The Effects on Social Media Interactions and Emotional Intelligence on Self-Control

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Article Info	Abstract
	Students are known to have less self-control in interacting with others. It is indicated by several excessive emotional expressions, such as mocking, insulting, and even fighting, so there is a need for a school counseling to improve students' self-control. This study aimed at exploring the effects of social media interactions and emotional intelligence on the self-control of students at SMP Negeri 1 Sribhawono. It used a correlational design and involved 59 students whose data were collected using the scales of social media interactions, emotional intelligence, and self-control. Findings revealed (1) There was a positive and significant effect of social media on students' control ($\beta=0,427$, $p < 0,01$), (2) There was a positive and significant effect of emotional intelligence and self-control ($\beta=0,443$, $p < 0,01$), and (3) social media interactions and emotional intelligence simultaneously affected students' self-control ($R = 0,824$, $p < 0,01$). Based on the findings, it is concluded that social media interactions and emotional intelligence can improve the self-control of students at SMP Negeri 1 Sribhawono.

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INTRODUCTION

One's self-control development will be in line with his aging. When someone gets more mature, he will have better self-control. This ability can be trained from an early age to adulthood, so an individual will grow as a person who can control himself. Marsel and Supriatna (2019) state one's aging will give more influencing communities so that a person will learn to respond all kinds of emotion and try to control himself. Ways parents discipline, respond to children failures, communication styles, and anger expressions are some fundamental steps for children self-control. As a person ages, he will have more communities and social experiences. Here, a kid will learn how to respond disappointment, dislike, failure, and learn to control them so that his control will be getting mature.

Based on Ghufron and Risnawati's statement, individual's self-control will start from his early age to adulthood. This ability will be firmer when an individual has a lot of experience and learning from surrounding environments. He will be better at it because environments give experience to do self-control from negative attitudes or behavior, such as anger, disappointment, sadness, or excessive pleasure which can neglect someone from controlling himself.

Self-control is an ability to act and behave based on the existing values, norms, and roles in a particular environment. It regulates, guides, and directs someone towards positive consequences and possible potential to develop during his life, including dealing with conditions in his environments (Zulfah, 2021). Adolescent's self-control emphasizes various aspects and environments, so it not only happens within a family, but also outside where children interact with others.

Gufron defines self-control as an ability to plan, manage, and direct any behavior towards positive consequences (Aliyah & Sutoyo, 2016). In daily life, self-control is realized by the ability regulate emotion, sadness, disappointment, and any other things interacting with peers or others.

It not only functions in a real life, but also a virtual life. If it is at school, self-control covers a regulation during the interactions with teachers, peers, and school personnel effectively and healthily, so a student can behave in line with values, norms, and rules.

Self-control process explains how someone manages and controls his behavior in daily life. If he can do so, his life will run smoothly (Aisyi & Sugiyo, 2021).

A good self-controller is the one who can hold any desires and wishes to avoid any bad things which may affect himself and others. Some indicators of a good self-controller are being able to control himself from explicit emotions, stress or tense, unnecessary desires, and always be peaceful. Regarding these ideas, someone is said to have good self-control when he can control his unnecessary behavior or attitudes towards others.

Self-control is important in daily life, including in education, so it needs to be investigated further. Adolescents' success or failure in acquiring self-control is strongly related to internal and external factors. Internal factors cover age, maturity, and emotional intelligence, while external factors include interactions with the environments of school, community, and others.

Social interactions are significant for shaping one's behavior because human is a social being and needs others. That is why each individual must have self-control in both real and virtual lives, such as social media. According to Mayuni, et al. (2016) social interaction is a dynamic social relationship among individuals or groups. Tim Wibowo (2016) explains changes in communication will shape human existence. Here, the changes in ways people communicate from traditional to modern, especially through social media somehow make communication easier and wider. Regarding these views, social interactions which sometimes trigger emotion give adolescents' experience to be patient and have better self-control. It is in line with an idea by Nurhajijah (2016) that good self-control can be obtained from one's experience in interacting

with others either direct or indirect via social media.

Self-control is influenced by emotional intelligence. Arieska, et al. (2018) state emotional intelligence is an ability to manage emotion and orient towards more positive things. A person's behavior may be motivated by this intelligence. Some of its components are: 1) recognizing self-emotion, an ability to notice feelings in a particular situation, 2) managing emotion, an individual's ability to properly express certain feelings to achieve balance, 3) self-motivation, an ability to defend and keep struggling to achieve goals, 4) recognizing others' emotions, one's ability to recognize others or care, be sensitive to others' feelings, and listen to others, 5) establishing relationships with others, individual is able to cope with others' emotions.

A study by Nur, et al., (2018) concludes a worldwide tendency that today's young generation experiences more emotional difficulties than that of the past. They feel more moody, fierce, disrespect, more anxious, more impulsive, and aggressive. The emotional turmoil happens due to changes adolescents undergo. If it is uncontrolled, it will be obstacles for the development of their emotional intelligence. This can occur because adolescents are not able to accept all the changes that occur in them, so they assess themselves in a negative way, unable to appreciate and accept all the strengths and weaknesses that exist in him. In other words, these adolescents have a low (negative) self-concept. Sari, Soesilo, and Setyorini (2020) found a significant relationship between emotional intelligence and social skills with self-adjustment, where the higher the emotional intelligence and social skills, the higher the individual's self-adjustment.

To know an overview of the students' self-control at SMP Negeri 1 Sribhawono, East Lampung, a preliminary study was done to 15 students as the samples. It was found 13 students often posted their daily lives to social media, 10 students often gave negative comments, 8 students have not yet been able to control themselves from posting personal matters, and

some of them have not yet been able to avoid accessing pornographic contents.

