



The Impact of Handphone Use on Character Development of Children in Elementary School

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ABSTRAK

Penggunaan handphone yang tidak terkontrol akan memiliki dampak kurang baik bagi perkembangan anak terutama perkembangan karakternya. Anak yang hanya terfokus pada handphone seperti bermain game dan sosial media anak akan melalaikan tanggung jawab dan kedisiplinan nya. Tujuan dari penelitian ini adalah untuk menganalisis dampak penggunaan handphone pada perkembangan karakter anak pada usia sekolah dasar khususnya kelas V SD. Dalam penelitian ini menggunakan metode kualitatif deskriptif. Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, dan dokumentasi. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner. Dalam penelitian ini 8 orang tua dan 2 guru kelas menjadi sumber informasi. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dengan teknik triangulasi. Hasil penelitian yaitu penggunaan handphone secara berlebihan memiliki dampak terhadap anak, ada dampak positif dan juga ada negatif. Dampak positifnya siswa dapat mencari berbagai sumber informasi dan bisa berkomunikasi jarak jauh dengan teman nya. Sedangkan untuk dampak negatif dapat membuat perkembangan anak terganggu seperti kedisiplinan, tanggung jawab, dan ketidak mampuan bersosialisasi. Dapat di simpulkan bahwa dengan penggunaan handphone yang berlebihan dapat membuat perkembangan karekter anak pada usia sekolah dasar khusus nya kelas V SD menjadi terganggu.

ABSTRACT

Uncontrolled use of mobile phones will negatively impact children's development, especially character development. Children who only focus on cellphones, such as playing games and social media, will neglect their responsibilities and discipline. This study aimed to analyze the impact of using mobile phones on the development of children's character at elementary school age, especially in the fifth grade of elementary school, using descriptive qualitative methods. The methods used to collect data are observation, interview, and documentation. The instrument used to collect data is a questionnaire. In this study, eight parents and two classroom teachers became sources of information. The technique used to analyze the data is descriptive qualitative analysis with triangulation techniques. The study results are that excessive use of cell phones impacts children. There are positive and negative impacts. The positive impact is that students can look for various sources of information and can communicate remotely with their friends. Meanwhile, the negative impacts can disrupt children's development, such as discipline, responsibility, and socializing inability. It can be concluded that excessive use of mobile phones can disrupt the development of children's character at elementary school age, especially in the fifth grade of elementary school.

1. INTRODUCTION

At this time, the era is developing so rapidly, where there are many changes in various fields that are related to each other, both in the fields of technology and social learning. But the difference in very significant changes is in the field of technology, advances in technology today cannot be avoided by mankind because technology will run and even develop in accordance with the progress of education itself (Ilomäki & Lakkala, 2018; Khatoony & Nezhadmehr, 2020; Supriyanto et al., 2020). At this time we are already located in the industrial era 4.0. The industrial revolution 4.0 was built on the digital revolution, by using various new ways in which the use of technology accompanies so many people's activities (Adnan et al.,

2020; Hussin, 2018; Wei et al., 2021). As a result of the vast development of the world of technology today, it has directly or indirectly changed the human lifestyle which was originally still manual into an all-digital lifestyle and produced new habits (Miranda et al., 2021; Trisiana et al., 2019). Various new habits that appear in people's lives can affect the character of the community. Character education is an effort that helps others understand an action based on ethical values. In addition, character education is an effort to build children's character in the learning process (Muhtar & Dallyono, 2020; Putra & Hasanah, 2018). We have to instill character education and develop it from an early age because at this age children are in the process of growing and developing at this time, all children's characters develop and begin to form, not only character, even intelligence, children's psychological skills also grow and develop (Ferdiawan & Putra, 2013; Rokhman et al., 2014; Winarni et al., 2021). Character education is an effort to develop the value of goodness as the initial foundation of a just society (Nida, 2019; Silanoi, 2012). The importance of character education for Indonesian children must be instilled from an early age in Indonesian society (Muhamad Nova, 2017; Pratama et al., 2021). Therefore, a child who is still innocent may follow the behavior of his parents or caregivers, according to a child psychologist he argues that character is very different from personality. A child can be said to have a good character if he is able to absorb the values that have been instilled by his parents and he is able to apply it in everyday life (Putri et al., 2020; Thoyyibah et al., 2019). Good character education has a series of conditions and key indicators that need to be achieved in order to make children with good attitudes and characters. The Indonesian Ministry of National Education has established 18 character values such as being independent, religious, respecting achievement, discipline, tolerance, democratic, honest, hard work, curiosity, creative, independent, national spirit, love for the homeland, friendly/communicative, love peace, love to read, care for the environment, care for social, responsibility (D. Kim, 2015). This study discusses and focuses on 3 character values consisting of responsibility, social care, and friendly/communicative.

