



THE IMPACT OF SMARTPHONE USE ON THE DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS' BEHAVIOR DURING THE COVID-19 PANDEMIC

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Abstract

This study aims to determine the impact of smartphone use on the development of elementary school students' behavior during the COVID-19 pandemic. The effect of using a smartphone is an impact or influence that can be beneficial or detrimental that arises as a result of a habit of using a smartphone. Meanwhile, the behavior of children who use smartphones is all actions or actions taken by children towards the use of smartphones. The impact of smartphone use on the current generation of the nation lies in the child who later grows up to be a leader. A leader who is able to lead himself is the most important factor. The thing that needs to be considered is character education that must be instilled early. This research uses qualitative descriptive methods as a stage in carrying out research. This research used data collection techniques including the observation, interview, documentation and recording stages. The data analysis used is a qualitative descriptive data analysis. The results showed that the use of smartphones by children is based on individual needs, especially during the Covid-19 pandemic, children's learning is all online. Smartphones can be a means of learning and entertainment for children because they provide a lot of needed information. In addition to these beneficial things, the continued use of smartphones has a bad impact on children's behavior.

Keywords: smartphone, covid-19 pandemic, child behavior

INTRODUCTION

The rapid development of technology affects an increasingly striking lifestyle, because technological developments affect the moral development of children in carrying out daily life activities. The development of information technology is now increasing rapidly. Advances in information technology and the internet today have resulted in very abundant digital information resources (Salim, et al., 2020). One of the communication tools that are widely used today is a smartphone. Smartphones are a means of communication both short-distance and long-distance (Imam, 2019). The use of smartphones is no longer common in the millennial era, because smartphones are a must-have item for every individual. In this sophisticated era, smartphones are an item that has been integrated with people's social life. Technological advances certainly bring many changes to the culture in Indonesia. Nowadays almost everyone has a smartphone, and

almost every day people come into contact with smartphones. Whether it's for communication, work, or business matters, looking for information or just looking for entertainment.

According to (Miller 2003; 15) states that "morals are good and bad teachings about deeds and behavior (morals). The moral sense according to K. Prent comes from the Latin mores, from the syllable mos which means customs, behavior, disposition, character, morals (Soenarjati, 1989: 25). In its development moral is defined as a habit in behaving well, which is moral. Moral education can also be interpreted as a concept of kindness (a moral concept) given or taught to students (the younger generation and society) to form noble ethics, noble character and commendable behavior as contained in Pancasila and the 1945 Constitution (Darmadi 2007: 56-57).

During a pandemic like this, children will spend their time playing smartphones instead of studying. Learning is a process of change in the human personality that appears in the form of improving the quality of behavior (Saputra, 2019). Learning can be interpreted as an important process for the change of human behavior and covers everything that Zuhaira & Subkhan in mind and work on (Fenti, Sudia, & Kadir, 2020). This is also in line with Rachman in (Alia & Irwansyah, 2018) who mentioned that the negative impacts and side effects of using digital technology include decreased learning achievement due to excessive use, limiting physical activity needed for children's growth and development, eye health problems, and others. Parents often complain about irregularities in the use of smartphones that interfere with the learning process, because they are used not in a timely manner. For example, when children get homework from school, children are even fun playing smartphones and parents are doing it. This of course will affect the child's learning concentration. If the child's concentration is reduced, it will have an impact on the seriousness of learning and understanding the material because in his mind he only wants to play a smartphone. In addition, the child's behavior has also changed because he is already addicted to using the smartphone. They become sensitive, easily emotional and can interfere with their health as well.

Basically, the use of smartphone technology at this time has a positive impact, including in the formation of the child's mindset, which can help children in regulating their playing speed, processing strategies and analysis in games, and helping children in improving the ability of the right brain while under good supervision by parents. However, from some of these positive impacts, if studied further, the dominant factor is more towards the negative impact that affects child development. (Dwi Wulandari and Dilfera Hermiati, "Early Detection of Mental and Emotional Disorders in Children Experiencing Gadget Addiction, *Silampari Journal of Nursing*, 3(1), 2019, 382-392). The use of smartphones in children is usually caused by the demands of the parents' work that are very busy so that attention to the child becomes less and parents tend to give the child a smartphone to comfort him and so that the child does not fuss.

