



PARENTING MANAGEMENT IN NURSING FOR THE USE OF GADGETS WITH SOCIAL INTERACTION

Ifon Driposwana Putra*¹, Donny Hendra²

^{1,2}Nursing Study Program, STIKes Payung Negeri Pekanbaru

*Email: ifondriposwanaputra@gmail.com

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Abstract

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Social interaction can occur if direct social contact and verbal communication. In today's, social interaction is more often done indirectly by using media or intermediaries, namely gadgets as a tool to communicate. Excessive use of gadgets in life greatly affects both the behavior of children who are students in basic education who do not escape the parenting management in nursing for the use of gadgets with social interaction on students. One of the abilities of children who are disturbed is the ability in the field of social interaction. This study aimed to determine the relationship between gadget use and social interaction among students. Methods this research is quantitative. This research was conducted at Public Elementary School, Kampar Regency. The number of respondents was 69 students. The research design used is descriptive correlation using an open questionnaire research instrument. The analysis used is the frequency distribution and chi-square statistical test to analyze the relationship between variables. The results of this study conclude that there is a relationship between the use of gadgets and social interaction (p-value = 0.03). Recommends that schools dan parents can limit students' use of gadgets so that students can interact more with their friends and reduce the negative impact of high gadget use.

Keywords: Gadgets, Interaction, Students, Management, Nurse



INTRODUCTION

The use of gadgets is currently getting higher because it started with the pandemic that hit Indonesia for the first time in March 2020 which caused all educational institutions at the elementary, secondary, to higher education levels, and offices to be closed [1].

This caused a change in the system, which initially office workers worked in offices to work from home (work from home) and students and students who were originally face-to-face or direct learning systems became online or in-network learning conducted from home [2].

In 2019, there are at least 3.2 billion smartphone users [3]. A year later, 63.3% of people used smart phones [4]. One of the abilities of children who are disturbed is the ability in the field of social interaction or communication disorders. According to Dini Daeng in Meitasari (Witarsa et al., 2018), there are several abilities that elementary school children must have in carrying out social interactions, namely being able to show eye contact when talking or being invited to talk to the other person; able to show the right attitude when speaking or being spoken to or in other words can display gestures; appropriate facial expressions and can speak with the right intonation; able to convey questions to the interlocutor in order to obtain some information from the question; and able to convey a message or information to the other person. Children's dependence on gadgets also creates a social gap between children who have gadgets and children who do not have gadgets. This gap can also instill introverted attitudes and anti-social behavior in each child which in the end the

children will form very exclusive playgroups [5].

Based on a survey conducted by researchers on 10 students, it was found that 10 of these students were familiar with and enjoyed using gadgets, 8 out of 10 of these people also admitted that they used gadgets more often to operate game applications than to study, whether it was educational games or adventure and entertainment. All children are familiar with and enjoy using gadgets. They use smartphone-type gadgets. These children more often use gadgets to operate game applications, both games that are educational as well as adventure and entertainment.

RESEARCH METHODS

This type of research is quantitative research with correlation descriptive research design. The design of this study uses a cross sectional approach method, the independent variable is the use of gadgets and the dependent variable, namely social interaction in children taken at the same time, with the aim of finding the relationship between the two variables by taking data using questionnaires on grades 4 and 5 at Public Elementary School as many as 69 students with the total sampling method.

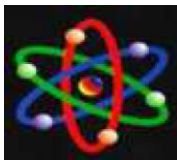
RESULTS AND DISCUSSION

Here are the results about the research conducted ;

a) Frequency Distribution of Gadget Use and Student Social Interaction

Variability Research	f	%
Use of Gadgets		
1. Low	24	34,8
2. High	45	65,2





Social Interaction		
1. Low	38	55,1
2. High	31	44,9
Total	69	100

b) Relationship of Gadget Use with Social Interaction

Variability Research	f	%	P Value
Use of Gadgets			
1. Low	24	34,8	0.03
2. High	45	65,2	
Social Interaction			
1. Low	38	55,1	0.03
2. High	31	44,9	
Total	69	100	

Based on the table above, it can be seen that more than half of the social interactions of elementary school students who are classified as less interacting as many as 38 respondents (55.1%), while almost half of 31 respondents (44.9%) are classified as interacting. Based on the table above, it can be seen that the use of gadgets is high as many as 45 respondents with more than half of the social interactions of students who interact less as many as 29 respondents (64.4%), while almost half of students who interact as many as 16 respondents (35.6%). Gadget use was low by 24 respondents with more than half of the social interactions of students who interacted as many as 15 respondents (62.5%), while almost half of students who interacted less as many as 9 respondents (37.5%). The results of statistical tests using chi-square obtained P value = $0.03 < \alpha (0.05)$ then H_0 was rejected, it can be concluded that there is a relationship between the use of gadgets and social interaction in students.

a) Use of Gadgets and Social Interaction

Based on the results of the study, it is known that more than half of the gadget use of elementary school students is classified as high as 45 respondents (65.2%). This shows that most students of Public Elementary School use gadgets more than 3 hours every day and higher during holidays in using gadgets. This is not much different from research [6] which states 39% of students are in the high category of gadget use. This is reinforced by research conducted [7] by stating that there are 36% of students in the high category in the intensity of gadget use.

