The Influence Of Gadgets On The Emotions Of PGSD FKIP Students, Riau University

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ABSTRACT: This research is a quantitative research. The purpose of this study was to determine whether gadgets influence the emotions of PGSD FKIP students at Riau University. The data collection technique was a questionnaire (questionnaire). The sample in this study were 78 students from 2016, 2017 and 2018 PGSD FKIP students at the University of Riau. The validity of the research has been validated by experts. Then the data is processed using SPSS version 22.0 to find a valid statement. In the normality test, the data obtained is greater than 0.05 which is 0.270, which means the data has a normal contribution. The resulting regression equation $Y = 41.887 + 0.548x$ with a coefficient of determination of 57% and the rest is influenced by other factors not examined by the researcher. Ha's hypothesis was accepted and Ho was rejected. This is evidenced by the t test (significant test) on both variables, where tcount is greater than ttable which is $6.106 > 0.223$. Then it can be concluded that students who have high gadgets will be able to hold, or control emotions. Then students who have low emotions will not be able to hold, control emotions, so students have low emotions too.

Keywords: Effects of Gadgets, Emotions

INTRODUCTION

Technological development is something that cannot be avoided by humans. Currently the development of technology has entered its heyday throughout the history of human life as evidenced by technology that has entered all aspects of human life. One example of global technological developments today is gadgets (Putri, Novianti, & Chairilsyah, 2022). The growing development of gadgets as a communication technology used by various groups where the development of gadgets in this globalization era has made it easier for other people from all over to communicate with each other (Saefudin, & Munjiatun, 2022). At present the need for gadgets as a means of communication is a major need in various circles of society, both gadgets at affordable prices to gadgets that cost tens of millions (Eldelena, Putra, & Syahrilfuddin, 2022). Gadget users have also passed the specified age limit, during the current technological developments, gadgets are not only used by adults who need them, but are also owned by underage children who clearly do not need gadgets. competence mastered by the student. This is supported by the opinion of Sukmadinata (2011), which states that "technological developments should be utilized as best as possible.

Gadget comes from English which means a small electronic device that has a special function (Sundusiyah, 2012). In Indonesian, gadgets are called "acang" manupil, namely gadgets whose technology is developing rapidly and has special types, including smartphones, I-phones, and blackberries. Gadgets are sophisticated items that are created with various applications that can present various news media, social networks, hobbies, and even entertainment. Gadgets are used as modern communication tools and make it easier for human communication activities according to Widiawati (2014).

Gadgets according to Fadhilah's view (2011) are that gadgets can change the meaning of "solitude" with the presence of a gadget, that solitude can become a more lively and lively atmosphere. Things that can be done using gadgets are listening to music, playing games, internet, taking photos,

watching videos, and so on. Even though how many in a room there is nothing and no one (Komalasari, Puspitasari, & Zulkifli, 2022). The rise of gadgets used by students are cellphones, laptops, and tablets. Before gadgets and other devices existed, people could easily greet and interact with each other when meeting or gathering (Suarlin, Hermuttagian, & Setiawan, 2022). At this time people are more fun and busy with the gadgets they have (Kurniaman, Firdaus, Hadriana, & Sumarno, 2022). People who currently tend to forget that there are real friends around them (Indriani, Rahmadini, & Kurnianti, 2022).

Emotional intelligence is intelligence to recognize one's own feelings and the feelings of others, self-control, enthusiasm, the ability to motivate oneself and survive frustration, the ability to control impulses and emotions, empathize and lead oneself and the environment. Emotional intelligence affects one's attitude and behavior. And each of these emotions will have a different way of showing it, which is why humans are not humans without Low and Nelson's emotions (in Rupande, 2015).

Gadgets

According to Jati and Herawati (2014). Gadget comes from English which means a small electronic device that has a special function. In Indonesian, gadgets are called "acang" manupil, namely gadgets whose technology is developing rapidly and has special types, including smartphones, I-phones, and blackberries. Gadgets are sophisticated items that are created with various applications that can present various news media, social networks, hobbies, and even entertainment. Gadgets are used as modern communication tools and make human communication activities easier. From the above understanding it can be concluded that gadgets are small devices that have many functions and are in great demand among the public, especially among teenagers, children and adults.

