THE DIGITAL MEDIA PLATFORMS AND STUDENTS' EMOTIONAL INTELLIGENCE DURING COVID-19 PANDEMIC IN MALAYSIA

Platform Media Digital dan Kecerdasan Emosi Pelajar ketika Pandemik COVID-19 di Malaysia

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Abstract

This study explored the relationship between social media and video games to the level of Malaysian secondary school students' emotional intelligence during the COVID-19 pandemic. The self-administrated questionnaire was used for data collection and analyzed using Statistical Package for the Social Science (SPSS) software to get the mean, frequency, percentage, and correlation of Pearson. Results show that Cronbach's Alpha reliability value for social media is 0.74, video games are 0.86 while the level of emotional intelligence is 0.80. Pearson correlation shows there is a relationship between social media with a level of emotional intelligence. Besides, the results of the study also show that there is no relationship between video games and the level of emotional intelligence. The findings of the study show that the mean for social media is 3.22, video games is 2.59 and the level of emotional intelligence is 3.30. The result of the descriptive analysis shows that the level of emotional intelligence of students is at a moderate level. Therefore, this study provides knowledge to individuals about the influence of digital media platforms that can provide an impact an individual's level of emotional intelligence during the COVID-19 pandemic in Malaysia.

Keywords: Social Media, Video Games, Emotional intelligence

INTRODUCTION

In the era of globalization, the use of technology is increased by society for specific purposes such as communication, transport, industrial process, and many more. Using technology such as digital media is one of the technological developments that enable users around the world to connect. In education, technology usage impacts students' assessment and performances (Mat-jizat, 2013; Mat-jizat et al., 2017). Muhamad Azhar et al. (2013), explain that social media influences students for learning purposes. Changes in the media make it easier for people to relate to using digital media as a platform. Among the media platforms, digital is social media that can be used to convey information throughout the world only by using the internet only (Ghouri et al., 2021; Fisseha, 2011). Most societies now prefer to use social media to get information and can enjoy entertainment by watching videos and photos shared by friends (Ghouri et al., 2019; Forouzan & Fegan, 2003). Moreover, digital platforms have become most of the people engaged during the COVID-19 phenomena (Garfin, 2020) including in

teaching and learning for academics (Fauzee et al., 2002; Kogila et al., 2020). He added that 2019 until the present Coronavirus epidemic, and the public health measures in place to control it has resulted in widespread social disruption. The collective suffering related to the pandemic has led to school closings, shuttered businesses, increasing unemployment, and emotional distress. In both domestic and foreign environments, governments have introduced "stay-at-home" orders forcing students to take part in non-essential business activities at home or have tasks operate from home. Because of the COVID-19 pandemic, we have seen a significant increase in technology use, which is incorporated into everyday lives (Garfin, 2020). An increasing number of people now spend more time with technology, while reading news media, watching television, using social media to communicate with others, using lifestyle apps to shop for food and other consumer products, and engaging in-home workouts (Torous, et al., 2020). Apart from social media, the digital media platform is video games, which not only allows the community to connect but also enables the community to enjoy entertainment and have new hobbies (Haidt & Allen, 2020; Nachiappan, 2022). Nowadays, during the COVID-19 phenomena, hobbies involve technology if you want to compare with the old days of traditional games to be a hobby choice of a society that has cultural, ethnic, linguistic, and religious elements (Paul, 2018). Elements of the game have long been undergoing improvements that are applied in video game technology because they can facilitate the user to play. Such elements involving oral, visual, and printing methods have been combined in one common platform (Holmes, 2005).

Such elements are available in video games because they are simpler available by downloading from Google Playstore or AppStore for free (Chepa, et al., 2015). Added with other technological facilities that drive involvement in video games such as gadgets, computers, laptops, and so on. Nevertheless, exposure and involvement in the use of digital media platforms can make an impact in life whether in the physical or emotional form (Ytre-Arne, 2019). In life we often face different challenges and obstacles to get on with life however there are various ways to overcome these challenges and obstacles. To make someone the individual is strong to face the challenges in life is very important to have the emotional strength which is known as emotional intelligence (Killgore et al. 2017; Koohbanani et al., 2013; Mamat, 2016). Emotional intelligence is not only seen in terms of the problems encountered but the means of managing them as well as the influences that cause the individual to fail to control emotions. Failure to control and manage emotions can have an impact on the act committed (Korkmaz, et al., 2020).

