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THE IMPACT OF USE OF GADGETS ON SOCIAL DEVELOPMENT OF CLASS VI STUDENTS

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Abstract

This study aims to describe the impact of using gadgets on the social development of sixth grade elementary school students. learning carried out in one of the public elementary schools in Sleman Regency. Research uses a qualitative descriptive approach to obtain information in learning activities. Informants in the study were 1 class teacher, 2 maple teachers who taught class VI and one student's guardian. The findings of this study indicate that too frequent use of gadgets will hinder social development and have other negative impacts on elementary school students. The impacts include: 1) The effect of gadgets on students' social interaction, 2) The effect of gadgets on students' speaking and writing skills 3) The effect of gadgets on students' mental health 4) The effect of gadgets on student behavior. The findings and results of the research that has been carried out can be become the basis for follow-up in the efforts to solve the problem. In addition, this research can be a basis and reference for conducting further research and studies in relation to the social development of students.

Keywords: Social development, gadgets

Abstrak

Penelitian ini bertujuan mendeskripsikan dampak penggunaan gadget terhadap perkembangan social siswa sekolah dasar kelas VI. pembelajaran yang dilakukan dalam di salah satu SD Negeri di Kabupaten Sleman. Penelitian menggunakan pendekatan deskriptif kualitatif untuk mendapatkan informasi dalam kegiatan pembelajaran. Informan dalam penelitian sebanyak 1 guru kelas, 2 guru maple yang mengajar pada kelas VI dan satu wali murid. Temuan penelitian ini menunjukkan jika penggunaan gadget yang terlalu sering akan menghambat perkembangan social an memiliki dampak buruj lain bagi siswa sekolah dasar. Dampak yang ditimbulkan antara lain: 1) Pengaruh gadget terhadap interaksi sosial siswa, 2) Pengaruh gadget terhadap kemampuan berbicara dan menulis siswa 3) Pengaruh gadget terhadap kesehatan mental siswa 4) Pengaruh gadget terhadap perilaku siswa. Temuan dan hasil dari penelitian yang sudah dilaksanakan dapat menjadi landasan untuk tindak lanjut dalam yang terjadi upaya-upaya pemecahan masalah. Selain itu penelitian ini dapat menjadi landasan dan rujukan untuk melakukan penelitian dan kajian yang lebih lanjut dalam hubungannya dalam perkembangan social siswa.

Kata Kunci: Perkembangan social, gadget

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INTRODUCTION

Technology has an important role in various fields of human life, one of which is in the field of education. Technology continues to experience rapid development, including during a pandemic like today. The pandemic forces humans to carry out various activities through online

10 Adnan Sholihin.-1, Hendu Cahyani.-3 (2024). The Impact Of Use Gadgets On Social Development Of Class VI Students

modes. Online mode activities require technological assistance, thus demanding technology to continue to develop.

Technological developments are marked by the emergence of various kinds of technologies that offer various conveniences to support human activities. The existence of technology makes the pattern of human life continue to develop. One of the technologies that is currently very familiar and widely used by humans is gadgets .

Gadgets are media that are used as a means of modern communication. Humans as social beings need communication tools to interact and communicate well. These activities can be done through the use of gadgets . Through the use of gadgets, humans can obtain various information as well as entertainment ranging from pictures, writing, videos, games, internet, and other interesting features. Meanwhile, according to Indrawan (Wardani 2010) gadget is a term that comes from English which refers to a small electronic device that has a special function to download the latest information with various technologies and the latest features, thus making human life more practical".

Gadgets have many benefits for children, these benefits include developing a child's imagination in seeing (seeing pictures and then drawing them according to their imagination which trains thinking without being limited by reality), trains intelligence (children can get used to writing, numbers, pictures which help train learning process), increase self-confidence (when a child wins a game, the child will be motivated to complete another game that is more challenging), develop skills in reading and problem solving (children will develop curiosity).

Social development in elementary school -age children is marked by children learning to expand relationships, both with family members and peers so that it will expand the space for social development. Children will begin to learn to live in society and learn various roles in social interaction with their surroundings. According to (Samsuadi 2015) at this age , children begin to have the ability to adapt from a self-centered attitude to a collaborative or sociocentric attitude. Children begin to be interested in the activities of their peers, and their desire to be accepted as a member of the group increases, and they feel unhappy when they are not accepted by their group.

According to (Dahar 2011) at the elementary age stage , between the ages of 6-12 years, children experience the stage of trust versus distrust and the stage of initiative versus guilt. The trust versus mistrust stage relates to the child's belief in the world around him and in himself. The initiative versus guilt stage is related to the child's desire to explore and try new things.

At elementary school age , the trust versus distrust stage and the initiative versus guilt stage are very important in shaping a child's identity and personality. The impact of using gadgets on elementary students can affect their psychosocial development. Using too many gadgets can interfere with social interaction, make children more alienated, and feel less confident in interacting with other people. This can hinder children from completing the stages of their psychosocial development. Alternatively, children can be encouraged to engage in physical

activities or to play with peers to help them overcome psychosocial conflicts in the trust versus mistrust and initiative versus guilt stages.

