



REDUCE THE USE OF GADGETS: PARENT'S COPING STRATEGIES FOR CHILDREN'S SOCIAL DEVELOPMENT

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ABSTRACT	Keywords
<p>Today's technological advances are very rapid and increasingly sophisticated with the creation of gadgets. Gadgets greatly affect the development of elementary school students, especially developments in social interaction. The purpose of this study was to analyze the influence of the old usage of gadgets with the social development of school children. The design of this research is correlation analysis with the cross-sectional approach. The population in this study were all 1-5 grade students at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency with 125 children. The sampling technique uses total sampling. The sample of this study amounted to 125 children. The research instrument used a social development questionnaire. Data analysis using crosstab. The results of this study indicate that most children use gadgets > 2 hours a day, 89 children (71.2%), and most school-age children have sufficient social development, 83 children (66.4%). The results of the crosstab analysis show that the longer children use gadgets, the less social development of children. Children who use gadgets over time from the time limit specified by some experts make them addicted and less sensitive to the surrounding environment. Children tend to be individual and passive in interacting with their social environment and peers.</p>	<p>GADGET, SOCIAL DEVELOPMENT, SCHOOL-AGE CHILDREN</p>

INTRODUCTION

Current technological advances are very rapid and increasingly sophisticated. Many advanced technologies that have been created make such a big change in human life in various fields. It seems that the gadget can have a huge impact on cultural values. Now every person in the whole world must have a gadget. Not infrequently if now many people have more than one gadget (Chusna, 2017).

Parents should be able to guide and direct children to use these gadget devices so as not to harm and prevent children from the negative influence of gadgets. Especially when children are getting addicted to playing the gadgets they have. Children are often too cool to play without caring around. Parents sometimes point to gadgets as the main cause of the laziness of children. At the moment, we cannot close our eyes that the frequency of using gadgets among children is very high. The activity of children surfing in the world of gadgets, not just one or two hours. Some use it for more than 12 hours per day. Various facilities offered by various types of gadgets seem to anesthetize children (Zulfitria, 2018)

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The Emarketer digital marketing research institute estimates that in 2018 the number of active gadget users in Indonesia will be more than 100 million people. Internet penetration in Indonesia in 2014, according to Internetlivestats, was in the range of 17% (Depkominfo, 2015). According to the Indonesian Internet Service Providers Association (APJII), there are 25.1% of elementary school children who use the internet. The long duration of internet usage in a day is 43.89% using 1-3 hours a day, 29.63% using the internet 4-7 hours a day, and 26.48% using it > 7 hours a day (Wahyuni, 2018).

Gadgets not only affect the mindset or behavior of adults but also affect the behavior of children, especially elementary school students, the gadget greatly affects the development of elementary students, especially developments in social interaction. Dependence on gadgets in children is caused by the length of time in using gadgets. Playing gadgets with a long duration and done every day, can make

children develop towards an antisocial person (Witarsa et al., 2018). Gadgets affect children's social interaction patterns of 40.2% and the remaining 59.8% is influenced by other factors that can influence patterns of child interaction. For this reason, consideration is needed for parents who have children so that they are not too early in giving Gadgets to children which can lead to influences with patterns of child interaction (Marsal & Hidayati, 2017).

The results of a preliminary study conducted on January 10, 2019 at Jabon 2 Mojoanyar Elementary School on January 2, 2019 conducted by interviewing 10 students in grade 1-5 randomly selected showed that 7 out of 10 (70%) children prefer to read news through internet access on a smartphone rather than reading news in a newspaper or magazine, consisting of 3 grade 4 and 4 grade 5 children; children who choose to play games on smartphones rather than playing group games with their friends as many as 6 children (60%), consisting of 2 grade 4 and 4 grade 5 children.

Many parents now give their children gadgets for the reason that children are not fussy. Children will spend hours playing gadgets. When it had been dissolving for days with the gadget, suddenly the parents were worried. His son is now addicted to the gadget. And parents experience it themselves, spending their time sitting

playing games through gadgets. When playing, the words of the parents are not heard at all (Kurniawan, 2018). Gadgets become friends, friends, and family for children. Not all parents oversee their children when using gadgets so that most children operate gadgets in their bedrooms and do not detect what is accessed by children, and most access violent or pornographic games. So that children cannot adapt to the outside environment and their friends (WIJANARKO & Setiawati, 2016).

