



SOLUTIONS IMPACT OF USE OF GADGETS ON SOCIAL BEHAVIOR OF EARLY CHILDREN

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Abstract

Research with Non-formal Education Strategies in Overcoming the Impact of Using Gadgets on Social Behavior of Early Children in Kindergarten PGRI Kulinjang, Tuara Village, Enrekang District which aims to find out how forms of early childhood gadget use, impacts and non-formal education strategies in dealing with early childhood gadget use in kindergarten PGRI Kulinjang used a qualitative method where data was taken using direct field observations with research subjects namely the early age pupils of TK PGRI Kulinjang as many as 11 students with a frequency of 5 girls and 6 boys. The use of gadgets in the development of early childhood social behavior in Kindergarten PGRI Kulinjang has both positive and negative impacts on students' daily lives at home and at school. Forms of using gadgets such as playing, watching and learning, the positive impact is that students become creative and have high imagination, train the child's brain power in memorizing and remembering while the negative impact is that the child becomes a closed person. The non-formal education strategy is to Operational funding assistance education, socialization and promotion strategies as well as activity implementation reports.

Keywords: *Gadgets, Early Childhood, Social Behavior*

Background

WHO reports that 5 – 25% of preschool age children suffer from developmental disorders. Various child behavior problems such as delays in motor, language, and social behavior in recent years have increased (Abdouli & Saifan, 2017). In a survey conducted by The Asianparent Insight (2014) in the scope of the study of the Southeast Asia region, it involved at least 2,417 parents who have gadgets and

children aged 3-7 years, namely Singapore, Thailand, the Philippines, Malaysia and Indonesia. With a number of samples of these parents, a sample of 3,917 children aged 3-7 years were obtained who used these gadgets, 67% of whom used their parents' gadgets, 18% used gadgets belonging to relatives or family, and the remaining 14% used their own gadgets. The incidence of behavior problems in children in Indonesia is between 13-18% (Mappalotteng, 2014).

Gadgets are media that are used as modern communication tools. Gadgets make it easier for human communication activities. Now communication activities have developed increasingly more advanced with the emergence of gadgets. Gadgets are small electronic devices that have specific functions. Among them are smartphones such as the iPhone, Blackberry, and notebooks (a combination of portable computers such as notebooks and the internet).

Almost every individual, from children to the elderly, now has mobile phones and smartphones. Of course, this is not just happening without reason, because today's consumption power and people's needs are very much different compared to the past few decades. Now the need for communication and information is the most important thing for all levels of society, coupled with easy access to various kinds of features offered from service providers from smartphone manufacturers themselves and various supporting providers.

It should be noted that the period of very sensitive child behavior is at the age of 1-5 years as early childhood, so it is often called the golden age. At this time all aspects of intelligence behavior, namely intellectual, emotional, and spiritual intelligence experienced extraordinary behavior so that it would influence and determine further behavior. When children are at the golden age, they become reliable imitators. They are smarter than we think, smarter than they look, so don't underestimate children at that age. If a child of that age has been given as a toy, it will affect his language acquisition. Not only the effect of language, what is more worrying is the disturbance in the child's emotional behavior. Parents sometimes do not know much about the behavior that occurs in their children, so they do not know the speed and delay that occurs in their child's behavior. Even though if there has been a delay in behavior in children, children need fast treatment so that it does not impact their sustainability (Syaparuddin & Elihami, 2020a).

Continuous use of gadgets will have a negative impact on the mindset and behavior of children in their daily lives, children tend to

continue to use gadgets to be very dependent and become routine activities in their daily activities, in this case children often prefer playing gadgets so that it causes children to be lazy to move and do activities. They prefer to sit in front of gadgets and enjoy games that have certain features compared to interactions with the real world. This certainly has a negative impact on the behavior and health of children. Especially in terms of psychology and the brain. Other negative impacts can also cause a lack of social mobility in children, they prefer to play using gadgets compared to playing with their peers. It is not uncommon for children to find it difficult to concentrate because the child's brain has been forced into an unreal world.

There are quite a lot of positive impacts arising from gadgets, including in the child's mindset, namely being able to help children adjust the speed of play, cultivate strategies in games, and help improve brain abilities while under good supervision. In addition, applications are available on gadgets such as Google to access learning materials anytime and anywhere. Besides that, there is YouTube, where children can look for various interesting things and information (Elihami, 2022). The various potentials and advantages possessed by gadgets are expected to become alternative learning resources that can increase the effectiveness of children's learning processes.

