

The effect of gadget use on emotional intelligence, social behavior, and religious behavior of generation z students in muhammadiyah 2 senior high school of yogyakarta

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Abstract : This study is aimed to (1) describe the effect of gadget use on emotional intelligence, (2) describe the effect of gadget use on social behavior, (3) describe the effect of gadget use on students' religious behavior. Quantitative approach was used in this research. The research subjects were collected using the cluster proportional random sampling technique. Data of this study were collected by using techniques using questionnaires, interviews, and documentation. The data were analyzed with a simple linear regression test. This study showed that (1) there is a significant effect of gadget use on emotional intelligence, (2) there is a significant effect of gadget use on social behavior, (3) there is a significant effect of gadget use on students' religious behavior.

Keywords : effect; gadget use; emotional intelligence; social behavior; religious behavior

Abstrak: Penelitian ini bertujuan untuk (1) mendeskripsikan pengaruh penggunaan gadget terhadap kecerdasan emosional, (2) mendeskripsikan pengaruh penggunaan gadget terhadap perilaku social, (3) mendeskripsikan pengaruh penggunaan gadget terhadap perilaku keagamaan siswa. Penelitian menggunakan pendekatan kuantitatif, penentuan subyek penelitian menggunakan teknik cluster proporsional random sampling. Teknik pengumpulan data menggunakan angket, wawancara dan dokumentasi. Teknik analisis data menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh signifikan penggunaan gadget terhadap kecerdasan emosional siswa, (2) terdapat pengaruh signifikan penggunaan gadget terhadap perilaku sosial siswa, (3) terdapat pengaruh signifikan penggunaan gadget terhadap perilaku keagamaan siswa.

Kata kunci : pengaruh; penggunaan gadget; kecerdasan emosional; perilaku social; perilaku keagamaan

INTRODUCTION

The era of globalization in Indonesia can be seen from the development of science and technology in the utilization of technological products. Globalization means that there is a general tendency to integrate the local people's lives into the global community in various aspects of lives (Rohaenah et al., 2020; Yuniarto, 2016). Increased cultural interaction between countries via the internet, increased dependency of all countries to markets and economic production, fading of national boundaries due to changes in the concept of space and time, and the spread of viruses, as well as increased foreign debt and international crime patterns are the characteristics of the globalization era at the moment.

Nowadays, due to globalization, technology keeps growing and making changes that affect the way Indonesian people live in accessing information and their way of seeing the world (Budiati et al., 2018). These changes are characteristics of developing countries. Living in a global environment, the Indonesian people must be engaged were trapped in the flow of media information and technology, especially for the benefit of the nation (Ameliola & Nugraha, 2015).

New technological products known as gadgets are something that cannot be separated from today's people activities. Both early teens (10-15 years) and late teens (16-21 years) use gadgets (Desiningrum et al., 2017). It absolutely yields some positive and negative impacts on society. One of its positive impact is convenience of long-distance communication. However, an example of the negative impact of gadget use is addiction.

Indonesia is ranked 6th as the country with the most internet users with a total of 3.6 billion people of all ages (Supratman, 2018). There are 83.04% of gadget users in Indonesia who live in urban areas (Kominform, 2017). There are 106 million Indonesian social media users who are digital natives or referred to as

Generation Z and 62% of them use gadgets or smartphones (Supratman, 2018). According to Bencsik et al., Generation Z is applied for those who were born in 1995-2010. At that time period, the internet has become very well known, so the people at that time became the internet generation (Putra, 2017).

The rise of sophisticated gadgets in the midst of generation Z or teenagers makes users have a tendency to use gadgets. This tendency makes the users tend to not care about the surrounding environment. If teens or Generation Z already have this tendency, then their empathy, emotional expression, and emotional management will be getting dulled. In addition to its emotional impact, this gadget use may affect the social behavior of teenagers. The use of gadgets and the internet has the potential to expose people to negative contents, such as pornography, and gadgets may also give negative impact, such as giving rise to bullying and violence (Rahmadania et al., 2021). Without parental supervision and sufficient education to anticipate the negative impacts, adolescents will have deviant behavior. In fact, not only deviant behavior, in a study conducted by Zaenal, teenagers who use gadgets become introverted, like to take selfies, like to show off, find it difficult to concentrate on the real world, and become antisocial (Arifin, 2016). One of the influences of gadget use that may occur in adolescents is religious behavior. It is undeniable that today's gadgets will affect religious activities such as praying and reciting the Koran. This can happen since the users are too busy with their gadgets and forget their obligatory worship.

