

SOCIAL MEDIA ADDICTION IN EARLY CHILDHOOD

Veren Wendy Warella¹, Dyan Evita Santi², Suryanto³
{veren_s2@untag-sby.ac.id¹, dyanevita@untag-sby.ac.id², suryanto@psikologi.unair.ac.id³}

Universitas 17 agustus 1945 Surabaya, Jl. Semolowaru No. 45¹, Universitas 17 agustus 1945 Surabaya, Jl. Semolowaru No. 45², Universitas Airlangga, Jl. Airlangga No. 4-6³

Abstract. Social Media addiction is a person's inability to control and spend much time using social media to interfere with one's social life in interacting. This study aims to describe the dependence of social media in early childhood. This research uses field research methods through a qualitative approach. Researchers used descriptive methods to clarify cases of early childhood Internet users. The data collection methods used are observation, interview, and recording. The research results found that the intensity of the use of social media between early childhood tends to be high.

Keywords: Social media addiction, childhood

INTRODUCTION

Technological progress is developing rapidly along with the times. In today's digital era, individual activities cannot be avoided from the internet. The internet can make it easier for individuals to carry out daily activities effectively and efficiently (Azka, Firdaus, & Kurniadewi, 2018). In addition, the internet can also meet individual needs, namely easy access to information, entertainment needs, to socializing needs (Soliha, 2015).

There are 175 million or 64% of internet use in Indonesia; according to a survey from We Are Social, internet use in Indonesia in 2020 has increased compared to the previous year. An increase of 17% or 25 million Indonesians is accessing the internet. In addition, 160 million, or 59% of the Indonesian population, use the internet to access social networking sites (Pertiwi, 2020).

Social networking sites are a means for someone to interact and communicate based on the web (Pranata, Wardani, & Jusup, 2016). It is undeniable that social media has much impact on every individual in today's era. The development of social networking sites or social media makes it seem as if individuals cannot be separated and cannot live without their help; in this case, individuals seek satisfaction in technology and follow orders from technology (Soliha, 2015). In addition, technological advances can reduce the interaction between individuals directly. It can be seen from individuals who are comfortable interacting in the virtual world rather than with the natural world (Dewi & Trikusumaadi, 2016).

Karaikos et al. (2010) define social media dependence as a desire-driven disorder with a compulsive solid component. In addition, Sriwilai & Charoensukmongkol (2016) also interpret social media dependence as excessive use so that it can damage interpersonal skills and endanger the quality of social relationships with others and reduce the self-esteem of users. According to Olowu & Fasola, a person can experience social media dependence if they make social media a top priority and need more time to use social media to feel satisfied (Olowu & Fasola, 2012). Interpret social media addiction as compulsive behavior and lack of control over social media users (Andreassen & Griffith, 2017).

Social media dependence is one part of addiction caused by internet technology or better known as internet addictive disorder (IAD) (Marjosy et al., 2013). Internet Addiction Disorder (IAD), or internet addiction disorder, includes things related to the internet such as social media, pornography, email, online gambling, online games, chatting, and others (Ningtyas, 2013). Based

on the description above, it can be concluded that social media dependence is a person's inability to control and spend much time using social media to interfere with a person's social life interacting.

According to Griffiths, the components of social media dependence that someone experiencing social media addiction has five components: salience, mood modification, tolerance, withdrawal symptoms, and conflict (Griffiths, 2000). According to Menayes, a person experiencing social media addiction has three components as follows: social consequences or social consequences, time displacement and compulsive feelings (Menayes, 2015).

The use of social media often is Facebook 50.7%, Instagram 17.8%, and YouTube 15.1%, and every year it has increased (APJII, 2019). From children to parents, almost every individual now has a cellphone or smartphone. Gadgets have exciting features and often make children familiar with them quickly. Many positive benefits from gadgets proposed by psychologist Hadiwidjodjo, Psi (2014), namely facilitating communication. In addition, continuous use of gadgets will hurt children's behavior patterns in their daily lives. In addition, continuous use of gadgets will hurt children's behavior patterns in their daily lives. It is undeniable that nowadays, children play with gadgets more often than learning and interacting with the surrounding environment.

It can be worrying because when they were children, they were still unstable, had a very high curiosity, and affected increasing the consumptive nature of children. Therefore, the use of gadgets in children needs special attention for parents. Several cases regarding the negative impact of this smartphone often afflict children. They were starting from internet addiction, games, and also pornographic content.

Even children are more engrossed in gadgets than listening to their parents' orders. In addition, there are often angry people when ordered by their parents. That is one form of children's addiction to their gadgets. More concerned with inanimate objects than the real world. Sometimes children are told to eat, asked to bathe, sleep, and others do not want to. Children are concerned with playing with gadgets rather than doing routines that must finish every day. Worse yet, if they are busy with the gadgets in their hands, children often do not look left or right or care about the people around them. Even to greet older people is reluctant. That is due to excessive use of gadgets.

The phenomenon in the South Jakarta area shows that the use of gadgets in early childhood is now mushrooming. The data shows that 80 % of the population of South Jakarta children use gadgets a lot to play. 23% of parents aged 0-5 years admitted that their children enjoy using the internet, while 82% of parents reported that their toddlers are online at least once a week. The situation is concerning when the results of the research state that the research that has been carried out produces results with a relatively large percentage number (Aisyah, 2015).

