

The influence of gadgets on social development of pre-school children in village iv jalan rejo, paya lombang sub-district, tebing high district, serdang bedagai district year 2022

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received Nov 29, 2022 Revised Dec 16, 2022 Accepted Dec 30, 2022</p> <p><i>Keywords:</i> <i>Gadgets,</i> <i>Preschool Children</i></p>	<p>Gadgets have positive things for children, they can be interesting learning media for children but the negative impacts of using gadgets are delays in language, attention disorders, problems in learning, anxiety, and can cause depression in children, and social behavior that causes depression. disorders in children (Sundus, 2018). Based on UNICEF data, it shows that the incidence of growth and development disorders in children is still high as much as 27.5% or equivalent to three million children experiencing disorders, more than 200 million children fail to reach their potential in development, more in developing countries including Indonesia (Risksedas, 2018) This type of research uses a research using a questionnaire in assessing the influence of gadgets on the development and social interaction of preschool children 4-6 years. The results of the study based on respondents were in the Education group that the most were in high school as many as 19 people (59.4%) when compared to the first category, third and fourth namely junior high school as many as 5 (15.6%), D3 as many as 5 (15.6%) and Bachelor as many as 3 people (9.4%). Then on the job characteristics of the most respondents, namely IRT as many as 17 people (53.1%) when compared to the second category, and third, namely employees as much as 2 (6.3%), and entrepreneurs as many as 13 (40.6%). Finally, on the characteristics of the child's age, the most respondents were at the age of 6 years as many as 17 people (53.1%) when compared to the first and second categories, namely employees as many as 6 (25.0%) and 7 (21.9%).</p> <p><i>This is an open access article under the CC BY-NC license.</i></p>



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INTRODUCTION

In the current era of globalization, media is for someone to carry out social interactions, where in this era gadgets are a means of communication to interact with one another. Gadget itself is a term in English that defines an electronic device that has a function (Munisa, 2020). Gadgets have positive things for children, they can be interesting learning media for children but the negative effects of using gadgets are language delays, attention disorders, learning problems, anxiety, and can cause depression in children, and social behavior that causes disturbances in children (Sundus,

2018). Fauziddin (2016) revealed that preschoolers are children aged 0-6 years. The Central Statistics Agency conducted a survey that only 17.66% of children in Indonesia like reading and learning, the rest of these children like playing gadgets and watching YouTube (Miranti & Putri, 2021). Based on UNICEF data, it shows that the incidence of growth and development disorders in children is still high, as much as 27.5%, or the equivalent of three million children experiencing disorders, more than 200 million children fail to reach their potential in development, more in developing countries, including Indonesia (Risksedas, 2018).

Children in 54 developed countries experience anti-social behavior which can become social behavior disorder in the United States as much as 12-16% in Argentina as much as 22% and in Hong Kong as many as 23% In Canada and New Zealand 5-7% experience disturbance in Thailand reaching 31.1% and India around 19.8%. Based on data from Risikesdas (2018) in Indonesia, the phenomenon of social development disorder in preschoolers reaches 69.9%. (Ministry of Health RI, 2018) There are 5-25 preschool children suffering from developments which include delays in the development of gross motor, fine motor, language and personal social children which are increasing. As much as 50% of children aged 4-6 years in developed countries show some anti-social disorders if left alone it becomes bad (WHO, 2019). Novi (2015: 154) states, the habit of children who spend their time playing games will affect their psyche. It was found that psychological difficulties increased by 60% in children who spent more than 2 hours a day playing games. From this it is very clear that children who like to play games beyond the 2 hour limit are prone to experiencing various mental problems such as children who are more aggressive, irritable, sensitive, irritable, less social and emotional. The intended games are fighting games, educational games and other games (Sinta, 2018). Achievements in the development of social skills are still below 70% or around 64.60 and 69.90% (National & Pillars, 2018). Early childhood is a child who is in the golden age period or golden age, where brain development will reach 80% with the growth of 100-200 billion brain cells. During this era, gadgets are one of the media of choice that must be owned by Indonesians where technology is very sophisticated at this time, which is marked by 133% of the population using gadgets in Indonesia with a ratio of 56% of the population in Indonesia, where one person can have two or more gadgets. out of two, even early childhood have been facilitated by their parents with gadgets, a survey conducted by Common Sense Media in Philadelphia where 350 parents, 70% admitted that they allow their children to play gadgets without being supervised so that parents are not disturbed by their activities while working (Rihlah et al., 2021;CNN 2015). Of the 171.17 million internet users in 2018, the island of Sumatra is at 21%, North Sumatra is 6.3%, the highest compared to other provinces (APJII, 2019). Around 29.03% of young children already use cellular phones (gadgets) where the use of gadgets in urban children is higher than that of rural children, 31.34% in urban areas and 26.34% in rural children (Suharianto, 2020). Preschoolers are those who start between the ages of 3-6 years. Preschool children are individuals who have various potentials.