Gadget use is the tendency to use gadgets excessively and inappropriately for a long or short time [8]. The use of gadgets is dominated by women because women use gadgets as a determinant of social status. The use of gadgets will certainly have an impact on its users, the impact that occurs can be in the form of positive or negative impacts [9]. According to the researchers' assumptions, high use of gadgets is caused by factors, namely gender. Women are higher in using gadgets because women use gadgets as a lifestyle or lifestyle. High use of gadgets leads to negative impacts rather than positive impacts. This is inseparable from existing applications and the purpose of using gadgets to facilitate school work or access other entertainment.

Based on the phenomenon that researchers encountered in students of Public Elementary School number 001 in Bangkinang on May 19, 2021, it was found that 10 of these students already knew and liked to use gadgets, 8 out of 10 people seemed difficult to concentrate during the learning process in class. They seem to have difficulty understanding the





explanation from the teacher, do not pay attention when the teacher explains, when asked by the teacher look confused and answer incorrectly. They say if they remember and imagine the game they play on the gadget so they can't focus and don't concentrate when the lesson starts. In addition, teachers say that children often seem to lack concentration in learning and are unable to follow the lessons because they are imagined by games or applications that are happy to be played on their gadgets.

The opinion of researchers is supported by research [10], that the majority of students use gadgets for ≥ 6 hours. The intensity of using gadget is inseparable from the applications offered, which means that the more interesting the features and applications offered, the more students forget about time and other social activities. The impact caused by the use of gadget is the most common is that 78% of students have an impact on reduced concentration which causes communication problems and reduced concentration. This is reinforced by research conducted by Thandung in 2018 that some of the psychological impacts of gadget use are the level of concentration is decreasing and lazy to do other activities.

The results of the study [11], about the behavior of women who tend to spend more time using smartphones than men. Women can only spend 140 minutes per day, while men only spend 43 minutes a day. This is because women use smartphones more extensively than men to show their surroundings to strengthen social relationships and increase their confidence. Men tend to use smartphones for practical purposes such as searching for information.

Based on the results of the study, it can be seen that more than half of the social interactions of elementary school students who are classified as less interacting as many as 38 respondents (55.1%). This is not much different from research [6] entitled The Effect of Gadget Use on Social Interaction in Class X Social Studies Students of Satya Wacana Salatiga Christian High School stated that there were 59% of students in the low category of social interaction. This is reinforced by the research conducted.

Social interaction skills that must be possessed by elementary school children are children able to play in groups or play together, children are able to get along with their friends, can greet each other, and make eye contact when conversing. Social interaction can be carried out directly and indirectly where if it is directly carried out face-to-face or directly meeting without any intermediaries and is not directly carried out by using a media or with an intermediary to communicate [12].

According to the researchers' assumptions, elementary school students interact less because of the high use of gadgets, which makes many negative impacts that arise such as the loss of old habits that often occur when gathering, namely communicating directly face-to-face, waste of costs, antisocial, not having restrictions on the use of gadgets, which means gadgets have changed the lifestyle of previous habits. High use of gadgets also causes the ability of social interaction in children to be disrupted.

These children often use gadgets to operate game applications, be it educational games or adventure and entertainment than interacting either playing or chatting with classmates when





there are no class hours. In addition, parents say "yes" that when their children play gadgets tend to be these children stay in front of their respective gadgets without caring about the surrounding world or the surrounding environment. The researcher's opinion is supported by Syahudin's research in 2019 [13], which stated that the majority of students use gadgets for ≥ 6 hours. Even one of them lately always shuts himself in his room since school late at night, avoids communication with his family, forgets to eat and drink and is difficult to remind to study.

b) The Relationship Parenting Management in Nursing For Use of Gadget with Student Social Interaction

Based on the results of the study, it is known that the use of gadgets is high as many as 45 respondents with more than half of the social interactions of students who interact less as many as 29 respondents (64.4%). The results of statistical tests using chi-square obtained P value = $0.03 < \alpha (0.05)$ then H_0 was rejected, it can be concluded that there is a relationship between the use of gadgets and social interaction in elementary school students. This result is in line with Rahmadani & Widiastuti's 2018 research entitled The relationship between the intensity of smartphone use and peer social interaction in high school students which showed a calculated value of $> r$ table, which was $-0.618 > 0.2387$, then H_0 was rejected and H_a accepted which means that the two variables are correlated. Thus, H_0 is rejected and H_a is accepted which means that if the intensity of smartphone use that students have is high then the social interaction of their peers is low.

