

SURAT KETERANGAN

Nomor: 514/UNUSA/Adm-LPPM/V/2019

Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Universitas Nahdlatul Ulama Surabaya menerangkan telah selesai melakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak **Turnitin** pada tanggal 16 Mei 2019.

Judul : Influence Gadget on Social Personal Early Childhood
Penulis : Uliyatul Laili
Identitas : Proceeding SIHC
No. Pemeriksaan : 2019.05.23.229

Dengan Hasil sebagai Berikut:

Tingkat Kesamaan diseluruh artikel (*Similarity Index*) yaitu 15%

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Surabaya, 23 Mei 2019

Ketua LPPM,



Dr. Istas Pratomo, S.T., M.T.

NPP. 16081074

LPPM Universitas Nahdlatul Ulama Surabaya

Website : lppm.unusa.ac.id

Email : lppm@unusa.ac.id

Hotline : 0838.5706.3867

influence gadget on social personal early childod

by Ulliyatul Laili

Submission date: 16-May-2019 08:25AM (UTC+0700)

Submission ID: 1131180738

File name: sihc_unusa.pdf (292.67K)

Word count: 1807

Character count: 9458

**INFLUENCE OF GADGET ON SOCIAL PERSONAL
OF EARLY CHILDHOOD**

2 Uliyatul Laili
Faculty of nursing and midwifery
University of Nahdlatul Ulama Surabaya
Email : uliyatul.laili@unusa.ac.id

Abstract :

Background : Child growth is a dynamic and continuous process (Rohan Siyoto, 2013). The current condition in most societies is the number of families who have begun to introduce gadgets in the accompaniment of children's growth stimulation. In this case, gadgets have an impact on the growth process both socially and emotionally. The general purpose of analyzing the effect of using gadgets with Personal social early childhood.

Method : This research uses analytical method with cross sectional prospective design. Sampling using accidental sampling technique. Independent variables are education, economic status and exposure of usage, while dependent variable is social personal. Data were analyzed by using chi square test.

Results : The result of the research shows that there is a correlation between exposure of use with personal social with significance value $0,001 < \alpha$, while for education and economic status variable there is no relation with personal social with significance value $\alpha > 0,05$.
Conclusion : The conclusion of this study is the frequent exposure of children's use of gadgets affect the child's personal social.

Key words: gadget usage, personal social

INTRODUCTION

Growth is a measure of physical maturity that increases with body size and different organs, and can be measured in units of centimeter³ or meters and kilograms. While development is an increasing ability in the structure and function of the body more complex in a regular pattern and can be predicted, as a result of the maturation process (Riyadi, 2009). Factors that affect a child's growth and development are nutrition, chronic/congenital aberration, physical and chemical environment, psychological, endocrine, hormonal, socioeconomic, parenting environment, stimulation and medication. The environment of parenting and stimulation is an important factor that must be considered by parents, because the two factors are the formation of parents and family.

Lack of stimulation provided by parents and the surrounding environment can be a cause of problems in a child's psychosocial development at preschool age, such as, anger, fear, jealousy, wanting to possess another's belongings, and rarely participate actively and there is a difference in understanding between the beliefs and desires of a child at the time of child activities with peers. (Rahman 2009) However, conditions that exist today more parents who think that gadgets can also help parents in the stimulation of children. In addition, there are also parents who provide gadgets as a diversion of a child with the aim of the child can be silent so that parents can perform other activities. This is what makes more and more parents who have introduced gadgets to children from an early age.

Gadgets are a small electronic device that has a special function to download the latest information with the latest technologies to make life more practical. (Indrawan, 2004) Currently, in Indonesia the

use of gadgets in children has become commonplace, even Indonesia is one of the country became the largest gadget user. Based on research conducted by Ismanto and Onibala show that children who are used to playing gadgets, then they will be more.

Choose to play the gadget compared to playing with his friends. So that the social interaction between children and the surrounding community environment is reduced. (Ismanto and Onibala, 2015). The age of gold is a lot of activities that can be done by parents and tutors in the park to continue to improve the creativity of early childhood to keep growing and better to be ready in its development in the next period without having to depend on the use of excessive technology (Maulida , Hidayah: 2013) Based on these data, the authors want to know how much influence the use of gadgets in early childhood with psychosocialnya development.

METHOD

The research design used was analytic with the approach used is cross sectional prospective which is a research where the independent variable (parent education, economic status and exposure of ⁵e) and dependent (personal social) are observed at the same time. The population in this study were early childhood in Pagesangan area of ⁶Surabaya, sampling using accidental sampling technique. Data were analyzed by using chi square statistic test using SPSS with significance level 0,05.

RESULTS AND DISCUSSION

Table 1 Effects of parents education on social personal

N parents o education	social personal				Total	
	Normal		Warning		n	%
	n	%	N	%	n	%
1 Medium	11	50	11	50	22	100
2 High	4	44	5	56	9	100
Total	15		16		31	

Based on table 1 shows that of 22 parents of respondents who have secondary education some of their children have normal social personality. From the results of the above table and then performed an analysis with chi square test shows the value of p (0.779) so that there is no influence of parent education on the social social of early childhood.

Table 2 Influence of economic status on social personal

N Economic o status	Social personal				Total	
	Normal		warning		n	%
	n	%	n	%	n	%
1 High	6	43	8	57	14	100
2 Low	9	53	8	47	17	100
Total	15		16		31	

Based on table 2 shows that of 17 respondent parents who have low economic status most of their children have normal social personality. From the results of the above table and then performed an analysis with chi square test shows the value of p (0.576) so that there is no influence of economic status of parents to the social social of early childhood.