Method

The type of research used is qualitative research because the results obtained from field observations are not obtained through statistical procedures or quantitative methods. This research was conducted by collecting data under reasonable conditions by using work methods that are systematic, directed and responsible so as not to be essential in collecting data or information that is reasonable (Syaparuddin & Elihami, 2020b). This is because the subject in this study is the development of early childhood social behavior. This research was conducted at PGRI Kulinjang Kindergarten, Tuara Village, Enrekang Regency, in October 2022. The choice of research location was based on

considerations of the research location and the nearby researchers' residence which made it easier to carry out research, as well as the main consideration, namely the large number of young children who use gadgets. Secondary data used as supporting data from a research source other than primary data is indirectly very useful for obtaining information in research. Secondary data in this study were obtained through literature studies related to the issues being studied, such as school profiles and number of students. Steps to obtain valid data requires a data collection technique that is systematic and in accordance with the type of research to be used. Following are three data collection techniques that will be used in this study, namely the observation technique in this study aims to enable researchers to see, hear, and assess directly the information and data contained in the field. In this study the researcher used a type of guided free interview where the interviewer gave freedom to the interviewees to provide their own responses or answers (Syarif et al., 2021). This technique is used with the aim of obtaining relevant data and also does not want misunderstandings between researchers and interviewees. Interviews in this study were conducted with teachers at PGRI Kulinjang Kindergarten and parents of early-age students at PGRI Kulinjang Kindergarten. This technique was used to find data about the profile of the PGRI Kulinjang Kindergarten in the Tuara District, the conditions of students and teachers, the organizational structure of government, the documentation tools used in this study were documents from research sites, interview records, cameras for pictures, and cell phones used. to record the interview process (Yasdar et al., 2020). The type of questionnaire used in this study is an open questionnaire, namely a questionnaire that is presented in such a way that respondents can provide entries according to their wishes and circumstances in the column or space provided. The data analysis used to process all available data from various sources (Mustakim & Elihami, 2020). The analysis technique used in this study is a

qualitative data analysis technique, namely an analysis based on a relationship

Results and Discussion

Gadgets are a communication medium that is practical and easy to use by various groups, from the elderly to early childhood. The use of gadgets for early childhood is something that has an impact on users, both positive and negative impacts (Praherdhiono et al., 2018). Thus the use of gadgets in early childhood must be limited by giving a certain period of time and more supervision and good by parents and family (Dewi et al., 2021a). The role of parents and family is very important as the main figure who provides supervision and direction in the use of children's gadgets so that they provide things that are beneficial for the development and development of early childhood in the use of gadgets in everyday life (Dewi et al., 2021b).

In this study, several stages of data collection were used, namely interviews or direct interviews with the respondents in this study, namely parents / guardians of early childhood students and teachers at Kindergarten PGRI Kulinjang, conducted observations and documentation. After the required data is collected, data processing is carried out using qualitative descriptive analysis. Qualitative descriptive analysis is a numerical data analysis technique (not using numbers) or data collected in the form of words and pictures (Assidiq et al., 2020).

Based on the results of research conducted by researchers by directly interviewing 11 parents/guardians of early childhood and 3 teachers at PGRI Kulinjang Kindergarten regarding the impact of using gadgets on social behavior of early childhood in PGRI Kulinjang Kindergarten is described as follows.

1. Forms of using gadgets in early childhood at Kindergarten PGRI Kulinjang, Tuara Village

From the results of interviews with students' parents, information was obtained regarding the form of gadget use in early childhood at PGRI Kulinjang Kindergarten. The form of using the gadget in question is that students

play gadgets when their parents are at home, this is in accordance with what was expressed by the parents of students in direct interviews, he stated that:

"When he comes home from school, he immediately looks for his gadget, but not every day he only plays gadgets when I'm at home. Because if I'm not at home there are no gadgets that he can use, if it's like that he goes to play with his friends and comes home in the afternoon" (Parent of Hospital)

Another thing regarding the use of gadgets by students was also expressed by one of the students' parents, he said:

"Yes, my child already uses gadgets because in his environment everyone uses gadgets. But I limit him to only being able to open YouTube, not playing games and I only give permission for approximately 4 hours a day from morning to evening so there is a break from playing gadgets" (Parents MA)

Other opinions from students' parents actually allow their children to play gadgets so they can study independently, as expressed by parents in direct interviews:

"I allow children to play gadgets when they are at home so they can study independently because we as parents cannot help children study every day. Even though there are impacts that will result from using gadgets, we give confidence to children" (MY parents)

Another opinion was expressed by AD's parents

"After school my child usually asks permission to play gadgets because he wants to watch cartoons on YouTube and access other videos, I give permission for children to use gadgets because they only access YouTube" (Parent AD)

Gadgets have their own impact on their users, the impacts that arise depend on what and how the purpose of using the gadget is by the user.

