
The Relationship Between The Use Of Gadget With The Emotional Intelligence Of School Age Children During Covid-19 Pandemic

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Abstrak

Excessive use of gadgets in children can have a negative effect on children's cognitive and emotional development. The results of the APJII survey (Association of Indonesian Internet Service Providers) explain that the penetration of internet users in Indonesia is increasing every year. From the BPS survey, it was found that internet users aged 10-14 years amounted to 8.31% in 2019. Research Objectives: To determine the relationship between the use of gadgets and the emotional intelligence of school-age children (10-12 years) during the Covid-19 pandemic at SD Negeri 59 Palembang. This study used a cross sectional design. Samples were taken according to the inclusion criteria, totaling 60 respondents with Stratified Random Sampling. Data analysis used univariate, bivariate analysis, namely, Chi-Square test. Based on the results of the analysis, it can be seen that children who have low levels of gadget use and emotional intelligence are sufficient, there are 15 respondents (45.5%) out of 33 respondents, lower when compared to children who use gadgets high and emotional intelligence is sufficient, there are 24 respondents (88.9%)) of 27 respondents. The results of the Chi-Square test obtained $p\text{-value} = 0.001$ ($\alpha \leq 0.05$), so it can be concluded that there is a relationship between the use of gadgets and the emotional intelligence of children aged 10-12 years during the Covid-19 pandemic at SDN 59 Palembang in 2021. There is a relationship between the use of gadgets on the emotional intelligence of school-age children (10-12 years)

Keywords : Use Of Gadgets, Emotional Intelligence, School-Age Children

INTRODUCTION

School-age children are children aged between 7-12 years, usually this period is called the intellectual period. In this period, children are relatively easier to educate than in the period before and after (Yusuf, 2008). The Center for Data and Information of the Ministry of Health of the Republic of Indonesia in 2019 stated that the estimated number of children of primary school age/level (7-12 years) in South Sumatra Province was 947,184 people. In this modern era, the advancement of digital technology is growing rapidly in society, gadget technology is widely known by the people of Indonesia. This is supported by the development of digital technology and the internet which are increasing rapidly and massively. At this time, society is surrounded by a lot of digital products and technology. One of them is the use of gadgets (gadgets). Gadgets have an impact on people from all walks of life including children. The fact is that gadgets are not only used by adults/elderly (22 years and over), teenagers (12-21 years), but are also used by children (7-11 years), and even more ironically, gadgets are also used by children aged early age (3-6 years), which should not be feasible to use and use gadgets. 3 In this digital age, the use of gadgets in children is increasingly difficult to avoid. With the demands of the times for mastery of technology, parents are encouraged to introduce their children to technological sophistication from an early age. However, on the other hand, the use of gadgets without supervision and restrictions has a negative impact on children, namely children who are dependent, like to be alone, and are addicted lack of interaction

with the surrounding social environment because they prefer to use gadgets rather than interact with other people. At this time the world is faced with the Covid-19 pandemic. The Covid-19 pandemic was the worldwide spread of the coronavirus disease 2019. This disease is caused by a new type of corona virus called SARSCoV-2. The Covid-19 pandemic has resulted in changes in all aspects of life, including changes in the world order of education. The way of learning changes from face-to-face learning to online distance learning According to the United Nations Educational, Scientific and Cultural Organization, approximately 1.37 billion students (80% of the world's student population) from > 130 countries globally are affected by these lockdown measures (online learning), with digital or e-learning approaches that replaced face-to-face, classroom-based learning. With an online learning policy, school children do learning at home using their respective gadgets children cannot meet and interact directly with their friends. APJII survey results (Association of Indonesian Internet Service Providers) explain that internet user penetration in Indonesia is increasing every year, currently the number of internet user penetration is 73.7%, an increase compared to 2018 which amounted to 64.8%. Internet users in Indonesia in 2019-2020 amounted to 196.71 million of the total population 266.91 million people. The number of internet users in the province of South Sumatra in 2019-2020 reached 81.8% of the total population. From the BPS survey, it was found that internet users aged 10-14 years amounted to 8.31% in 2019. 7 Based on a survey conducted by the Indonesian Child Protection Commission (KPAI) it shows that 79% of children are allowed to use gadgets other than for studying and children who already have gadgets itself as much as 71.3%. Based on research conducted by Inaha (2019) with the title "Relationship between the duration of gadget use and the emotional intelligence of children aged 8-10 years at MI Nurul Islam Tanjung Bendo, Magetan Regency" to 42 students aged 8-10 years at MI Nurul Islam Tanjung Bendo namely there is a significant relationship between the duration of gadget use and children's emotional intelligence with the results of the study that 1 student (2.4%) had less emotional intelligence, 24 students (57.1%) had moderate emotional intelligence, and 17 students (40.5%) had emotional intelligence good. 9 The purpose of this study was to determine the relationship between the use of gadgets and the emotional intelligence of school-age children (10-12 years) at SDN 59 Palembang in 2021.

