CASE STUDY OF SOCIAL INTERACTION OF SCHOOL-AGE CHILDREN WHO USE GADGETS AT SDN KREMBANGAN SELATAN 1 SURABAYA

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Abstract. Technological advances, especially gadget, hinders children to engage in social interaction with their environment. The situation may lead to disruption in social development. The purpose of this study is to determine the social interaction of school-age children who use gadgets. Descriptive research design. The population of 77 grades V and VI students at SDN Krembangan Selatan 1 Surabaya. Using a random sampling procedure, 44 students were selected as the samples of the study. The research variable is the social interaction of school-age children who use gadgets. The data collection instrument is a questionnaire. The results showed that 25 (57%) children had sufficient social interaction skills. In this study, it can be concluded that most school-age children who use gadgets have sufficient social interaction skills. Parents are expected to provide opportunities for children to play and interact with peers and parents apply age-appropriate parenting so that children have good social interaction skills.

Keywords: Social Interaction, School-age Children, Use of Gadgets

1   INTRODUCTION

In this era of globalization, many children are affected by technological advances, which results in impaired child development, children who have tried to use devices will be addicted and often use devices for a long time where some time is spent using devices, interaction or communication with people around them becomes reduced (Hana, 2017). Most school-age children who are addicted to devices have an impact on social development, because children who play devices are more indifferent to the environment and engrossed in playing devices, then children will have less interaction with the surrounding environment (Kumala et al 2019). The results of Ramdhan's research (2018) show that devices affect children's behavior, especially school-age

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children, devices greatly affect the development of elementary school students, especially developments in social interaction. Dependence on devices on children is caused by the length of duration in using devices. Playing devices with a long duration and done every day, can make children develop towards an anti-social person.

Based on the Ministry of Health of the Republic of Indonesia, 2010 that 16% of Indonesian children experience developmental disorders, both fine and gross motor development, social independence, lack of intelligence and delay. School-age children are already developing internal strengths and maturity levels that allow them to get along outdoors. The main developmental tasks at this stage are to instill appropriate interaction with peers and others, improve intellectual skills especially in school, improve fine motor skills, and expansion of gross motor skills. Emotional and social development, school-age children need to be given the opportunity to learn to apply rules in interacting with others outside the family. School-age children have also learned the importance of paying attention to norms at home, school, religion, and respecting authoritarian figures, such as parents or teachers (Dinsos PPPA, 2022).

Social development is the achievement of children in their social interactions (Maria et al 2018). Social interaction includes getting along, adapting to the surrounding environment and being able to adjust to prevailing norms (Kaffa et al, 2021). The impact that occurs if children experience problems in social development is that in their development children will experience antisocial, children will experience obstacles in socializing in the family and community environment (Dewi et al 2018). The impact of social interaction skills is divided into two, namely positive and negative impacts, the positive impact of social interaction, which includes strengthening relationships between students, can help in everyday life, can change one's behavior for the better. While the negative impact is that it can change the mindset if it has been affected (Dewi et al 2018). Gadgets are communication tools that have many benefits for humans in carrying out daily activities (Susiyanti, 2019). The impact of using the device itself is to disrupt fine motor nerves, inhibit the development of social interaction, affect children's

behavior patterns, affect speech patterns, easily emotional, exposure to violent and pornographic content, radiation hazards, diet, obesity, and insomnia (Susiyanti, 2019).

Gadgets are not a luxury for today, because some of the children have been facilitated by their own parents. Children are certainly very happy if they get devices from their parents, but without realizing it, things like this greatly affect the ability of social interaction in children (Susiyanti, 2019). The role of parents and teachers to discipline children in using devices is needed so that children do not experience dependence which will cause negative impacts on child development, especially with children's social life, parents also need to limit the use of children's devices and encourage children to interact with peers and familiarize children with sports and other activities that help children's development (Kadek, 2020). The Role of Nurses As Educators, namely nurses as educators in the family in overcoming the problem of children who are addicted to devices, can help families manage children's schedules or limit the use of devices, provide knowledge to families about the negative impacts on children who are addicted to devices and foster family awareness to educate children according to age, and children can develop well according to their age (Yendrizal et al., 2020).

2   METHOD

This research design uses a descriptive method with a case study approach, namely a research design to describe events that occur in the present, which means the research only carries out observations or surveys of research variables (Nursalam, 2016). This research describes the social interactions of school-age children using gadgets at SDN Krembangan Selatan 1 Surabaya.