This is supported by a research conducted by Asif and Rahmadi, which analyzed the level of gadget addiction with adolescent's emotional and behavioral disorders. The result is that there is a relationship between the level of gadget addiction and emotional and behavioral disorders (Asif & Rahmadi, 2017).

Muhammadiyah 2 Senior High School of Yogyakarta was chosen because it is located in the middle of the city of Yogyakarta. The region has a large number of gadget users and the students have been provided with internet facilities and they also use gadgets. Besides those condition, it is also important to be considered that religion-based school should be able to implement religious values manifested in the religious behavior of the people in its environment. The students' achievements should also be balanced with the maturity of emotional intelligence and social behavior both in the school environment and outside the school. Previous research only explored one aspect of students development, while this study investigate the effect of gadget use on 3 aspects, which are emotional intelligence, social behavior, and religious behavior.

METHOD

This research implemented quantitative approach. Questionnaire was used as the research instrument. Subjects of this research were the eleventh grade students of both natural science and social science major in Muhammadiyah 2 Senior High School of Yogyakarta, selected with cluster proportional random sampling. Clusters were based on class, major, and gender of students, while the number of samples in class, major, and gender were based on the proportion of total population. As much as 50% of students in each cluster were taken as the sample.

The independent variable in this study was gadget use. While the dependent variable was emotional intelligence, social behavior, and religious behavior.

Data collection techniques used in this study were questionnaires, guided interviews to find additional research information, documentation in the form of student data and activities as well as archives related to school programs.

Data analysis of this study was

divided into two, which were descriptive statistics and inferential statistics analysis. Mean data was used as simple descriptive statistics. Meanwhile, inferential statistical analysis was used to find the effect. Normality, linearity, and simple linear regression test were used in this study. Normality test was used to test whether the data was normal by using One Sample Kolmogorov-Smirnov Test. After that, linearity test was implemented in order to determine linear relationship of the two research variables since good data has a linear relationship. After the normality and linearity tests were performed, a simple linear regression test was performed to find the effect. Result of the tests were described to see the effect of gadget use on the students' emotional intelligence, social behavior, and religious behavior.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis has a function to determine the description of object of the study through existing population data without any analysis or conclusion (Sugiyono, 2014). This analysis discover the emotional intelligence, social behavior, and religious behavior of the students of Muhammadiyah 2 Senior High School of Yogyakarta. In determining the quality of indicators, five-point scale from Gronlund (Sudjono, 2004) was used. It is explained as follows:

1. $M + 1,5SD < X$: Very Good
2. $M + 0.5SD < X \leq M + 1.5SD$: Good
3. $M - 0.5SD < X \leq + 0.5SD$: Moderate
4. $M - 1.5SD < X \leq M - 0.5SD$: Poor
5. $X \leq M - 1.5SD$: Very Poor

Emotional Intelligence of the Students of Muhammadiyah 2 Senior High School of Yogyakarta After the calculation was done, the indicator of emotional intelligence variable can be seen from results of the mean and standard deviation as follows:

Tabel 1. Results of Emotional Intelligence Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Kecerdasan Emosional	5	328	1571	1034.80	446.999
Valid N (listwise)	5				

- a. Very Good : $M + 1.5SD < X$
: $1034.80 + (1.5 \times 446.999) < X$
: $1705 < X$
- b. Good : $M + 0.5SD < X \leq M + 1.5SD$
: $1034.80 + (0.5 \times 446.999) < X \leq 1034.80 + (1.5 \times 446.999)$
: $1258 < X \leq 1705$
- c. Moderate : $M - 0.5SD < X \leq M + 0.5SD$
: $1034.80 + (0.5 \times 446.999) < X \leq 1034.80 + (0.5 \times 446.999)$
- d. Poor : $M - 1.5SD < X \leq M - 0.5SD$
: $1034.80 - (1.5 \times 446.999) < X \leq 1034.80 - (0.5 \times 446.999)$
: $-364 < X \leq 811$
- e. Very Poor : $X \leq M - 1.5SD$
: $X \leq 1034.80 - (1.5 \times 446.999)$
: $X \leq -364$

Table 2. Indicators of Emotional Intelligence

Indicator	Total	Score	Category
Recognizing Own Emotions	1571	$1258 < X \leq 1705$	Good
Managing Emotions	1074	$811 < X \leq 1258$	Moderate
Self-Motivating	1132	$811 < X \leq 1258$	Moderate
Recognizing Others' Emotion	328	$-364 < X \leq 811$	Poor
Buiding Relationship	1069	$811 < X \leq 1258$	Moderate

It can be seen fro table 2 that the indicators of recognizing self-emotions of the students were in good category, while that of recognizing the others' emotions category was lesser. The score of managing emotions, self-motivating, and buiding relationship were in moderate category.