Table 3 Influence of exposure to use on personal social

N Exposure o to gadget usage	Social personal				Total	
	Normal		Warning		n	%
	n	%	n	%	n	%
1 >30minute	3	19	13	81	16	100
2 <30 minute	12	80	3	20	15	100
Total	15		16		31	

5

Based on table 3 shows that of the 16 respondents who exposed the use of gadgets > 30 minutes some of their children have a social personality in the warning category. From the results of the above table then performed an analysis with chi square test shows the value of p (0.001) so that there is influence of exposure to the use of personal social early childhood.

DISCUSSION

1. Effect of parents education on personal social 4

The results of this study indicate that parents' education does not affect the child's social personality. Most respondents' parents have secondary education and include housewives.

Parents education can give effect to the personal development of a child because with the higher education parents are expected to understand the requirement of child's stimulation according to age of its development. However, the current phenomenon of many women who have to work outside the home with long working hours, so the time to interact with the baby is very short. In working mothers they provide gadgets with the intention to please the child because it was left to work, while others provide facilities gadgets with the aim that children stay silent and parents can do other activities.

The thing parents should remember when giving the gadget to the child is the parent must be able to minimize the child from the negative effects of using the gadget by accompanying the child. Make a time deal in the use of gadgets, make a deal in opening the features that will be open, good modeling from parents, parents can always put gadgets well, parents can always put gadgets well, invite children to learn together (Fadilah, Ahmad, 2011).

2. The influence of economic status on social personal

The results of this study indicate that the economic status of the parents of the respondents did not affect the early child social. Most of the respondents from this study fall into the category of low economic status. However, the conditions that exist both from families belonging to low or high economic status, all children have been introduced with gadgets. Responding to the problem, it is expected that parents who have introduced gadgets to their children early on, be wary of the negative impacts of using gadgets so they can turn their attention to dapa invite their children to play out with friends, introduce children with traditional games in an interesting way (Fadilah, Ahmad, 2011)

3. Effect of exposure to the use of personal social

The results of this study indicate that exposure to the use of gadgets affect the personal social of young children, with the results of statistical analysis shows the p value (0.001).

Early child samples in this study have mostly been introduced with gadgets since the age of 3 years and they can already use to play or view the video. This is consistent with research conducted by Arianti in 2015 and Pramudyawardani which shows that parents (94%) stated that their child could use technology tools to play.

Other studies have also pointed out that the use of digital media has an effect on the ability of children's attention such as increased hyperactivity and difficulty in concentrating and they also feel more sad or bored with their friends (Kim, 2013).

CONCLUSION

1. Parents education does not affect the social social of early childhood
2. The economic status does not affect the social social of early childhood
3. Exposure of use affects the social social of early childhood

SUGGESTION

Subsequent research is expected to pay attention to other child development factors as well as other factors that affect.

REFERENCES

- Ameliola, Nugraha. 2013. Perkembangan Media Informasi dan Teknologi Terhadap Anak dalam Era Globalisasi. Diakses dari <http://icssis.files.wordpress.com/2013/09/2013-0229> pada tanggal 18 Oktober 2015.
- Bungin B. 2001. Erotika Media Massa. Surakarta: Muhammadiyah University Press
- Delima,R.,Arianti,N.K.,&Pramudyawardani, B.(2015). Identifikasi Kebutuhan Pengguna Untuk Aplikasi Permainan Edukasi Bagi Anak Usia 4 sampai 6 Tahun. Jurnal Teknik Informatika dan Sistem Informasi , Vol.1, No.1.
- Fadilah, Ahmad. 2011. "Pengaruh Penggunaan Alat Komunikasi Handphone (Hp) Terhadap Aktivitas Belajar Siswa Smp Negeri 66 Jakarta Selatan". FKIP. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Indrawan, Pana. (2014). Pengaruh Gadget terhadap Tumbuh Kembang Psiko Sosial Anak PAUD. (Online). (<http://library.binus.ac.id>). Diakses pada: 25 Maret 2016
- Kim, Y. (2013). Young Children in the Digital Age. Las Vegas: University of Nevada Cooperative Extension.
- Maulida, Hidayah. 2013. Menelusik Pengaruh Penggunaan Aplikasi Gadget Terhadap Perkembangan Psikologis Anak Usia Dini. Jurnal Ilmiah Teknologi

- Pendidikan 2013. KIP Universitas Negeri Semarang.
- Rohan HH., dan Siyoto S. 2013. Buku Ajar Kesehatan Reproduksi. Yogyakarta: Nuha Medika
- Riyadi Sujono.2009. *Asuhan Keperawatan Pada Anak*. Yogyakarta: Graha Ilmu
- Rahman, U. (2009). Karakteristik Perkembangan Anak Usia Dini. *Lentera Pendidikan* , vol 12 : 46-57

influence gadget on social personal early childod

ORIGINALITY REPORT

15%

SIMILARITY INDEX

10%

INTERNET SOURCES

2%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universiti Teknologi MARA Student Paper	5%
2	repository.unusa.ac.id Internet Source	4%
3	unsri.portalgaruda.org Internet Source	2%
4	media.neliti.com Internet Source	2%
5	eprints.ners.unair.ac.id Internet Source	1%
6	journal.unusa.ac.id Internet Source	1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On