According to (Munandar 1992) preschool is a time to play and start entering the stage of childhood (Indrawan & Wijoyo, 2020). From the results of Basic Health Research (RISKESDAS) that child development in 2018 it was stated that the social emotional development of children in Indonesia increased by 69.9% but this is lower when compared to Vietnam which reached 91.2%, Kazakhstan 82.1% and Thailand 79.4% (RI Ministry of Health, 2018). Based on previous research conducted at the Panca Budi Medan Kindergarten, children who live in complexes use more gadgets by 59.7% where the child's social interaction is reduced due to uncontrolled use of gadgets (Munisa, 2020). In Hedge's research, it was noted that almost 67% of children spend more time on social media and an average of 84% have accounts on social networking sites. Gadget users in 2013 with 27% of the world's population reached 1.9 billion and are predicted to increase to 5.6 billion in 2019 (Kartika, 2019). Based on a preliminary survey that the researchers conducted on children aged 4-6 years out of 10 parents who were interviewed, all parents said that when using gadgets, children tend to ignore when spoken to and when called by their parents and ignore their

surroundings. So from the problems in the background the researcher is interested in taking the title of the influence of gadgets on the social development of preschoolers in Hamlet IV, Jalan Rejo, Paya Lombang Village, High Cliff District, Serdang Bedagai Regency.

RESEARCH METHOD

Validity test is used to test the extent to which the accuracy of the measuring device can reveal the concept of the symptoms/events being measured. If r count is greater than r table and the value is positive, then the statement or indicator item is declared valid. If r count $>$ from r table (at a significance level of 5%) then the statement is declared valid. The r table reference value that researchers use is 0.3494 ($N-2$ or $31-2$). Complete validity testing can be seen below.

Tabel 1. Gadget Influence Test Results (X)

Variabel/Indikator	r Count	r Table	Ket
Q1	0.526	0.3494	VALID
Q2	0.587	0.3494	VALID
Q3	0.433	0.3494	VALID
Q4	0.392	0.3494	VALID
Q5	0.551	0.3494	VALID

Shows all valid instruments to be used as instruments or statements to measure the variables studied.

Table 2. Social Development Test Results (Y)

Variabel/Indikator	r Hitung	r Tabel	Ket
Q1	0.514	0.3494	VALID
Q2	0.497	0.3494	VALID
Q3	0.724	0.3494	VALID
Q4	0.419	0.3494	VALID
Q5	0.615	0.3494	VALID
Q6	0.437	0.3494	VALID
Q7	0.433	0.3494	VALID
Q8	0.628	0.3494	VALID
Q9	0.433	0.3494	VALID
Q10	0.419	0.3494	VALID

Shows all valid instruments to be used as instruments or statements to measure the variables studied.

RESULTS AND DISCUSSIONS

The results of the study revealed that most (53.1%) or 17 children got the poor category in their social development and the remaining 15 people (46.9%) got a good category in their social development. Hainstock in Sinta (2018) defines, "children aged 4-6 years are a sensitive period". During this period, children are especially easy to receive certain stimuli. A special sensitivity to something new will end when a need has been met. Social is understood as an effort to introduce (socialize) children to other people who are outside themselves and their environment, as well as the reciprocal influence of various aspects of life together that make contact with one another, both in the form of individuals and groups. Children's social behavior is also influenced by their environment, if children are guided by good behavior, courtesy, children will get used to this behavior. The social and emotional life of children is more dependent on technology. More often, during infancy interacting with gadgets and the world only affects the child's ability to think about things other than these, such as a child's lack of sensitivity to understand the feelings of other people when interacting in everyday life, lack of understanding, organizing, and expressing emotions and personal feelings, lack of building positive and beneficial relationships with others.