Emotional intelligence in each needs to be taken seriously nowadays. Goleman (1995), states that an individual's assessment is not only based on Intelligence Quotient (IQ) but more importantly emotional intelligence (EI) (Nachiappan et al., 2014). Nowadays the importance of emotions is taken seriously in the development of the individual self, this is because they can affect a person's personality (Ismail et al., 2021). This is because emotional intelligence itself is seen to play an important role in the personality and performance of a student (Daud et al., 2020; Karsodikromo et al., 2020; Rahman et al., 2008). If an individual is not able to control his emotional state it will cause the individual to have a feeling of boredom, lethargy, anger, and frustration. The emotional problems that are now often faced not only involve family, friends, and the environment but also involve the influence of widespread digital media platforms. This can be seen Based on Watson's (2016) past study, which emphasizes that one of the influences negatives in the use of digital media is mental and physical health as well as addiction extreme in the use of digital media. Based on Communications Department Statistics and Multimedia (2018) 96.5 percent do online activities using social media, which shows an increase compared to 2016 which is as much as 96.3 percent. Meanwhile, According to the Department of Statistics Malaysia (2019), the main activity is internet usage is downloading pictures, movies, videos, and downloading games video, which shows an increase of 81.7 percent in 2018 by 81.7 percent. This indicates an increase in the use of social media and video games as digital media platforms.

This is further supported by the state of current issues related to influence. According to Astro Awani news (2019), "a 16-year-old teenager realized the vote of netizens who voted for him to die by jumping the building on the third floor of a shophouse in Bandar Baru Batu Kawah". The case is also being debated back in Sinar Harian on 1 November 2019 by Psychiatrist Dr. Rozanizam Zakaria who stated that excessive use of social media is capable of causing mental problems that are closely related to depression and anxiety involves the emotions of an individual (Sinar Harian, 2019). Apart from social media, media digital that is often used by individuals today is video games. According to Astro Awani (2019), On 15 March 2019 two shooting incidents occurred at a mosque in the City of Christchurch

New Zealand, the video of the shooting was spread through social media applications i.e. Facebook and the shots seem to resemble video games.

This is supported by Graham's (2019) study in The Christchurch Attacks: Livestream terror in the viral video age, the use of digital technology is part of it the attack. The violence of the attack becomes violent in the game video, even the terrorist is addicted to video games that cause the terrorist to feel the Fortnite game trains him to be a killer. The influence of this video game can have an impact over time short and long on psychological, emotional, and neurological aspects (Calvert et al., 2017; Higuchi, et al., 2005; Saquib, et al., 2017). As can be seen from the issues and previous studies there is indeed a relationship between social media and video games. However, for social media previous studies less emphasis on emotional aspects especially on deep emotional intelligence among students. According to Baltes et al. (1977), as age increases, the evolution of change in a human being will take place in physical, emotional, moral, and cognitive.

In order to fill this gap in the literature, we conduct an exploratory analysis of the antecedents of emotional intelligence (EI) in secondary school students. Accordingly, the study aims to establish the relationship between social media factors and students' emotional intelligence. The aims of this study are: first, to discover how social media and students' emotional intelligence are related; and second, to decide if students who regularly play video games have lower emotional intelligence. The remainder of this article is designed to achieve these targets. Section one summarises the related literature. Section two illustrates the methods employed in the analysis. Section three describes the findings, and then a review discusses those results. The final components of the section are the conclusions, implications, limitations, and future direction of research.

LITERATURE REVIEW AND STUDY HYPOTHESES

COVID-19 and Digital Media engagement in Malaysia

In December year 2019, an outbreak emerged in Wuhan City, Hubei Province, China. This virus then later has spread from Wuhan City to the rest of the world. This virus has spread rapidly to other countries including South Korea, Taiwan, Thailand, Singapore, Japan, Italy, Iran, Spain, the USA, and the UK. On 12th March 2020, it was finally classified as a pandemic by WHO. Then, World Health Organization (WHO) named this disease COVID-19. On 22nd February 2021, there are a total 110,974,862 of cases of COVID-19. Meanwhile, 2,460,792 cases of death cases have been reported worldwide (WHO COVID-19). Preventive measures are crucial to controlling the spread of the coronavirus (Worldometersinfo, 2020).