RESEARCH METHODS

Analytic descriptive research design with a cross sectional approach. The sample in this study were students of SD Negeri 59 Palembang grades V and VI as many as 60 respondents. Sampling technique using Stratified Random Sampling. The independent variable is the use of gadgets, while the dependent variable is emotional intelligence. The research instrument is a questionnaire that has been used before and has been tested for validity and reliability. Data analysis consisted of univariate and bivariate analysis. Bivariate analysis used the Chi-Square statistical test with a significance of $\alpha \leq 0.05$.

RESULTS AND DISCUSSION

Results

Univariate analysis, Characteristics of Respondents respondents:

Table 1
Characteristics of Respondents Based on Age, Gender, Duration of Gadget Use

Characteristics	f	%
Age 10 tahun	36	60
Age 11 tahun	23	38.3
Age 12 tahun	1	1.7
Gender		
Male	35	58.3
Female	25	41.7
Duration of Gadget Use		
<1 hour	18	30
1-6 hours	30	50
7 -12 hours	10	16.7
>12 hours	2	3.3
Amount	60	100

Based on table 1, it is known that the majority of respondents are in the 10-year age group of 36 people (60%). The sex of the majority is male with a total of 35 people (58.3%). Most of the duration of using gadgets ranges from 1-6 hours/day or 50%.

Table 2
Frequency Distribution
Use of Gadgets, Levels of Emotional Intelligence in Children

Gadget use duration	f	%
low	33	55
Height	27	45
Emotional Intelligence Level		
Enough	39	58.2
Good	21	31.3
Amount	60	100

Based on table 2 of the frequency distribution of respondents based on the use of gadgets at SDN 59 Palembang in 2021 it was found that of the 60 respondents who had a low level of gadget use, the proportion was greater, namely 33 respondents (55%). Respondents with emotional intelligence levels at SDN 59 Palembang in 2021 found that the highest level of emotional intelligence was in the sufficient category, namely 39 respondents (58.2%).

Bivariate Analysis

Table. 3
Analysis of the Relationship between the Use of Gadgets on the Emotional Intelligence of School-Age Children at SDN59 Palembang

Gadget use duration	Emotional Intelligence level						<i>p value</i>
	Enough		Good		Amount		
	f	%	f	%	f	%	
Low	15	45.5	18	54.5	33	100	0,001
Height	24	88.9	3	11.1	27	100	
Amount	39	65	21	35	60	100	

Based on the results of the analysis of table 3, it can be seen that children who have low levels of gadget use and emotional intelligence are sufficient, there are 15 respondents (45.5%) out of 33 respondents, lower when compared to children who use gadgets high and emotional intelligence is sufficient, there are 24 respondents (88.9%) of 27 respondents.

The results of the Chi-Square test obtained $p\text{-value} = 0.001$ ($\alpha \leq 0.05$), so it can be concluded that there is a relationship between the use of gadgets and the emotional intelligence of children aged 10-12 years during the Covid-19 pandemic at SDN 59 Palembang in 2021.