However, technological advances can contribute to the development of children's creativity, and make use of it in a balanced way with children's interactions with their environment. They know how to use technology to meet their gaming needs. Parents need to control what their kids play and their kids don't depend too much on their devices and don't forget to interact with their environment. Since children tend to imitate what they see, good parents must set a good example for their children. If children often see their parents using gadgets, then children will do the same thing and children will try to access the gadget's features. If the child uses gadgets well, the child will feel comfortable. Get rid of children's habit of using gadgets (Risna, 2021)

CONCLUSION

The results of the validity and reliability tests show that there is no r table value for the questionnaire that has a value $< r$ table, where the value obtained exceeds the r table value set > 0.3494 . As for the reliability of each variable, it obtained a value of > 0.6 where for the X variable with a value of 0.761 and Y with a value of 0.719. This proves that the questionnaire used in this study can be valid and reliable.

The results of the research based on respondents were in the Education group that the most were in SMA as many as 19 people (59.4%) when compared to the first, third and fourth categories, namely Middle School as many as 5 (15.6%), D3 as many as 5 (15.6%) and Bachelor as many as 3 people (9.4%). Then on the job characteristics of the most respondents, namely the IRT as many as 17 people (53.1%) when compared to the second and third categories, namely employees as many as 2 (6.3%), and entrepreneurs as many as 13 (40.6%). Finally, on the age characteristics of children, the most respondents were at the age of 6 years, as many as 17 people (53.1%) when compared to the first and second categories, namely employees, 6 (25.0%) and 7 (21.9%). The results of the univariate test show that most (62.5%) or 20 children get the old category in using gadgets and the remaining 12 people (37.5%) get the normal category in using gadgets. Then most (53.1%) or 17 children got a poor category in their social development and the remaining 15 people (46.9%) got a good category in their social development.

The results of the bivariate test showed that 17 respondents (53.1%) received the category of old gadget use and poor social development. On the other hand, as many as 15 (46.9%) respondents got the normal category in using gadgets and normal social development. From the Chi Square test, a significant value of 0.017 was obtained, which means $p < 0.05$, so H_0 was rejected and H_a was accepted, meaning that there is a Gadget on the Social Development of Preschool Children in Dusun IV Jl. Rejo Paya Lombang Village, Tebing Tinggi District, Deli Serdang Regency in 2022. After conducting research on the effect of counseling on increasing knowledge and attitudes of pregnant women in the third trimester about exclusive breastfeeding at the Sunartik Pratama Clinic in 2021, it can be concluded as follows:

Based on table 4.3, it is known that from 31 (100%) respondents of third trimester pregnant women, for knowledge before being given counseling, there were more respondents who had less knowledge about exclusive breastfeeding, namely 16 respondents (51.6%), the remaining 10 respondents (32, 3%) have good knowledge about exclusive breastfeeding, and as many as 5 respondents (16.1%) have sufficient knowledge about exclusive breastfeeding. And for knowledge after being given counseling, there were more respondents who had good knowledge about exclusive breastfeeding, namely 14 respondents (45.2%), the remaining 11 respondents (35.5%) had sufficient knowledge about exclusive breastfeeding, and 6 respondents (19.4%) had fraudulent knowledge about exclusive breastfeeding. Based on table 4.5, it is known from 31 (100%) respondents of third trimester pregnant women, for attitudes before being given counseling, there were more respondents who did not agree with exclusive breastfeeding, namely 19 respondents (61.3%), and the remaining 12 respondents (38.7%) have an agreeable attitude about exclusive breastfeeding. And for attitudes after being given counseling, it was found that more respondents agreed about exclusive breastfeeding, namely 21 respondents (67.7%), and the remaining 10

respondents (32.3%) had attitudes that did not agree about exclusive breastfeeding. Based on the results of the knowledge normality test, the Alpha value in this study was 0.05. From the data in the table above shows the p-value $0.000 < 0.05$, it can be seen that there is an effect of counseling on increasing the knowledge of third trimester pregnant women about exclusive breastfeeding. Alpha value in this study is 0.05. From the data in the table above shows a p-value of $0.003 < 0.05$, it can be seen that there is an effect of counseling on increasing the attitude of pregnant women in the third trimester about exclusive breastfeeding.

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