

INFORMATION SERVICES THROUGH AUDIO-VISUAL MEDIA THE DANGERS OF GADGET ADDICTION IN EARLY CHILDHOOD

A. Taufiq Hidayat^{1*}, Ibnu Anshori², Dwi Tjahjono³, Mahyadi⁴, Rosi Irianti⁵

^{1,2,3,4,5} Universitas Kristen Cipta Wacana, Jl. K.S Tubun No.28A. Kebonsari, Malang

e-mail: ^{1*} taufiqhidayat@cwcu.ac.id

Abstract. Understanding the dangers of gadget use is an understanding that discusses what is meant by gadgets, as well as the impacts caused by gadgets if they are played with for too long. However, in reality, what often happens is that there are still parents who do not understand the dangers of gadget use in early childhood. So it is necessary to make efforts to improve parents' understanding of the dangers of gadget use in early childhood by providing information services through audio-visual media. The purpose of this study was to determine whether information services using audio-visual media have an effect on improving understanding of the dangers of gadget use in parents of students. The research method used is a qualitative research method with a phenomenological research type. The sample or research informants were 5 parents of students at Hidayatut Tholibin Kindergarten, Bojonegoro. Meanwhile, the data collection techniques used in this study were questionnaires, interviews, observations and documentation. Based on the results of interviews before and after being given information services, it was concluded that all informants understood the dangers of gadget use after providing information services through audio-visual media and applying them to students. So it can be concluded that providing information services through audio-visual media has an effect on increasing the understanding of the dangers of gadget use among parents of students at Hidayatut Tholibin Kindergarten, Bojonegoro.

Keywords: Information services, Gadgets, Early childhood.

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1. INTRODUCTION

Technological progress has not only spread among young people and adults, but has also touched the lives of underage children who now have many of their own gadgets. Even now, many parents let their children play with their gadgets. Conditions gadget addiction this is called Screen Dependency Disorder (SDD). Around 80 percent of parents admitted that they allow their children aged 6 months to 5 years to play with gadgets while they are doing housework, and around 70 percent do the same to calm their children down when they are in public [1]

Most parents admit to leaving their children alone with gadgets before going to bed, even though the bright screens on gadgets can damage the eyes and disrupt sleep. Most parents also stated that children under 1 year old tend to use gadgets to play games, watch videos, and play applications. Parenting children in this millennial era is indeed not easy. Their characters who are always curious, impatient, and creative seem to make parents a little overwhelmed. Technology makes children always want to be satisfied quickly. "What do you want, you have to get it now,". As a result, children get bored easily and get sulky.

Parents of children of the generation that has been dominated by the millennial group who have been more familiar with technological developments. The attitude of children who get information from the internet raises its own concerns. Problems surrounding growth and development and parenting patterns occupying the second position of the toughest challenge for parents. One of the characteristics of a child with SDD is that he always takes his gadget when he wakes up and eats at the table with his eyes focused on the gadget screen. Children also experience psychological problems such as becoming someone who is quiet, often alone, often feels lonely because they spend hours without socializing with others, become more easily angry and panicked, stressed, and even have difficulty focusing when studying [2]

Some negative impacts on physical health due to gadget addiction can cause dry eyes, impaired vision, pain in the shoulders, neck pain, and pain in the fingers and wrists. There is even research that states that E. coli germs that cause diarrhea are most often found on gadgets. This happens because of frequent contact with gadgets that are at greater risk of infection. Gadget addicts often stay up late so that their sleep quality decreases. Sometimes because of the busyness of parents in taking care of work, children become less affectionate and the child seeks escape to entertain themselves by playing gadgets.

One example of a case of a child addicted to gadgets in the field experienced by a 35-year-old woman who did not want to be named. She revealed that her child had been playing gadgets since the age of 3. Although the child could not read yet, the way he played gadgets was by imitating what he saw when his parents played gadgets. The funny thing is when opening the YouTube application, the child did not type the keywords he wanted to search for but rather used voice search. When he entered school, the child's strangeness began to be seen because he often rubbed his eyes and said that his eyes were itchy and sore. "Maybe my child has eye problems," said the mother [3]

Finally, she took her child to see an eye specialist and was shocked because her child was nearsighted and had to wear glasses at a very young age. Fortunately, the child's nearsightedness could still be cured. Even so, the mother still felt guilty for not being able to take good care of her child. But gadgets do not always have a negative impact on our lives, there are still many positive impacts of gadgets on our lives such as increasing knowledge, expanding friendships to all corners of the world, and training children's creativity [4]

Today's parents have their own way of raising their children who are always curious, namely by giving them the freedom to express themselves or try something new. They also spend more time with their children by taking them for walks, exercising, and much more. Not getting their children used to playing with gadgets too much. There's nothing wrong with introducing children to the process because it is important for children to face their future so that children are used to facing difficulties independently, not easily discouraged in the face of failure. As much as possible in front of their children, parents should not be busy with their gadgets. The biggest challenge for parents today is limiting the use of gadgets in children [5]

The golden period is the first five years of a child's life, often referred to as the window of opportunity, or critical period. The golden period is a golden period of growth for children that occurs once in a person's life. During this period, the child's brain develops very rapidly, where most of the brain cell

network functions as a controller of every human activity and quality. Children respond and quickly learn new things by exploring their surroundings [7]

