The Effects of Internet Addiction Disorder on Students' Learning Motivation

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ARTICLE INFO	ABSTRACT
	This research was conducted at the Management S1 Study Program of UIN Suska Riau and the S1 Management Study Program of UIN Sunan Gunung Djati Bandung. This study used a comparative method comparing two symptoms on different objects, in this study the number of samples was 96 respondents, each 48 samples were students. S1 Management study program at UIN Suska Riau and 48 samples were students from the S1 Management study program at UIN Sunan Gunung Djati Bandung, R2 (R Square) students in Management S1 study program 0.490 or 49% and R2 (R Square) students in UIN Management S1 study program Sunan Gunung Djati Bandung. The suggestion in this study is that UIN Suska Riau students should be wiser in using internet facilities and it is better if the internet addiction of UIN Bandung students is used to increase learning motivation and for business activities such as online business which is very interesting in business prospects in the current digitalization era.

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1. INTRODUCTION

Due to ease access to the internet, gadget or internet addiction has become a concern to the global community nowadays. The widespread use of the internet over an extended period of time has been linked to mental diseases in sufferers, including antisocial disorders, anxiety disorders, and stress disorders, thus experts concur that it warrants careful consideration. Based on a survey conducted by the internetworldstats, the number of internet users in Indonesia reached 212.35 million as of March 2021. This figure places Indonesia as the 3rd largest internet user in Asia after China and India.

A survey conducted by the Association of Indonesian Internet Service Providers (APJII) in 2018 found that 16.68 percent of users were aged 13-18 years and 49.52 percent are aged 19-34 years. Meanwhile, the percentage of internet users aged 35-54 years reached 29.55 percent. Then, the internet users aged 54 years and over reached 4.24 percent and 79.2 percent (KOMINFO, Jumlah Pengguna Internet 2017 Meningkat, Kominfo Terus Lakukan Percepatan Pembangunan Broadband, 2018)**.**

The Internet is a vast, interconnected network that uses telephone, satellite, and other communication methods to link users to computers all over the world. Millions of computer users create and use the internet, making it simpler to communicate, exchange information, and locate information. Today's advancement of the internet allows it to serve a variety of other purposes beyond just data transmission, exchange, and collection. These include making it easier to conduct business, pursue a career, communicate, carry out the teaching and learning process, build relationships, broadcast news, run campaigns, and spread propaganda (Ridfah, 2021).

Despite the wide-ranging benefits of the internet, psychologists and educators are aware of the negative impact of the internet overuse on physical and psychological problems, and one of the most common of these problems is internet addiction. Internet addiction can attack anyone, especially students who are at the stage of identity crisis, tend to have a high sense of curiosity, always want to try new things, are easily influenced by their peers (peer groups) (Ridfah, 2021).

According to research conducted by the Ministry of Communication and Information and UNICEF in 2014, at least nearly 30 million of internet users in Indonesia are children and adolescents who fall into the category of students (KOMINFO, Riset Kominfo dan UNICEF Mengenai Perilaku Anak dan Remaja Dalam Menggunakan Internet, 2014)**.**

Internet addiction has been identified as both a novelty and a nuisance, so many studies have proven it and shown its signs and symptoms. Today's internet is a technology that its usage cannot be prevented, resulting in the internet addiction. This is a phenomenon that is described as a mental disorder, and its number is increasing over time (Jahanian, Ramezan dan Zeinab Seifury, 2013).

Meanwhile, according to (Christie, Petra Bella Debora. Yulia Wardani dan Chistina Ririn Widianti, 2021), learning with the internet system as a whole can actually facilitate students to improve their learning achievement compared to learning through the internet system half-way. This verifies that the internet plays a significant role in improving students' learning achievement. It is believed that the more often teenagers use the internet, the more their learning achievement will increase. If students are able to use the internet properly and correctly, the internet should further improve students' achievement. There is a weak relationship between the level of internet addiction and the results of students' non-academic learning achievement. The internet is an aspect that is considered related to the learning achievement. Individuals who are able to use the internet will get additional information on learning materials.

The results of a survey conducted by Internet World Stats in 2017 concluded that the most internet users in Indonesia were aged 15-22 years (42.4%). This proves that late teens, including students who are at that age, have the potential to experience internet addiction, which in this case is also addicted to social media (Ibrahim, 2019).