Social Behavior of the Students of Muhammadiyah 2 Senior High School of Yogyakarta

Furthermore, a descriptive analysis test on the social behavior variable was conducted with 6 indicators, in which the results can be seen as follows:

Tabel 3. Results of Social Behavior Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Perilakusosial	6	397	2035	1278.33	654.829
Valid N (listwise)	6				

- a. Very Good : $M + 1.5SD < X$
: $1278.33 + (1.5 \times 654.829) < X$
: $2260 < X$
- b. Good : $M + 0.5SD < X \leq M + 1.5SD$
: $1278.33 + (0.5 \times 654.829) < X \leq 1278.33 + (1.5 \times 654.829)$
- c. Moderate : $M - 0.5SD < X \leq M + 0.5SD$
: $1278.33 + (0.5 \times 654.829) < X \leq 1278.33 + (0.5 \times 654.829)$
- d. Poor : $M - 1.5SD < X \leq M - 0.5SD$

- : $1278.33 - (1.5 \times 654.829) < X \leq 1278.33 - (0.5 \times 654.829)$
: $-296 < X \leq -950$
- e. Very Poor : $X \leq M - 1.5SD$
: $X \leq 1278.33 - (1.5 \times 654.829)$
: $X \leq -296$

Table 2. Indicators of Social Behavior

Indicator	Total	Score	Category
Respecting Others	1772	$1605 < X \leq 2260$	Good
Having Good Manner	753	$-950 < X \leq 1605$	Moderate
Having Sensitivity and Caring	994	$-950 < X \leq 1605$	Moderate
Having a Senses of Gratitude	397	$-950 < X \leq 1605$	Moderate
Having Good Relation with Friends	1719	$1605 < X \leq 2260$	Good
Having Good Relation with Parents	2035	$1605 < X \leq 2260$	Good

From those 6 indicators, 3 of them, which were respecting others, having good relation with friends, and having good relation with parents were in good category Moderate category was found in having good manner, having sensitivity and caring, and having a good sense of gratitude indicators.

Religious Behavior of the Students of

Muhammadiyah 2 Senior High School of Yogyakarta.

Descriptive analysis was also conducted on the variable of religious behavior which consists of 6 indicators. the mean and standard deviation of the religious behavior variable calculation are as follow:

Diagram 4. Results of Religious Behavior Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Perilaku keagamaan	6	703	2168	1339.67	553.898
Valid N (listwise)	6				

- a. Very Good : $M + 1.5SD < X$
: $1339.67 + (1.5 \times 553.898) < X$
: $2170 < X$
- b. Good : $M + 0.5SD < X \leq M + 1.5SD$
: $1339.67 + (0.5 \times 553.898) < X \leq 1339.67 + (1.5 \times 553.898)$
: $1616 < X \leq 2170$
- c. Moderate : $M - 0.5SD < X \leq M + 0.5SD$
: $1339.67 + (0.5 \times 553.898) < X \leq$
- d. Poor : $M - 1.5SD < X \leq M - 0.5SD$
: $1339.67 - (1.5 \times 553.898) < X \leq 1339.67 - (0.5 \times 553.898)$
: $-508 < X \leq -1062$
- e. Very Poor: $X \leq M - 1.5SD$
: $X \leq 1339.67 - (1.5 \times 553.898)$
: $X \leq -508$

Table 3. Indicators of Religious Behavior

Indicator	Total	Score	Category
Performing Obligatory Prayers	1811	$1616 < X \leq 2170$	Good
Continuance of Obligatory Prayers	1306	$1616 < X \leq 2170$	Good
Performing Fasting during Ramadhan	703	$-1062 < X \leq 1616$	Moderate
Reciting the Koran	2168	$1616 < X \leq$	Good

Continuance of Reciting the Koran	922	2170 -1062 < X ≤ 1616	Moderate
Manner toward Parents and Teacher	1128	-1062 < X ≤ 1616	Moderate

Some indicators of students' religious behavior were in good category. They were performing obligatory prayers, continuance of obligatory prayers, and reciting the Koran. While performing fasting during Ramadhan, continuance of reciting the Koran, and having good manner toward

parents and teacher were in moderate category.