The character of social care is an effort or action that always wants to help others in difficult circumstances or in need of help (Ülger et al., 2014; Wuryani & Yamtinah, 2018). Social care is attitudes and actions that reflect concern for other people and communities in need. Social care is passionate attitudes and actions to do good deeds for others such as giving help to people in need (Wohabie Birhan et al., 2021; Sumardjoko & Musyiam, 2018; Wuryani & Yamtinah, 2018). However, we often encounter it at school or in the home environment, children lack social care character values such as children who are indifferent to their friends around them, children do not want to help their friends in times of difficulty, even children are also lazy to help with work at home. Basically, a child must have a social care attitude because basically a human being is a social being who always needs others to help himself and cannot live alone (Hulawa, 2019; Puspoko Jati et al., 2019). In addition, a child must also have a communicative character attitude. Communicative or friendly character is the behavior of a person who is easy to get along with and interacts with other people and he is also able to convey his thoughts without any obstacles and he is also a good listener, besides that communicative or friendly character is a character that shows or shows affection talking in front of a crowd, or hanging out with people around (Amran et al., 2020; Putrayasa, 2017; Samsinar & Fitriani, 2020). This communicative character must be taught to children from an early age so that when children grow up they will be able to make something that has use value and children are also able to invite their friends and make them realize how important it is to live socially (Biantoro, 2019; Pane & Rina Patriana, 2016; Tanti et al., 2021). However, if children use cellphones often, the communicative value can be reduced, such as children being disrespectful to their parents, teachers and friends, even children are also timid in expressing the ideas that are in their minds. This character is an important capital in social life. However, continuous use of cellphones will make students only focus on cellphones and ignore other things such as not interacting socially, like to be alone.

This has a bad impact on character development, especially in today's sophisticated and modern era, access to cyberspace is very easy to explore if elementary school-aged children are not supervised, then the child will see inappropriate things and create character they are not good (Amran et al., 2020; Asmi et al., 2018). If it is not addressed quickly it will have an impact on the character of the child. In this day and age, character is very important, but with this age of technology, it is difficult for parents and teachers to form good characters in children and prevent children from using the technology (Asrial et al., 2021; Indah Septiani et al., 2020; Puspitasari et al., 2021). In the era of rapid technological development that is happening today, it has been widely used in daily activities, various sectors have used technology for all human activities. One of the technological sophistications at this time is mobile phones. This is in line with other research which states that mobile phones are a real manifestation of the development of technology in the current era (Amri et al., 2020). Its existence can lighten the burden of human life through the convenience it offers as well as in obtaining information quickly.

Mobile is a telecommunication tool that is used in two or more directions that helps humans interact with each other even though they are far apart (Noviar, 2016; Yudhiantara & Saehu, 2017). Besides

that, mobile phones are the latest innovations that have many practical functions and have many use values, even mobile phones are also a telecommunication tool that has conventional basic capabilities that are solid and better than other communication tools (Diacopoulos & Crompton, 2020; Yudhiantara & Saehu, 2017). Cellphone is a small device that can be carried everywhere by its owner who has a special device. Cellphone is an electronic object that has the function of connecting one individual to another. In line with the increasingly advanced era, mobile phones have a variety of new features such as video, games, and the internet (Mayer, 2020; Narayan et al., 2019). Cellphones emerged from an English word term which means a small electronic item that has a special benefit or function. Meanwhile, cellphone is an instrument in communicating that is audio-visual. Mobile phones with high prices generally have more diverse and sophisticated features so that they can make children's work much younger and better, besides that, mobile phones also provide an application that contains news media, even entertainment (Azar & Nasiri, 2014; Cecep et al., 2019). However, if the cellphone is not used wisely then its use will be limited to games and make children engrossed in the games on the cellphone so that they become lazy to learn and have an impact on the child's character. Based on the results of observations and interviews with one of the teachers of SDN 21 Pekanbaru, it was found that the interaction of students with their environment was not well established, this was seen by some students who always played cellphones when they came home from school while waiting for their respective parents to pick up. This was reinforced when the researcher tried to interact with students who were playing with cellphones, it was proven that these students did not respond quickly and seemed reluctant to answer. This phenomenon shows the existence of a character that is not good in the realm of responsibility, social care and friendly/communicative.

