

The Gadget's Impact on Young Children's Social Interaction Development

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Abstract

The background of this research is in accordance with the current situation considering the reality of underage children already holding devices or gadgets. Children born today are born as Native Digital Generations, namely children who were born in the digital era and interact with various digital devices. This phenomenon also occurred at the Ignatius Slamet Riyadi Cijantung Kindergarten, where the students in the Kindergarten did not interact enough with the surrounding environment. This research aims to analyze forms of device use, the impact of device use on children's social interactions at the Ignatius Slamet Riyadi Cijantung Kindergarten. This research uses a descriptive qualitative approach with a case study method. This research was conducted at Ignatius Slamet Riyadi Kindergarten with the research objects being children from groups A and B, namely 6 children from parents and center teachers. Data collection for this research is observation, interviews, documentation and recording. The validation test uses source triangulation techniques. Data analysis techniques use data reduction, data presentation and conclusions or verification. The research results show that the intensity of device use is high, reaching 2-3 hours per day. The applications that are often opened and used by children are games, YouTube and TikTok. This use has positive impacts such as gaining extensive knowledge, facilitating communication and training children's creativity. Apart from that, it has negative impacts, including eyes getting tired easily, emotions becoming less stable, and interactions between children and their surroundings becoming shallow.

Keywords: Gadgets, Social interaction development, Young children.

1 INTRODUCTION

Early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life. According to NAECY (National Association for the Education of Young Children), Early Childhood Education is in the age range from 0 to 8 years, while in Indonesia Early Childhood Education (PAUD) is defined as the education of children aged 0-6 years (Huliyah, 2016). As explained in the National Education System Law Number 20 of 2003, Government Regulation on Early Childhood Education article 1 Number 14, states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to aged 6 years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. In growth and development, various aspects of development will be developed, namely aspects of religious and moral values, physical motoric aspects, cognitive aspects, language aspects, artistic aspects and one of them is social development. Social interactions are social relationships that involve relationships between individuals, individuals and groups, and groups and groups.

Social interaction will occur if there is a social contact and communication (Novitasari & Khotimah, 2016). Social interaction is the key to all social life, therefore without social interaction, there will be no life together. In early childhood the development of social interaction is really needed because children will later be taught how to live in society, then

children will also be taught various roles that will later become self-identification, besides that when carrying out social interaction children will get various information around them.

Gadgets themselves in this era are the most popular communication tools among Indonesian people because they are able to provide convenience to communicate without any distance restrictions, make it easier to find information, as a medium of entertainment and can be an extraordinary versatile tool.

Problems that occur in kindergarten. Ignatius Slamet Riyadi, there are children as young as 4 years old who are already dependent on gadgets, because their parents facilitate them to deal with 'fussy' children. There are also children who, according to researchers' monitoring, when doing activities in class, these children lack focus when talking and quickly get bored when playing with their friends, these children prefer to be alone or play alone. This is thought to be due to gadget dependence.

It's not wrong that today's gadgets are very popular with children. Because today's gadgets are very different from the gadgets that were initially produced, which could only be used for telephone calls or sending messages and were accompanied by unattractive designs. While today's gadgets have evolved into very attractive items with attractive designs and the use of touchscreen technology which makes them even more attractive, gadgets have also been filled with various kinds of applications. Such games are very varied, ranging from adventure themed games to lessons. The presentation of each application (game) with various colors and characters makes it no wonder that the device is very popular with all groups, especially children. The presentation of a wide variety of applications makes people really enjoy using their devices for a long time, so that the use of devices becomes excessive and there is no time limit.

Ignatius Slamet Riyadi Kindergarten, from group A and B during the Covid-19 pandemic, has been using a device from home because it was facilitated by his parents. Most of them use smartphones or tablet PC devices. These children more often use gadgets to operate game applications, both games that are educational as well as adventure and entertainment. Parents even said "yes" that when their children play gadgets these children tend to stay silent in front of their respective gadgets without caring about the world around them. If this continues, it is feared that it will disrupt the process of social interaction in early childhood, where children should be able to interact well with the surrounding environment, but with the presence of a device, the interaction will be disrupted.

