

Children using Learning Gadget Addiction, Can Traditional Games With “Berlian” Method as a Solution Increase the Social Skill?

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Abstract: This study aimed to examine whether traditional games can improve children's social skills. The research subjects were 10 primary school age children who had the characteristics of gadget addiction in the medium and high category and moderate and low social skills. This research was an experimental study with the design of one group pretest-posttest design. Traditional games were experimental variables and social skills was dependent variables. Instrument to measure social skills were a social skills scale. Gadget addiction scale was used to screen research subjects. The traditional game consists of four games namely batu bata, bentengan, cublak-cublak suweng, and tokyo which were given in six sessions. The results showed that there was an increase in social skills ($t = 8.03$; $p = 0.00$) between the pretest ($M = 88.70$) and posttest ($M = 119.80$)

Keyword: Traditional games, social skills, gadget addiction

Introduction

In this digital age, Parents tend to give gadgets to children even when they are young. Gadgets, as children's toys, have a high attraction for early childhood. Attractive visual and sound images from various videos and games on the gadget make the child addicted to continue playing it. The existence of gadgets as children's toys replaces other children's toys such as dolls, cars, balls and other children's toys. Even though Hsin, Li and Tsai (2014) said the use of gadgets in children needs to involve parental assistance. Although gadgets can help the development aspects of children, namely visual and auditory stimuli, but if excessive can lead to addiction to gadgets in children.

Various complaints came from parents and teachers who said that children could not be separated from the use of gadgets so that it hampered other children's activities. Issues - the issue of addiction to gadgets in children is also increasingly being reported. It was even reported that children who were addicted to gadgets resulted in being rushed to the hospital to get further treatment. Government institutions such as; Dinas Komunikasi dan Informatika (DISMINFO) and the Dinas Pemberdayaan Perempuan Perlindungan Anak, Pengendalian Penduduk dan Keluarga Berencana (DP3AP2KB) in Malang City Government have conducted seminars and workshops on issues related to gadget addiction in children. It shows that more and more cases of gadget addiction have sprung up in children that have a negative impact on children.

The negative impact of gadget addiction on children includes several aspects including; decreased cognitive skills, academic problems, impaired perceptions of reality, to violent behavior in children (Subrahmanyam, Greenfield, Kraut & Gross, 2001).

Behavioral disorders in children with gadget addiction are caused by emotional stress or drastic decrease in emotions in children. As a result of deviant behavior in children such as compelling behavior, personality changes and learning difficulties in children (Karapetsas Karapetsas, Zygoris & Fotis, 2014; Pazukhina & Filippova, 2014). In the medical world the results of the study show a negative impact on children who are addicted to gadgets in children including; psychomotor disorders and obesity (Hatch, 2011; Karapetsas et al, 2014). Because of the exposure of existing complaints and the negative impact on early childhood children with gadget addiction, it is important to make countermeasures and prevention efforts.

Playing is an important phase in the growth and development of children. In addition to providing benefits to child development, play is also intended so that children can learn about the world around them (Hurlock, 2006; Papalia, Old & Feldman, 2009). The type of game in early childhood that is usually done is social games. Social games are games that involve social interaction with peers (Santrock, 2002). Social games include gross motor games such as running, chasing, hitting, jumping, falling, hitting. Early childhood performs various games followed by signs such as laughter, exaggerated movements, and open arms which show that this is a game (Bateson in Santrock, 2002). The importance of the playing phase for early childhood development means that children's games must contain stimulation of sensorimotor aspects and socio-emotional aspects.

In early childhood who are addicted to gadgets, behaviors that should appear when performing the game above do not appear. Gadget games cannot

stimulate aspects of early childhood development such as sensorimotor and socioemotional. Children become less active, less express emotions, minimal pretending and interact socially with peers. On the other hand the use of gadget games without parental supervision makes it impossible for children to stop playing their gadgets. As a result, problems arise in early childhood with addiction to gadgets.

The impact of early childhood playing gadgets continuously is the lack of opportunities for children to engage in social interaction. It can even cause anti-social disorders in children (Epstein, 2015; Karapetsas et al., 2014). Opportunities for children to develop crude sensory that appear through behavior - social behavior in playing is lacking. Besides that, addiction to gadgets also affects the emotional aspects of children. Anderson & Bushman (Demirok et al., 2012) say that children who are addicted to playing gadgets will be angry if access to the game is stopped or eliminated. In line with the results of research conducted by Demirok et al (2012) which shows that children who play gadgets more than 2 hours have irritable nature than children who play gadgets for less than 30 minutes.

Carlson et al. (Shin & Huh, 2011) say parents are important agents of socialization in supporting children's growth and development for the formation of appropriate behaviors, knowledge and social skills in early childhood. Parents are encouraged to use a variety of parenting strategies such as parent parent discussions, giving reinforcement, making regulations and giving examples (modeling). So parents play an important role in reducing the negative impact of using gadgets on children. Parental awareness regarding the influence of using gadgets as a children's game will be related to how parents supervise the use of gadgets in early childhood. This study focused on children and their parents who have children with characteristics of gadget addiction. The hypothesis of this study is that there is an effect of The BERLIAN method to improve the social skill ability of children by characterizing the tendency for gadget addiction.