On 25th January 2020, the very first case of COVID-19 was detected in Malaysia by the Ministry of Health (MOH). This had to trace back to 3 Chinese nationals who were previously in contact with an infected person in Singapore. On 4th February 2020, the first Malaysian was confirmed with COVID-19. There was a 41-years-old man who recently returned from Singapore. During that point in time, he was quarantined at Sungai Buloh Hospital, Selangor. The Ministry of Health (MOH) had devised standard guidelines for the management of COVID-19 quickly. 34 hospitals and screening centers were designated in each state in Malaysia. The positive cases increased day by day in Malaysia. Hence, on 16th March 2020, the Prime Minister of Malaysia then announced a Movement Control Order (MCO) (Abdullah et al., 2020). Social distancing was placed to decrease the spread of COVID-19. On 22nd April 2020, there were a total of 5,251 cases of COVID-19 reported by the Ministry of Health (MOH). It was including 86 cases of death and 2,967 cases of recovery. During that point time, one of the states in Malaysia which are Selangor recorded the highest number of confirmed COVID-19 cases (1,338 cases). Due to the large number of positive cases detected in many areas, the government announced 27 districts as red zones. These red zones areas were including Lembah Pantai, Hulu Langat, Petaling Jaya, Seremban, Kuching, and Kluang.

A survey conducted by Statista in July 2020 reported a substantial increase in in-house media consumption during the COVID-19 pandemic (SKM, 2019). Around the year 2020, 81% of the Malaysian population will be active social media users. This reflects a 33% improvement over 2016 when the portion of the population that used social media was 60% of the population in Malaysia. When

looking at all of the different social media channels available, Facebook was the leading social media site. Many Malaysians will be using social media sites like Facebook, Instagram, Facebook Messenger, and LinkedIn in 2020. Facebook was introduced in 2004 and has since been the most commonly used social media site in Malaysia by users of social media (Jafarkarimi et al., 2016). The penetration rate for Facebook in Malaysia is estimated to be about 70 to 71 percent in the next few years. Additionally, it is expected that as interest in Facebook increases among social media users, the number of Facebook users in Malaysia will be 24 million in 2023. (Chung, et al., 2019). A behavioral addiction that is associated with a person's attachment to social media is known as social media addiction. With this form of addiction, people will experience severe mood swings brought on by what they see on social media. Malaysians believed that social media had a hand in their well-being, and they thought that they could not give up social media (Baltaci, 2019).

Therefore it shows that total tile engagement in digital media was increased during the COVID-19 pandemic (Fattah & Sujono, 2020). However, the emotional intelligence issue arises for students when long time engagement in digital media. This problem is a long-standing challenge for the community around the world, including Malaysia.

Digital Media

Software applications such as Facebook, Twitter, Instagram, and sharing videos have evolved in the digital media ecosystem (Hoic-Bozic et al., 2015). Digital media as well as part of the media conveys information, entertainment, and communication as well as it also gives influences and impacts the individual (Lindgren, 2017). According to Kowalski and Limber (2013), one of the influences of digital media platforms is that Bullying is an aggressive action that disrupts security and hurts others in its presence, differences in strength, as well as psychological damage between the victim and the perpetrator, performed repeatedly. According to Watson (2016), users spend 14 hours / a week accessing digital media. Excessive use affects mental and physical health and can occur with the influence of the media (Bruggeman, 2019). This digital user feels stressed, shows behavioral changes, and reduces physical activity. However, this study is more focused on the school's digital media platform i.e. social media and video games as well as contribute to the influence of digital media.

Social media is one of the growing digital media platforms. According to White (2011), social media is a medium where the latest information such as web technologies uses the internet to make it easier for people to communicate. The use of social media is now becoming a trend in society, there will be at least one social media application on their cell phones (Edjudo, 2016). The influence of social media is increasing among these students due to the use of the internet which makes it easier for students to access social media 24/7 without a location limit (Chawinga, 2017). In the Malaysian context, there were 24.6 million social media users in 2018, out of 97.3 percent claiming to have a Facebook account. Account ownership of Instagram (57.0%), YouTube (48.3%), Google+ (31.3%), Twitter (23.8%), LinkedIn (13.3%) and others (0.7%) saw an increase over the previous year. On the other hand, WeChat Moments (36.8%) and Kakao Talk (2.1%) account ownership has declined since the previous year. This study was supported by Hassan et al. (2012) based on the findings of the study, increasing internet addiction as many as 20 students in 2012 have found that the use of the internet among adolescents is increasing.

