

# EDUCATION OF THE IMPACT OF SMARTPHONE USE ON SPEAKING AND LANGUAGE ABILITIES IN EARLY CHILDHOOD IN KHADIJAH KINDERGARTEN 201, BANYUWANGI REGENCY

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## ABSTRAK

Kegunaan *smartphone* dalam berbagai bidang membuat *smartphone* digunakan oleh berbagai kalangan termasuk anak-anak. Bahkan, tidak sedikit orang tua yang memperkenalkan *smartphone* pada anak-anak mereka yang berusia di bawah lima tahun dengan alasan untuk “menyogok” anak mereka agar tidak rewel. Hal ini akan mempengaruhi perkembangan mereka terutama perkembangan Bahasa pada anak usia dini. Tujuan penelitian ini untuk mengedukasi pengaruh penggunaan *smartphone* dengan perkembangan Bahasa pada anak. Kegiatan ini dilakukan dengan memberikan penyuluhan kepada orang tua/wali murid anak usia 4-6 tahun. Penyuluhan ini dilaksanakan di TK Khadijah 201 yang diikuti oleh 31 wali murid. Hasil penyuluhan didapatkan sebanyak 19 peserta (61%) anak yang memiliki dan menggunakan *smartphone* dengan 19 peserta (61%) anak memiliki kecenderungan keterlambatan berbicara dan berbahasa. Wali murid sangat antusias dan aktif dalam menerima materi dan mengikuti kegiatan untuk meminimalisir pengaruh penggunaan *smartphone* terhadap perkembangan bahasa anak.

## Abstract

*The use of smartphones in various fields means that smartphones are used by various groups, including children. In fact, quite a few parents introduce smartphones to their children under five years old with the excuse of "bribing" their children not to be fussy. This will affect their development, especially language development in early childhood. The aim of this research is to determine the effect of smartphone use on language development in children. This activity is carried out by providing counseling to parents/guardians of children aged 4-6 years. This counseling was carried out at Khadijah Kindergarten 201 which was attended by 44 parents. The results of the counseling were obtained. Before the counseling was given, 18 participants (51%) had good knowledge and after the activity there was an increase to 30 participants (86%) with good knowledge. Parents are very enthusiastic and active in receiving material and taking part in activities to minimize the influence of smartphone use on children's language development.*

## INTRODUCTION

In the digital era like today, mobile phone technology has become a necessity that cannot be separated from everyday life. Especially in the 4.0 era, where the development of the internet is so rapid, mobile phones are not only a tool for communication but also a tool for finding information, entertainment, learning, and even buying and selling transaction activities. Several additional functions of these mobile phones make mobile phones currently known as smartphones. Smartphones can be likened to a double-edged sword, which means that smartphones can be useful if used properly but can bring harm or danger if not used properly (Ranti & Mahyuddin, 2017).

The usefulness of smartphones in various fields makes smartphones used by various groups including children. In fact, not a few parents introduce smartphones to their children under the age of five with the reason to "bribe" their children so that they are not fussy (Sampe et al., 2013). Quoted from the results of the Kominfo ICT survey, smartphone users among children based on their education level, namely 21.08% of children who have not attended school, 40.87% of children at elementary school level, 59.89% of children from junior high school level, and 79.56% of children from high school level have used. Around 40%-60% of preschool children experience speech and language delays due to smartphones (Kominfo, 2017). According to research (Zaini & Soenarto, 2019), a survey conducted at one of the Kindergartens in Yogyakarta showed that 94% of children aged 4-6 years who studied at the kindergarten had used smartphones. Research conducted by Halimatus Sa'diyah stated that according to the results of a survey conducted by the Indonesian Internet Service Providers Association, data on the number of

children using smartphones is as follows, as many as 91% of children aged 15-19 years, 66.2% of children aged 10-14 years, and 25.2% of children aged 5-9 years (Sadiyah, 2020). The latest research journal compiled by Ita Paridawati et al. stated that in 2014, active smartphone users in Indonesia were around 47 million people, of which 79.5% were children and adolescents (Paridawati et al., 2021). The driving factors for the large number of children using smartphones include:

- (1) smartphones as a means of introduction;
  - (2) smartphones as an educational medium;
  - (3) smartphones as a means of entertainment so that children are not fussy and nagging.
- Meanwhile, the right time to introduce technology to children is when children are 3 years old and over. Meanwhile, smartphone use by children in unsupervised

environments occurs when children are 13 years old and above (Arinda Veratamala, 2019).

smartphone and internet use. According to data from the Central Statistics Agency (BPS), 53.44% early childhood in Indonesia use smartphones. For children who experience language delay disorders, 31.2% (BPS, 2022). The use of smartphones in East Java with children aged 4 to 6 years reaches 76.56% (Purwanti et al., 2023). Meanwhile, according to the welfare statistics of Banyuwangi Regency, early childhood as active internet users is 64.10% (BPS Banyuwangi, 2023). Early childhood in Tegalsari Village, Tegalsari District, who tend to be active internet users, is 26.7%. (BPS Tegalsari in Figures, 2022).