This is reinforced by research conducted [14] entitled The Effect of Gadget Use on Early Childhood Social Interaction in Panca Budi Medan Kindergarten, There is a significant positive relationship between the use of gadgets and early childhood social interaction in Panca Budi Medan Kindergarten ($r_{xy} = 0.597$; $p = 0.000 < 0.010$). Thus, H_0 was rejected and H_a was accepted where the higher the use of gadgets, the lower the early childhood social interaction in Panca Budi Medan Kindergarten. Based on research [15] entitled the impact of gadget use on social interaction of children aged 5-6 years, it shows that the use of gadgets has an impact on the social interaction of children aged 5-6 years in the Pondok Jati Housing Complex, Sidoarjo Regency. This can be proven from the significant value of the statistical test t of $0.000 < 0.05$ which means H_0 is rejected and H_a is accepted.

Students who use gadgets are high and interact less as many as 29 students (64.4%). From these results, it can be concluded that the high use of this gadget causes students to be lazy to communicate directly and prefer to play online games, watch youtube, play Instagram, and so on through gadgets as intermediaries.

Gadgets become more important than people around them, so they tend not to care and are not sensitive to the surrounding environment. High use of gadgets can also have high or good social interaction because parents can influence this social interaction relationship. Students who have a high level of gadget use but they are taught not to use gadgets when there are people talking, when family gatherings are not to play their gadgets, when eating should not play





gadgets, and when walking not to play their gadgets. So that parenting can affect a person's nature towards the surrounding environment.

The use of gadgets that have no restrictions can have an impact in the form of positive impacts or negative impacts. The positive impact of using gadgets is the development of imagination, training intelligence, increasing self-confidence, developing abilities in reading, mathematics, and problem solving. The negative impact of using gadgets is a decrease in concentration while learning, lazy to write and read, a decrease in social skills, addiction, can cause health problems, stunted children's cognitive development, inhibit language skills, and can affect children's behavior [16]. Students who have a high level of gadget use experience a negative impact, namely reduced concentration after using gadgets.

This result is in line with research [17] entitled the impact of gadget use on psychological development in elementary school children based on the results of interviews with parents of children saying that children use gadgets to play online games and watch YouTube, and occasionally use whatsapp to communicate with friends and open the internet to learn. Gadgets have a positive impact on children if used to find additional information as a means of supporting learning, and do not use gadgets for too long, so as not to experience addiction. In addition to the positive impact, there are also negative impacts of gadgets, namely children become lazy to do physical activity, children become irritable, when told children disobey, children imitate the behavior in games, often talk to themselves on gadgets, and make

children's eyes hurt if they play gadgets for too long.

According to the researchers' assumptions, high use of gadgets can cause a lack of social interaction in students and cause an impact, namely students' concentration is reduced after using gadgets for a long time. In the use of gadgets, parents must supervise and provide limits to children so that children do not use gadgets for too long. Parents should also provide restrictions on the use of gadgets and explain to children what kind of situation should use gadgets. In this case, parents play an important role in supervising children when playing gadgets.

Based on a survey conducted by researchers on 10 students of Public Elementary School found that the 10 students already knew and liked to use gadgets, 8 out of 10 people also admitted to using gadgets more often to operate game applications than to learn, both educational games and adventure and entertainment. Children who attend Public Elementary School all know and enjoy using gadgets. They use smarthphone-type gadgets. These children more often use gadgets to operate game applications, be it educational games or adventure and entertainment. In addition, parents say "yes" that when their children play gadgets tend to these children stay in front of their gadgets without caring about the surrounding world or the surrounding environment.

The opinion of researchers is in line with the theory [18], which states that the use of gadgets by students provides several benefits such as communication activities that can be done more quickly and accurately. While in the social field with





the existence of gadgets, the exchange of information, news, and others can be done in a short time. In the field of education, the use of gadgets is very helpful for students to find and get knowledge quickly without having to go to the library which can be far from home. Learning can also be carried out without being limited by the classroom wall because learning can be carried out anywhere and anytime with the help of sophisticated communication tools. But in addition to the benefits that can be obtained from the use of gadgets, there are also negative impacts that we must be aware of such as excessive use of gadgets without being accompanied by a sense of responsibility will cause negative effects such as the emergence of laziness to do social activities such as playing and communicating with the closest people, and can also cause a decrease in concentration power, especially when learning which not a little makes children depressed Because it is separated from its social environment and the decline in subject scores caused by students not being able to follow the learning process due to decreased learning concentration when they study.

CONCLUSION

Based on research that has been conducted on elementary school students about the relationship between gadget use and social interaction, it can be concluded that :

- a. More than half of elementary school students use gadgets more than 3 hours a day.
- b. More than half of primary school students interact less with each other.

- c. There is a relationship between the use of gadgets and social interaction in elementary school students
- d. High use of gadgets has more negative impacts than positive impacts so that parenting plays an important role for children to direct the use of gadgets to children appropriately.

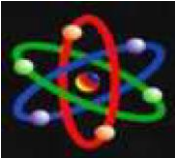
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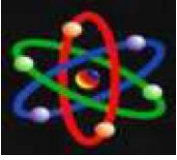
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