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The Impact of Gadget Use on the Social Development of Elementary School Students

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Abstract	This study aims to determine the positive and negative impacts of using handphone both at school and at home, on the social development of fifth grade students of Al Fattah Islamic Elementary School. The method used in this study is a qualitative descriptive research type that focuses on case studies. The subjects studied were fifth grade students of Al Fattah Islamic Elementary School. Data collection was conducted through observation, questionnaires, and interviews condensation with 10 fifth grade students selected using purposive sampling techniques. The data analysis technique used was the Miles, Huberman, & Saldana, namely data, data presentation, and drawing conclusions. The results of the study show that the impact of mobile phone use on students includes positive and negative impacts, where the negative impacts are greater than the positive impacts. The negative impacts of handphone use are that it makes students dependent, reduces students' social interaction with peers and the surrounding environment, students are less active in discussions or group work, students often say and behave impolitely, and students become indifferent to the surrounding environment and tend to be more interested in virtual interactions than direct interactions so that they become passive individuals and develop towards anti-social individuals. While the positive impacts of handphone use are that students find it easier to communicate with friends and find information or learning materials that are not yet known.
Keywords	Impact, Handphone, Social Development

INTRODUCTION

In the era of globalization, technological developments are increasingly rapid and sophisticated. Technology has a very large influence on human life so it becomes a challenge in the future, both in terms of sustainability of life and social development (Y. Sari et al., 2024). The development of science and technology appears with various types of new features that influence human life patterns both in terms of communication patterns, thought patterns, and human behavior. One of the technological developments that has emerged in human thought and daily life is the handphone. Handphone is a medium used as a means of communication (Abdurahman et al, 2021). Handphone make human life patterns change significantly because it can affect the way humans communicate today, where initially simple life became modern. In the 21st century, handphones were only used to call and send messages (Afandi et al., 2024). However, in modern times, handphones also offer various applications and features that can provide entertainment such as games, videos, images, and ease of accessing educational information (Sholihah et al., 2022)This is driven by increasingly easy internet access and advances in technology and information (Nuraliyah et al., 2022)

In this digital era, handphones are not something new, and almost everyone has one. Starting from parents, young people, even children who are still young, already understand and are able to operate mobile phones (Zain et al., 2022). The increasing use of handphones among elementary school students can raise various concerns that have an impact on social development. Excessive use of handphones without parental supervision can cause an imbalance in children's social interactions, both at home and at school. Social interaction is an important foundation for children's development. Through social interaction, children will learn how to communicate with friends, parents, and the community. Proper use of handphones can support the development of children's creativity, intelligence, and imagination. While uncontrolled use can hinder children's social and language development (D. N. Sari, 2020)

Basically, childhood is a very important period in individual development. During this period, children always want to explore new things and tend to imitate the behavior they see and observe without sorting out whether the behavior is positive or negative (Rahmalah, 2019). Children at this age are usually more open to accepting new things and interacting more with friends and their surroundings. However, in this era of globalization, children tend to spend more time playing games on their handphones than playing and interacting directly with friends or their surroundings.

Research (Munisa, 2020) revealed that When children play games on their handphone, they tend to be lazy to go out of the house and don't care about their surroundings. In line with research (Putri & Khadijah, 2024), which states that excessive use of handphones can disrupt social interactions so that children will find it difficult to adapt to their surrounding environment. If a child uses a handphone for a long period of time, it can make the child lose focus on social aspects, such as becoming dependent, lazy about studying, and lazy about socializing with peers because he is too focused on the handphone (Ismiyanti et al., 2023)

Excessive use of handphones can be caused by family and the surrounding environment (Aziz & Nurainiah, 2018; Suryadi et al., 2021). Families who are busy with their work so they pay less attention to their children. This gives children the opportunity to play with their handphones all day long. Children feel that the activities they do are right because no one is paying attention to and supervising them. Therefore, parents play an important role in controlling children playing with their handphones. Parents should interact more with their children, even occasionally checking the contents of their children's handphones to minimize things that have a negative impact. One of the negative impacts of mobile phone use is that students tend to be more connected to digital media than direct interaction (Cahyaningtyas et al., 2022). Children who often play with their handphone at home can have an impact on school, where during learning, children tend to be quieter without interacting much, even when children feel confused about the material, the child will be quiet and not ask the teacher or friends about the material.

