

DURATION OF GADGET USE WITH DEVELOPMENT OF SOCIAL INTERACTION IN CHILDREN

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ABSTRACT

The development of the times and the intensity of gadget use among children is currently increasing, so the purpose of this research is to analyze the relationship between the duration of gadget use and the development of social interactions among children at SDN 1 Craken. This research uses a quantitative analytical design with a population of 33 respondents, and a sample of 30 respondents using simple random sampling techniques. The instruments used were questionnaire sheets and data analysis using Spearman Rank. The research results showed that the majority of gadget use was for 1-2 hours, 12 respondents (40%), and the majority of social interaction development was in the sufficient category, 14 respondents (46.7%). The $p\text{-value} = 0.000 < 0.05$ so there is a relationship between the duration of gadget use and the development of social interaction in children at SDN 1 Craken. From the results of this research, it is hoped that parents will carefully observe how gadgets influence children's social interactions. Apart from that, it also records in detail the social activities carried out by children outside of using gadgets to obtain a more comprehensive picture

Keywords: Duration, Gadgets ; Social Interaction

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INTRODUCTION

The development and progress of technology can have a positive impact on us because we can access information in a relatively short time at low cost, but on the other hand it has a negative impact because technological progress can have a negative impact on the younger generation, especially students. (Syifa et al., 2019)

Excessive use of gadgets makes children spend a lot of time just playing with gadgets and causes them to forget to interact and communicate with the surrounding environment (Adwiah & Diana, 2023)

Based on survey results, smartphone users on average use their devices for more than two hours per day. Gadget is indeed more fun than playing in the environment with friends. This is because there are various applications in gadgets such as games and YouTube. This makes children more interested than playing in their environment. When children play with gadgets, children become quiet and don't care about the environment around them, children become lazy about studying and

doing assignments given by the teacher and this disrupts the development of social skills and continues to use gadgets excessively, it is feared that the process of social interaction in early childhood will be disrupted. Where, children should interact well in the environment around them. However, with gadgets, children's social interactions will be disrupted.

Many parents give their children as much freedom as possible by buying them gadgets from an early age. They reasoned that this action would be safer and easier to monitor their children's activities. But they have not thought about how the media influences developments that arise from the habit of playing with gadgets (Chusna, 2017)

One way for parents to overcome the impact of gadget use on children's social development is by guiding and supervising gadget use, starting from the media, features and applications used. Parents do not facilitate personal gadgets for their children or allow children to access them without supervision. and can set rules for use by limiting or

reducing children's use of gadgets as a form of supervision of children (Istiqomah, 2019)

The aim of this research is to identify the duration of gadget use in children, identify the development of social interaction in children, and analyze the relationship between the duration of gadget use and the development of social interaction in children at SDN 1 Craken, Munjungan District, Trenggalek Regency.

Based on the results of a preliminary study conducted by researchers on July 2 2022 with 10 children at SDN 1 Craken, Munjungan District, Trenggalek Regency, it was found that 7 children (70%) had low social interaction in the surrounding environment or with their peers, but these children had Good interaction is only with colleagues who often play online games or friends who agree with them, namely interaction via their gadgets. In this case, the average duration of gadget use at home is very different, some have 1 full day on holidays, some have a limit of 2 hours on 1 day, and there are also those whose children use gadgets every day they like. Usually the gadgets their children use are Tablet PCs, Smartphones and Laptops. And it was found that children who had relatively poor social interactions tended to have longer duration of gadget use.

Based on the explanation above, it can be concluded that social interaction is a reciprocal relationship between individuals and individuals, individuals and groups, and groups and groups, which in the process of social interaction greatly influences a person's attitude in dealing with things that happen in their lives. So with low interaction with someone, especially children, it will have an impact on other things which will have a negative impact on the child's social life. Plus, children are more likely to use gadgets or smartphones either for their needs or for playing games. This will have an impact on the quality of children's social interactions in their environment. Based on this, the author is interested in researching the duration of gadget use and the development of social interaction in children at SDN 1 Craken, Munjungan District, Trenggalek Regency.

METHOD

This research was carried out at SDN 1 Craken, Munjungan District, Trenggalek Regency. This research used a quantitative analytical design with a population of all students at SDN 1 Craken totaling 33 respondents, a sample of 30 respondents using the Simple Random Sampling technique. The independent variable in this research is duration of gadget use, while the dependent variable in this research is social interaction ability. The research instrument used was a questionnaire sheet using validity and reliability tests.