This research is in line with other research conducted show that the positive impact is that children can interact with friends wherever they are, can learn online in the Covid-19 pandemic situation, while the negative impact of children playing gadgets more often (Ulil et al., 2020). Than not Play with friends in the surrounding environment so that they become individualistic children (Azizah et al., 2020; Nurani & Mayangasri, 2017). The research that has been conducted show that the implementation of social care character education is carried out by the teacher providing an example in the form of direct examples, the teacher also provides planting by spontaneously reprimanding the participants (Chan et al., 2019). Based on the background of the problem above, the purpose of this study is to analyze the impact of using mobile phones on the character development of children at elementary school age, especially in the fifth grade of elementary school.

2. METHOD

This study uses a qualitative approach. In this study the authors position themselves as the sole instrument, where during the data collection process the researcher takes a week of time to carry out the research process, the researcher goes into the field himself to obtain reliable and accurate data. In this research, certain data and data sources are needed according to the needs or problems to be studied. The primary data are teachers at SDN 21 Pekanbaru and parents or guardians of students, to obtain information about the impact of using cellphones on children's character development. While the secondary data is in the form of additional data such as: report scores, children's daily scores, test scores, and other values. In addition, data sources are also very necessary because in this study information on teachers at SDN 21 Pekanbaru is needed to complete the data. researchers, every teacher has the same opportunity to be a source of data, according to the needs of researchers.

The instrument in this study is of course the researcher himself, which for data collection instruments in this study uses interview, observation, and documentation guidelines. Observation guidelines are used when researchers make observations at school and in the student's neighborhood. And examine the documents used in the form of student scores in the form of practice scores, test scores, report cards and other additional values. While the interview guidelines were used when the researchers conducted interviews with the main sources, namely parents and teachers, to collect data to support this research. The data that has been found will be explored through triangulation efforts. Triangulation is essentially a data collection technique with a multi-method approach. In this study, the validity of the data triangulation technique is used, namely source triangulation which is used by comparing the observed data with data from interviews and observations in the field. To analyze the data, the researcher uses data analysis according to Miles and Huberman that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is perfect.

Table 1. Research Instruments

Indicator	Sub indicator	Interview	Observation	Documentation
The negative impact of cellphones on children's character (Responsibility, communicative, social interaction)	Causing addiction to students	√		
	The decline in student learning outcomes	√	√	
	Lack of interaction between students and their peers	√	√	√
	Children are less responsible for the tasks given by the teacher	√	√	
	Children do not interact with the surrounding social environment	√	√	√
	Decreased student interest in learning		√	
	Children tend to be alone rather than gathering with their peers		√	
The positive impact of cellphones on children's character	Easy to get information, by accessing the internet on your cellphone	√		
	Make it easier for children to communicate remotely	√		
	Increase children's knowledge and insight	√		
	Make children creative and innovative in finding various information and knowledge using cellphone media	√		
	Children have high curiosity	√		
	Make it easy for children to explore information anytime and anywhere	√		

The data analysis technique used by the researcher has four stages, namely data collection, data reduction, data presentation and finally drawing conclusions. The first is data collection, namely collecting data at the research location by collecting transcripts of the results of interviews with parents and classroom teachers, observations and documentation reviews. After everything is complete, the next step is data reduction. Data reduction is a form of analysis that categorizes, directs, and organizes data that is structured and even selects the main things and focuses on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection, if the data has been reduced then the next step we will do is present the data, through the presentation of the data, the data will be organized. and arranged so that it will be easier to understand. Furthermore, the researcher will draw conclusions, drawing conclusions is a process of the essence of the research, the data collected in the form of sentences we make one, so that a real sentence is formed