Discussion

Children who are 10 years old, on average, look at gadgets at home and even watch two or more screens at the same time. Exposure to gadget screens can induce the release of the hormone dopamine which plays an important role in the formation of dependency or addiction. 10 Factors that influence the occurrence of internet addiction consist of gender, purpose and time of use, socioeconomic conditions and psychological conditions. One of the factors that influence internet dependence is gender. The type of smartphone application used can be the cause of the individual experiencing addiction. Men and women use the internet in different ways, for example men are more often addicted to online games, porn sites, online gambling, while women are more often addicted to online chuning and shopping. Research conducted by Raihana (2010)) found that women are more likely to experience internet addiction than men. In contrast to the results of research Liang, Zhou, Yuun. Shao, and Bian (2016) stated that men are more likely to experience internet addiction than women. Men use the internet for entertainment and reduce pressure, while women tend to use the internet to find certain tasks and information

Judging from the duration of using the gadget, as many as 30 respondents had a duration of using the gadget between 1 – 6 hours/day. According to research by Chikmah and Desi (2018), respondents who use gadgets for more than 1 hour per day will affect children's mental and emotional problems. In addition, it was found that the continuous use of gadgets can hamper the child's psychological development process. The intensity of using gadgets greatly influences individual communication behavior. Now the gadget has become the main medium of communication. This can be proven by the reality on the ground. Everyone certainly can't be separated from gadgets, both in communicating or just uploading on social media. This shows that the intensity of using gadgets affects changes in individual behavior. According to Shininkam, et al (2016) stated that a high internet addiction score can cause disturbances in the function of the brain cortex which can inhibit cognitive and brain cortex control mechanisms, so that high self-control has the potential to reduce the occurrence of Internet addiction in individuals. Excessive use of gadgets will have a bad impact on children. Children who spend time with gadgets will be more emotional, rebellious because they feel they are being disturbed while playing games and children become lazy to do their daily routines. Based on research conducted by Amri (2018) the use of gadgets can have a negative impact, namely children become lazy to do activities, children become angry easily, and

disrupt concentration in children. When using gadgets, their time is wasted to continue playing games. Hovart explained that addiction is not only to substances, but also to certain activities that are carried out repeatedly and have a negative impact as well as addiction to gadgets. This will hinder the child's socialization process and will cause dependence on the gadget. From the results of data analysis, it was found that the level of use of gadgets with emotional intelligence was good and sufficient. According to Wijanarko and Setiawati (2016) one of the behaviors that is affected by the use of gadgets is emotional behavior, namely when a child is addicted to using gadgets, the child cannot stand being separated from his gadget for a long time and if someone else tries to take the gadget the child will get angry. , excessive crying or screaming. The attention of a gadget addict will only be focused on the virtual world, and if separated from the gadget the child will feel uneasy

Based on the research results of Syifa, et al (2017) it can be concluded that the use of gadgets has an impact on the psychological development of elementary school children. In this study, children who used gadgets for more than 2 hours per day experienced changes in behavior. 16 These results were in line with Puspitasari's research (2019) which showed that there was a relationship between the duration of using gadgets and children's emotional intelligence (p value = 0.00). Likewise with Asif's research (2017) which shows that there is a relationship between the level of gadget addiction and emotional and behavioral disorders of adolescents aged 10-12 years. The results of the analysis show that there is a relationship between the use of gadgets and the emotional intelligence of children at SDN 59 Palembang. Based on these results, children consider gadgets to be important to them and make it difficult for children to control the use of gadgets. This can cause

CONCLUSION

Children who have a low level of gadget use experience moderate emotional intelligence, which is lower than children who use high gadgets and have sufficient emotional intelligence. The results of the Chi-Square test found that there was a relationship between the use of gadgets and the emotional intelligence of children aged 10-12 years during the Covid-19 pandemic at SDN 59 Palembang in 2021.

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