Thus, researchers conducted direct observations or observations on Wednesday, September 4, 2024 at SD Islam Al Fattah and found data that there were changes in students' social interaction patterns, especially in grade V students who were influenced by handphones. This is because 80% of grade V students already have their own handphones, while 20% of students do not have handphones, but they still play with handphones by borrowing from their parents. The use of handphone by students is increasing both at school and at home. Students tend to interact more with handphones than interact directly with friends and family. The results of the observation show that the average grade V student uses a handphone for a long time, namely more than 5 hours a day, where most of the time is spent playing games or watching videos on social media platforms such as tiktok, youtube, and so on.

Referring to the problems described above, the researcher is motivated to raise the problem and conduct an in-depth study on "Analysis of the Impact of Using Gadget: Handphone on the Social Development of Fifth Grade Elementary School Students". The purpose of this study is to determine the positive and negative impacts of handphone use both at school and at home, on the social development of fifth-grade students of Al Fattah Islamic Elementary School.

METHOD

The method used in this study is a type of qualitative descriptive research that focuses on case studies with the aim of knowing in depth about the impact of handphone use on students' social development. The data source in this study is a primary data source, where data is obtained directly from the first source without going through an intermediary. The primary data source in this study is a fifth-grade student of SD Islam Al Fattah. Data sources were selected through purposive sampling. Purposive sampling is one of the qualitative data sampling techniques. This technique is carried out by selecting samples based on certain criteria or characteristics that are in accordance with the objectives of the study so that it is expected to answer the problems in the study (Ames et al., 2019)

Data collection techniques were carried out through observation, questionnaires, and interviews. The first step taken by the researcher was to conduct direct observation or observation of all fifth-grade students with 28 participants. Observations were carried out with the aim of finding out how the impact of handphone use on the social development of fifth-grade students of SD Islam Al Fattah. In the second step, the researcher distributed a questionnaire sheet totaling 17 questions with 28 participants. In the third step, the researcher conducted interviews with 10 fifth-grade students, where the data source was selected through purposive sampling by selecting students who used handphones for more than five hours a day and could not be separated from handphones based on questionnaire data.

Data analysis is carried out interactively and continuously until it produces saturated data. Data analysis is carried out during data collection using the method proposed by Miles, Huberman, & Saldana (2014:14) there are three activity flows in analyzing qualitative data, namely: 1) data condensation refers to the process of selecting, focusing, and simplifying, abstracting, and transforming data obtained in text form systematically so that it is easy to understand, 2) data presentation is carried out in a structured form such as compiling the data that has been obtained

into a brief description or table as a guideline, and 3) drawing conclusions in the form of a process where researchers conclude the overall research results by verifying their truth.

FINDINGS AND DISCUSSION

Findings

This research was conducted at SD Islam Al Fattah on 18-21 November 2024 regarding the impact of using gadget: and handphone on the social development of fifth-grade students of SD Islam Al Fattah, which is reviewed from the condition of the school environment and students. The research data were obtained from primary data sources, namely fifth-grade students of SD Islam Al Fattah. The data collection in this study used observation, questionnaires, and interviews. Thus, the research data are described as follows:

1. Observation Results of the Impact of Using Handphones on Social Development

Researchers conducted direct observations at school and at the homes of fifth-grade students of SD Islam Al Fattah. Observations were conducted with the aim of finding out how the use of handphone impacts the social development of students. The results of observations of fifth-grade students can be seen in the table below:

Table 1. Observation Results of the Impact of Handphone Use on Students' Social Development

No	Variables	Indicator	Observation Results
1.	Use of handphone by students	Ownership or interest in the handphone	80% of fifth-grade students already have their own handphone, while 20% do not, but still play with handphones by borrowing their parents'.
		Utilization of handphone functions	Almost all students use handphones for entertainment, communication, and gaming. There are some students who use handphones to search for information related to school assignments.
		Applications used	All students often use WhatsApp, Instagram, YouTube, TikTok, and online games.
		Frequency of handphone use	Almost all students use their handphone more than three times a day.
		Duration of handphone use	There are 10 students who use handphones for more than five hours a day, starting from when students come home from school until at night when they want to sleep, students use cellphones.
		Dependence on handphone	There are 10 fifth grade students who cannot be separated from their handphone and use handphone for more than five hours a day, so

		Supervision or supervision when using a handphone	they are said to be addicted according to research (Nuramadan et al., 2023)
			Students do not get supervision from parents. There are some students who get supervision from their parents when using handphone.
2.	Student social development	Be polite and courteous	There are some students who still behave impolitely, for example using rude and dirty language.
		Empathetic behavior	There are some students who have not shown empathy in helping friends who are experiencing difficulties.
		Student involvement in collaboration	Students are less active in group work.
		Caring attitude	Students are less concerned about friends who need help.
		Interaction with peers	Students rarely interact directly with peers. This is because when at home, students play with their handphone more often so they rarely go out and interact with peers.
		Communication skills	Students' direct communication skills are declining. Students prefer to communicate via handphone rather than in person.

Based on table 1, researchers obtained data that 80% of fifth-grade students already have their own handphones, while 20% of students do not have a handphone but still play with handphones by borrowing from their parents. Students use handphones only for entertainment, not for studying. There are 10 students who often use their handphones for more than five hours a day so that unknowingly, they become dependent and cannot be separated from their handphones. This is because most fifth-grade students of Al Fattah Islamic Elementary School do not get supervision from their parents when using handphones. The results of observations show that, on average, fifth-grade students rarely interact directly with their peers. Students prefer to communicate with friends via handphone rather than directly, making students not care about friends who need help.

2. Results of the Questionnaire on the Impact of Handphone Use on Social Development

The researcher distributed the questionnaire on Wednesday, November 21, 2024. The researcher distributed the questionnaire to all 28 fifth-grade students. The conclusions of the questionnaire results that have been distributed to students can be seen in the table below:

Table 2. Results of the Questionnaire on the Impact of Handphone Use on Students' Social Development

No	Variables	Indicator	Yes	No
1.	Use of handphone by students	Ownership or interest in the handphone	23	5
		Utilization of mobile handphone functions	20	8
		Applications used	28	0
		Frequency of handphone use	23	5
		Duration of handphone use	10	18
		Dependence on handphone	10	18
		Supervision or supervision when using a handphone	8	20
2.	Student social development	Be polite and courteous	17	11
		Empathetic behavior	12	15
		Student involvement in collaboration	10	18
		Caring attitude	18	10
		Interaction with peers	20	8
		Communication skills	18	10

Based on Table 2, the researcher obtained data that almost all fifth-grade students of SD Islam Al Fattah use handphone more often for entertainment than for studying. There are 10 students who stated that they often use handphone every day for more than five hours a day and feel they cannot be separated from their handphone. The results of the questionnaire showed that on average fifth grade students prefer to play with handphone than go out to play with friends.