According to Louv (2005), digital games are electronic games such as video games, and Playstation has changed the pattern of children's games. According to Granic et al. (2014), Video games are created to attract players to be actively involved and they will act according to behavior. According to Uzochukwu and Anierobi, (2020), video games will affect behavior and emotions such as not being sociable, always angry as a result of video game violence, and being unable to manage their own emotions. Meanwhile, According to Connolly et al. (2012), in Computers Education, A Systematic Literature Review of Empirical Evidence on Computer Games and Serious Games stated that there are studies conducted initially prove digital games have many negative effects, especially when resulting in addictive effects on digital games and the effects of violent action displayed in digital games.

Next, according to a study by Che et al. (2017), the results of his study stated that there is a significant relationship between video games and intelligence levels in the management of emotions and the use of emotions that have a negative and positive impact related on video game addiction in the individual. According to Saquib et al. (2017), related to video game addiction and psychological distress

among expatriate adolescents in Saudi Arabia As many as 62 percent of teenage girls have Distress which is higher than 46 percent of men affected by depression, anxiety, and Somatic Symptom. Apart from emotions and personality influences, video games can affect a person's physique. If viewed on the creation of every video game, whether in the design aspect or the way it is played it emphasizes the emotions of the individual. Various emotions students get learned through games where most games provide various levels of emotions, such as curiosity, frustration, and excitement (Zhang et al. 2020).

As the aspect of emotional intelligence, it refers to a feeling that exists within oneself human beings whether feeling sad, happy, frustrated, scared, or many more that can be felt by individuals. Emotions are involved in changes in physiological processes, self, and psychology experienced by humans as a condition faced (Cosmides & Tooby, 2000). Emotional management can be associated with emotional intelligence, if the individual is capable of managing emotions stable it shows high emotional intelligence. According to Mayer et al. (2001), emotional intelligence is a different set of social skills than intellectual intelligence. According to Dewi and Savira, (2017). A study entitled "emotional intelligence and aggressive behavior on social media in adolescents" stated that there is a relationship that is significant between emotional intelligence and aggressive attitudes on social media.

Emotional Intelligence Model

Daniel Goldman was not the first to state the idea of emotional intelligence. But in this dual capacity as a psychologist and a writer, Goleman helped to popularise the principles of emotional intelligence to a broader segment of society. His best-selling books, which started with "Emotional Intelligence" (1995), have also had a dramatic effect on how some companies relate to customers and some managers interview applicants. His effect on education has become far more far-reaching. Pete Salovey and John Mayer were the first to popularise emotional intelligence in the early 1900s, and they used it in creative writing. Regardless, Darwin's first work on the function of emotional speech demonstrates basic intelligence survival concepts in 1900. Social intelligence is characterized as the ability to understand and get along with others by understanding and knowing each other's mental states, intentions, and characteristics. Computing pioneer David Wechsler introduced the idea of non-cognitive intelligence in 1940 and claimed that success in life requires not only cognitive skills but also non-cognitive elements. In his book Frames of Mind, published in 1993, Howard Gardner explores interpersonal and intrapersonal intelligence and concludes that it is as critical as IQ. In a journal published in 1900, John Mayer and Peter Salovey published their pioneering paper on emotional intelligence in Creativity, Perception, and Personality. For the model, this study uses the Goleman Model (1995), which focuses on the human qualities, and the noble values used in their daily lives. This study uses the Goleman Model which has five domains namely self-awareness, self-regulation, self-motivation, empathy, and social skills. However, for this study purpose, we only select 1 major from his EIs, Social awareness "The ability to experience, interpretation and respond to other emotions through the understanding of social platform" (Madaan et al., 2020). Therefore, we study the influences of social media and video gaming on students' emotional intelligence as illustrated in figure 1.

Emotional intelligence can be associated with aggressive nature if the higher the emotional intelligence the lower the aggressive nature in social media. Even aggressive nature can occur due to addiction to internet use. According to Hamissi et al. (2013), a study entitled The Relationship between Emotional Intelligence and Technology Addiction among University Students stated that there is a significant relationship between emotional intelligence and internet addiction. According to Parker et al. (2013), there is a significant relationship between emotional intelligence and addictive attitudes such as using the internet and video games. This shows that high internet addiction also leads to the use of social media and video games which can affect behavioral problems (Savci & Aysan, 2017). Behavioral, academic, and emotional management of the individual. In this study, the theory used for technological aspects is the 'theory of use and satisfaction. The theory of use and satisfaction is used to measure the influence of digital media platforms based on social media applications and video games. This theory is also relevant to this study because it can explain how a person uses technology.