There are several factors that influence adolescents, children and adults according to Fadilah (2015) in the use of gadgets. The factors are as follows:
a) Advertising that is rampant in the world of television and social media, often influences adolescents to follow current developments. This makes teenagers more interested and even curious about new things.
b) The sophistication of gadgets, can facilitate all human needs. Human needs can be fulfilled by playing gadgets, social media and even shopping online.
c) The affordability of gadget prices, due to the large number of gadget price competitions, causing gadget prices to become more affordable. In the past, only upper middle class people could afford gadgets, but in reality now parents who have a mediocre income can afford to buy gadgets for their children.
d) The environment creates self-emphasis among peers and society, this is because many people use gadgets, so other people are reluctant to leave gadgets. Apart from that, now almost every activity requires someone to use a gadget.
e) Social factors, which influence it such as reference groups, family, and social status. The role of the family is very important in social factors, because the family is the main reference in human behavior.
f) Personal factors, which contribute to human behavior, in early childhood, youth, and adults. Such as age and life cycle stage, work and economic environment, lifestyle, and self-concept. Human personalities who always want to be seen as more than their friends usually tend to follow trends according to technological developments.

According to Dalillah (2011), the gadget has the following indicators:
a) Ownership or interest in the gadget
b) Use of gadgets positively
c) Negative use of gadgets

Emotion

Emotional intelligence is intelligence to recognize one's own feelings and the feelings of others, self-control, enthusiasm, the ability to motivate oneself and survive frustration, the ability to control impulses and emotions, empathize and lead oneself and the environment. Emotional intelligence affects one's attitude and behavior. And each of these emotions will show it differently, which is why humans are not humans without Low and Nelson's emotions (in Rupande, 2015). Based on the description above, the hypothesis of the research problem formulation is:
1. Ha : There is an influence between the influence of gadgets on the emotions of students of the PGSD FKIP Riau University.

2. Ho: There is no influence between the influence of gadgets on the emotions of students of PGSD FKIP, Riau University.

METHOD

This study uses a type of quantitative research. The approach in this study is quantitative, which is an approach process of finding knowledge that uses numbers as data and tools to find the results you want to know. According to Sugiyono (2018) a quantitative approach is research data in the form of numbers and analysis using statistics. Then the data obtained from the results of filling out the questionnaire filled in by the respondents will be processed using numbers and will be tabulated using statistical formulas as well as detailed explanations (described). The population in this study were all students from the 2016, 2017 and 2018 batches. The research population consisted of 354 students.

The sample in this study is 78 respondents or in other words the number of samples to be studied is the same as the population. The sample is part of the number and characteristics of the population (Sugiyono, 2018). The sample used in this study was random sampling. Random sampling is a sampling technique from members of the population that is carried out randomly without regard to the strata in that population.

In this research, data collection for variable X, namely the gadget, used a questionnaire consisting of 3 indicators with 30 statements. While collecting data for variable Y, namely emotions, a questionnaire was used which consisted of 5 indicators with 30 statements. The questionnaire that will be used in this research is a Likerts Scale questionnaire. The research subjects were only asked to choose one answer that suited them. In this study, the alternative answers used consisted of 4 alternative answers, namely strongly agree, agree, disagree, and strongly disagree. The scores for each item are as follows:

Table 1. Questionnaire answer scores

Answer	Positive Statement Score	Negative Statement Score
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

This technique is aimed at students of class 2016, 2017 and 2018 and is used to collect data on the effect of gadgets on the emotions of PGSD FKIP students at Riau University. The data collection technique used in this study is a questionnaire (questionnaire). According to Sugiyono (2018) "The questionnaire is an instrument for data collection, where participants or respondents fill out questions or statements given by researchers". Respondents who will answer questions or statements in the questionnaire are students of PGSD FKIP Riau University.