3. Interview Results Impact of Handphone Use on Social Development

The researcher conducted interviews on November 20-21, 2024. Interviews were conducted in stages over two days at the school and the students' homes. The researcher asked 17 questions to the data source of 10 fifth grade students using a purposive sampling technique, where the researcher conducted interviews with students with the longest duration and could not be separated from their handphone based on data from the questionnaire results. The results of the fifth grade student interviews can be seen in the table below:

Table 3. Interview Results Impact of Handphone Use on Students' Social Development

No	Variables	Indicator	Interview Results
1.	Use of handphone by students	Ownership or interest in the handphone	Students already have their own handphone and often use them every day. Most students use handphone for entertainment such as playing games, social media, and communication rather than for searching for study materials because they think playing games and social media is more exciting, fun, and not boring.
		Utilization of handphone functions	

		Applications used	All students often use applications such as whatsApp, instagram, youTube, tiktok, and online games. Female students are more likely to play social media such as instagram, whatsApp, youTube, and tiktok. There are several female students who often create tiktok trends and upload them on their social media. While male students tend to play online games such as free fire.
		Frequency of handphone use	All students use their handphone more than three times a day. There are even some students who must always bring their mobile phones wherever they go, except for school.
		Duration of handphone use	Students use handphones for more than five hours a day, starting from when they get home from school until the evening when they want to sleep, students use handphone. There are even some students who have time to play with their handphones before going to school. So from the moment they wake up, what they are looking for is a handphone.
		Dependence on handphone	Most students are classified as excessive users (addicts). Students feel empty and lonely if they do not use their handphones for a day. Students feel irritated and annoyed if the handphone they use suddenly becomes slow or the battery runs out.
		Supervision or supervision when using a handphone	Most students do not get supervision from their parents. There are some students who get supervision from their parents when using handphones.
2.	Student social development	Be polite and courteous.	Most students often behave and behave impolitely to friends. Students often mention animal names (anjir). The word is heard from social media and online games. These words are often said in everyday life because they have become a habit. In addition, students always respect their parents who are older than them.
		Empathetic behavior	Most students rarely help friends who are in trouble. Students only help close friends.
		Student involvement in collaboration	Most students are lazy and less active in group work. Students do not like group work because their group mates are not close friends. In addition, students do not like it if their friends have different

		opinions. There are some students who say they like group work but rarely express their opinions. The reason students like group work is because they feel that the assignments are completed quickly.
	Caring attitude	Most students are less concerned about friends who need help.
	Interaction with peers	Most students rarely interact directly with peers. This is because students do not easily become familiar with new friends and environments. According to students, playing with handphones is more fun than going out to play with peers. There are several students who stated that playing with handphones and playing with peers are equally fun.
	Communication skills	Most students prefer to communicate via handphone rather than in person.

Based on table 3, the researcher obtained data that the use of handphones by fifth-grade students was considered excessive (addiction). Students use handphones every day for more than five hours a day. Excessive use of handphones can cause children's social development to decline because it makes children develop in a personal and antisocial direction. Where students are less active in discussions or group work, students often behave or say impolite words by imitating words on their handphones, and think that playing with their handphones is more fun than playing with friends directly.

Discussion

Referring to the results of observations, questionnaires, and interviews that have been explained above, it can be concluded that the use of handphone in grade V students is quite large and excessive, where almost all grade V students already have their own handphones and often use them for more than five hours a day so that unknowingly it makes children dependent. This is because children do not get supervision from their parents when using handphones at home, so children feel free to use handphones. Most children often use handphones for entertainment, such as playing games, socializing on media, and communicating rather than studying. The results of interviews with students show that the impact of handphone use on students includes two aspects, namely positive and negative impacts, where the negative impacts are greater than the positive impacts. The negative impacts of handphone use are that it makes students dependent, reduces student interaction with peers and the surrounding environment, students are less active in

discussions or group work, students often say and behave impolitely, students become indifferent to the surrounding environment and tend to be more interested in virtual interactions than direct interactions so that they become passive individuals and develop towards anti-social individuals. This habit also reduces the opportunity for children to learn social values, so it can trigger individualistic behavior, where children often focus more on the virtual world and unconsciously, children no longer care about the surrounding environment. The positive impact of using a handphone is that students can communicate more easily with friends and find information or learning materials that are not yet known.