Sribasuki is one of the villages in Kalirejo District, Central Lampung Regency, Lampung Province which has a very heterogeneous population. According to my observations, when I was a teacher at SDN 1 Sribasuki, there were several symptoms of smartphone impact experienced by children, such as hyperactivity, failure to focus on following lessons, decreased learning outcomes, etc. Therefore, it is important to research the negative impacts of smartphone use based on aspects of child development in Kalirejo District. So far it has never been held in the area so what has developed is only the assumption that smartphones are dangerous. Researchers from other regions have produced many writings about the impact of smartphone use on children. One of them is research conducted by Ayoubi Research which examines the impact of gadget use on Early Childhood. But the study did not in detail review the impact of gadgets on all aspects of child development. There is also a lot of research into the impact of gadgets on

aspects of psychomotor, religious and moral, cognitive, social and emotional physical development, language and art of children. However, the research is only on one aspect of development. The different thing that the author describes in this manuscript is because it reviews the impact of gadgets on all aspects of child development. (Septi Anggraeni, "The Influence of Knowledge About the Impact of Gadgets on Health on Gadget Use Behavior in Students of SDN Kebun Bunga 6 Ba njarmasin," *Faletehan Health Journal*, 6(2), 2019, 64-68.)

The results of observations in Sribasuki Village show that students who use smartphones in this pandemic era have been found a lot. Smartphones are supposed to be used for studying during the pandemic, but most students in Sribasuki Village have smartphones used to play games from morning to evening. Besides being used to play games, it is also used to play tik-tok, Youtube and other uneducated content and social media. The comfort in playing smartphones makes them indifferent to the surrounding environment. Even though he met his friends, even if he played smartphones everything around became uninteresting. They forgot the time because they were busy paying attention to their smartphones. One of the parents among them was angry and picked up their child to go home because they had forgotten the time. Although he had been forced to go home, he denied and did not want to stop letting go of his smartphone. This makes the child's behavior deviant. The child becomes angry, disrespectful, and cries if not followed.

In relation to the results of the observations above, there are similarities with the findings of other researchers found by (Syifa, Setianingsih, & Sulianto, 2019) showing that the result of this study is that the use of smartphones has an impact on the psychological development of elementary school children. The negative impact that smartphones have, affects the development of child psychology, especially aspects of emotional growth and moral development. In emotional growth, children who use smartphones become irritable, like to disobey, imitate behavior in smartphones, and talk to themselves on smartphones. While its influence on moral development, has an impact on discipline, children become lazy to do anything, abandon their obligation to worship and reduce learning time due to playing games and watching YouTube too often. So it is very important the role of parents to supervise, control and pay attention to all children's activities. Based on the presentation of the problem above, it is necessary to conduct a study on "The Impact of Smartphone Use on the Development of Elementary School Student Behavior During the Covid-19 Pandemic". The purpose of this study is to analyze the impact of sustainable smartphone use on the development of elementary school students' behavior during the COVID-19 pandemic.

RESULT AND DISCUSSION

The research approach used is a qualitative approach with the type of research used by researchers, namely case studies. The case study according to (Dimiyati, 2013) suggests that a case study is a study carried out by a researcher caseistically. That is, research that only devotes attention to specific cases.

Data collection techniques used in this qualitative research include: observation, interviews and documentation. According to (Sugiyono, 2017) data collection techniques are the most important step in research, because the main purpose of the study is to obtain data. Data collection techniques in the form of participant observation, semi-structured interviews, note-taking techniques are used to record data that is considered important and documentation. Data analysis in this qualitative approach includes determining the research design, then the data obtained is reduced so that it can find out the results of the data obtained in the field. Then the data obtained from the research process is analyzed so that the research results are not subjective. In the next stage, the

researcher conducts an inference of the research results and evaluates related to the obstacles in the study.

The main purpose of this study is to analyze the impact of smartphone use on the development of elementary school students' behavior during the COVID-19 pandemic. This research was conducted in Sribasuki Village, Kalirejo District, Central Lampung Regency, Lampung Province by collecting data through observation, interviews, note-taking techniques and documentation. The informants in this study were children of smartphone users and parents of children. The results of the interview from the first informant of SN said that long-term use of smartphones can cause both good and bad. The good thing is that children can stay at home during the current pandemic, while the bad thing is that children are too dependent on smartphones because they play games. Before getting to know smartphones children are easy to manage and rule. However, after getting to know smartphones, children often procrastinate. Likewise with the results of the DAR interview as an SN child, he admitted that he played smartphones every day from morning to evening. He admitted that he couldn't bear it and was used to using his smartphone. He once said it was dirty to lose a game. He also admitted that he didn't like his friend's ridicule. his attitude that is easily provoked by emotions and hitting his friend makes him feared by his friend because he is aggressive and sensitive.