Method

The design of this research was one group experimental design. The research participants were 10 school age children. The characteristics of the research subjects were elementary school-aged children who had the characteristics of gadget addiction in the medium and high categories and moderate and low social skills. The research instrument uses the Internet Addiction Test (IAT) which was developed which was adapted to Indonesian and changed its statement into a tendency towards gadget addiction (Kimberly & Psy, 1998). This scale serves as an instrument to screen the gadget's addiction level. As for knowing the changes in social skills from the pretest to the post, the parent version is used by Hess et al (2014) who were adapted using Indonesian and will be given to parents. Based on the results of the second try out scale, the reliability value was 0.78 for the gadget addiction scale and 0.92.

The experimental variable in this study was a traditional game with BERLIAN method consisting of six sessions. There are four traditional games that used in this study, namely:

Cublak – cublak suweng

Cublak – cublak suweng is a game that uses horn eardrops, commonly called *uwer*, has variations that can use gravel, grains or anything that can be grasped well, in this game the children must sing *cubel* songs, *cublak suweng* by tilting the ground body.

Bentengan

This game requires two teams or two groups of children to play which each group usually consists of 4-5 children. In this game requires 2 poles as a fort.

Batu Taba

Batu taba played outside the room. This game requires a large rock and small stone, this game is a game that contains foot skills as well as the demand for players to use strategies to achieve success.

Tokyo

This Tokyo game is a guessing game. Players involved in this game usually consist of four to five children with one child functioning as a facilitator.

Furthermore, the procedure for conducting the research is as follows: (1) Prepare measuring instruments and modules. (2) Doing pretensions. (3) Intervened as many as 6 sessions in a span of 17 days. (4) Posttest a week after the intervention. (5) Perform data analysis.

Result

Subjects in this study were children who had the characteristics of elementary school age children as many as 10 children who have characteristics of gadget addiction in the medium and high categories and moderate and low social skills. An overview of the differences scores of children's social skills between the pretest and posttest is presented in table below:

Table 1. *Comparison of pretest and posttest scores on social skills*

No.	Subjects	Social Skills	
		Pretest Scores	Posttest Scores
1	AFU	110	132
2	M	122	138
3	FM	82	113
4	ZN	85	110
5	D	74	110
6	PTP	75	110
7	S	93	111
8	AM	82	133
9	M	82	132
10	BAN	82	109

Based on Table 1, an overview of the research subjects was obtained. Before getting treatment, the subject is given social skills pretest. The treatment given to the subject of research is a traditional game with the BERLIAN method as many as six sessions. A week after completion of treatment given the posttest of social skills. The scale of social skills is filled by parents. The results of data analysis on differences in pretest and posttest of social skills are presented in Table 2.

Table 2. *The analysis of social skills scores differences in pretest and posttest*

Social Measurement	Skill	Mean	t	P
Pretest		88.70		
			0.83	0.00
Posttest		119.80		

Discussion

The results are obtained based on the pre-test and post-test that have been given. The average score of the pre-test and post-test scale of gadget use, namely 37.2 and 22.6 or decreased. While the average score of pre-test and post-test on the social skills scale was 88.7 and 119.8 or increased. According to Steedly, Schwartz, Levin & Luke (2008) social skills have a component of individual initiative and individual skills to maintain positive social relations. In addition, another component is the contribution of individuals to accept the environment of their peers satisfying views in schools and the skills of individuals facing a larger social environment (Steedly, Schwartz, Levin & Luke, 2008) tan. According to Surya (1988) social skills are a particular set of behaviors that are the basis for achieving effective social interaction. When looking at the research conducted by Al-Ayouby (2017), it shows that the use of gadgets has a negative impact, namely children tend to be individualistic, difficult to get along, and when addicted to it will be very difficult to control from the use of gadgets, which ultimately the child's brain - children are difficult to develop because they play games too often.

The development of social skills in children cannot be separated from the method given to the child. Early childhood learns through play that can build relationships with others. Through the game children will develop their interactions with the social. Children with playing habits will more easily accept other people in their environment and begin interactions with the environment (Baskoro & DRSAS, 2015). Family interactions and interactions with peers are very important factors in forming social skills. Activities in learning social skills are by playing that can make children interact with their environment.

The results of this study were also inseparable from the process of intervention. The participants looked very enthusiastic when they attended a series of

events presented. It was seen from the active mothers asking at the first day psychoeducation activities. The children also took part in the whole session in earnest and excited. Collaboration with groups also looks real when they have to try to win. Also when you have to take part in reflection activities children pay attention and get involved fully.

Conclusion

Based on the results of data analysis obtained by intervention in the field, it can be concluded that the use of training with the BERLIAN method showed that there was an increase in the score of social skills in the trainees between before obtaining treatment and after obtaining treatment. Thus, it can be concluded that psychoeducation activities for parents about the importance of improving children's social skills through traditional games followed by the practice of traditional games on children are proven to improve social skills.

Recommendation of this research. Looking at the conclusions that have been obtained through the interventions that have been made, there are several suggestions or recommendations offered, as follows: (1) to parents, it is hoped that they can assist children in playing activities and provide support to control the use of children's gadgets. Parents are expected to be better able to multiply gadgets into activities that involve physical activity. (2) To the next researcher, if it is going to conduct research with the same theme, it can be applied in other regions or regions so that the method can develop towards other regions and more play variations are developed in the BERLIAN method.

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