A psychotherapist from the California School of Professional Psychology, Philip Cushman, conveyed the results of his research that we should limit the use of social media from half an hour to an hour per day. It is similar to research conducted at the University of Pittsburgh. This study verifies that people who are too active on social media every day have a risk of depression up to three times greater than those who rarely use social media at this time. Based on this study, using social media too often can have a negative impact on mental health, and people who are too active on social media every day have a three times greater risk of depression when compared to people who rarely use it (Cushman, 2018).

Moreover, a study conducted by Siti Nurina Hakim (2017), published in the Proceedings Journal of SEMNAS UMS, found that the majority of internet users in Indonesia are teenagers who need to get supervision and direction so that internet use is positively directed. Then, a study from T. Utami and F Nurhayati (2019) revealed that teenagers as Internet users are most vulnerable to being affected by

excessive Internet use, and some have not been able to regulate Internet use for something useful. Usually the time used by a person or students to use Internet applications and facilities is between 20 to 80 hours per week. Whereas, in normal conditions, individuals or students use applications and internet facilities only between 4 to 5 hours per week.

During the Covid-19 pandemic, there was an adjustment or shift in how people used the internet. Previously, the configuration of internet usage was focused on workplaces, universities, schools, and public spaces. However, the way people use the internet now is evolving to focus more on homes, residences, and settlements. This is a result of putting into practice the government's instruction to work from home, study from home, and worship at home. The internet is widespread and growing in real estate, housing, and residential regions as a result of work from home (Christie, Petra Bella Debora. Yulia Wardani dan Chistina Ririn Widianti, 2021).

The entire globe is experiencing enormous changes in practically every area of life, starting with social, economic, and cultural developments and moving quickly toward the development of technology and information to bridge these unforeseen circumstances. Also inevitable are changes in way of life. In order to stop the spread of Covid-19, people must inevitably adhere to the safety precautions. Similar changes have occurred in education, as students who once attended school every day are now required to study at home while teachers deliver their lessons online. Face-to-face instruction must be conducted online using a condensed curriculum. This suggests that all educational activities take place online in order to prevent face-to-face interactions, which could spread the Covid-19 virus. Students also endured a notable change, so it is not solely the teachers who need to make adjustments. In normal circumstances, students are not permitted to bring or use a device. However, during this pandemic period they must use a device, laptop, or computer to study since they must use the internet for school (Kurniasanti, 2019).

At the moment, utilizing a device that can access the internet is required to complete online learning at home. Students are significantly impacted by using a device, laptop, or computer to access the internet. Negative activities can sometimes be done easily if they are not adequately monitored. Students have access to time-consuming online games, social media that can backfire if used carelessly, and cyberspace search engines that can retrieve any information, both good and bad.

This situation should be watched out for because excessive internet use can actually have a negative impact including depression, severe anxiety, and compulsive behavior which in turn will increase the internet addiction. Spending too much time on the internet can affect a person's psychological condition. One of them is the disturbance of sleeping hours. There are also depression and sleep disorders psychologically. In addition, students will tend to move less and eat instant food, so that it can lower the immune system (Aprilia, 2020).

Researchers conducted a study on the teenagers at the national public universities. The exploration of this study was conducted through the social media to interact with the subjects of the research even though sometimes colleagues the researchers communicated with were located at a close distance. The researcher also discovered that a lot of students arrived late for lectures because they stayed up late playing video games, accessing social media, and utilizing the internet.

The importance of conducting this study was so that teachers could explain to students how the internet can be very beneficial when used for things like finding references to lecture material but can be detrimental when used more for social media or games because it can lead to addiction and interfere with the student's lifestyle (Hapsari, 2015).

2.   METHODS

Settings of the Research

This study was conducted at the Management Study Program (S1) at the Islamic university in Pekanbaru, Riau which was located on Jl. HR Soebrantas KM 15 Simpang Baru, Panam Pekanbaru 28293, and the Management Study Program (S1) at the Islamic university in Bandung, which was located on Jalan AH Nasution No. 105, Cipadung, Cibiru, Cipadung, Cibiru, Bandung, West Java 40614.

Population

The population in this study were students of the Management study program at the Islamic University in Pekanbaru, Riau and students in the Management study program at the Islamic University in Bandung, West Java. Students from of Bandung were suspected as the Internet Addiction Disorder users on motivation. Hence, this population is an infinite population because the actual size of the population cannot be known with certainty.