The data taken in this research is the duration of gadget use and the development of social interactions. The duration of gadget use includes the time or length of time children use while playing with gadgets with the types of gadgets used such as smartphones, laptops, PCs and tablets with the classification <1 hour = short, 1-2 hours = medium, >2 hours = long. Meanwhile, the development of social interaction includes skills, abilities and traits related to personality, behavioral attitudes rather than formal or technical knowledge of interactions between individuals with the classification Good = 76-100%, Enough = 56-75%, Not enough = <55 %.

In this research, after the data was tabulated, it was processed, including the research problem, then the research problem was tested using "Spearman" where the calculation process was assisted using Statistical Product and Solution Services (SPSS).

RESULTS

Respondent Characteristics

1. Characteristics of Respondents Based on Gender Ason

Table 1. Characteristics of Respondents Based on Child Gender

Characteristics of respondents	n	%
Gender		
Man	12	40
Woman	18	60
Total	30	100

Based on Table 1, it is known that the majority of respondents were female, 18 respondents (60%).

2. Characteristics of Respondents Based on Age

Table 2. Characteristics of Respondents Based on Age

Characteristics of respondents	n	%
Age		
9 years	9	30
10 years	13	43
11 years old	8	27
Total	30	100

Based on Table 2, it is known that almost half of the respondents are 10 years old, 13 respondents (43%).

Variable Characteristics

1. Characteristics Duration of Gadget use

Table 3. Characteristics of duration of gadget use

Criteria	Frequency	Percent (%)
<1 hour	7	23.3
1-2 hours	12	40.0
>2 hours	11	36.7
Total	30	100.0

Based on table 3, it is known that the majority of gadget usage duration is 1-2 hours, as many as 12 respondents (40.0%).

2. Developmental Characteristics of Social Interaction

Table 4. Characteristics of the Development of Social Interaction

Criteria	Frequency	Percent (%)
Good	7	23.3
Enough	14	46.7
Not enough	9	30.0
Total	30	100.0

Based on table 4, it is known that the majority of social interaction developments are in the sufficient category, 14 respondents (46.7%)

Cross Tabulation Between Variables

Table 5. Cross tabulation of gadget use with the development of respondents' social interactions

Use of Gadgets	Development of Social Interaction			Total
	Good	Enough	Not enough	
<1 Hour	5 16.7%	2 6.7%	0 0.0%	7 23.3%
1-2 Hours	2 6.7%	9 30.0%	1 3.3%	12 40.0%
>2 Hours	0 0.0%	3 10.0%	8 26.7%	11 36.7%
Total	7	14	9	30

23.3% 46.7% 30.0% 100.0%

Based on table 5, it is known that almost half of the respondents who used gadgets for >2 hours were found to have less social interaction development, 8 respondents (26.7%).

Statistical Test Results

Table 6. Spearmen Rank Analysis Results of duration of gadget use and child development.

No	Variable	Sig
1	Duration of Gadget Use	0,000

Based on the results of the Spearmen Rank analysis, it shows that the p value is $0.000 < 0.05$, so there is a relationship between the duration of gadget use and the development of social interaction in children at Craken 1 State Elementary School.

DISCUSSION

Duration of Gadget Use among Children at SDN 1 Craken, Munjungan District, Trenggalek Regency

Based on the research results, it was found that the majority of children use gadgets for 1-2 hours. Research conducted by (Sobon & Mangundap, 2019) The use of smartphone devices offers information to elementary school students such as watching films, listening to music, accessing games easily, chatting and browsing which takes up a lot of time for them, thus causing study time to be reduced and can disrupt study concentration.

Research by Gadget provides access to online learning and introduces them to modern-day developments. The ease of communicating via social media is also a positive aspect, improving children's technology skills. However, negative impacts such as stress, anger, anxiety and depression also appear as a reaction to mental stress (Rayhan et al., 2023)

The negative impact of using gadgets on elementary school children can have an impact on their social development, such as children being less active in socializing or less physically active, forgetting their surroundings and having less time to play with their friends. Meanwhile, the positive impact of using gadgets on elementary school children can have an impact on their social development, namely facilitating communication,

media for children's entertainment, increasing comfort in learning, increasing knowledge. (Rini et al., 2021)

According to researchers, the duration of excessive gadget use in children has the potential to cause various problems and have a negative impact on their development. From a social and emotional perspective, children who use gadgets for too long tend to experience a decline in the quality of social relationships (Iswanti, D.I, Lestari, S.P & Hani, 2020), difficulty in regulating emotions, and a high risk of experiencing sleep disorders. In an academic context, prolonged use of gadgets is also associated with decreased performance at school, because children have difficulty concentrating and focusing on learning. In addition, excessive use of gadgets also has a negative impact on children's physical and psychological health, with an increased risk of health problems such as obesity and symptoms of psychological disorders such as anxiety and depression.