The effort that can be done to overcome gadget addiction in children is to limit the length of time using gadgets and provide a timetable for the right time to play gadgets. Set free gadget areas at homes such as dining tables, bedrooms, and cars. Teach children about the importance of refraining from playing gadgets and following the rules. And give a good example for children not to always play gadgets and take the time to play with children (Chusna, 2017). Parents must provide gadgets to children must be according to the dosage. The purpose of the dosage here is to give a cellphone to a child that is suitable for the child's needs at that time. Adjusting to the development of the age of the benefits of gadgets cannot be eliminated, but don't overdo it. Thus, the role of parents in providing gadgets to children is appropriate for their needs, so parents can direct children to use gadgets as

an example of coloring, puzzles, and others (Setianingsih, 2018).

MATERIALS AND METHODS

The design of this research is correlation analysis with the cross-sectional approach. The population in this study were all 1-5 grade students at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency with 125 children. The sampling technique uses total sampling. The sample of this study amounted to 125 children. The research instrument used a long questionnaire on the use of gadgets and social development. The independent variable is the duration of gadget use in school-age children and the dependent variable is social development in school-age children. Data analysis using crosstab.

RESULTS

Table 1 Respondent Frequency Distribution Based on the Length of Use of Gadgets at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency in 2019

Long Use of Gadgets	F	%
≤ 2 hour	36	28,8
> 2 hour	89	71,2
Total	125	100,0

Source: Primary data in 2019

Table 2 Frequency Distribution of Respondents Based on Social Development of School-Age Children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency in 2019

Social Development	F	%
Very Less	1	0,8
Less	3	2,4
Enough	83	66,4
Well	26	20,8
Very Good	12	9,6
Total	125	100,0

Source: Primary data in 2019

Table 3 Frequency Distribution of Respondents Based on Social Development of School-Age Children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency in 2019

Long Use of Gadgets	Social Development										Total	
	Very Less		Less		Enough		Well		Very Good		f	%
	f	%	f	%	f	%	f	%	f	%		
≤ 2 hour	0	0	0	0	13	10,4	16	12,8	7	5,6	36	28,8
> 2 hour	1	0,8	3	2,4	70	56,0	10	8,0	5	4,0	89	71,2
Total	1	0,8	3	2,4	83	66,4	26	20,8	12	9,6	125	100

Source: Primary data in 2019

The Spearman Rho test results show that the value = 0,000 or less than α (0,05) and the value of r count = -0,454 which means there is a relationship between the use of gadgets and the social development of children in Jabon 2 Mojoanyar Elementary School, Mojokerto Regency where the worse the social development of school-age children.

DISCUSSION

1) Length of Use of Gadgets

The results of the old research on the use of gadgets show that most children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency use gadgets more than 2 hours a day. Based on table 5, it is known that most children use gadgets > 2 hours a

day, 89 children (71.2%), and those who use gadgets ≤ 2 hours a day, 36 children (28.8%). The use of the longest gadget is used to play games with an average of 1.8 hours/day.

According to The American of Pediatrics (2013) and the Canadian Pediatric Society (2010), the use of gadgets for children aged 5 years and over should use gadgets no more than 2 hours a day for recreation (excluding learning needs) (Wulansari, 2017). Some of the reasons that make a child addicted to gadget include more visually and audio interesting, do not need to involve many people, do not cause too much risk, avoid conflict with friends, use it more easily, and can be used anywhere (Iswidharmanjaya, 2014).

Table 3 shows that most who use gadgets > 2 hours have sufficient social development, namely 70 children (56%).

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Respondents who use gadgets > 2 hours because children are addicted to gadgets. The most widely used gadget is a smartphone because in smartphones it can be found a variety of interesting game

applications and almost all the applications needed by children are in smartphones ranging from games, communication, internet surfing, and watching videos. The most useful is to play games because nowadays online games are developing that are addictive or make children addicted so they want to play the game continuously. Low-educated parents tend to not understand the dangers of using gadgets for too long, so that they let their children play gadgets as long as they stay at home and don't leave the house or bother parents, this also happens to older people who work more little time communicating with children so that they cannot supervise the use of children's gadgets intensely.

Respondents who use gadgets ≤ 2 hours a day because parents strictly control the use of children's gadgets so as not to overdo it, usually occurs in parents who do not buy their own gadgets for children, meaning the gadgets used by children belong to their parents or older siblings, so that children cannot use the gadget for a long period of time, some even never use the gadget at all.

Whether or not the gadget is useful for children depends on how parents introduce and supervise children when playing gadgets. To benefit from the use of gadgets parents must understand the content contained therein (Setianingsih, 2018).