In this study, the researcher carried out two stages, namely data analysis techniques namely, the validation stage (expert judgment) and the second stage of data processing obtained from questionnaires that had been filled out by respondents. The following is a quantitative data analysis technique:

a. validity

Validity is the degree of accuracy between data that occurs on research objects and can be reported by researchers, thus valid data is "data that does not differ" between data reported by researchers and data that actually occurs on research objects (Sugiyono, 2010).

b. Data Normality Test

The data normality test is a test conducted to find out whether the independent variables and the dependent variable of a regression have normal or close to normal data distribution. A good regression model is the data distribution is normal or close to normal. This test was carried out by carrying out the one sample Kolmogorov-Smirnov test obtained from the output results of SPSS version 22.0.

c. T Test (Significant Test)

The T test is a test used to determine whether there is a significant influence between the dependent variable and the independent variables studied. Through the use of the SPSS version 22.0 program, it can be seen the significant level of gadget variables and emotional variables. Comparing it, namely by means of an alpha of 5%, it will be known whether there is a significant influence between the gadget variable and the emotional variable.

d. Simple Linear Regression Analysis

Simple linear regression analysis is an analysis that measures the effect of independent variables on the dependent variable if the measurement of the effect involves one independent variable (X) and one dependent variable (Y) called simple linear regression (Suyanto, 2011). Meanwhile Sofyan Siregar (2015) says regression is a tool that can be used in predicting future demand based on past data or to determine the effect of one independent variable (X) on one dependent variable (Y). The simple regression equation which states the effect of the two variables is in the form of:

$$Y = a + Bx$$

Information :

Y = emotion

X = gadgets

a = constant

b = regression coefficient

To find out this equation, table coefficients are used which are the results of an analysis using the SPSS version 22.0 program.

e. Coefficient of Determination (R2)

The coefficient of determination (R2) is used to determine the percentage contribution of the independent variable (the effect of gadgets on students) by calculating the coefficient of determination.

RESULT AND DISCUSSION

In this study, the results of the research were made to prove the hypothesis or the indicators studied, namely the influence of gadgets (X) on student emotions (Y). To see the results of this research analysis, a simple linear regression analysis of two variables was used, namely the influence variable of the gadget and the emotional variable using the SPSS program. version 22.0, the hypothesis testers are as follows:

1. Analysis of the Description of the Researcher's Results

This research was conducted at the FKIP PGSD, University of Riau. The subjects in this study were students of class 2016, 2017 and 2018. This research was conducted on May 14 2019. Then, this study used a quantitative method. This aims to explain the numbers to describe or to create an overview of the influence of gadgets on the emotions of PGSD FKIP students at the University of Riau. Collecting data in this study the researcher prepared a research instrument in the form of 2 questionnaires, the first was a gadget questionnaire and the second was an emotional questionnaire. Before being validated the gadget questionnaire consisted of 35 statement items, and after being validated by conducting trials on PGSD FKIP students at the University of Riau the gadget questionnaire remained 30 statement items. While the emotional questionnaire consists of 40 statement items and after testing the questionnaire only consists of 30 statement items.

The implementation of this research was carried out on May 14 2019 for PGSD FKIP students at the University of Riau in accordance with the permission of the PGSD FKIP Study Program at the University of Riau. Before conducting this research, the researcher first validated the questionnaire by conducting trials on PGSD FKIP students at the University of Riau in 2016, 2017 and 2018. Data collection was filled in a random system using lottery numbers where each person can fill in 2 different questionnaires. the researcher enters the class to explain the systematics of filling out the questionnaire, the first the researcher explains to the respondents who get lottery numbers 1-7 can fill out the questionnaire depending on the number of samples taken in each class, then the researcher distributes the lottery numbers to students in in class, and distributed questionnaires to students who got lottery numbers determined by researchers and students who were not lucky could continue their respective assignments or were allowed to leave class, then researchers distributed gadget questionnaires and then continued emotional questionnaires.