Samples

Dalam penelitian yang populasinya tidak diketahui secara pasti, digunakan teknik sampling kemudahan. Berdasarkan sampling kemudahan ini, peneliti menyeleksi dengan menyaring kuesioner yang ada. Misalnya digunakan ukuran sampel untuk estimasi nilai rerata, maka penghitungan jumlah sampel berdasarkan rumus sebagai berikut:

The convenience sampling technique was used to choose the samples in a study in which the population is unknown. By limiting the available questionnaires, the researcher chose the samples based on this sampling technique. As an illustration, the following formula was used to determine the number of samples after a sample size was used to estimate the mean value.

$$n = \frac{Z^2}{4\mu^2}$$

$$n = \frac{1,96^2}{4(0,1)^2}$$

n = 96,04 fulfilled to 96 samples

Where :

n = Sample size

Z = The level of confidence of the sample required in the study, at α = 5% (the degree of confidence is determined 95%) then Z = 1.96

μ = Margin of error, the level of error that can be tolerated (determined 10%)

Based on the results of these calculations, it was obtained that the required sample size was 96 respondents. This means that the researchers selected 48 students from the Management study program of UIN Suska Riau and 48 students from the Management study program of UIN Sunan Gunung Djati Bandung.

Data Collection Methods

Students were given a questionnaire to complete in order to gather the data for this study. A questionnaire was a method of gathering data in which participants were asked to respond to a series of questions or written comments. In this research, the questionnaires was given to 96 students of the management study program at UIN Suska Riau and 96 students from the management study program at UIN Sunan Gunung Djati Bandung from each city.

Data Analysis Methods

Formulation Model

The data analysis method used in this study was simple linear regression analysis. According to Sugiyono (2013:269) simple linear regression analysis is utilized to analyze the effect of one independent variable on a dependent variable. The equations are as follows:

Model 1

Motivation (1) = α + β Internet Addiction Disorder (1) + e

Model 2

Motivation (2) = α + β Internet Addiction Disorder (2) + e

Where:

Dependent Variable = Motivation

Independent Variable = Internet Addiction Disorder

α = Constant

β = Regression coefficien e = Error

Chow Test

The next step was performing the Chow Test regression model to distinguish the results of the regression on the management study program students at UIN Suska Riau and the management study program students at UIN Sunan Gunung Djati Bandung. The regression model of Chow Test is a tool used to test the equality of coefficients or the coefficient similarity test with the formula:

$$F = \frac{(RSSr - RSSur)/k}{(RSSur)/(n1 + n2 - 2k)}$$

RSSr   : Sum of Squared Residual for regression with total observations

RSSur   : Sum of Squared Residual of each regression according to group

n   : Number of observations

k   : Number of parameters estimated in restricted regression.

r   : Number of parameters estimated in unrestricted regression.

Furthermore, the results of the F calculated was compared to the F table. If the F calculated was higher that the F table (Fcalculated > Ftable), the null hypothesis was rejected. This means that there was a difference in the independent variable (Internet Addiction Disorder) between students of the management study program of UIN Suska Riau and students of the management study program of UIN Sunan Gunung Djati Bandung to affect their motivation. Conversely, if F count < F table, the opposite happened (Sugiyono, 2012).

3. FINDINGS AND DISCUSSION

Data Description

Data used int this study were primary data obtained by using a list of questions (questionnaires) that have been distributed to students of the Management Study Program at the Islamic University in Pekanbaru Riau and students of the Management Study Program at the Islamic University in Bandung, West Java. Of the 96 questionnaires distributed to students, only 90 questionnaires were returned; 48 questionnaires were returned from students of the Management Study Program at the Islamic University in Pekanbaru Riau and 42 questionnaires from students of the Management Study Program at the Islamic University in Bandung, West Java.

Tabel. 1. Descriptive Statistics of the Research Variables of the Students at Islamic Universities in Pekanbaru Riau

	N	Minimum	Maximum	Mean	Std. Deviation
Internet Addiction Disorder (X)	48	55	73	65.00	3.892
Motivasi (Y)	48	56	75	65.58	5.238
Valid N (listwise)	48				

Source: Processed Data, 2020

From the 48 samples involved in this study, the average value for motivation as the dependent variable (Y) in this study is 65.58 with a standard deviation (SD) of 5.238. This indicated that the amount of data deviation from the students' learning motivation in the Management Study Program of UIN Suska Riau was 5.238.