The results of the interview from the second informant Y said that long-term use of smartphones can make their children's learning less and lazy. Y admitted that his son often procrastinates on the tasks given by parents. His son is rarely at home because he often plays smartphones with his friends outside. He returned home only when he ate and charged the battery after that he went back out to play smartphones again. Y explained that although smartphones help her children's tasks during this pandemic, this excessive use makes her children addicted and spoiled once. He can't escape his smartphone. If possible, Y as his parent must persuade first or obey his wishes. Likewise with the results of the MP interview as Y's son, he admitted that he rarely studied. Learning is only homework. In fact, he usually often plays smartphones. Moreover, during this pandemic, it actually makes it more comfortable to play games. He is also the same as the DAR informant, can't stand it if he doesn't play his smartphone. He used his smartphone until the battery ran out. He doesn't like to learn the reason is that learning makes him lazy and plays better. Even so, his behavior is not like a sensitive DAR. He tends to be ignorant and more concerned about himself.

Interviews from sa's third informant said that long-term use of smartphones made her son MDK learn less. The use of smartphones can indeed help his schoolwork. But since there is a smartphone, their children who often do the tasks given by their parents, including habitual habits such as studying, praying and recitation, have often been delayed. SA admitted that his son often delays when he has played with a smartphone. Even so, the child is still biased towards being regulated. Because SA as a parent insists on taking the smartphone according to the previous agreement. It is okay to use if the tasks are performed. MDK tends to be a quiet child. He didn't talk too much. Likewise with the interview results of MDK as a SA child. He admitted that he doesn't play smartphones very often because he is often carried by his parents. So MDK uses if his parents allow and on the agreement of both of them about the limits of its use. MDK also admitted that even though he often played games, he still did the tasks given. He played smartphones only until the game over. After that, if he gets bored, the smartphone is given by his parents and switches to watching TV. Even so, this MDK is not like DAR or MP informants who really can't be separated from smartphones. MDK admitted that it is normal if you are not allowed to play smartphones. In fact, he often watches tv and at home. He is also not a sensitive type. Instead, he is more reserved and does not like to fight with his friends. Meanwhile, the results of his observations showed that several children in Sribasuki

Village already had smartphones. Three of them have different properties and characteristics. The first informant SN with his son DAR, the second informant Y with his son MP and the third informant SA with his son MDK. The following is a table of research results:

Table 1. Children's Parent Background

No	Parents'Names	Children's Names	Education	Work	Economic Level	Child Behavior
1	SN	DAR	SMA	Self-Employed	Middle	Aggressive
2	Y	MP	SMP	Housewives	Lower-Middle	Spoiled
3	SA	MDK	SMA	Housewives	Upper-Middle	Quiet

Related to the data from interviews and observations, it shows that the background of parents greatly affects how parents provide supervision of children's behavior. According to (Tri A., 2016) which states that social behavior is an act of interaction between individuals in building interrelated relationships, and the social behavior of individuals is influenced by various factors. The most dominant factor is the environmental or cultural factor in which the individual is located, having an impact on habitual patterns that have long been characteristic of a behavior of the individual. If the child's behavior is deviant, then it is a continuous effect of using a smartphone in this pandemic era. The research findings of parents who have diverse backgrounds do not all apply disciplinary habits to children in the same way. Then the family economic background does not provide a role in the child's upbringing and motivation for learning so that it can be said that it does not have much effect on the child. This means that not necessarily families that have a high economy are able to have an effect on the learning process and behavior of children and vice versa. The use of smartphones in this pandemic era causes bad effects if for a long period of time. The behavior of the child is impaired. According to (Shepherd, 2010 in (Mahabbati, 2014)) mentions that behavioral disorders in relation to academics are the inability to adapt in social interactions in schools and behaviors that do not support learning. Such behavioral disorders cause them to have problems in social relationships with friends, teachers, problems in the learning routine and are at risk of experiencing losses or physical accidents due to the problematic behaviors they perform.

