

Relationship Between Nomophobia and Internet Addiction with Aggressive Behavior in Class VII and VIII Students of MTs Antasari Martapura

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ABSTRACT

Some students of MTs Antasari Martapura tend to aggressive behavior caused by the high intensity of smartphones and the internet. High use of smartphones and the internet can affect an individual psychologically, triggering aggressive behavior in the individual. This study aims to determine the relationship between nomophobia and internet addiction with aggressive behavior in class VII & VIII students at MTs Antasari Martapura. This study uses a quantitative approach with the type of correlation research. The sampling technique used purposive sampling. This research was conducted on students of class VII & VIII MTs Antasari Martapura with a population of 110 students and obtained a sample of 86 people. Data analysis techniques used descriptive statistics, rank spearman correlation, and multiple regression. As for the results of the study, there is no relationship between the variable nomophobia (X1) and internet addiction (X2) with aggressive behavior (Y) in class VII and VIII students at MTs Antasari Martapura because it can be seen in the significance value for the relationship between nomophobia (X1) and addiction. Internet (X2) with aggressive behavior (Y) is $0.154 > 0.05$, and the calculated F value is $1.912 < 3.11$. This means that the variables of nomophobia and internet addiction with aggressive behavior do not have a relationship because the significance value of the three variables is > 0.05 , and the calculated F value is < 3.11 . So (Ho) can be accepted that there is no relationship between the variables of nomophobia and internet addiction with aggressive behavior. Suggestions for students are expected to be able to control the use of smartphones and the internet wisely and adequately in order to avoid these two mental disorders. Furthermore, students can control the level of emotion and behavior that is issued so as not to trigger a tendency to aggressive behavior.

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1. INTRODUCTION

Currently, the era of technological development can no longer be dammed. Children and adolescents who incidentally are still students have been skilled in using technology (Sugianto, 2020).

One of them is a *smartphone* with the latest version every year, even month; this technological development answers the need for fast information, not limited to space and time. So it is undeniable that the intensity of *smartphone use* is very high. 2019 on December 31, 2019, it was alleged that Covid-19 was endemic in the city of Wuhan, China's Hubei province, and eventually spread to almost all corners of the world (Astini et al., 2017). Almost all countries have experienced the impact of this pandemic, so many countries have set a *lockdown status* and other anticipations to break the chain of the spread of COVID-19. This requires the government to take lockdown measures, PSBB (Large-Scale Social Restrictions), and PPKM (Enforcement of Restrictions on Community Activities) throughout Indonesia. Various aspects of life, such as the economic, social, and cultural fields, have been impacted by the COVID-19 pandemic (Sari & Makaria, 2022). The onset of the Covid-19 pandemic has forcibly changed face-to-face formal education into formal education in the form of online learning in Indonesia. Various challenges to educational needs arise (Ahmad, 2020).

So that it requires students to study at home via laptops or *smartphones*; this, of course, has positive and negative impacts; the positive impact is the learning methods provided by teachers of various types to make students more creative, while the negative impact is for the educators themselves that are sometimes, there are still many teachers who find it difficult to use digital media to support learning. They must be good at technology to learn effectively and efficiently during the COVID-19 pandemic (Sari & Makaria, 2022). As for the students themselves, many students use smartphones with high intensity or excessive use, which can cause *smartphone addiction* (Abdullah, 2012).

The use of *smartphones* also affects the increase in internet usage because when using a *smartphone*, it certainly requires a network or internet to access whatever we want, such as social media and others. The Ministry of Communication and Informatics reports that 80% of the sample of children and adolescents in Indonesia tend to appear internet addiction behavior. The activities carried out are to find information on school assignments and as entertainment for themselves.

In a webinar with the Ministry of Health, Kristiana said that the increase in internet addiction in adolescents increased by 19.3 percent from 2,933 teenagers in 33 provinces that research conducted, 59 percent of whom also claimed to experience an increase in online duration per day. .com, August 2020. Based on a report from the Association of Indonesian Internet Service Providers regarding the demographics of social media users in Indonesia, it is known that 132.7 million of the 256.2 million Indonesian population are active internet and social media users, 18.4% of whom are aged 10-24 years, 24.4% were aged 25-34 years, 29.2% were aged 35-44 years, 18% were aged 45-54 years, and 10% were at the age of 55 years and over Thus, the potential for psychological problems that arise Digital people can be experienced by all people with various ages and educational backgrounds (Yunias & Izzatul, 2020)

According to the results of the research above, it can be said that almost 100% of teenagers in Indonesia experience what is called internet addiction. This can affect an individual's mental health because excessive internet use can make a person shut himself off from outside or in real life and unable to control his angry emotions. Block (2008) in Parwatha et al. (2019) suggested four important initial components proposed to establish a diagnosis of internet addiction in the *diagnostic and statistical manual of mental disorder* (DSM)-5, namely excessive internet use, *withdrawal*, tolerance, and adverse consequences, including argumentativeness, lying, poor school performance, *fatigue*, and social isolation. Children who experience the negative impact of internet addiction will have difficulty controlling emotions resulting in uncontrollable anger and even opposing behavior.