However, continuous use of gadgets will have an impact on children's behavior patterns in their lives. If used incorrectly or excessively without parental supervision, especially children as gadget users, it can affect children's social interactions. The habit of using gadgets can affect children's behavior, especially in terms of intellectual and emotional intelligence (Nurdyansyah, N., & Fitriyani 2018), while according to (Robert E Slavin 2010) when a child is addicted to playing gadgets, it will result in disruption of his psychological development. Starting from physical-motor development, socio-emotional, and making children more satisfied in gaining knowledge so that the child's behavior is instantaneous and not used to complicated things. The use of gadgets that do not know the time will make children addicted so that it affects children's behavior. Children will often play gadgets instead of learning and interacting with the environment around them.

Apart from the negative effects, the use of gadgets also has a positive impact on children, such as increasing the speed of thinking, creativity, and increasing children's right brain abilities. Research related to the impact of gadgets was previously conducted by (Slameto 2010) with the title *The Influence of Information Technology on Intelligence (Intellectual, Spiritual, Emotional, and Social) Case Study: Children*. This research uses descriptive quantitative. From the results of this study it was found that information technology has a good impact on four areas of children's intelligence. From the results of the intellectual intelligence questionnaire it has a bad impact, it has a good impact on emotional, spiritual and social has a good impact.

Other research was also conducted by (Basri, H., & Rusdiana 2015) entitled "Analysis of Gadget Use on Social Interaction Skills in Early Childhood". The research results obtained in this study are the use of gadgets, most children use them more to play. From these small things, children who initially like to play with their friends can change by being used to being given gadgets as a substitute for playmates. This shows that gadgets have an impact on children's social interactions.

(Durmus 2010) also conducted research entitled "The effect of gadgets on interactions social life in the family". The results of the study show that there are differences and changes in social interactions that occur in the family before and after the use of gadgets in family members can affect the pattern of social interaction in the family as a whole. Research results can be seen through communication and social contact. This shows that gadgets have an impact on children's social interactions.

Based on preliminary observations conducted by researchers on March 30, 2023, the impact of using gadgets was shown by students, during group discussion activities, there were some children who tended to be quiet and had little interaction with their group mates. During recess, children tend to be alone and separate themselves from their friends. Based on the description above, this study aims to describe how the impact of using gadgets on social development of children in elementary school.

METHOD

The research was conducted at an elementary school in Kapanewon Sleman, Yogyakarta. This study uses a qualitative method. According to (Sugiyono 2016) "descriptive qualitative research is a research method that aims to develop in full and depth about social reality and various

12 Adnan Sholihin.-1, Hendu Cahyani.-3 (2024). The Impact Of Use Gadgets On Social Development Of Class VI Students

phenomena that occur in society which are the subject of research, so as to describe the characteristics, characteristics, characteristics, and models of these phenomena". This opinion is in line with Hamid Patilima (Hamdani 2011) who stated that "the reason for using a qualitative approach is because this research understands a social situation, event, role, interaction, and group". The focus of this study is to determine the impact of using gadgets on students' social development, especially in class VI.

The research subjects consisted of 1 grade VI elementary school student, ICT extra teacher, religion teacher, and PJOK teacher. There are several terms used to designate research subjects. Some call it informant data because the informant provides information about a particular group or entity, and the informant is not expected to be a representative of that group or entity (Muali 2017).

Data collection methods in this study are observation and interviews. collecting research data, the purpose of observation is to describe the setting being studied, the activities that take place, the people involved in the activity and the meaning of the event seen from the perspective of the person involved in the observed event (Purwanto 2013) . Observations were made of students while participating in learning activities in class to determine student behavior during learning activities. Interviews were conducted to achieve the goal and gain knowledge about the training meanings that individuals understand regarding the topic under study (Putra 2013). The interview guide uses semi-structured interviews. Interviews were conducted with students and teachers. Interviews with students were used to find out ownership, benefits, duration of use, and purpose of using gadgets . Meanwhile, interviews with teachers were used to determine the impact of using gadgets on students' social development.

Data obtained from observations, interviews and documentation in this study were analyzed using the theory of Miles and Huberman's model. Miles and Huberman's model theory (Sugiharto 2012) suggests that activities in qualitative data analysis are carried out interactively and continue continuously until complete and the data is saturated, activities in data analysis are data collection (data collection), data reduction (data reduction) , data display (presentation of data) , and conclusion drawing/verification (drawing conclusions) .

The Methods sections should be brief, but they should include sufficient technical information to allow the experiments to be repeated by a qualified reader. Only new methods should be described in detail. Cite previously published procedures in References.

RESULTS AND DISCUSSION

Results

The impact of using devices or gadgets on child development has positive and negative impacts on child development. The positive impacts include broadening children's knowledge, developing and training children's creativity, facilitating communication and expanding the network of friends. The correct use of gadgets has helped children in their daily lives, especially in finding data and information, doing schoolwork, and conversing about the functions offered

by gadgets. Even though there are negative impacts, children become addicted to gadgets, making it difficult for children to interact with the environment when carrying out all their life activities. Excessive use of devices can affect eye health, children are lazy to exercise and do activities, preferring to play with their devices rather than with their friends.