The use of gadgets that exceed the limits allowed by child health experts can

be caused by a lack of parental control in monitoring the use of gadgets in children, parents who are too free to use their gadgets will make children more drowned out by their habit of playing gadgets. Parental supervision is an important factor in the use of gadgets for children so that the gadgets used have a positive impact on children because the progress of the age is inevitable, but with good use, the use of gadgets can benefit children.

2) Social Development of School-Age Children

The results showed that the social development of school-age children in Jabon 2 Mojoanyar Elementary School in Mojokerto Regency was mostly sufficient. Based on table 2, it is known that most school-age children have sufficient social development, namely 83 children (66.4%), and a small proportion of children have less social development, namely 1 child (0.8%).

According to Hurlock (2013) the factors that influence social development are family factors which include relationships between parents, between siblings between children and parents, the order of children in the family (first / middle / youngest), number of families, family treatment of children, parents' expectations towards children, as well as factors outside the family which include interaction with peers, relationships with adults outside the home, as well as other

factors such as playing with parents, associating with peers, relationships with parents and teachers, and using gadgets (Widyastuti & Widyani, 2009).

Child social development which is sufficiently based on its developmental tasks, can carry out its social development tasks, but there are still some developmental tasks that are rarely carried out by children, namely sharing food with other friends who do not have food, helping to sweep the house, helping to wash dishes, helping to tidy up toys used, helps tidy up used stationery, helps fallen friends, calms friends who cry, follows rules in the game, doesn't take things from other people while playing, leaves the house when told to help with homework, prefers to be alone compared to friends, eat their own food when a friend does not have food, often refuses when his friend borrows a stationery and often speaks harshly to others.

Children's social development is good because children can carry out developmental tasks according to their age, besides that children do not like to find problems with others, do not disturb their learning friends, do not brag, help their friends when cleaning toys and do not speak harshly to others. This can be caused because parents teach children how to behave and act in life with others.

Children's social development is very good because of the good care of people.

1) The Relationship between the Use of Gadgets for the Social Development of School-Age Children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency.

The results showed that most children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency used gadgets more than 2 hours a day and had enough social development. Based on table 8, it is known that 56% of children who use gadgets > 2 hours have enough social development, 70 children. The Spearman Rho test results show that the value = 0,000 or less than α (0,05) and the value of r count = -0,454 which means there is a relationship between the use of gadgets and the social development of children in Jabon 2 Mojoanyar Elementary School, Mojokerto Regency where the worse the social development of school-age children.

Children who use the gadget overload time from the time limit specified by some experts make them addicted and less sensitive to the surrounding environment. Almost all of them are individual and passive in interacting. They also prefer games that are passive with their gadgets rather than playing with their peers (Pangastuti, 2018).

The social development of children is very minimal in children who use gadgets > 2 hours a day, so children lack empathy and concern for the surrounding environment, plus working mothers so they rarely supervise the use of their children's gadgets

which causes children to spend time playing gadgets because left by his mother to work, no one demanded that the child do homework, teach children to share, play with peers because there was no supervision and direction from parents who were busy working.

Child social development is lacking in children who use gadgets > 2 hours a day because using excessive gadgets makes children less concerned about their surroundings and duties at home because they are too absorbed in their gadgets, where the gadgets used to provide attractive applications and their properties addiction for users who will want to continue to use, this makes children do not want to help with homework, do not like playing with friends.

There are also children who use gadgets > 2 hours a day who have good social development even very well because parents carry out strict supervision of children where parents provide play schedules for example when children do not have other activities, usually occur in older people with higher education or medium who understand the influence of gadgets on children so they feel they have to be able to control the use of their children's gadgets. Parents who can educate their children well will teach how children should behave and act to do their rights and obligations including helping parents, friends, helping others, so using old gadgets will not change

the nature of children who like help, help friends, share with other people, helping with homework, talking well with older people, and there are times when they play together with their peers.

Children who use gadgets \leq 2 hours but have development is enough because mothers do not apply strict supervision in children's attitudes and social behavior, if children do not want to help mothers clean the house, mothers do not reprimand, so children do as they wish, when children speak harshly or disrespectful to older people, the mother does not reprimand so that the child does not feel that it is a mistake that should not be done and other development tasks that still cannot be done properly by the child who is not well simulated by the mother.

CONCLUSIONS

1. Most school-age children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency use gadgets $>$ 2 hours a day.
2. Most school-age children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency have sufficient social development.
3. Most school-age children at Jabon 2 Mojoanyar Elementary School in Mojokerto Regency who use gadgets $>$ 2 hours have sufficient social development.

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