The results of this study used a simple linear regression analysis of two variables, namely the gadget variable and the emotion variable using the SPSS version 22.0 program while the hypothesis testers were as follows:

a. Validity test

This researcher begins with the researcher preparing a research instrument in the form of a questionnaire of 60 statements adjusted to the research indicators. Before distributing it to research subjects, the researcher first tested the instrument to expert judgment, namely one of the lecturers from the PG PAUD FKIP UNRI study program, Devi Risma, S.Psi, M.Sc. After being tested, the results of the valid gadget questionnaire were 30 positive statements, 18 items and 12 negative statements. In the emotional questionnaire there are 30 valid statements, 16 positive statements and 14 negative statements. Valid statements are distributed to PGSD FKIP Riau University students.

b. Normality test

Before conducting a simple linear regression test, the researcher first tested the normality of the data. The data normality test is a trial used to test whether in a regression model, the two variables have data that are equally distributed or not. Data that is suitable for use in research is normally distributed data. The data processing used in testing this normality using SPSS version 22.0 is 0.270.

c. T Test (Significant Test)

The T test is used to find out whether the independent variable (X) has a significant effect on the dependent variable (Y), so a T test is carried out. Data management in the t test is using the help of the SPSS version 22.0 program. The output of the t test is 6.106. The significant level obtained in the significant hypothesis table is 6.106, based on the hypothesis formula that is if t count is greater than t table then there is a significant influence between the independent variable and the dependent variable, the significant comparison obtained is 6.106 > 1.665, this proves that there is the effect of the variable influence of gadgets (X) on emotions (Y) students of PGSD FKIP Riau University. Overall, it can be concluded that there is a significant influence between the influence of gadgets on the emotions of Pgsd Fkip students at the University of Riau.

d. Simple Linear Regression Equations

After the researcher obtains the data, the results of data processing and data analysis can be determined through simple linear regression. Through a simple linear regression analysis table, the output results with the help of the SPSS version 22.0 program (in the attached) in a constant value (a) of 41.878 and a regression coefficient value (b) of 0.548 which then obtains a simple linear regression equation Y = 41,878 ¬¬+ 0,548x, From the regression equation above, it can be concluded that there is an influence between students' perceptions of the effect of gadgets on the emotions of Pgsd Fkip students at the University of Riau.

e. Coefficient of Determination

Analysis of the coefficient of determination is used to find out how much the contribution of the independent variable (X) is to the dependent variable (Y). The greater the coefficient of determination, the greater the contribution of the independent variable to the dependent variable. To find out how much the influence of gadgets contributes to the emotions of Pgsd Fkip students at the University of Riau, it can be seen from the summary table of the processed data using SPSS version 22.0. Based on the summary table, it can be seen that the R number is 0.57 or 57%. This shows that the influence of gadgets on the emotions of Pgsd Fkip students at the University of Riau obtained a figure of 0.329 or 32%. This shows that the influence of gadgets on student emotions contributes to emotions by 32% while the rest are influenced by other variables not examined by researchers.

Discussion

From the results of the analysis above, the equation Y = 41.878 + 0.548x is obtained. With a constant value of 41.878 which states that there is no effect of gadgets on student emotions. 41,878. The regression coefficient of 0.548 states that each addition of 1 gadget score will increase emotion by 0.548. Thus students who have high gadgets will be able to hold back, or control their emotions. Conversely students who have low emotions will not be able to hold back, or control their emotions, so students have low emotions as well. Furthermore, the t test is used to determine whether there is an influence between gadgets (X) on emotions (Y) is really significant or not. The significant level obtained in the significant hypothesis table is 6.106 based on the hypothesis formula, namely if t count is greater than t table, then there is a significant influence between the independent variable and the dependent variable, a significant comparison is obtained, namely 6.106 > 1.665. So, this proves that there is an influence of the gadget variable (X) on student emotions (Y). Overall, it can be concluded that there is a significant influence between the effect of gadgets on the emotions of the students of PGSD FKIP, Riau University.