1. The influence of gadgets on students' social interactions

Research conducted by (Kagan 1992) shows that the use of gadgets can affect students' social interactions. This can be seen from changes in communication patterns of students who use social media more than interacting directly with their friends. In addition, the use of gadgets can also make students more individualistic and pay less attention to their surroundings. Students who use gadgets too often will be more passive when spoken to by other people, but when communicating via cellphone students tend to be active. It can be said that students lose self-confidence. This is supported by an interview with the class teacher on May 5, 2023 who stated

“I have observed changes in students' communication patterns due to the use of gadgets. Many students now use short messages or social media more often than talking directly to their friends. The change I have observed is that students tend to rely more on text messaging, online chatting or social media to communicate. They use less of their oral skills and rely more on written communication. This can affect students' social interactions, because they tend to be more interested in their gadgets than interacting directly with their peers. They may participate less in group conversations or social activities at school. In the classroom, students who are too dependent on gadgets tend to find it difficult to concentrate and get distracted. They may not focus on lessons and are more interested in their gadgets, which hinders learning and interactions with teachers and classmates”

2. The effect of gadgets on students' speaking and writing abilities

Research conducted by (Nurtanto 2016) shows that the use of gadgets can affect students' speaking and writing skills. This can be seen from the students' difficulties in expressing opinions orally and in writing. In addition, the use of gadgets can also make students less sensitive to the language and culture that surrounds them. The same thing was also conveyed by the PAI teacher who taught class VI on the date of the interview on May 6 who stated

“One of the reasons for the decline in handwriting ability is the excessive use of gadgets so that it can reduce the time spent handwriting. As a result, students may lack handwriting skills, such as writing letters correctly or writing at an adequate speed. In addition, writing that is not written becomes less structured. Students who are used to writing with gadgets tend to adopt an unstructured writing style. They may tend to use abbreviations or informal language in their writing, which can affect their ability to write in a more formal, structured style. In addition, using gadgets too often will lead to dependence on auto-correction Writing applications on gadgets are often equipped with an auto-correction feature that can correct grammatical and spelling errors. However, this can reduce students' ability to independently identify and correct errors in their writing.”

14 Adnan Sholihin.-1, Hendu Cahyani.-3 (2024). The Impact Of Use Gadgets On Social Development Of Class VI Students

3. The effect of gadgets on students' mental health

Research conducted by (Kennedy, L. M., Tipps, S., & Johnson 2008) shows that the use of gadgets can affect students' mental health. This can be seen from the increase in stress and anxiety levels in students who use gadgets too often. In addition, the use of gadgets can also make students less productive and less focused on learning.

This research was supported by the opinion of the Penjaskes teacher who supported grade VI students during an interview on 6 May 2023 who stated

“The excessive use of gadgets in students can have a negative impact on their mental health. Too much time spent in front of screens, such as smartphones, tablets or computers, can disrupt sleep patterns, reduce physical activity, and affect the quality of their social relationships. In addition, excessive use of gadgets can also lead to a less physically active lifestyle”.

Further, it is also explained if:

“Students who spend too much time in front of screens tend to reduce their time participating in healthy physical activities, such as sports or playing outdoors. Lack of physical activity can contribute to mental health problems, such as stress and anxiety which can interfere with students' social interactions.

4. The effect of gadgets on student behavior

Research conducted by (Supardi 2014) shows that the use of gadgets can affect student behavior. This can be seen from the changes in the behavior of students who are more aggressive and less patient. In addition, the use of gadgets can also make students less disciplined and less respectful of time.

The above opinion was strengthened by the results of an interview with one of the class VI student guardians which was held on May 7 which stated

"Excessive use of gadgets can also affect students' ability to interact socially. The next impact is the excessive use of gadgets can disrupt the learning process of students at school. Students may tend to ignore subject matter, have difficulty understanding and remembering information, or even engage in fraudulent behavior by using their gadgets during exams. This can be detrimental to their academic progress and create injustice in the learning environment. This can undermine the integrity and morale of students, as well as disrupt their lives outside the school environment.

Discussion

CONCLUSION

The negative effects of using gadgets for children will cause them to be alone more often, difficult to get along with, and when addicted they will have difficulty controlling gadget use, and ultimately have a negative impact on their brain development. The high intensity and duration of using gadgets requires restrictions and supervision because it can make children school age will hinder communication with parents or their peers which results in communication skills and interaction skills will be hampered. This impact arises because children too often use gadgets at home without being controlled by their parents and children who are addicted to using gadgets feel that gadgets are the most interesting thing besides playing with the people around them or their peers.

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16 Adnan Sholihin.-1, Hendu Cahyani.-3 (2024). The Impact Of Use Gadgets On Social Development Of Class VI Students

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