3   RESULT

Table 1. Frequency Distribution Social interaction of school-age children using devices at SDN Krembangan Selatan 1 Surabaya in February 2023

Cognitive Development	Frequency	Percent (%)
Good	9	20
Enough	25	57
Less	10	23
Total	44	100

Based on table 1, the results of the study showed that most of them had enough social interaction category as many as 25 children (57%).

4   DISCUSSION

The results showed a small percentage (20%) or as many as 9 children had good social interaction skills. This is because children are able to interact with peers and the surrounding environment, children who are given the opportunity to play and interact with the environment make children have good interpersonal skills. Interpersonal skills are related to children's ability to relate to peers and people around them, interpersonal behavior such as: the ability to introduce themselves, talk to friends, play together, the ability to tell daily activities, be friendly (smile), greet people, be able to say help when asking for help, say thank you, apologize when making a mistake and cooperate with peers. According to research conducted by (Rakhmat, 2001; Jimatul et al, 2018), getting children to smile and greet is an effort that parents need to do, by greeting it will make it easier for children to do social activities with friends in the surrounding environment. Stimulating children to smile and greet then children will get used to doing this without the need to be ordered or reprimanded to always smile when meeting friends and other people, getting used to it is one of the effective efforts in the child's learning process. In line with the opinion (Suprati, 2003 in Jimatul et al, 2018) communication must be established between individuals to start a good relationship with people in the surrounding environment. By getting children used to interacting with peers so that

children are able to establish friendships with their peers. School-age children are the time when children begin to have group friends so that good interaction is needed to be able to play together with peers.

Another thing that can improve children's social interaction skills is because of parental parenting. Democratic parenting applied by parents can form self-confidence and children have good social interaction skills. According to research conducted (Hurlock, 1993 in Mufaro'ah et. al, 2019) parenting styles that are usually applied by parents so that children have good social interaction skills are Authoritative parenting or democratic parenting Democratic parenting prioritizes the interests of children, but does not hesitate to control children. Through democratic parenting will shape the behavior of children who have self-confidence, are friendly, able to control themselves (self-control), are polite, willing to cooperate, have high curiosity, have clear goals or life directions, and are achievement-oriented. In line with the research conducted (Robbiyah et al 2018) that the ability to improve social relationships is also greatly influenced by the education given by parents, the care given and applied by parents will greatly affect the growth and success of children in further development, ranging from personality, mental, moral, social and spiritual.

The results showed a small percentage (23%) or as many as 10 children had less social interaction skills. This is because children are unable to interact with peers and the surrounding environment, as seen from the child's lack of independence in carrying out social development tasks and the child's lack of enthusiasm in playing with peers, as well as the child's ability to interact with the surrounding environment that looks antisocial such as; does not smile when accosted, avoids when spoken to and does not show any response in conversation. This is not in accordance with the social skills that must be achieved by school-age children, therefore parents need to provide stimulation for children to have social skills and be accepted by the surrounding environment. In line with the results of research (Briawan et al, 2008 in Jimatul et al, 2018) the role of

parental stimulation is very meaningful for child development and has an influence on child development.

Another thing that can affect a child's social interaction ability is due to parenting. Permissive parenting applied by parents can form antisocial behavior and uncontrolled emotions in children. According to research conducted (Hurlock, 1993 in Mufaro'ah et. al, 2019) parenting styles that are usually applied by parents to children who have less social interaction skills are Permissive parenting or permissive parenting, parents provide very loose supervision and provide opportunities for children to do something without sufficient supervision from him. Through permissive parenting will form the behavior of children who are impulsive, aggressive, not independent, have poor self-control, tend to be selfish and domineering, have no goals, cannot follow rules, are at greater risk of facing problems in relationships and social interactions. In line with the research conducted (Robbiyah et al., 2018) that the ability to improve social relationships is also greatly influenced by the education given by parents, the care given and applied by parents will greatly affect the growth and success of children in further development, ranging from personality, mental, moral, social and spiritual.

Efforts that can be made in improving social interaction of school-age children who use devices are parents are expected to teach children to do activities outside the home such as inviting children to know the surrounding environment, inviting children to play with peers, teaching children to know the time so children must know when it's time to play and when it's time to learn and limit the use of devices in children so that children's social interaction skills are better in the future forthcoming.

5   CONCLUSION

Based on the discussion of social interaction research of school-age children who use devices at SDN Krembangan Selatan 1 Surabaya, it can be concluded that most of them have sufficient social interaction.

The results of this study are expected by parents to provide opportunities for children to play and interact with peers and parents apply age-appropriate parenting so that children have good social interaction skills.

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