3. RESULT AND DISCUSSION

Result

Based on the results of observations made by researchers, researchers get observations that are in the process of learning activities. First, students are able to do their assignments independently, do not cheat on friends when they have homework, students also seem to care when their friends are in trouble such as when their friends do not bring writing tools so that he takes the initiative to lend his pens, the researcher also found that students were able to convey ideas or thoughts to the teacher/friend. Second, the researchers saw that the interaction of students with their friends was not good, during school hours and breaks there were some students who only focused on their cellphones, as for student interactions with their teachers, the researchers saw that children can interact with teachers well, such as children can respond well for the questions asked by the teacher, but there are 1 or 2 children who do not really care about what is explained by the teacher so that the child does not interact well. Third, the researcher saw

that students could be responsible for the tasks given by the teacher but there were 1 or 2 children who did not do the assignments independently, because these children were lazy to do the assignments given by the teacher. Fourth, the researcher saw that students' interactions with the environment were not well established, because some students were always seen playing cellphones when they came home from school while waiting for their respective parents to pick up.

In addition, the researchers also made observations on the environment where the children lived, the researchers saw that it was true that students lacked social interaction with the surrounding environment, it could be seen that children only played alone outside the house, did not get along with their friends, but not all children like that. It depends on the upbringing of his parents at home. And it can also be seen when at home children are busy playing cellphones rather than repeating what they have learned at school. This is what makes researchers can conclude the results of observations made that children really often play cellphones without a time limit. So that this is what causes character development in students, especially the character of responsibility, social care, and communicativeness that has not been fully embedded. Therefore, it is important to limit the use of cellphones for elementary school students so as not to interfere with student growth and development. Especially the character development.

Based on the results of interviews with parents of 8 students at SDN 21 Pekanbaru, it is shown that it is true that students are addicted to playing mobile phones. Students spend more time playing cellphones throughout the day than doing the assigned tasks or just studying at home. This is caused by several factors, the factors that are often seen are addiction to playing games and social media which causes children to only focus on their cellphones so that there are several impacts that affect children in their development. One of them is the development of the character of the child himself, the development of character in elementary school age children really needs to be paid attention to intensely. Because at elementary school age the child's character begins to form, when children play cellphones without any restrictions, that's where various problems arise in their characters, one of which is the child is not able to interact socially with his friends because he is busy playing cellphones, lack of a sense of responsibility in carrying out the tasks given. by teachers and parents, playing mobile phones more often than studying so that their learning outcomes decline, and there is no communicative character in students because students do not interact with other people so they are unable to convey their thoughts, are unable to get along, even though this communicative value is very important.

It is important to instill in children from an early age, so that when they are adults they are able to socialize and create works that are useful for others. For this reason, students should be monitored in the use of cellphones because when using cellphones without restrictions, the growth and development of children, especially their characters, will be disturbed. At primary school age, children should be emphasized more to learn through their own environment, interacting with each other, not focusing on using mobile phones as a learning resource. It is realized that today's era will not be separated from the use of technology, one of which is cellphones, but there needs to be intense supervision of elementary school children because at this age children are more likely to follow what they see and it can have a negative impact on the growth and development of their character. In addition to the negative impact of using mobile phones, it also has a positive impact, one of which can help children in finding information, with more sources of information will make children more creative in solving a problem or problem given by the teacher, besides that it also makes children able to communicate remotely easily about learning, children can discuss with their friends via cellphone without meeting in person. For this reason, cellphones cannot be removed or left behind, especially in the era of sophisticated technology like today, cellphones are needed to help find all sources of information both from students and for teachers themselves. For this reason, it is necessary to have tips that are carried out to overcome the negative impacts that occur, both teachers and parents must work together to always supervise all children's activities. parents should limit their children's use of cellphones, one of which is making a schedule for playing cellphones, allowing children to play games and social media only on holidays, accompanying children in learning when using cellphones so that children are focused on learning and looking for information when using them. the cellphone is not playing games or opening inappropriately.