Gadget is a term derived from English, namely an electronic device that has a specific purpose and function to download the latest information with various technologies and the latest features, so as to make human life more practical. Gadgets themselves can be computers or laptops, tablet PCs, video games and also mobile phones or smartphones [8][9][10]

Children under the age of eight in the world as many as 82 percent of children have started using mobile devices such as smartphones, tablets, and iPods since 2023, where the majority of children aged 2 years prefer to use tablets or smartphones every day. This figure has doubled compared to 2021 at 38 percent. A survey conducted by eMarketer obtained data on gadget users increasing significantly in Indonesia and is predicted to enter the top four largest gadget user populations in the world in 2026.

eMarketer also projects that in 2026 to 2030 smartphone users in Indonesia will continue to grow, the increasing number of gadget users will increase the number of gadget addictions. Gadget addiction will increase the prevalence of the risk of attention deficit disorder and hyperactivity because gadget addiction affects the release of excessive dopamine hormones, causing a decrease in the maturity of the Pre Frontal Cortex (PFC) [11]

2. RESEARCH METHODS

The research method used is a qualitative research method with a phenomenological research type. The sample or research informants were 5 parents of students at Hidayatut Tholibin Kindergarten Bojonegoro. Meanwhile, the data collection techniques used in this study were questionnaires, interviews, observations and documentation [12]

The information services provided are in accordance with the theoretical basis for the development of this research instrument which is reviewed from the indicators of the dangers of using gadgets proposed by Damayanti. Indicators of the dangers of using gadgets include: (1). Radiation hazards; (2). Addiction; (3). Causes obesity; (4). Reduced ability to socialize; (5). Reduced concentration; (6). Anxiety disorders; (7). Aggressive behavior; (8). Sleep disorders; (9). Mental disorders [13]

3. RESULTS AND DISCUSSION

1) First Meeting, before providing services, the author first tries to build relationships with parents and explain the intent and purpose of providing information services through audio-visual media and identifying initial conditions before providing information services through audio-visual media. Furthermore, the author briefly explains the purpose of the service activities and provides direction in filling out the research instrument regarding the understanding of the dangers of using gadgets known to the guardians at that time, from these activities it can be seen that most parents understand by providing information that is known about the dangers of using gadgets. Based on the results of observations, the initial meeting can be said to be quite smooth as indicated by the parents of students who provide information about the dangers of using gadgets in the form of essays which can be filled in according to the instructions for filling. The implementation activity ends at the specified time.

2) The second meeting is a continuation of the previous stage, the author conducted interviews with each informant regarding the answers given at the first meeting to find out the development of insight into the dangers of gadgets. After that, the author discussed the impact of using gadgets for too long by inviting parents to watch the video that the author had prepared, namely the video (the effects of playing gadgets for too long). The goal is for parents of students to understand the impact of excessive gadget use. At this stage, it is quite good from the previous stage, namely an increase in things seen from the activeness and enthusiasm of parents to participate in today's activities which are shown by the response of parents who always ask questions and seriously watch the videos that are shown. Parents begin to understand the magnitude of the dangers of using gadgets in early childhood where so far they have considered small things to have a bad impact in the long term which is very detrimental. At this stage, the discussion activity is very active, parents compete to express their opinions because parents already understand enough about the dangers of using gadgets in early childhood. Based on the results of observations during the provision of services at this stage, it has gone well, during the activities, parents of students began to be encouraged and

understand the dangers of using gadgets, this is known to most parents who follow this activity with enthusiasm.

3) The last meeting in providing services is the analysis stage regarding the understanding provided through information services regarding the dangers of gadget use. By analyzing the dangers of gadget use, the author and parents identify the impacts or dangers of gadget use and formulate several alternatives in reducing gadget use in early childhood. Where previously the author invited parents to first watch a video about (how to overcome the dangers of gadget use in children), The goal is for parents to be able to find various other alternatives that they can use. After that the author encourages parents to continue to review and analyze the material that has been obtained so far regarding the dangers or impacts of gadget use in early childhood, this aims for parents to understand the dangers of gadget use in early childhood so that they will be aware of the dangers of gadget use, by knowing the risks that will be experienced, parents can formulate several alternatives in reducing or limiting gadget use in early childhood. At this stage parents are very active and enthusiastic in expressing opinions regarding alternatives that parents can do to reduce gadget use so that children can avoid the dangers of gadget use, by formulating together the results formulated will bring change because the formulation is the result of adjusting actions that can be taken by parents. In the final stage, parents conclude the activities that have been undertaken during the service provision process, related to information services on understanding the dangers of using gadgets. Parents are asked to provide messages and impressions related to the implementation of the information service that has taken place. In this final meeting, the author has explained to parents that this is the final stage of implementing this information service activity. The meeting ended with greetings.

4. CONCLUSIONS

Based on the results of the study, the Information Service for Parents through Audio-Visual Media to Improve Understanding of the Dangers of Gadget Use in Early Childhood TK Hidayatut Tholibin Bojonegoro was successfully implemented well, the results showed a significant increase in guardians related to understanding the dangers of use, this is evident from the change from the first meeting which only knew the dangers of using gadgets in general but at the second and third meetings the informants were able to explain more comprehensively the dangers of using gadgets for too long, it turned out that based on the results of their interviews after arriving home they were very interested in the information services that had been provided, then they looked for additional information to be used as discussion material for the next meeting, there were even some guardians who immediately applied it to their children.

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