The Effect of Gadget Use on Emotional Intelligence

Here are results of simple linear regression analysis on the effect of gadget use on students' emotional intelligence.

Picture 1. Results of Simple Linear Regression Test on Gadget Use and Emotional Intelligence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.304	.297	4.811

a. Predictors: (Constant), Pengaruhgadget

Correlation value (R) on Diagram 4 was 0.551. From that output, it is calculated that coefficient of determination

(R Square) value was 0.304, meaning that the effect of gadget use on emotional intelligence variable was 30.4%.

Picture 5. Results of Anova on Gadget Use and Emotional Intelligence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1080.643	1	1080.643	46.691	.000 ^b
	Residual	2476.495	107	23.145		
	Total	3557.138	108			

a. Dependent Variable: Kecerdasanemosional

b. Predictors: (Constant), Pengaruhgadget

Picture 6. Results of Simple Linear Regression Test on Gadget Use and Emotional Intelligence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.166	3.296		7.635	.000
	Pengaruhgadget	.676	.099	.551	6.833	.000

a. Dependent Variable: Kecerdasanemosional

In Diagram 5 above, it can be seen that the F value was 46.691 with significance value was below 0.05, meaning

that the gadget use has certain effect on students' emotional intelligence variable.

Diagram 6 also shows that the

constant value (a) was 25.166, or in other word, the consistent value of emotional intelligence variable was 25.166 Coefficient value (b) was 0.676, meaning that for every 1% increase of the gadget use (X), the students' emotional intelligence (Y1) will increase as much as 0.676. Due to the regression coefficient had positive value, the gadget use variable (X) has positive effect

on emotional intelligence (Y1) and its regression equation was $Y=25.166 + 0.676 X$.

The Effect of Gadget Use on Social Behavior

Here are results of simple linear regression analysis on the effect of gadget use on students' social behavior.

Picture 7. Results of Simple Linear Regression Test on Gadget Use and Social Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 ^a	.372	.366	6.423

a. Predictors: (Constant), Pengaruhgadget

On Diagram 7, it is shown that correlation determination (R Square) value awas 0.372, meaning that the effect of independent variable or gadget use variable on dependent

value (R) was 0.610. Then, coefficient of variable or social behavior variable was 37.2%.

Picture 8. Results of Anova on Gadget Use and Social Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2618.394	1	2618.394	63.459	.000 ^b
	Residual	4414.927	107	41.261		
	Total	7033.321	108			

a. Dependent Variable: Perilakusosial

b. Predictors: (Constant), Pengaruhgadget

Picture 9. Results of Simple Linear Regression Test on Gadget Use and Social Behavior

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.651	4.401		8.101	.000
	Pengaruhgadget	1.052	.132	.610	7.966	.000

a. Dependent Variable: Perilakusosial

In Diagram 8 above, it can be seen that the F value was 63.459 and its significance value was below 0.05, meaning that the gadget use has certain effect on students' emotional intelligence variable.

While Diagram 9 shows that the constant value (a) was 35.651, or it can be said that the consistent value of emotional intelligence variable was 35.651. Coefficient value (b) of social behavior

was 1.052 when there was 1% increase of gadget use. Since the regression coefficient had positive value, the gadget use variable (X) has positive effect on social behavior (Y2) and its regression equation was $Y=35.651 + 1.052 X$.

The Effect of Gadget Use on Religious Behavior

Below are results of simple linear regression analysis on the effect of gadget use on students' religious behavior.

Picture 10. Results of Simple Linear Regression Test on Gadget Use and Religious Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604 ^a	.365	.359	8.176

a. Predictors: (Constant), Pengaruhgadget

From the above, it can be seen that the R value was 0.604, while the R Square in Diagram 7 was 0.365. It means that the

effect of independent variable (gadget use) on dependent variable (religious behavior) was 36.5%.

Picture 11. Results of Anova on Gadget Use and Religious Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4106.377	1	4106.377	61.425	.000 ^b
	Residual	7153.182	107	66.852		
	Total	11259.560	108			

a. Dependent Variable: Perilaku keagamaan

b. Predictors: (Constant), Pengaruhgadget

Picture 12. Results of Simple Linear Regression Test on Gadget Use and Religious Behavior

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.324	5.602		7.198	.000
	Pengaruhgadget	1.317	.168	.604	7.837	.000

a. Dependent Variable: Perilaku keagamaan

In Diagram 11 regarding wit Anova results above, it is shown that the F value was 61.425 and its significance value was below 0.05, so there is an effect of gadget use variable on students' religious variable.