Tabel. 2. Descriptive Statistics of Research Variables of the Students at Islamic Universities in Bandung, West Java

	N	Minimum	Maximum	Mean	Std. Deviation
Internet Addiction Disorder (X)	42	59	72	66.81	3.570
Motivasi (Y)	42	55	75	65.67	4.797
Valid N (listwise)	42				

Source : Processed Data, 2020

From 42 (forty-two) samples included in this study, it was found that motivation as the dependent variable (Y) in this study obtained an average value of 65.67 with a standard deviation (SD) of 4.797.

The Test of Data Reliability

Tabel. 3. Reliability Data for Students at Islamic Universities in Pekanbaru Riau

Variabel	*N of Items*	*Cronbach's Alpha*	Remarks
Internet Addiction Disorder (X)	15	0.731	Reliable
Motivasi (Y)	15	0.825	Reliable

Source : Processed Data, 2020

Cronbach's Alpha Coefficient of the research variables for students on the internet addiction disorder (X) is 0.731 and the motivation (Y) is 0.825. Therefore, the two instrument variables obtained an alpha for more than 0.60. Thus, the measurement of the instrument variable attributes is declared reliable.

Tabel. 4. Reliability Data for Students at Islamic University in Bandung, West Java

Variabel	*N of Items*	*Cronbach's Alpha*	Keterangan
Internet Addiction Disorder (X)	15	0.746	Reliable
Motivasi (Y)	15	0.829	Reliable

Source : Processed Data, 2020

Cronbach's Alpha Coefficient of the research variables of the students on internet addiction disorder (X) is 0.746 and the motivation (Y) is 0.829. Therefore, the two instrument variables obtained an alpha for more than 0.60. Thus, the measurement of the instrument variable attributes is declared reliable.

Simple Linear Regression Hypothesi

Tabel. 5. Regression Coefficient of Data of Students at the Islamic University in Pekanbaru Riau

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.326	9. 224	.700	.469	.641
	Internet Addiction Disorder (X)	.942	.142		6.652	.000

Source : Processed Data, 2020

The table above displays that data of the Management Study Program students in column B obtained a constant of 4.326. This indicates that students of the Islamic University in Pekanbaru have a learning motivation for as much as 4.326 even though the independent variable (free) is zero. Then, coefficient value of the internet addiction disorder is 0.942.

Tabel. 6. Regression Coefficient of Data of Students at the Islamic University in Bandung, West Java

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.649	11.908	.546	1.398	.170
	Internet Addiction Disorder (X)	.734	.178		4.122	.000

Source : Processed Data, 2020

The table above displays that data of the Management Study Program students in column B obtained a constant of 16.649. This indicates that students at the Islamic University in Bandung have a learning motivation for as much as 16,649 even though the independent variable (free) is zero. Then, the coefficient value of the internet addiction disorder is 0.734.

Determination Coefficient

Tabel. 7. Analysis of Students Determination at the Islamic University in Pekanbaru Riau

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700a	.490	.479	3.780

a. Predictors: (Constant), Internet Addiction Disorder
b. Dependent Variable: Motivation

Source : Processed Data, 2020

The table shows that the value of R^2 (R Square) is 0.490 or 49.0%. This implies that the contribution percentage of the influence of the independent variable (internet addiction disorder) to the dependent variable (learning motivation) is 49.0%. In other words, only 49.0 percent of the dependent variable can be explained by variations in the independent variable (internet addiction disease) utilized in the model (learning motivation).

Tabel. 8 Analysis of Students Determination at the Islamic University in Bandung West Java
Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546ᵃ	.298	.281	4.068

    a. Predictors: (Constant), Internet Addiction Disorder
    b. Dependent Variable: Motivation

<div align="right">Source : Processed Data, 2020</div>

The table shows that the value of R2 (R Square) of the Management students in Bandung is 0.298 or 29.8%. This implies that the contribution percentage of the influence of the independent variable (internet addiction disorder) to the dependent variable (learning motivation) is 29.8%. In other words, it can stated that only 29.8 percent of the dependent variable can be explained by variations in the independent variable (internet addiction disease) utilized in the model (learning motivation).

Chow Test

The regression model of Chow Test was used to distinguish the regression results for students of the Management Study Program at the Islamic University in Pekanbaru Riau and students at the Management Study Program at the Islamic University in Bandung West Java.