This study wishes to make a contribution to the above literature and investigate the effect of the current crisis on emotional intelligence in, the Malaysian context. Thus, we hypothesize:

H1: There is a significant relationship between social media and students' emotional intelligence.

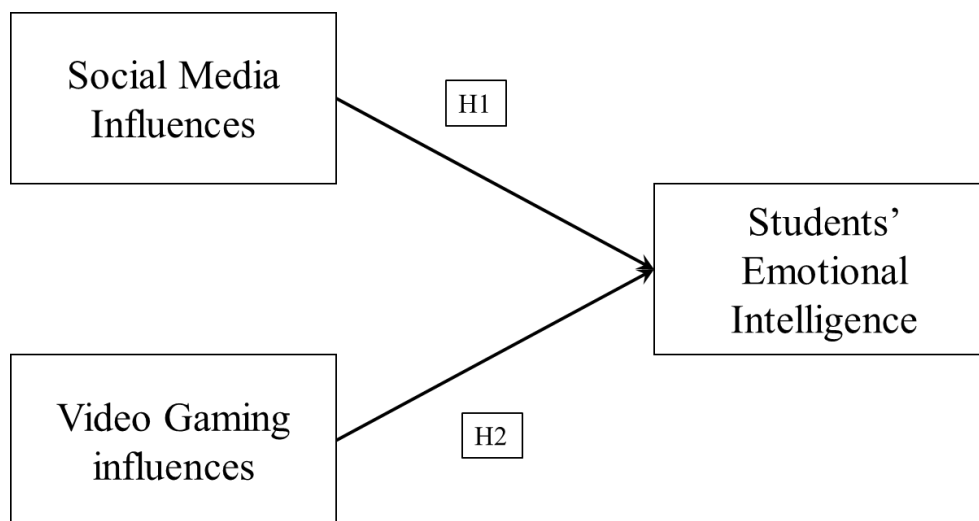*H2:* There is a significant relationship between video gaming and students' emotional intelligence.

Figure 1: Conceptual research framework

METHODOLOGY

In this study, quantitative research is applied in the form of a survey questionnaire that requires numerical data and involves statistical analysis. This study was conducted among secondary school students in Melaka, Malaysia. The purpose of selecting the secondary school in Melaka state was because the school headmaster requested to conduct a study about their students' emotional intelligence which was fit for this study. In this study, secondary school students were selected as respondents for this study which is 909 students covering from form 1 to form 5 only. For a population of 909 students, the number of samples is determined by Cohen's table (1969), based on the nearest figure is 278 students. Simple random techniques were applied for this study. The instrument used in this study is a questionnaire. The set of survey questions has three parts namely part A, part B, and Part C which are used to collect the study data.

Part A deals with demographics such as gender, age, race, frequency of using digital media in a day, and types of digital media applications. Part B refers to digital media platforms which are divided according to independent variables namely social media and video games and Part C refers to the level of emotional intelligence. The answer scale used is the Likert Scale (Likert Scale) which has 5 scales namely 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Strongly Agree), and 5 (Strongly Disagree). This pilot study was conducted on 30 students of SMK Dang Anum, Melaka. The pilot study was conducted in the same state as the actual study, but the researchers used different study respondents in the actual study, and analyze the pilot study data using SPSS Version 21 to obtain the reliability value of the Cronbach's alpha value. Researchers analyze the pilot study data using SPSS Version 21 to obtain the reliability value of the Cronbach's alpha value to find the relationship between variables while the level of researchers use the mean for analysis.