The use of smartphones has negative and positive sides. The positive effect is increasing knowledge and increasing intelligence in children. As well as training creativity in children, namely with creative games, it can train language development in

children. However, smartphones also have negative impacts on children. With easy access to internet media and technology, children tend to sit still with their smartphones and ignore their surroundings and their playtime with their peers will be reduced. As a result, children interact less and tend to be quiet so that children experience delays in language development, especially in terms of speaking skills, their speaking skills become weaker than children their age. Smartphones also cause a lack of interpersonal communication, until later they become withdrawn, impatient and indifferent to their peers and the surrounding environment. This will cause several problems in children's

language development, namely in the aspects of listening and speaking, there are children who tend to be more silent and less interactive in learning in class. Sometimes teachers explain that learning seems that children are less active but their way of speaking is like adults who say words that are not for their age where the children themselves do not really understand the intent and meaning of what they say. Other negative impacts of smartphone use on children such as, can cause addiction, decreased academic achievement, make less empathetic to the surrounding environment, increase anxiety and depression levels, risk of smartphone misuse, disrupt health, reduce brain comprehension and memory, cheating (Ranti & Mahyuddin, 2017).

Parents act as educators, facilitators, and guardians in maintaining their children's media use and therefore have a responsibility to limit the impact of smartphone use on their children (Jonh et al., 2021). Parents as institutions for fostering and training children's character. Teachers will inform parents with children about initiatives and interventions that can be carried out by controlling all functions such as games and YouTube using smartphones. Mothers and

fathers must stay in touch with their children and reduce smartphone use. For children who use smartphones, such as days that can only use smartphones for one hour, features that support development, and. The World Health Organization (2019) recommends up to 1 hour for children between the ages of 3 and 6 to use technology and

smartphones. The purpose of this community service is to educate the impact of smartphone use on speaking and language skills in early childhood at Khadijah Kindergarten 201 (Triastutik 2018).

## METHOD

This community service activity was carried out at Khadijah Kindergarten 201 on June 10, 2024. Targeting 31 parents/guardians of students. This community service activity was carried out by providing health education to all respondents using a question and answer discussion method about the impact of smartphone use on children's speaking and language skills.

At this community service stage, an education questionnaire was also conducted to determine the extent to which mothers know and understand the education that has been provided. The steps in providing education are:

1. Approaching the area where the community service is carried out
2. Formulating midwifery problems that occur in the community correctly and accurately.
3. Creating a service strategy related to midwifery problems in the community correctly and continuously
4. Obtaining approval and permission from the principal of TK Khadijah 201 based on the implementation of community service activities

according to the schedule that has been prepared

5. Providing counseling (communication, information and education) to parents or guardians of students carried out at TK Khadijah

201 face-to-face using pamphlet media

6. Carrying out scientific publications on midwifery service activities in the community appropriately

## RESULTS AND DISCUSSION

In the implementation of this community service, communication, educational information, (counseling) was provided to all respondents. The activity of providing education about the impact of smartphone use on children's speaking and language skills. After providing education (counseling), it was continued with a question and answer session and filling out a posttest. The responses generated by the respondents were quite enthusiastic and could be understood by the respondents.

Based on the results of the analysis after the questionnaire had been completed, the results were obtained from 31 respondents, 19 participants (61%) of children who had and used smartphones with 19 participants (61%) of children having a tendency to be late in speaking and language. This will make mothers understand the dangers of the impact of smartphone use on their children.

Based on the results of the community service analysis, it is known that many children have their

own smartphones at home. This makes it one of the factors in smartphone use in children that will affect children's speaking and language skills. Children who have their own

smartphones at home use them more intensively than children who use their parents' smartphones. However, both will still have the risk of delay. In addition, many of their children were also given smartphones before the age of three, which is highly discouraged because it will cause delays in child development, both in language development and social development. Based on the results of the Community Service analysis, it is known that many parents work as IRT (Housewives). This should be an important point in guiding children at home because mothers and children have quite a lot of time to interact so that it will affect language stimulation in children. Children who are addicted to their smartphones tend to be shy and quiet, which will make children less able to hone their daily speaking and language skills with their surroundings and peers. Therefore, the role of parents in it is very important, by limiting and supervising children in their daily smartphone use. This is to reduce the impact of smartphone use and improve speaking and language skills in early childhood at Khadijah Kindergarten 201.

## CONCLUSION

This community service activity is very helpful for the community in providing education to

parents and children so that children are not addicted to using smartphones and improving language and speaking skills in children. Parents understand more about the impact of smartphone use on children so that they pay more special attention to their children.

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