Limiting time on gadget use and proper supervision can help children allocate healthier time for physical play and direct social interaction. In addition, there needs to be a collaborative approach between parents and schools in providing a more balanced learning environment by integrating technology wisely and effectively in the learning process. Educators can teach children about the ethics of using gadgets, awareness of their potential negative impacts, and ways to use technology wisely.

Development of Social Interaction in Children at SDN 1 Craken, Munjungan District, Trenggalek Regency

Based on the research results, it was found that the majority of children's social interaction development was in the adequate category. Children who use gadgets for less than 1 hour have good social development, while children who use gadgets for more than 1 hour experience obstacles to social emotional development. Excessive use of gadgets will have a negative impact on aspects of children's social development.

The development of social interactions is obtained from maturity and learning opportunities from various environmental responses to children at various periods of child development. Social

Development is the level of a child's interaction with other people, starting from parents, siblings, and playmates, to the wider community. In the process of socializing children with their environment, children need peers, but attention from parents is still needed to monitor who the children will associate with. When children spend less time playing gadgets, the level of development of social interactions is better. At school, children are expected to be able to socialize well in new environments, get to know the environment outside the home, and will meet their peers (Peni et al., 2022)

This study found that children who are active in extracurricular activities tend to have more opportunities to interact with peers and develop positive social relationships outside the classroom environment. Extracurricular activities can be as varied as sports, arts, or social clubs, all of which have the potential to improve the quality of social interactions and expand children's social networks at school.

According to researchers, children's social skills and emotional regulation have a crucial role in forming positive social interactions with peers and teachers in the school environment. Children who have good social skills tend to be better able to build harmonious and quality relationships, while the ability to regulate emotions helps them interact more effectively and empathize with others. Therefore, programs and approaches that encourage the development of social skills and emotional regulation in children at school need to be strengthened as part of efforts to improve their social interactions.

Children's social interactions in elementary school are also influenced by social support from teachers and the role of peers in the learning environment. Teachers who are responsive and provide social support to children create a school climate that supports the development of positive social interactions. In addition, the role of peers is an important factor in shaping children's social relationships. Extracurricular activities also play a role in expanding children's opportunities for social interaction outside the classroom environment. Therefore, involving children in varied extracurricular activities can be a strategy to increase their social interactions and help them

develop positive social relationships at elementary school age.

The Relationship between the Duration of Gadget Use and the Development of Social Interaction in Children at SDN 1 Craken, Munjungan District, Trenggalek Regency

Based on the research results, it was found that there was a relationship between the duration of gadget use and the development of children at Craken 1 Elementary School, Munjungan District, Trenggalek Regency.

The impact of gadgets on children's social development can eliminate children's interest in other activities, not listening when playing with gadgets, influence children's social interactions, and parents' strategies in overcoming the impact of gadget use on social development, namely by accompanying, limiting, supervising and providing opportunities for children to play with their peers so that children can interact and make social development at the age when children grow well

This research (Jennifer, 2018) provides a new understanding of smartphone addiction showing that a lack of social interaction in children can hinder the comfort of social interaction. (Adwiah & Diana, 2023).

The use of gadgets by children is unlimited, and excessive use will have a negative impact on the physical, cognitive, social and emotional development of these children. This unfavorable situation will of course also affect empathy intelligence and social intelligence, this is what every child needs in adulthood. Parents and teachers must understand that children need physical activity, social interaction, and adult love and attention to be healthy, happy, and productive.. (Gani, 2016)

According to researchers, excessive use of gadgets tends to have a negative impact on the quality of children's social interactions. Children who use gadgets a lot tend to experience decreased social skills, have difficulty interacting with peers, and may experience higher levels of loneliness. In addition, excessive use of gadgets is also linked to decreased sleep quality and psychological well-being in children.

The research results also highlight the important role of parents, educators and the community in

regulating the use of gadgets among children at elementary school age. Limited social interactions due to excessive gadgets can affect children's social-emotional development, which is an important aspect in forming positive relationships with peers and the learning environment. Therefore, steps to prevent and manage the use of gadgets need to be implemented to support the development of healthy and optimal social interactions among children in elementary schools. Parents and educators can play a role in monitoring the duration and type of content that children access via gadgets, as well as facilitating social activities and direct interactions with peers in a safe and supportive environment. Apart from that, community support in increasing awareness of the potential negative impact of excessive use of gadgets on children is also an important step in creating an environment that supports the development of positive and quality social interactions in children at primary school age.

CONCLUSION

Based on the research results, it was found that the p value was $0.000 < 0.05$, so there was a relationship between the duration of gadget use and the development of social interaction in children at Craken 1 Elementary School, Munjungan District, Trenggalek Regency. From this research, it is hoped that parents can observe children's use of gadgets as well as the social activities carried out by children outside of gadget use.

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