Regarding the above findings, it is concluded that there are still many students have not been able to do self-control in social media interactions. In addition, it was noticed some of the students still posted their personal lives on facebook. These show that students still have some issues in their self-control related to social media interactions.

This study aimed to determine the effects of social media interactions and emotional intelligence on students' self-control at SMP Negeri 1 Sribhawono. It is expected that this study can be a reference for guidance and counseling teachers in providing proper services to students both information and other guidance services.

METHODS

The population in this study included grade eight students at SMP Negeri Sribhawono with total of 144 students. After being sampled using a Slovin's formula, 59 students were selected and grouped proportionally 9-10 students in each class.

The variables of social media interactions, emotional intelligence, and self-control were measured using psychological scale instruments developed by the researchers based on some theoretical reviews. In details, the instruments were a social interactions scale which consists of 30 items, an emotional intelligence scale which consists of 30 items, and a self-control scale which has 25 items. These three instruments were scored using a likert scale with 5 alternative answers (1 = strongly disagree, 5 = strongly agree). Based on the reliability tests using a Cronbach's alpha, the coefficients of those three were 0.79 fior the social media interactions, 0.81 for the emotional intelligence, and 0.71 for the self-control.

RESULTS AND DISCUSSION

The data in this study were collected from the previously explained scales. Respondents'

answers were summed up and analyzed descriptively covering mean, the lowest score, the highest score, and standard deviation. Then, each variable had a regression analysis with the help of SPSS version 21.0 and got the following results in table 1.

Table 1. The Regression Analysis of Social Media Interactions and Emotional Intelligence and Self-Control

Predictor	β	t	p
Social Media Interactions	0.27	3.41	< 0.01
Emotional Intelligence	0.44	3.54	< 0.01
R	0.82		
R²	0.68		
F	0.67		
p	< 0.01		

According to table 1, there found a positive and significant effect of social media on students' control (β=0,427, p < 0,01), There was a positive and significant effect of emotional intelligence and self-control (β=0,443, p < 0,01), and social media interactions and emotional intelligence simultaneously affected students' self-control (R = 0,824, p < 0,01). Among the questionnaire data, the social media interaction variable got its lowest score by 74, while the highest score was 109, (M = 93.47 and SD = 8.44). Then, the variable of emotional intelligence obtained the lowest score of 70 and the highest score of 106, (M = 91.0 and SD = 8.10). In addition, the lowest score obtained in the self-control was 70, while the highest score was 98, (M = 82.25 and SD = 8.10). Overall, the self-control, emotional intelligence, and social interactions of the students was at the medium category.

A healthy individual is the one who is able to manage his whole body and soul. In a mentally healthy condition he can regulate his emotion well to avoid stress. With no disorders, individual psychological conditions will lead to peaceful, calm and comfortable feelings and thoughts. Oppositely, if an individual is suffering from psychological disorders, a problem will arise in him. Therefore, a person needs good agility skills to direct his emotions and be away from disturbances.

Individuals with good self-control will be able to direct his emotions. Self-control means trying to suppress negative emotions which can disadvantage himself and others. Social interaction is a pattern showing the relationship among individuals. In adolescents, it is important to establish a good relationship with peers.

The existence of rapidly developing information technology, especially on social media, helps individuals to interact socially quickly and easily. Social interaction in adolescents using social media is very popular today. The presence of social media to increase social interaction in adolescents is very helpful in self-control.

Seeing the high level of use of social media among adolescents, especially students, there is an influence on their social relations. Social relations are the result of interaction between two or more people (Harmiliya, Mulawarman, & Nusantoro, 2019).

The findings of this study are in line with the one by Mulawarman, et al. (2020) that there is a relationship between emotional intelligence and social media usage. Social media are platforms in the internet functions to interact, cooperate, share, communicate, and establish social relationships. When someone has no sufficient emotional intelligence, his social media usage will tend to have a negative tendency (Mulawarman, et al., 2020).

A study by Hidayat & Kristina (2016) shows emotional intelligence has a significant relationship with social media intentions in which students with high emotional intelligence will tend to have low tendency of social media intentions.

A study by Damayanti & Haryanto (2017) shows that adolescents who have good emotional intelligence will find it easier to make friends. This shows that there is a significant relationship between emotional intelligence and the quality of friendship in adolescents. In male

adolescents the quality of friendship can be maintained well if adolescents can control their emotions well.

From the statement above it can be interpreted that a person's self-control is related to his emotional intelligence. If someone has positive emotional intelligence, he will be able to practice self-control well. Conversely, if someone has negative emotional intelligence, it will be difficult to control it.

CONCLUSION

Based on the findings of research and discussion on the influence of interaction on social media and emotional intelligence on self-control in students of SMP Negeri 1 Sribhawono, East Lampung, it can be concluded that the social media interactions have a positive and significant effect on the self-control of students. Emotional intelligence has a positive and significant effect on students' self-control. The social media interactions and emotional intelligence simultaneously have a positive and significant effect on the self-control of students.

Counselors are recommended to provide guidance services to students who have low emotional intelligence and self-control. It is because the findings of this study indicate that social media interactions and emotional intelligence can improve students' self-control. It is implied that the counseling services at school can be directed towards the improvement of social interactions and emotional maturity to improve students' self-control.

Counselors can provide information services or group guidance to improve students' emotional intelligence and self-control. In addition, information services can help students use social media more wisely.

For future researchers, they can conduct studies related to social media ethics to increase positive behavior in social media.

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