Seeing the advantages and disadvantages of introducing smartphones to children in the end really depends on the readiness of parents in introducing and supervising children when playing smartphones. Therefore, to all parents need to be reminded of their important role in the use of smartphones in children. Parents need to apply a number of rules to their children in using smartphones. To be able to use a smartphone effectively, parents should be able to understand and explain the content on the smartphone. Without assistance from parents, the use of smartphones will not focus on what parents teach. Usually it will deviate from what parents teach. (International Seminar, "Education in Children of Primary School Age", November 23, 2017. UIN Malang.)

Parents who lack or do not pay attention to their child's education, for example, they are indifferent to their child's learning, do not pay attention at all to the interests and needs of their child in learning, do not manage their learning time, do not provide or complete their learning tools, do not pay attention to whether their child is learning or not, do not want to know how their child's learning progress is, the difficulties experienced in learning and others, can cause children to be less successful in their learning (Afifah, Riyadi, & Mulyasari, 2019).

First, give children the opportunity to learn to use gadgets to learn and interact from an early age. Because the use of gadgets at this time is something that cannot be avoided at this time and in the future. Then it is clear that gadgets have certain effects on their users. Including physical effects on a person. Then it is clear the benefits and purposes in using gadgets, namely giving directions to children how to use gadgets correctly. Either a sitting position and by paying attention to the location of the light and the visibility of the eyes with gadgets. Because too close visibility will interfere with the child's vision.

Second, choose an application that suits the needs of children. Adjust to the age and abilities of the child. All those games, social media, videos all have to go through parental supervision. Because elements of violence and pornography are vulnerable to occur or are easily obtained in the content mentioned above. Then give a wise explanation of each function of the content on the gadget. Children will be able to accept explanations before they are engrossed in their gadgets. Children are able to understand that with gadgets we can interact as necessary either with fellow family members or with residents around the neighborhood. All of these communications can use social media that has been used so far. Parents should provide clearly and in detail about the use of each software. Parents should know more about all the content on their children's gadgets.

Third, place the gadget in a common space. Sometimes parents feel proud of being able to put gadgets in their child's room. This is actually dangerous because parents find it difficult to monitor their children's activities in using gadgets. Choose a comfortable chair or table for playing gadgets. because the habit of playing gadgets with a sleeping position is not good for eye health. Fourth, set the duration of use of the gadget. Don't let kids get cool with gadgets. All these means are indeed exciting until the children forget the time. For this reason, parents must be able to affirm the time limit for the use of gadgets in their children. Then parents always build a good interaction with their child. Then parents gave examples of positive use of gadgets. Because every child who until now has been proficient in using gadgets initially modeled on parents. To that end. Parents can set a good example of using gadgets in the first place.

Fifth, help so that children can make their own decisions. Sometimes children want to create a new atmosphere but do not dare to communicate with parents. Here parents must always invite discussions and even invite stories so that children can display or be creative with the ideas in their minds. Also instill fear of God so that if there is no parent he knows that God is paying attention and seeing what is done. And this can make children make their own decisions without thinking badly. (Chusna:2017)

CONCLUSION

This study aims to determine the impact of smartphone use on the development of elementary school students' behavior during the COVID-19 pandemic. The development of technology today is experiencing very rapid progress. So much convenience and practicality are offered in the use of technology. Nowadays communication can be done in great real life without being hampered by time and space. Technology like today's smartphones is as sophisticated as it is not only in sending voices to send images more easily without spending a lot of money. Users of the technology are not age-restricted. Based on the results of the study, it can be concluded that in responding to children, especially elementary school students who use smartphones, parental assistance is needed to implement a form of habit and reprimand in accordance with family upbringing.

Being a parent of children living in the era of information globalization as it is today is not easy. Not only does it take constancy. Skills. patience and wisdom in attitude but also in acting. Especially in this day and age, which all requires technological goods to

carry out any activities. This has led to the important role of parents in the development of their children who are increasingly sophisticated with the gadgets they have.

Regarding the advice on the impact of smartphone use on the behavioral development of elementary school students during the Covid-19 pandemic in Sribasuki village, the researchers outlined the following: for parents of children, parents should be more selective in providing toys to children, especially granting permission to play smartphones. It needs firmness and assistance from parents in providing limits on the duration and use of smartphones by children, so that later it does not have a negative impact that can interfere with the child's growth and development process, especially their social development. For children, as an active smartphone user, you should be able to prefer to use a smartphone. Children must be able to filter against the development of technology. Technology must be mastered by children, but children should not be mastered by technology. Children are expected to be able to use smartphones according to their portion.

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