Diagram 12 shows that the constant value (a) was 40.324, or it also means that the consistent value of religious behavior variable was 40.324. Coefficient value (b) was 1.317. Due to positive value of

regression coefficient, the gadget use variable (X) has positive effect on social behavior (Y3) and its regression equation was $Y=40.324 + 1.317 X$.

Discussion

After simple regression analysis has been conducted, the effect of gadget use on students' emotional intelligence was 30.4%, the effect of gadget use on students' social behavior was 37.2%, and the effect of gadget use on students' religious behavior was 36.5%. In total, the effect of gadget use on students' emotional intelligence, social behavior, and religious behavior was 104.1% with the following description.

1. The Effect of Gadget Use on Emotional Intelligence

From the simple regression analysis, it was discovered that the effect of gadget use on emotional intelligence of students in Muhammadiyah 2 Senior High School of Yogyakarta resulted in significance value below 0.05, so H_a is accepted and H_o is rejected. The R value which was 0.0551 means that the effect of gadget use on emotional intelligence variable was in moderate category. Besides, the R^2 value which was 0.304 means that the effect of gadget use on emotional intelligence variable was 30.4% or in moderate category. This results are in line with (Desiningrum et al., 2017) who discovered that there is an effect of gadget use on emotional intelligence. With that 30.4% of contribution effect of gadget use on students' emotional intelligence, it is responsibility of both teachers and parents to supervise the students' gadget use. It is also in line with the study conducted with Lenny et. al., from 70.1% of students who use gadget excessively, it is discovered that the gadget use has an effect on their emotional Intelligence (Nahak, Lenny Maria., Berek, Piyus A.L., Riwoerohi, Elfrida Dana., Mariafatimah, 2019). This influence exist since children who use gadget cannot control themselves well as a result of the tendency for themselves to use the gadget alone. When using the gadget, they are only

focused on it, so they will get infuriated when something disturbs them.

The students of Muhammadiyah 2 Senior High School of Yogyakarta are still in their period of fulfilling their developmental tasks. One of those tasks is identity formation, self-image formation, and social adaptation. These developmental tasks can fail due to excessive use of gadgets which cause them loss of control, anger outbursts, self-withdrawal, and family conflicts. According to Hovart, addiction is not only caused by certain substances, but also due to certain activities carried out repeatedly and have negative impacts such as the use of gadgets (Asif & Rahmadi, 2017). According to Desiningrum's study, some of the clinical effects of gadget use are bipolar disorder, dysthymia disorder, social-anxiety disorder, and major depression (Desiningrum et al., 2017).

2. The Effect of Gadget Use on Social Behavior

After simple regression analysis has been conducted, it is discovered that the significance value of the effect of gadget use on students' social behavior was below 0.05. This effect was considered in strong category which was shown by R value of 0.610. Besides, the coefficient of determination (R Square) value which was 0.372 means that the effect of gadget use on social behavior variable was 37.2%. This discoveries are in line with (Anggraeni & Hendrizal, 2018; Saniyyah et al., 2021) which stated that there gadget use has positive effect on social behavior as long as it is used accordingly and in under 8 hours a day so that addiction can be avoided. Gadget addiction is caused by long duration of using gadgets which makes children to become anti-social, individualistic, and to forget to communicate with the people surrounding (Marpaung, 2018). Supported by previous research which revealed that gadgets can have a negative impact such as lack of relationships between friends, live individually, and prefer to live in cyberspace, meaning that the higher the

intensity of gadget use is, the lower the interaction with their peers is, and vice versa (Chaidirman et al., 2019).

One effect of gadget use is also a gap between parents and children. As stated by Anggrahini (in Asif), children who use gadgets at home are difficult and less responsive to talk to as well as do not care about their surroundings (Asif & Rahmadi, 2017). Currently, the use of gadgets makes it difficult for the children to control the time and place to use. The gadgets can be used in anytime and anywhere. Gadget may cause dysfunction on the students, create less direct interaction, and cause them to be hyperpersonal. Gadgets make students more consumptive and less sensitive to the surroundings (Iswanti, Dwi Indah., Lestari, Sri Puji., Hani, 2020).