Table 1 *Pilot test result: Cronbach's alpha value*

Variable	Cronbach's alpha
Social Media	0.74
Video Gaming	0.86
Emotional Intelligence	0.80

RESULTS AND FINDING

The findings of this study are based on the results of the findings and feedback that has been answered by respondents using a questionnaire form. Researchers use analysis descriptive to find out the type of frequency and frequency. Table 2 shows the demographics of respondents. The results of the respondents' tests by gender show females were the highest at 122 students (56.1%) compared to respondents males of 156 students (43.9%). The distribution of respondents by age for category lower secondary that is 13 - 15 years, with a total of 170 students (61.2%) is high while, for upper secondary students aged 16 -17 years and a total of 108 students (38.8%). The distribution of respondents by race showed a total of 221 students (79.5%) of respondents were Malays, while as many as 40 students (14.4%) is Chinese, Indian as many as 16 students (5.8%), and other races are 1 student (0.4%) showed the Malay race and the majority of respondents. The distribution of Respondents by frequency of using digital media indicates that a total of 117 students (42.1%) useless digital media out of 5 hours a day and a total of 135 students that is (48.6%) use 5 up to 10 hours a day, while more than 10 hours a day only involves 26 people students namely (9.6%). The results of the analysis show the frequency of using the media the highest digital is 5 to 10 hours a day.

Table 2 *Samples Characteristics: Respondents' Profile*

Particular	Variables	Frequency	Percentage
Gender	Male	122	43.9
	Female	156	56.1
	Total	**278**	**100**
Age	13 - 15	170	61.2
	16 - 17	108	38.8
	Total	**278**	**100**
Races	Malay	221	79.5
	Chinese	40	14.4
	Indian	16	5.8
	Others	1	0.4
	Total	**278**	**100**
Time engaged in digital media	< 5 hrs	117	42.1
	5 – 10 hrs	135	48.6
	>10 hrs	26	9.6
	Total	**278**	**100**
Digital Media platform	Television, film & google	45	16.2
	Social media	162	58.2
	Video game	71	25.5
	Total	**278**	**100**

Part B is divided into two, namely social media and video games as well as items both variables contain 40 questions. For social media, the Overall mean for social media is 3.22 at the medium level. From the data analysis obtained, the highest mean is number 4 with a total mean of 4.47 which is "Social media makes it easier for me to communicate with my friends". The lowest mean amount is question number 15 which has a mean score of 2.02 "I often express feelings in social media". This shows that not all students express their feelings on social media. Next, the findings for video game variables show the mean of the overall video game is 2.59 and at a moderate level. The highest mean is on question number 19 "I feel happy when playing video games" which is at a value of 3.26. Meanwhile, the low

mean value is question number 8 "I do not can stop playing video games" which is at a value of 1.98. In part c we only use one type of emotional intelligence. The highest mean score is 4.17 for item 37 "I am more polite when communicating with elderly people than me" in the skills category social. The low mean value is 2.28 on the item "I do not care what happens in my life" in the category of self-regulation. If viewed as a whole level of intelligence for students in the medium level because the overall mean value is at the value of 3.30.

Inference type analysis is also the result of an exam that uses a correlation test and min. For analysis to find the relationship between the influence of social media and the level of emotional intelligence among students of state Melaka, shows the value of coefficients of the correlation is 0.282. Table 3 Correlation analysis shows the results of relationships between social media with the level of emotional intelligence is having a weak positive relationship (r = 0.282) and significant because the value is 0.000 (p > 0.05), as well as the relationship of this analysis, is inverse. Thus, the null hypothesis failed to be rejected because there was a significant relationship between the influences of social media with the level of emotional intelligence of students at Melaka secondary school. Besides, the relationship between video games and the level of emotional intelligence students can see from the results of this analysis shows that there is no relationship significant where the correlation value is 0.552 (p > 0.05) as well as it shows a negative and inverse negative relationship with a value of -0.036 (Table 4). The null hypothesis is rejected because it has no significant relationship between video games and the intelligence levels of student emotions among students. For the level of intelligence, students on average have a moderate level with a mean value of 3.30.

Table 3 *Relationship between Social Media with Students' Level of Emotional Intelligence*

		Media Social	**Emotional Intelligence**
Social Media	Pearson Correlation	1	.282**
	Sig. (2- tailed)		.000
	N		278
Emotional Intelligence	Pearson Correlation	.282**	1
	Sig.(2- tailed)	.000	
	N	278	
	Pearson Correlation		

**Correlation is significant at level 0.01 (2 – tailed)

Table 4 *Relationship between Video Gaming with Students' Level of Emotional Intelligence*

		Video Gaming	**Emotional Intelligence**
Video Gaming	Pearson Correlation	1	-.036
	Sig. (2- tailed)		.552
	N		278
Emotional Intelligence	Pearson Correlation	-.036	1
	Sig.(2- tailed)	.552	
	N	278	
	Pearson Correlation		

DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

The findings of the study show that the level of emotional intelligence of students is at a moderate level with a value of 3.30. In five types of levels of emotional intelligence using Models Goleman, the highest level of emotional intelligence in the category of self-regulation is managing your own emotions. Among the five types of levels of emotional intelligence are self-awareness is the second-highest level, motivation and social skills also get that level moderate while low and less applied empathy during the COVID-19 pandemic in Malaysia. The type of intelligence emotions in the context of self-regulation indicates that respondents agree them being able to manage bad situations, control feelings, and often express feelings is moderate to a high level of intelligence. According to Goleman (1995), managing emotions themselves are very important if a person is stressed and out of control well it will cause

various diseases such as emotional disorders. Based on the results of this study indicate that there is a significant relationship between social media and the level of emotional intelligence of students. If viewing the results of the study of media platforms the most widely used digital is social media at 58.2 percent. This study also adds knowledge to the theory of use and satisfaction. This study suggested that usage of social media content enhances the intelligence of the user.

According to a study conducted by the National Health and Morbidity Survey (NHMS) (2018), extreme screen exposure can increase addiction among teens and can cause negative influences such as watching pornographic videos and so on. The results of the study show that there is no relationship significant between video games and students' level of emotional intelligence. However, a study conducted by (Saquib et al., 2017) states that there is a significant positive relationship between video games and the amount of time spent among teenagers in Saudi Arabia. In this study, the respondents mostly spent time playing digital media platforms which are 5-10 hours a day. If seen on the findings of the study related to the level of emotional intelligence of their average respondents has a moderate level of emotional intelligence, this indicates that respondents can still control their involvement in playing video games. Hamissi et al. (2013), abuse in internet use, video games as well as gambling are considered some mental issues (Karsodikromo et al., 2020; Nachiappan, 2022). Therefore, each individual should control their involvement in playing video games to increase their level of emotional intelligence. The results of this study can have implications for various individuals. This study is capable provide information and guidance to researchers to do research, especially in the context of technology and psychology, this is because in this study the technology meant is social media and video games, as well as psychology, refers to the level of emotional intelligence and emotional development of adolescents. From this study, students can be knowing their level of emotional intelligence in detail during the COVID-19 pandemic in Malaysia. Most students know what emotions are i.e. angry, sad, happy, and so on, but they are lacking knowledge of their emotional intelligence whether high, medium, or weak. Students assume anger is a normal emotion that everyone faces but letting go of unplanned anger is an abnormal emotion that involves an emotional level (Ismail et al., 2021). Students can also restrain themselves from being involved in negative influences as a result of excessive use of digital media platforms. The implication, if the influence is negative and can be curbed it will affect the level of emotional intelligence even in behavior, academics, and so on. Through this study, teachers will also get implications from this study. Teachers can find out which digital media platform is suitable for use in the process of teaching and learning. From this study, teachers can also find out appropriate pedagogical methods for teaching either traditional methods or students centered learning methods. Overall, this study can have implications for all parties in general because it can give new exposure to individuals.

Besides, some suggestions can be made for further study for the improvement of this study. For further study, researchers can diversify types of schools such as schools that have high disciplinary problems and problems that primary, secondary and primary schools, with this the researcher can see the level their emotional intelligence is affected for some reason in different nations. The second suggestion is that researchers can conduct studies for the public not focusing on school students only. The third suggestion is to focus on various age types, especially adults. The fourth suggestion is that in the emotional context the researcher can focus on problems encountered if overuse in the media digital such as depression, anxiety, addiction, and many more but still look to the context of the level of emotional intelligence. The fifth suggestion is to add a mediator (i.e. customer gratitude etc.) or moderator (i.e. generation, education, etc.) in the future study. The last suggestion is, for the influence of the game video, it is encouraged to focus on individuals who play video games because the individual is more aware of what they are experiencing or feeling. However, there are limitations of the study during this study.

In terms of the time factor, this is due to insufficient time factors resulting in this study being less comprehensive from the scope of the study. Due to that, the study does not involve various types of schools in Malaysia, it is limited to one state. Therefore, perceptions, in general, cannot be made based on results from this study. Besides, this study focuses on the level of emotional intelligence of students only and uses two digital media-type platforms only. This study can conclude that nowadays, social media is a necessity required for communication. However, the use of both digital media platforms needs to be controlled to ensure that it does not involve levelling their emotional intelligence as a result of issues that have occurred before.

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