Based on a preliminary study conducted by researchers (July 2022/2023) after going through the Covid-19 pandemic, it was found that in groups A and B in kindergarten. Ignatius Slamet Riyadi Cijantung, each class consists of 15 and all children use devices due to the effects of the Covid-19 pandemic, but among them there are 6 children who are very dependent on devices, each activity must be accompanied by a device in his hand, if the device is taken, the child will start hitting, angry, screaming and constantly crying. From the data above it can be concluded that of the 6 children in groups A and B in kindergarten. Ignatius Slamet Riyadi Cijantung is very dependent on gadgets.

2 RESEARCH METHODS

The method used in this research uses a qualitative descriptive case study research type because it is based on the research objectives and the results to be achieved which tend to obtain an in-depth understanding of the things being studied, drawing theories, and how to describe the reality of the targets being studied, namely the impact of gadgets on development. Social interaction for children aged 5-6 years, namely 6 children at Ignatius Slamet Riyadi Kindergarten, is very good for the progress of students or stimulation of current children.

Creswell (1998) stated that a case study is research carried out intensively, in detail and in depth on an individual, institution or certain phenomenon with a narrow area or subject, so that the results of this research only apply to the case being investigated. A good case study must be carried out directly in the real life of the case being investigated.

Nevertheless, case study data can be obtained not only from the cases studied, but also from all parties who know and know the case well. In other words, data in case studies can be obtained from various sources, but are limited in the case to be studied. A case study is a study of a particular social unit, so that the results of the research provide a broad and in-depth picture of the social unit under study. The subjects studied were relatively limited, but the variables and focus studied were very broad in dimensions (Danim, 2002). The method used in this research is a descriptive qualitative approach.

According to Sugiyono (2018) stated that the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out trigulas. provides a more technical definition. According to him, a case study is an empirical inquiry that examines phenomena and contexts that are not clearly visible, and in which multiple sources of evidence can be utilized. Regarding case study research design Yin said that research design is an action plan to go from here to there. "here" is defined as a series of initial questions that must be answered, and "there" is a series of conclusions on these questions. Between here and there it is possible to find a number of key steps, including the collection and analysis of relevant data. This research design uses a research design model (Yin, 2009).

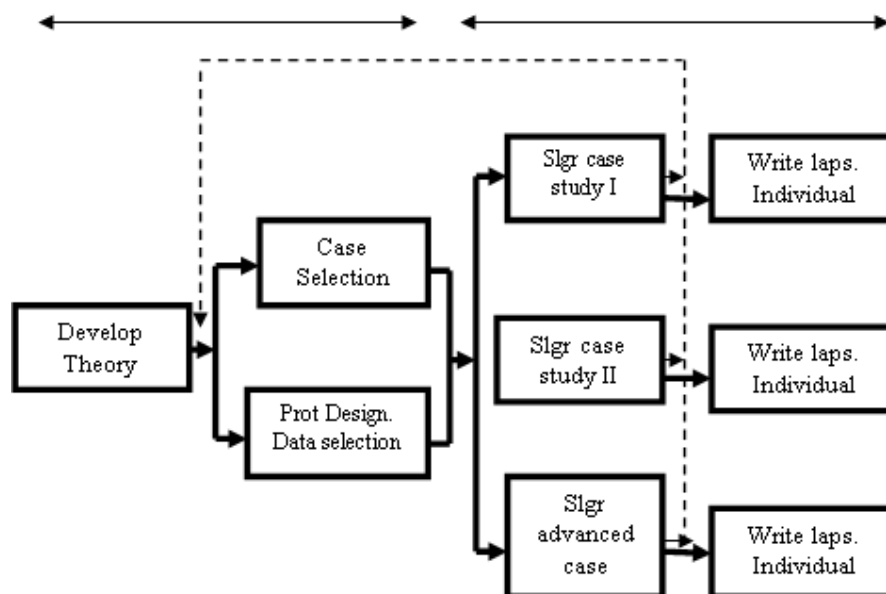


Figure 1. The Case Study's Stages

3 RESULT AND DISCUSSION

Gerungan argues that social interaction is a relationship between two or more individual humans, where the behavior of one individual affects, changes or improves the behavior of another individual or vice versa. There are 4 factors, namely: imitation, suggestion, identification and sympathy (Bambang, Bambang, & Kusnadi, 2014). Ideally the form of social interaction that occurs at Ignatius Slamet Riyadi Kindergarten is through habituation guided by the vision, mission, goals and motto "excellence, love, care, also based on PERMENDIKBUD No. 137 of 2014 concerning Early Childhood Education Standards, there are 6 aspects of development namely religious and moral values, physical motor, language, cognitive, social emotional and artistic. Ignatius Slamet Riyadi Kindergarten is used as a standard for measuring children's development. One of them related to social interaction is social emotional for children aged 5-6 years. Standard Level of Achievement of Child Development which is familiarized and developed on this aspect where there are 3

important things namely: self-awareness, a sense of responsibility for oneself and others and social behavior with the points contained therein relating to interaction social, that is, children are accustomed to being able to know themselves, control themselves, obey rules, be independent, take responsibility, play with peers, share with others, respect others.