In this digital era, the use of gadgets is increasingly intense and almost all ages use gadgets in everyday life so that it becomes an attraction for adults and young children (Pasino & Elihami, 2021). The impact caused by gadgets is not only positive, but there are also negative impacts, especially for early childhood where this is a phase of growth and development that can be decisive in the future (Khalik et al., 2020).

Based on the results of interviews with parents of students and kindergarten teachers at PGRI Kulinjang, about how the social behavior of children who use gadgets only occasionally uses them and is supervised by their parents.

The results of the interview with Haslinda's mother as a teacher gave the answer:

"The behavior of students here is different. There are those who think there are also those who have been reprimanded many times and have just heard. There were those who were studying and suddenly got up on the table, others were playing behind their friends, sometimes they played a bit loudly, like imitating what they watched."

Interviews with ZN's parents regarding the impact that gadgets have on their children provide the following answers:

"When he's holding the gadget, the video he's watching is imitated, sometimes he suddenly utters words he shouldn't know, so sometimes I get angry when that's the case. But when my child is told to obey, he doesn't fight."

Another opinion was given by MY parents regarding the impact of using gadgets on their children

"At home my child uses the gadget, it can take hours if told to eat or told to do anything, it will not be done until the gadget is lowbat, then he wants to be told. It's also rare to learn if asked to watch the lesson problems he doesn't want to, gadgets are used only to play games sometimes I'm afraid of developments

but it's already difficult for my child to be banned because he fights back”

Another impact of using gadgets is also found on the positive side. Results of interviews with AD parents who gave statements

"Because my child often watches YouTube, he knows about daily prayers. My child also sometimes reminds me of things that are considered trivial but not good, if asked where he knows where he is sure the answer is to watch it on YouTube”

Hospital parents also feel the same about the positive impact that gadgets have on their children

“My child loves coloring and drawing because he often watches coloring videos and also memorizes a lot of children's songs. He also memorized some of the prayers that he often hears being sung by children his age on YouTube, my son complied when he was restricted from playing gadgets, without fighting his parents”

Based on the description of the interviews with parents and teachers above, gadgets have positive and negative impacts on children's behavior depending on how children use gadgets. The role of parents is very important here, because they should supervise how their children use gadgets. Positive things can be obtained when parents direct their children to choose good shows or provide instructions about interesting and useful features on gadgets, while gadgets will have a negative impact on children's behavior when parents allow and give complete freedom to how their children use gadgets. Children who are not directed will be confused about the good and bad things presented by the gadget so they just digest what they see because their parents don't supervise them or don't even watch them at all.

Based on the results of interviews, observations, and documentation that the author has carried out, the results are described

in detail regarding the use of gadgets for the development of social behavior in early childhood at PGRI Kulinjang Kindergarten, totaling 11 people as follows:

a. AIF social behavior

Observations have been made, when at home AIF obeys when parents tell them to, even when it is prohibited or limited when playing gadgets sometimes they get angry and cry, when the child is calm because of the gadget, the parents will just let it go until the child is quiet by himself. Students when communicating with family and neighbors and peers use good language and behave politely. When at school the teacher thinks that students have never disobeyed the teacher and have never been rude to their classmates and are actively playing at school, the level of communication with teachers and fellow friends is also good

b. AJ's social behavior

The results of observations that have been made, AJ's behavior at home is good but when fighting over gadgets with his younger sibling he sometimes becomes violent by hitting his younger sibling. While at school, AJ was taciturn and not very close to his friends, he preferred to play alone

Conclusion

Based on the results of the analysis and discussion described above, it can be concluded that:

1. Forms of using gadgets in early childhood at PGRI Kulinjang Kindergarten, namely: first, watching things presented on social media, secondly playing online games, and thirdly learning to use gadgets that provide several learning features.
2. The impact of the use of gadgets on the social behavior of early childhood in Kindergarten PGRI Kulinjang, namely positive impacts such as helping children develop their fine motor skills, while negative impacts such as the child will become a closed person.
3. Non-formal education strategies for addressing the use of gadgets in early

childhood at PRGI Kulinjang Kindergarten include: education strategy for school operational assistance, outreach and promotion strategies, and reports on activity implementation strategies.

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