Meanwhile, teachers should minimize the use of mobile phones as a source of learning for children and emphasize learning based on the children's real experiences, for example with environment-based learning. To support this research, the researcher also conducted interviews with class teachers, it was known that the frequency with which students played mobile phones (games) would disturb the character of the children, where the children would focus and have fun with their cellphones and neglect all the tasks given. students prioritize playing games and social media over the tasks given so that there is no character of responsibility and discipline embedded in students for that it is very necessary to be accompanied by children in using cellphones as a learning resource. In fact, at school, not all students who play mobile phones have low grades, but it depends on how the guidance of the child's parents is when using the

cellphone. As for the communicative character, it will also be difficult to instill in the child because, the child does not care about other people around him and is only busy with his own world, so that the child is unable to express his opinion, is unable to get along with his friends, and students are more tend to be passive students in class. A teacher also has a role to guide and direct children to be able to limit the use of cellphones in children's daily lives. So that children are not addicted to playing cellphones which will result in children neglecting the tasks given, not interacting with their friends and the children's characters will be formed poorly. A teacher should place more emphasis on environmental and experiential-based learning in children, so that children are able to learn based on their own experiences, are able to think creatively and innovatively and not only rely on information sources from the internet. For this reason, it is very necessary to limit the child's use of cellphones.

As for data collection techniques, namely seeking information through searching and finding evidence, to support this research. This documentation review was carried out using several sources in certain ways. The first is background information concerning the students themselves, their parents, and their classroom teachers. The second is artistic data or literacy sources (written or oral) in the form of recaps of student report cards, test scores, daily scores and other additional values. After reviewing all the supporting documentation, it can be seen that student learning outcomes show that there is indeed a decrease in learning outcomes due to uncontrolled use of cellphones. Students also do not interact well with the surrounding environment and also with their friends. Students like to be alone, sometimes students also don't do the assignments that have been given by the teacher. Here it can be seen that excessive use of cellphones can interfere with the development of children's character and make their learning outcomes decrease.

Discussion

In general, the results of research that have been carried out by researchers through observation, interviews, and documentation can be seen that the use of cellphones does have an impact on the development of students' character. From the observations made, it is very visible that there is a lack of good interaction between students at school and in the surrounding environment, children are also often only focused on playing cellphones to ignore other things around them, do not listen to the teacher's explanations properly, thus making their learning outcomes decrease. This causes learning activities not to run optimally (Brandmiller et al., 2020; Maulina et al., 2020; Yulianti et al., 2016). This is a mistake that is caused when the use of cellphones is not unlimited and there is no good supervision. In interviews conducted to 8 parents of students also almost gave the same answers and in sync with the observations made by researchers. Where children who play cellphones too often make children prefer to be alone, do not care about the surrounding environment, communicative characters do not appear, there is no responsibility in carrying out tasks, children are busy playing cellphones and make them ignore the things they should be doing. This of course should be a concern of teachers and parents. Teachers and parents must cooperate with each other in providing supervision to children in using cellphones to overcome the negative impacts that will be caused (Kaviani et al., 2022; Ramjan et al., 2021). In addition, parents who do not respond to the child's indifferent attitude make children increasingly show their moral decline (Abbasi et al., 2021; Malindo et al., 2020; Suriana, 2016).

The use of mobile phones has 2 positive and negative impacts (Bano et al., 2018; Liu et al., 2016; Prasetya, 2021). With the development and advancement of technology, the average population in Indonesia is already using mobile phones ranging from children to adults. There is nothing wrong if parents provide cellphone facilities to their children to help facilitate access to communication and find various sources of information (Sari et al., 2019; Susanto & Akmal, 2018; Tambunan et al., 2020). However, the use of cellphones must be monitored and limited in their use in children's daily lives so that the negative impacts that are feared will not appear (Cha & Seo, 2018; Herbert et al., 2021). Here are some examples of the negative impacts that will arise from the use of mobile phones: First, wasting time. When children are cool playing cellphones, sometimes many children forget the tasks that should be done. Like not doing homework, delaying prayer times so many children forget to eat because they are too focused on their cellphones. Second, the emergence of a sense of individualism. When children often play cellphones without restrictions, children will find it more difficult to socialize (Kaviani et al., 2022; Ramjan et al., 2021). More often interact with cellphones than with the surrounding environment. So that it makes children tend to be aloof and do not care about the environment and the people around them as well as children will not show communicative behavior. Third, the emergence of a sense of laziness. When children are addicted to playing cellphones, children will tend to be lazy. He is not disciplined about the work he should be doing and prefers to play with his cellphone in the room.

