improve their mood and foster creativity, which is an important component of emotional intelligence (Depression and Bipolar Support Alliance, 2024). For some children, especially those experiencing social anxiety or depression, TikTok can be a space to find community and validation. They can feel less alone and more understood by interacting with people who have gone through similar things. Additionally, the app provides a forum for talking about mental health concerns, which helps to de-stigmatize these discussions among youth. Being exposed to a variety of mental health tales can help people develop empathy and compassion for those going through similar struggles (Herbert, 2023). TikTok films that target young audiences arouse interest and motivate users to use them as consumers and content producers, which leads to people—

children in particular—enjoying them much. However, in this case, children also need to develop a creative attitude, which is done by using TikTok to explore their potential indirectly. In addition, developing this creative attitude means learning something new. Children use TikTok to pass the time when they are bored and create original content that they receive from the application (Buana & Maharani, 2022).

Children who frequently watch TikTok videos often have difficulty regulating their emotions. Research suggests that these children may exhibit exaggerated emotional responses, such as irritability and aggression, because they become desensitized to emotional stimuli from the content they consume. This inability to manage emotions can manifest as rejection of parents and lack of respect for authority figures, which is detrimental to their social development (Hasibuan et al., 2024). In order to minimize the detrimental effects and maximize the beneficial effects of YouTube, TikTok, and online games on kids' emotional intelligence, parental participation is crucial. To guarantee a safe and fulfilling experience, parents should constantly monitor content, instill critical thinking skills, set screen time limits, and engage their kids in what they watch.

CONCLUSION

According to the gamma test results, the p value <0.05 ($0.001 <0.05$) indicates that emotional intelligence and the amount of time spent watching YouTube, TikTok, and online gaming are significantly positively correlated. The link between emotional intelligence and YouTube viewing intensity shows the strongest correlation. Children's emotional intelligence and their use of digital media have a complex relationship. Healthy emotional development is hampered by serious hazards including poor emotional regulation, exposure to cyberbullying, and decreased in-person connection, despite the advantages like enhanced social connectivity and communication abilities. Children's media use should be regulated by parents and teachers to optimize positive effects and minimize negative ones.

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