Tabel. 9. Residual of Management Students at the Islamic University in Pekanbaru Riau
ANOVAb

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	632.361	1	632.361	44.254	.000ᵃ
	Residual	657.306	46	14.289		
	Total	1289.667	47			

    a. Predictors: (Constant), Internet Addiction Disorder
    b. Dependent Variable: Motivation

<div align="right">Source : Processed Data, 2020</div>

Tabel. 10. Residual of Management Students at the Islamic University in Bandung West Java
ANOVAb

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	281.246	1	281.246	16.991	.000ᵃ
	Residual	662.087	40	16.552		
	Total	943.333	41			

    a. Predictors: (Constant), Internet Addiction Disorder
    b. Dependent Variable: Motivation

<div align="right">Source : Processed Data, 2020</div>

Tabel. 11. Joint Residual of Management Students at the Islamic University in Pekanbaru Riau and the Islamic University in Bandung West Java

ANOVAb

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29052.152	1	29052.152	794.641	.000ᵃ
	Residual	1681.765	46	36.560		
	Total	30733.917	47			

a. Predictors: (Constant), Internet Addiction Disorder
b. Dependent Variable: Motivation

Source : Processed Data, 2020

Based on the table above, the residual score for Management students at UIN Suska Riau (RSSur1) is 657.306 while the residual score for Management students at UIN Sunan Gunung Djati Bandung (RSSur2) is 662.087. Then, the combined residual value for Management students at UIN Suska Riau and UIN Sunan Gunung Djati Bandung (RSSr) amounted to 1681.765.

The results of the first and second hypothesis (H1 and H2) testing which stated that internet addiction disorder had an effect on students' learning motivation revealed that the regression coefficient of the internet addiction disorder variable (X) was 0.942 and the value of t-count was 6.652. 0.734 and the t-count was 4.122. The coefficient value of the internet addiction disorder is positive. This indicates that internet addiction disorder has a direct relationship with the students' learning motivation at the Management Study Program of UIN Suska Riau and Management Study Program of UIN Sunan Gunung Djati Bandung.

Moreover, this study revealed that the value of R^2 (R Square) for Management students at UIN Suska Riau is 0.490 or 49.0%. This shows that the contribution percentage of the influence of the independent variable (internet addiction disorder) to the dependent variable (learning motivation) is 49.0%. In other words, it can be stated that only 49.0 percent of the dependent variable can be explained by variations in the independent variable (internet addiction disease) utilized in the model (learning motivation). Meanwhile, the remaining 51.0% is influenced or explained by other variables that are not included in this research model.

In the other hand, this study found that the value of R^2 (R Square) for Management students at UIN Sunan Gunung Djati Bandung is 0.298 or 29.8%. This shows that the contribution percentage of the influence of the independent variable (internet addiction disorder) on the dependent variable (learning motivation) is 29.8% or the variation of the independent variable used in the model (internet addiction disorder) is only able to explain that is 29.8% of the dependent variable. (motivation to learn). While the remaining 70.2% is influenced or explained by other variables that are not included in this research model. In other words, it can be stated that only 29.8 percent of the dependent variable can be explained by variations in the independent variable (internet addiction disease) utilized in the model (learning motivation). Meanwhile, the remaining 70.2% is influenced or explained by other variables that are not included in this research model.

These results conclude that H0 was rejected and Ha was accepted, meaning that there was an influence between internet addiction disorder on students' learning motivation for as much as 49.0% in Management Study Program at UIN Suska Riau and 29.8% in Management Study Program at UIN Sunan Gunung Jati. This is so because one factor that's thought to affect learning motivation is the internet. For students to be more motivated to learn, they must be able to use the internet to find out more information about the content. Parental control is one of the key elements in preventing internet addiction illness. The implications of growing internet addiction on students' lives include regular anxiety, being unable to concentrate, depression, deterioration of their physical and mental health, deterioration of their interpersonal connections, and a loss in motivation for academic performance.

The results of this study were in accordance with a study conducted by Fhardian Syahputra's (2020), entitled the effect of internet addiction on academic behavior in MAN Indragiri Hilir students. This study obtained the value of tcount > ttable at a significance level of 1% or 5% , which was 2.626 < 6.254 > 1.984. Therefore, H0 was rejected, and Ha was accepted. Based on this result, there was a significant effect of 29% internet addiction on the academic behavior of students in Indragiri Hilir.