Preventive actions have also been taken by Muhammadiyah 2 Senior High School of Yogyakarta. It is undeniable that gadgets and students are very much inseparable in everyday life. In order to avoid excessive use of it, during the learning process at school, students are not allowed to use gadget, except when the teacher's allowed them to use it as learning media. Students' social behavior is not only influenced by the use of gadgets, but the self-esteem factor also affects students' social behavior. Students who can assess themselves correctly will also able to assess the others well, and vice versa. This arises from the internal factor, while from the external, the support of the family and the school plays a big role. We know that schools are educational institutions systematically providing guidance, teaching, and training with the aims of helping students to be independent and to develop their potentials both from the moral-spiritual, intellectual, emotional, and social aspects (Chaidirman et al., 2019).

3. The Effect of Gadget Use on Religious Behavior

The significance value under 0.05 was found in the results of simple regression analysis between gadget use and religious

behavior. The correlation value which was 0.0551 means that it was in strong category. Then, R^2 value of 0.365 means that the effect of gadget use on dependent variable or religious behavior was 36.5%. The results of this research are in line with (Mukminiati et al., 2020) who stated that gadget use does not only affect emotional intelligence and social behavior, but also on religious behavior. Gadget may make its users negligent in carrying out religious activities such as praying and reciting the Koran. It because students are too busy using gadgets such as to immerse in social media and to play games. As a result, students forget the time for them to do worship. The influence of gadget use on religious behavior is evidenced by previous research. In the research of Ummahatul et al (Ummahatul Mukminiati, Duski Ibrahim, K.A Bukhori, 2020) stated that the positive impact of using gadget was that teenagers could communicate and seek knowledge remotely, while the negative impact was that teenagers like to delay praying even though they still did it. As the time goes, technology makes it easy for everyone, it's just that its excessive use can have a negative impact. In Islam itself it is mentioned from the Hadith narrated by Muslim "*The practice most loved by Allah is prayer on time, filial piety to parents, and Jihad in the way of Allah*".

Carrying out prayers on time is a practice that is loved by Allah, in his book, Haryanto wrote that prayer is an activity that becomes a habit and as a means for humans to build positive personalities such as discipline. Therefore, individuals who are disciplined in performing prayers will be able to control themselves in daily activities with a sense of responsibility (Haryanto, 2002).

CONCLUSSION AND SUGGESTION

Conclusion

The effect of gadget use on emotional intelligence, social behavior, and religious behavior of Generation Z students in Muhammadiyah 2 Senior High School of Yogyakarta can be summarized as follow.

1. Students of Muhammadiyah 2 Senior High School of Yogyakarta have good emotional intelligence, social behavior, and religious behavior.
2. This study showed that the effect of gadget use variable (X) on emotional intelligence (Y1) was 30.4% with significance value $0.000 < 0.05$, indicating that there is a positive and significant effect of gadget use on students' emotional intelligence. Therefore, the gadget use affects emotional intelligence of Muhammadiyah 2 Senior High School of Yogyakarta students.
3. This study showed that the effect of gadget use variable (X) on social behavior (Y1) was 37.4% indicating that there is a positive effect of gadget use on students' social behavior. In conclusion, the gadget use has an effect on social behavior Muhammadiyah 2 Senior High School of Yogyakarta students.
4. The gadget use variable (X) contributed 36.5% on emotional intelligence (Y3) with significance value $0.000 < 0.05$, indicating that there is a significant relation. Thus, the gadget use affects religious behavior of Muhammadiyah 2 Senior High School of Yogyakarta students.

Suggestion

Based on those conclusion, there are some suggestions as follow:

1. Parents should build a closer relationship with the children so that they can supervise children's use of gadget and have good communication so that the children are not only focused with their gadget. Good communication and closeness with the parents will improve children's social behavior and emotional intelligence. Parents can also set an example in their religious behavior, such as inviting their children to pray together and recite the Koran together. This can help to develop children's religious behavior.
2. Principals and teachers are expected to remind the dangers of excessive use of gadgets, provide activities that increase

students' emotional intelligence and social behavior such as team work and social activities. In addition, teachers can provide examples such as always smiling, greeting students and fellow teachers, and shaking hands. In order to improve students' religious behavior, teachers can facilitate the children to do religious activities such as the Koran, congregational prayers, religious-themed competitions, and etc.

3. It is expected that further research can examine students of Muhammadiyah 2 Senior High School of Yogyakarta in order to obtain more complete and varied data so that it can complement previous research.

DAFTAR RUJUKAN

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