The results of this study are based on the finding that the COVID-19 pandemic requires all educational institutions to conduct online learning. Ignatius Slamet Riyadi Kindergarten has conducted online learning for about 2 years. It was at this time that children were introduced and even required to interact through gadgets to play and learn with their teachers and friends via zoom, Google meet, WA groups, video calls, YouTube, Google Classroom, and other applications so that children would not get bored. However, after face-to-face learning. Children are not allowed to bring these devices to school. children are more focused on interacting directly with teachers and friends at school.

In accordance with the findings above, it proves that the habit of using gadgets in the family at home has a positive impact where children are able to read and write, are able to speak English and other languages fluently, are able to recognize natural objects, but more than that it has a negative impact on the development of interactions the social environment of children in the surrounding environment and schools in Ignatius Slamet Riyadi Kindergarten where children are often alone, do not want to join friends in small groups, unstable emotional development, often say dirty words, lack of listening, stare blankly and are not focused, often shout, lack of discipline and problems with eye health due to radiation.

Researchers interviewed mothers of 6 children because pre-research, researchers saw the relationship between children and parents closer to their mothers. Likewise, the results of sharing from pre-research parents about their child's dependence on gadgets at home and children are more obedient to their teachers than their parents. Apart from parents, there are also all center teachers consisting of 5 (five) teachers who play and learn on a rolling basis with the children every day for approximately 3 to 4 hours at school. The names of the informants in this study were changed at the request of several parents in order to maintain privacy. The main informant profiles can be seen in Table 1.

Table 1. Group of Age

| Code | Gender | Age | Place and date of birth | Group |
|------|--------|---------|-------------------------|-------|
| DA | Man | 5 years | Bekasi, 29/10/2018 | A2 |
| JM | Woman | 5 years | Jakarta, 04/05/2018 | A2 |
| MC | Women | 5 years | Jakarta, 15/01/2018 | A1 |
| ME | Man | 6 years | Jakarta, 28/10/2016 | B1 |
| LM | Man | 6 years | Jakarta, 20/12/2026 | B2 |
| RK | Man | 6 years | Jakarta, 17/08/2017 | B1 |

3.1 Overview

In the 2022/2023 school year, face-to-face learning will begin again while maintaining health protocols in accordance with school rules and regulations, with opportunities for children to meet directly with teachers and their friends. In the course of time children must adapt to the surrounding environment. Social interactions between children before the pandemic were much different from the current situation where the results obtained were that almost all children in Ignatius Slamet Riyadi Kindergarten were reluctant to give or return greetings, their emotions were less stable, they wanted to go home quickly because they felt more at home playing games. want to tiktokan, use adult language, many speak English which makes it difficult for them to interact with other friends, don't listen enough, are busy in their own world, are selfish and don't want to share and can't sit still.

3.2 General Description of social Interaction's Form

Social interaction is a relationship between two or more human individuals, where the behavior of one individual influences, changes or improves the behavior of another

individual or vice versa. There are 4 factors, namely: imitation, suggestion, identification and sympathy (Bambang et al., 2014). The description of social interactions that occur at Ignatius Slamet Riyadi Kindergarten, according to researchers' observations before the Covid-19 pandemic, is generally still very good. Children interact well and politely, they have high social attitudes, for example sharing toys and food sincerely with teachers and friends. The habit of smiling, saying hello and saluting continues as long as they are at the Ignatius Slamet Riyadi Kindergarten. The children were very enthusiastic about giving and returning greetings from both the teacher and their friends. Their sensitivity to situations where their friends are sad or happy is always visible when playing both inside and outside the classroom. The way to communicate is still using good and polite Indonesian. The attitude of listening to friends and teachers is still very visible.