Basically, handphone provide benefits as a means of communicating with friends and as a learning tool that supports children in finding information or learning materials that are not yet known (Maulidiana et al., 2021). In line with research (Singh & Samah, 2018), which revealed that handphones can make it easier for children to communicate and access information. However, if used excessively, it can affect children's social development (Witasari, 2024). Research (Nihaya et al, 2022)revealed that dependence on handphones causes children's social development to decline. Children who spend more time with handphones tend to be more interested in virtual interactions than direct interactions with peers or the surrounding environment. This makes it difficult for children to build healthy social relationships. As a result, the ability to work together to complete tasks or problems directly is hampered. In line with research (Andriyani et al., 2021)which states that excessive use of handphone makes children very dependent on handphone and causes children to have difficulty in socializing, even the use of handphone can cause children to experience physical problems such as damaged eyes. This dependency is one of the impacts that has a very big influence on children's social relationships because it can cause children to develop anti-social personalities so that children forget to communicate directly with other people.

In the current phenomenon, the existence of handphones has a big influence on children, so children prefer to play with handphones rather than playing directly with peers. In addition, children feel that they cannot be separated from handphones, and feel anxious or have difficulty if they do not use a handphone in a day. As a result of using handphones too often, children become lazy to do other things and become indifferent to their surroundings. Children often say dirty or impolite words to friends, such as mentioning animal names. Children hear these words from applications on their handphones. These words are often said in everyday life because they have become a habit. Research (Ariston & Frahasini, 2018) shows that children who spend more time in

front of handphone screens can cause addiction, making children too lazy to play or interact with peers. (Rini et al., 2021) revealed that children who use their handphones excessively become easily angered, imitate behavioral steps on the handphone, and talk to themselves on the handphone. In line with research (Srinahyanti et al., 2019) which states that the negative impact of handphone use is that children are more often alone, have difficulty socializing, and if they are addicted, it becomes difficult to control so that the child's brain becomes difficult to develop.

The research conducted by this researcher is also strengthened by the social learning theory by Albert Bandura. According to (Tullah & Amiruddin, 2020) this theory emphasizes that humans, especially children, do not only learn through direct experience but also through observing the behavior of people around them, both positive and negative, which are displayed on the handphone. Children tend to imitate the behavior they see from social media content, videos, or online games. This can affect children's social development, both in communication skills, empathy, and social relationships. According to Bandura, social interaction is one of the important factors in the formation of individual behavior. Excessive use of handphones can reduce children's interaction with peers and family, thus affecting children's ability to build interpersonal relationships.

Therefore, it can be concluded that the use of handphones in grade V students of SD Islam Al Fattah has become a part of everyday life so it has an impact on children's social development. Although handphones offer various conveniences in communication, their negative impact on social development cannot be ignored. Excessive use of handphones in grade V students of SD Islam Al Fattah has had a significant negative impact on their social development, where children become lazy to interact with friends, often say rude things, and become insensitive or careless about the surrounding environment. Therefore, strict supervision is needed from parents to provide time limits for handphone use, often check children's handphones, and encourage children to be more active. in direct social interaction so that children can use handphones wisely and children can develop optimally.

CONCLUSION

Based on the results of the research and discussion that the researcher has outlined, it can be concluded that excessive use of handphones can affect students' social development. The impact of students' use of handphones has positive and negative impacts, where the negative impacts are greater than the positive impacts. The positive impact is that students find it easier to communicate

with friends and find information or learning materials that are not yet known. The negative impact is that it makes students dependent, reduces students' social interaction with peers and the surrounding environment, students are less active in discussions or group work, students often say and behave impolitely, and students become indifferent to the surrounding environment and tend to be more interested in virtual interactions than direct interactions so that they become passive individuals and develop towards anti-social individuals. Therefore, there needs to be strict supervision from parents to provide time limits for using handphones, and encourage children to be more active in direct social interactions.

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