The value of the coefficient of determination (R) is obtained 0.57 or 57%. This shows that the effect of gadgets on the emotions of students of PGSD FKIP Riau University obtained a figure of 0.329 or 32%. This shows that the influence of gadgets on student emotions contributes to emotions by 32% while the rest are influenced by other variables not examined by researchers. The results of this study are in line with the opinion of Dalillah (2011) The use of these gadgets contributes to the emotional development of a student. This means that the relationship between gadgets and student emotional development is addiction and lack of control. And addiction here can be said to be excessive behavior (excessive) feeling the need to use gadgets by increasing the amount of time that reaches satisfaction. Repeatedly to control, reduce or stop the use of gadgets but failed. They feel gloomy, depressed, or angry when they try to stop themselves from spending time on their gadgets.

An important aspect that influences gadgets is that students who have high gadgets will be able to hold or control their emotions. Conversely students who have low emotions will not be able to hold back, or control their emotions, so students have low emotions as well. The results of this study are also in line with Mahendra Jain (2016) The world is changing rapidly due to advances in the e-technology domain. In this advanced and competitive world, it is impossible to escape from the presence of technology and one example is the use of smartphones. Smartphones are more likely to be hand-held computers for configuring daily schedules, storing large documents, for watching videos, listening to music, chatting with friends, social networking sites, video conferencing and more than a human can think of. Addiction is considered by the WHO as dependence, as the continued use of something for relief or stimulation that often causes cravings when there is none. The two main categories of addiction involve substance addiction or "addiction to behaviors as abstract as cell phone addiction." Smartphone addiction is similar in many ways to internet addiction. Second, based on the definition of Internet addiction, smartphone addiction has been defined as excessive smartphone use that interferes with the user's daily life. In addition, excessive use of smartphones can cause mental or behavioral problems. It can lead to maladaptive behavioral difficulties, interfere with performance at school or at work, reduce real-life social interactions, neglect personal life, mental preoccupations, alter mood experiences and can also lead to relationship breakdown. Each of these might indicate potential interference addicted.

Based on the results of the research and hypothesis testing above, it can be seen that the gadget variable (X) has a significant influence on the emotional variable (Y) of PGSD FKIP students at Riau University. Judging from the results of data processing using SPSS version 22.0, a significant level of < 5% alpha, namely 0.000 < 0.05, can be obtained. This shows that there is a "significant influence between the influence of gadgets on the emotions of the students of PGSD FKIP, Riau University".

It can be concluded that there is an effect of the gadget variable (X) on student emotions (Y) that there is a significant influence between the influence of gadgets on the emotions of PGSD FKIP students at Riau University. This shows that the influence of gadgets on student emotions contributes to emotions by 32% while the rest are influenced by other variables not examined by researchers. Thus students who have high gadgets will be able to hold back, or control their emotions. Conversely students who have low emotions will not be able to hold back, or control their emotions, so students have low emotions as well.

CONCLUSION

From the description above, the researcher can conclude that, based on the hypothesis that has been proposed, there is an influence between the influence of gadgets on the emotions of PGSD FKIP students at Riau University. This is evidenced by testing the t test (significant test) on both variables, where t count is greater than t table, which is equal to 6.106 > 1.665. So it can be concluded that thus students who have high gadgets will be able to hold, or control their emotions. Conversely students who have low emotions will not be able to hold back, or control their emotions, so students have low emotions as well.

Based on the results of the research that has been carried out, the suggestions that can be given by the author are as follows: (1) Students should be able to use gadgets appropriately without neglecting health, sensitivity to social situations in their surroundings, and activities that are more useful, (2) students should be able to control themselves against the excessive use of gadgets, (3) during free time do not prioritize using gadgets, it is better to rest or do activities that are more useful, (4) students should be wiser in using gadgets so as not to cause negative impacts from the gadget, (5) to further researchers, it is expected to be able to develop the results of this study.

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