Yunias & Izzatul (2020) *smartphones* have benefits and drawbacks; the benefits of using a *smartphone* are that it makes it easier to find information, while the detrimental impact is causing sleep disturbances and health problems. One of the health problems is mental health problems for digital people, namely *nomophobia*; *nomophobia* is the fear of being outside of cell phone contact and is considered a modern phobia due to side effects of interactions between humans, information, and communication technology, especially mobile phones or *smartphones* (Yildirim, 2014) in (Beautiful et al., 2020). *Nomophobia* disorder can be said to be a *smartphone* addiction; *smartphone addiction* is a form

of excessive use of time and involves oneself deeply in something that becomes dependent, resulting in a loss of self-control and the emergence of psychological anxiety. The influence of smartphone addiction or *smartphone* addiction is that there are several behavioral and emotional problems; this is based on the recognition of adolescent subjects, namely, they feel they have problems with excessive thinking, difficulty regulating attention, the emergence of aggressive tendencies, and self-destructive behavior. It is stated that smartphone addiction or *smartphone* addiction can affect users' emotional behavior and tendency to behave aggressively (Hasanah, 2020).

Aggression is behavior that leads to intentionally injuring someone, killing, verbally insulting, damaging something, and hitting in anger (Soyomukti, 2016). Bandura (1973) states that aggressive behavior causes others to hurt or damage other people's property (Suryanto & Ghazali, 2012). Aggression is behavior intended to hurt others (Scherer *et al.*, 1975). Aggression is also a behavior intended to hurt others physically and psychologically (Baron and Byrne, 1994; Brehm and Kassin, 1993; Brigham, 1991) (Soyomukti, 2016). So it can be said that aggressive behavior is an individual's deviant behavior that is carried out consciously and intentionally to other people, both verbally and nonverbally. Nonverbal and verbal behavior in question is mocking, rude to others, sarcasm, hitting, and killing. This is influenced by the family environment and the environment of the individual's friendship.

As stated by Heri (2017), the personal factors of adolescent aggressive behavior, namely the family and social environment and the moral immaturity of adolescents, can be seen from the level of violation of family or environmental regulations, justifying any wrong actions, juvenile delinquency, such as fighting or fighting, antisocial attitudes. Aggressive behavior itself can be influenced or can arise due to excessive use of smartphones or high intensity of smartphone use; *this* is related to the results of research from Demirci, Akgonul, and Akpinar (2015) in (Hasanah, 2020) which states that the use of *smartphones* Excessive use can cause depression, anxiety and decreased sleep quality or sleep disturbances in users. So it can create deviant behavior, such as aggressive behavior in adolescents. It can be seen from the results of research by Demirci, Akgonul, and Akpinar (2015) that excessive *smartphone* use can lead to deviant behavior, such as aggressive behavior.

In this problem, Guidance and Counseling Teachers play a role in reducing or preventing these three things from happening. In the field of BK itself, this problem is included in the personal field. Therefore, counseling teachers can reduce these problems by conducting individual and group counseling. Meanwhile, to prevent BK, teachers can conduct classical guidance with the theme of danger or the impact of excessive use of *smartphones and the internet and provide explanations of aggressive behavior*. This is done so that students are familiar with *nomophobia, internet addiction, and aggressive behavior*. This study aimed to determine the relationship between *nomophobia* and internet addiction with aggressive behavior in class VII & VIII MTs Antasari Martapura.

2. METHODS

The research uses a quantitative approach with the type of correlation research. Correlation research is research that aims to determine a relationship between the independent variable and the dependent variable. In the study, the variables studied were the relationship between *nomophobia* (X1) and internet addiction (X2) with aggressive behavior (Y) (Arikunto, 2011). Whatever the data analysis technique used by the researcher in conducting this research, namely descriptive statistics, *rank spearman correlation*, and multiple regression. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Aan & Djam'an, 2011). Sugiyono (2017) explains that the *Spearman rank correlation* is used to find a relationship or test the hypothesis's significance if each of the variables connected is ordinal. Multiple correlations are a value that provides information about the strength of the relationship between the three variables.