Technological advances that are so rapid at this time have also penetrated into increasingly sophisticated communication tools such as mobile phones, laptops, computers that are often used and are easier to carry around are cellphones, the factor of using gadgets in social interaction. First, gadgets are able to display features that interesting or an increase in the sophistication of the device. Second, affordability, as before, gadgets were only intended for wealthy people. But now almost everyone has it, from children to adults and even the elderly. Because, the price is more affordable. The factors in question are factors that come from within oneself and from outside, namely the surrounding environment. Internal and external factors from within and within the family such as devices owned by children because they are facilitated by their parents for their desire to be able to play games and to learn to read and language in accordance with the environment in which they interact. External factors which come from the environment outside themselves and the family, for example, children at an early age can find friends to play games and imitate people or their idols in downloaded applications.

3.3 Discussion

Early Childhood Education is in the age range from 0 to 8 years, while in Indonesia Early Childhood Education is defined as education for children aged 0-6 years. In general, children can use devices because their parents see them. At an early age, namely 0-6 years (Huliyah, 2016). Preparatory stage is a process of imitating at an early age that starts from birth. Imitation factor, namely the social process or one's actions to imitate other people, either attitude, appearance, lifestyle or what they have. Imitation first appeared in the neighboring family and community environment (Winastuti & Maula, 2021). As with children who are learning language, it is as if they are imitating themselves, repeating the sounds of words, practicing the functions of their tongue and mouth to speak, then imitating other people. In fact, it's not just talking, but also certain behavior, how to salute, how to thank, how to make gestures, through gadgets.

Ignatius Slamet Riyadi Kindergarten also has school rules where all children when going to school do not bring anything from home be it toys, cellphones or use jewelry except provisions in the form of food and drinks. The cellphones and laptops used when playing and studying are facilitated by the school but are used by teachers, not children, except when entering the theme of communication tools, children are introduced to these tools. However, the children are already very adept at using these tools according to the results of observations.

In accordance with the findings above, it proves that the habit of using gadgets in the family at home has a positive impact where children are able to read and write, are able to speak English and other languages fluently, are able to recognize natural objects, but more than that it has a negative impact on the development of interaction. children's social life in the surrounding environment and at the Ignatius Slamet Riyadi Kindergarten where children are often alone, do not want to join friends in small groups, have less stable emotional development, often say dirty things, do not listen enough, look blank and unfocused, often shout, lack discipline and interference with eye health due to radiation.

3.4 Handling cases of Social Interaction

Collaborate with the school to limit the time children use devices. Every day, before going home from school, the children make a promise to come home from school, namely one of them is not to use their cell phone. Children always remember the promises they made. The school advises parents to increase direct interaction with children, at least every day in any activity. The school also advises parents not to play cellphones in front of children so they don't invite children to use the cellphone. Parents also facilitate children with other games besides gadgets.

As for the forms of parental involvement in early childhood education, is to form a school committee as an extension of the school to all parents of students. Parents also provide support to the school by providing game tools in the form of goods or money. The school provides a contact book about information at school, co-parenting with parents, is involved in both intra and extra-curricular activities, receives quarterly child development reports.

Children who are addicted to gadgets are definitely quite difficult, but if you get used to it from an early age, you can definitely do it as long as you need perseverance in accompanying your child both from home as a parent and at school as a teacher. Parents and teachers must strictly adhere to the mutually agreed rules by accompanying the child at all times. Determine the schedule and replace the cellphone by watching TV, which is also scheduled. Rest and eat on time. Provide fun toys and accompany children when playing anywhere. Place the device in a place that the child does not know and do not play with the device in front of the child.

4 CONCLUSION

Based on the research that the author has done about the impact of gadgets on the development of early childhood social interaction at Ignatius Slamet Riyadi Kindergarten, the conclusions are as follows: Gadgets have many benefits, and have a negative influence on their users. One thing that is interesting for children in gadgets is because they have various features. The form of device use by children varies with a duration of approximately 2-3 hours a day. Apart from that, children also often see their parents and other people in the surrounding environment playing with devices. According to the interview results, it was found that children can also download their own applications because they see their parents. Children are able to play games, watch videos on YouTube and even learn to read and speak various languages as well because of habituation at home without control. Therefore, parents have a significant role in controlling, supervising and accompanying children's use of devices to avoid physical and mental disturbances in interacting with the surrounding environment. Children's social interactions will be greatly disrupted if their habit of playing with devices is not controlled by parents at home. Children will focus more on themselves and not care about others around them. So the thing that needs to be done by families and schools to deal with children who experience interaction disorders with the environment is cooperation from families and schools to align rules at home and at school firmly so that they can help children not depend on gadgets.

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