Similarly, a study conducted by Anggraeni, ML, Praherdhiono, H., & Sulthoni, S. (2019) also revealed that self-control and internet addiction are inversely proportional. The higher the self-control, the lower the internet addiction will be, and conversely the lower the self-control, the higher the internet addiction will be. This was supported by the value of r = -0.486 with sig. 0, 000; the subject's level of self-control was high.

The increasing number of internet and social media users in Indonesia has the consequence of increasing addiction to the internet and social media which is called internet addiction (Suprapto & Nurcahyo, 2013). Dodes (in Wulandari, 2015) states that addiction consists of physical addiction, which refers to an addiction that does not involve alcohol or cocaine. Thus, it can be said that online game addiction is included in non-physical addiction.

Moreover, Diarti, ES & Rahayu, W. (2016) argue that social media addiction can cause considerable side effects in the life of adolescents, such as anxiety, depression, physical and mental decline, interpersonal relationships, and decreased performance. From the explanation above, it can be seen the importance to know the effects of social media addiction for teenagers.

Then, according to (Keung, 2012), family becomes the main pillar in the formation of children's independence. The greatest support provided at home environment comes from parents, who are expected to provide opportunities for their children to develop their abilities, to learn to take initiative, to make decisions about what they want to do, and to learn to be responsible for what they do. It is proven by research conducted by (Sari, 2020) finding that family is the first and foremost informal educational institution since the family can influence a child's learning achievement.

In addition, motivation is closely related to achievement of adolescent students who are still sitting in college because motivation related to needs, motives, and goals can affect learning activities and learning outcomes. Motivation is very essential for the learning process since it can move organisms, direct actions, and it has several learning goals that are useful for individual lives. Besides, in the teaching and learning process, motivation can be interpreted as an urge to act to achieve a certain goal; the results of this drive and movement are manifested in the form of behavior (Anggraeni, 2019).

All of the above explanation is also supported by the theory of psychologists who say that motivation is an internal process that activates, guides, and maintains behavior over time that can cause you to determine where you will try to walk (Sari, 2020). Therefore, the use of social media should be used wisely and can divide the time in its use. The negative impact of using social media for more than 6 hours can result in the users' disorder such as autism, which is more closed off from the environment and can interfere with learning.

According to Elia (2009) and Hidayat (2010), both internal and external factors contribute to Indonesia's low quality of education. The external variables include the infrastructure, the teachers, and the parents, while the internal factors are motivation, self-concept, curiosity, and independent learning. Whereas Keung (2012) and Kurnianingtias (2018) claim that there are two factors that can be used to gauge a student's development of learning independence. The social resources of people who are present in the student's environment, such as parents, coaches, relatives, and teachers, are one of them. Adults can now demonstrate the virtues of independent learning to pupils while also giving them guidance and controlling their conduct (Mulia Dwi, 2010). Learning motivation is an activity that may be described as a driving force in an individual that promotes learning, ensures the continuation of learning activities, and can provide learning activities with direction so that individuals can reach their intended goals (Winkel, 2012).

Finally, Marketerss (2010) states that learning outcomes are the ability an individual can obtain after the learning process takes place, which can provide changes in behavior both from the knowledge, understanding, attitudes and skills of students so that they can be better than before.

4.   CONCLUSION

Broadly speaking, the results of statistical tests and cow test/differential tests, as well as the results of researcher observations and the descriptive analysis of the results of questionnaires distributed to students and the results of short interviews with respondents, concluded that students of the management study program at UIN Suska Riau and UIN Sunan Gunung Djati Bandung could not be said to be at the level of Internet addiction. They were only limited to the tendency to experience Internet addiction.

It is expected that every lecturer, who conduct the task of teaching courses in management study programs both at UIN Suska Riau and at UIN Sunan Gunung Djati Bandung, gives an appeal about the effects of excessive Internet use. Then, it is better if the internet facilities is used more to increase the students' competence and also the prospects for online business which becomes a trend among millennials.

However, this study also had some limitations, including limitations of time and distance as well as the emergence of the Covid-19 Pandemic so that the sample and generalization area of research were limited, such as the students at the study program level. It is better for future research to cover the scope of study among all Study Programs in Islamic Colleges (UIN) in Sumatra because the development of management study program in Sumatra is growing rapidly, so they are not too far away from comparing the Islamic Colleges (UIN) in Java.

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