This study has a hypothesis: (Ha) that (1) there is a relationship between *nomophobia* with a tendency to aggressive behavior in class VII & VIII MTs Antasari Martapura, (2) there is a relationship

between internet addiction and a tendency to aggressive behavior in class VII & VIII MTs Antasari Martapura, and (3) there is a relationship between *nomophobia* and internet addiction with a tendency to aggressive behavior in class VII & VIII MTs Antasari Martapura. The researchers used rank spearman correlation and multiple regression to answer this hypothesis. sampling technique was *purposive sampling* with a population of 110 students, and the sample obtained was 86 students of class VII and VIII MTs Antasari Martapura. Research data were collected using a Likert scale as a measurement scale.

3. FINDINGS AND DISCUSSION

The research was conducted by distributing an instrument in the form of a questionnaire to students and the results of the analysis of the relationship between *nomophobia* and internet addiction with aggressive behavior in class VII and VIII students of MTs Antasari Martapura.

Table 1. Multiple regression results of *Nomophobia* and internet addiction with aggressive behavior

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	102.233	2	51.116	1.912	.154 ^b
Residual	2219.081	83	26.736		
Total	2321.314	85			

a. Dependent Variable: PERILAKU AGRESI

b. Predictors: (Constant), ADIKSI INTERNET, NOMOPHOBIA

Sources: Research Data in 2022.

Based on the output above, the null hypothesis H0 is accepted. So it is said that there is no relationship between the variable *nomophobia* (X1) and internet addiction (X2) with aggressive behavior (Y) in class VII and VIII students at MTs Antasari Martapura. As can be seen, the significance value for the relationship between *nomophobia* (X1) and internet addiction (X2) with aggressive behavior (Y) is $0.154 > 0.05$, and the calculated F value is $1.912 < 3.11$. So it means the *nomophobia* variable and internet addiction with aggressive behavior have no relationship because the significance value of the three variables is > 0.05 , and the calculated F value is < 3.11 . So it can be concluded that there is no relationship between *nomophobia* and internet addiction with the tendency of aggressive behavior in VII & VIII students of MTs Antasari Martapura.

Based on the results of testing the analysis hypothesis using multiple regression, *they have* obtained no significant result between *nomophobia* and internet addiction with aggressive behavior. So the regression model can predict no significant relationship between *nomophobia* and internet addiction with aggressive behavior in class VII & VIII MTs Antasari Martapura. These results indicate that someone who experiences *nomophobia* and internet addiction does not tend to engage in aggressive behavior.

Yunias & Izzatul (2020) said that the emotional impact of excessive *smartphone use* could also cause feelings of depression, anxiety, anxiety, and become irritable. Meanwhile, according to (Young, 2009) (Udiarto & Kamsih, 2019), addiction to internet use is indicated by several criteria/aspects as follows: feeling happy when online, not happy when offline, attention is only focused on the internet, usage increases is not able to manage the use of the internet, dare to lose because of the internet, use the internet as a way to escape from problems.

So the two criteria for the variables X1 and X2 can be said to have no relationship with the tendency of aggressive behavior because the criteria for aggressive behavior, according to M. Surya (1976) (Syamsyu, 2018), are always justifying themselves, wanting to have everything, being happy to disturb people. Others, bullying in words or actions, showing open hostility, stubbornness, revenge, raping the rights of others, acting recklessly, and being sadistically angry.

So it can be concluded that *nomophobia* and internet addiction have no relationship with a tendency to aggressive behavior because an individual who experiences *nomophobia* and internet addiction has his world and is less comfortable when meeting or socializing with other people and prefers to communicate online rather than offline.

This is reinforced by one of the characteristics of *nomophobia*, according to Pradana et al. (2016), namely, less comfortable communicating face to face and preferring to communicate using new technology and internet addiction criteria (Young, 2009) in (Udiarto & Kamsih, 2019) that is, feeling happy when online, and unhappy when if it is concluded that it has a slight possibility of aggressive behavior tendencies appearing to an individual.

4. CONCLUSION

From the results of the analysis conducted by researchers regarding "The Relationship between *Nomophobia* and Internet Addiction with Tendency to Aggressive Behavior in Students VII & VIII at MTs Antasari Martapura," the following conclusions can be drawn: 1) *Nomophobia* in class VII & VIII students at MTs Antasari Martapura belongs to the moderate category; 2) Internet addiction in grades VII & VIII at MTs Antasari Martapura belongs to the moderate category; 3) Aggressive behavior in grade VII & VIII students at MTs Antasari Martapura is in a low category; 4) There is no relationship between *nomophobia* and the tendency of aggressive behavior in class VII & VIII students at MTs Antasari Martapura; and 5) There is no relationship between internet addiction and the tendency of aggressive behavior in class VII & VIII students at MTs Antasari Martapura.

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