While the positive impacts that will be obtained in the use of mobile phones are as follows; First, Communication tools (Astuti et al., 2017; Bidin & Ziden, 2013). Mobile phones can be a communication tool

to make it easier to relate to parents, teachers, family, and friends. Second, learning aid information tools. Mobile phones can also help the learning process. For example, by accessing goggle, classroom, gmeet, to make it easier to find information and discussion about learning (Liu et al., 2016; Parsazadeh et al., 2018). Third, a tool for developing imagination. By using mobile phones, children can develop their mindset, ideas, and opinions from the things they see on YouTube, Google and others (Díaz-Sainz et al., 2021; Nuryadi et al., 2020).

From the impact that will appear as discussed above, therefore the use of mobile phones must be limited and supervised, especially children of elementary school age (Andriah & Amir, 2021; Prasetya, 2021). So that the negative impacts that arise will not interfere with the growth and development of children, including the growth and development of their character. Elementary school age is indeed the age at which the formation of character in children is very important, for that it is necessary to provide assistance in every child's growth and development (Fu & Hwang, 2018; Suprianto et al., 2019). At this age, children are easily influenced by what they see, so good supervision is needed because if they are not given supervision, the growth and development of their character will be disrupted. The development or formation of character needs to be emphasized at an early age, especially at school. In order to become a foothold for inculcating character values in children (Ika Febriandari, 2019; Jannah & Umam, 2021; Ramdan & Fauziah, 2019). The purpose of character education is basically to encourage children who have good character (insan kamil). The growth and development of good character will encourage students to grow with their capacity and commitment to do good things and have a purpose in life (Basri, 2017; S. Kim et al., 2019). Character can be developed through various stages, namely: knowledge, implementation, and habits. The age of children 7-11 years is the age when children experience a stage of concrete operational development (Wohabi Birhan et al., 2021; Faizah et al., 2019). At this level, children begin to think rationally in dealing with various existing problems. For this reason, the cultivation of character values is very important so that children are able to respond to various problems well and become students with integrity and character.

Character education is everything that teachers do, which is able to influence the character of students. Teachers help shape the character of students (Bates, 2019; Irmansyah et al., 2020). Character education in elementary school children aims to instill character values in children (Rosala & Budiman, 2020; Setiawan et al., 2020). There are 18 character values that are applied in schools. However, according to this research, it refers to several values, namely the value of responsibility, social care and communicativeness. First, Responsibility. That is the attitude or behavior of a person in carrying out the obligations he should do to himself, the environment and God Almighty. Second, social care. Attitudes or actions that always want to help others. Third, communicative. Attitudes or actions that encourage to produce something useful. Elementary school-age children are indeed more likely to follow what they see in their daily lives, their character will also be formed from the habits they do (Huri & Marwanto, 2019; Prasetyo et al., 2020; Pratama et al., 2021). For this reason, the use of cellphones must be minimized in the learning process, children should be more emphasized with experience-based learning, group learning, so that children are able to communicate with each other, interact well, and are able to express their thoughts and ideas, are able to be disciplined and responsible. Children should also be given limits such as giving a schedule in playing cellphones, when learning to use cellphones accompanied by their parents. With the efforts made like this, it is hoped that these will enable children to be able to provide limits in using cellphones and make their character growth and development run well as expected. . Good character development will make children the next generation with character and integrity. The development of the times is unavoidable but we should be able to filter out things that can make character development less good, one of which is excessive use of cellphones.

4. CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that excessive use of mobile phones will have an impact on the character development of elementary school children in grade V. Excessive use of mobile phones has a negative impact on children, especially their character development. One example is the inability of children to socialize, not responsible, undisciplined and various other characters. Besides having a negative impact, cellphones also have a positive impact, namely making it easier for children to find sources of information and communicate remotely easily.

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