The age of children classified as early childhood starts from 0-6 years. According to Marjory Ebbeck, quoted by Firdausi, in the research entitled Patterns of Early Childhood Education (2010:16), early childhood education or PAUD is a mechanism or effort to foster children starting from birth to the age of six, carried out through the provision of stimulation. Education to help physical and spiritual growth and development to have the readiness to enter further education. Children at an early age are preparing as the next generation through values expected to build the nation and state.

Based on some of the descriptions above, early childhood is children aged less than six years. At that time, a child was in a very rapid stage of growth and development physically and mentally. It was necessary to provide stimulation through the family environment, non-formal PAUD channels such as child care (TPA), playgroups (KB), and formal PAUD like kindergarten.

Childhood at an early age is a determinant of character formation, so it is essential to foster, educate and provide positive education. These are the golden times for the child so that the role of parents and the local environment becomes crucial in creating and shaping the child's character for the sake of a better family and future of the nation.

Based on the description above, the researchers are interested in studying the impact of social media dependence on early childhood. It needs to finish because, based on research in the form of conservation at that location, it can seem that many young children use gadgets.

RESEARCH METHOD

This study uses field research methods, through a qualitative approach. Researchers describe cases of internet users among early childhood using a descriptive approach. The research location is in the city of Surabaya. The study was conducted on January 8 and January 9, 2021. The subjects in this study involved two early childhood children named A.D who was 5 years old and had started actively playing social media since the age of 3 years. The second subject named Z.A is 6 years old and has been actively playing social media since 3 years. To obtain data in the field as primary data, the technique that researchers use is observation, namely observation by observing the practices of using the internet by early childhood along with the negative impacts caused by addiction to the virtual world and in-depth interviews.

Researchers interviewed informants regarding internet addiction behavior, reasons for using gadgets among early childhood, everything related to the online world among children to the efforts of parents' roles as educator agents in filtering out the negatives that will arise. Dig up information about what is accessed, what is often played online, what is downloaded and watched online.

Informants were chosen deliberately, namely people who are involved in online cultural practices such as early childhood, parents who have early childhood and who like to surf in cyberspace, as well as people who are directly involved in online cultural practices. After all the research data has been collected, the researcher then analyzes it by answering the research problem through data reduction. The point is to focus on the important things related to elements and practices of online culture in the formation of children's character.

RESULT AND ANALYSIS

In early childhood online culture, subjects one and two tend to use social media whose intensity is between 4-6 hours per day. In subject 1, who has the initials A.D, he starts his day by waking up, still on the bed (not yet going to the toilet), holding a gadget. After taking a shower, the gadget can again while having breakfast. After breakfast, the gadget is still in hand. During the day, the subject does not take a break to take a nap; he lies down while playing with his gadget, his mother often falls asleep during the day while the subject is busy playing with gadgets. According to Mamaya's narrative, the subject was always invited to take a nap, but the subject did not follow the invitation, where the subject, before having a gadget, often took a nap. In the afternoon, the subject occasionally plays bicycle in the field near his house, but he still plays with gadgets more often. After sunset, the subject's gadget was still in his hand, even though the gadget's battery had run out, but his mother put the gadget on with a power bank (manual power boost) instead of charging so that the gadget could still be played even if the battery had run out (still on). While having dinner, the subject is still playing with his gadget. Sometimes his mother scolds him, but the subject does not want to eat if the gadget is taken from him. After dinner, the subject still held his gadget until he fell asleep. When the researcher interviewed the subject's mother, she said that she felt a little worried about the subject's behavior. His mother said that the subject had only been acquainted with gadgets since two years old. No half-hearted quota every month reaches almost 80,000 thousand. In gadgets, the subject often accesses videos on youtube, TikTok, Facebook. Therefore, the subject seems unwilling to interact with their peers, focusing more on the gadgets that the subject has.

In subject 2, with the initials Z.A., he starts his day when he wakes up, the subject immediately plays gadgets until 9 am, and after that, he wakes up for breakfast while playing gadgets. After finishing breakfast, the subject went back into the T.V. room, and then he played

the online game PUBG while occasionally uttering harsh words with his online friends. After playing online games for a few hours, the subject was then asked by his parents to shower; the subject followed the directions from the subject's parents. In the observations of researchers, the subject tends to have difficulty communicating directly with the people around the subject. The researcher suspected that the silence seen from the subject's behavior was caused by the influence of the online game he played. The subject has difficulty communicating with other people; maybe this attitude is classified as an anti-social attitude, so it is difficult to interact with others. According to the subject's parents, the subject surfs in cyberspace using his gadget. Even the gadget has been replaced three times with a newer one. However, their dependence on the internet continues, and giving gadgets is a form of affection for their children. Even though ideally they should stop their children from holding gadgets, their parents think that gadgets also provide a positive element for their users.

Addiction to social media is divided into three components, namely 1) Social Consequences, which is a user's daily life activities that are influenced by social media. These activities can be in the form of ignoring friends and deteriorating learning activities, 2) Time Displacement, namely excessive use of social media, ignoring assigned tasks, and increasing the time spent on social media from a reflection of the time used by that is a desire to describe the feelings of media users. Social media, such as users feeling bored when they cannot access social media, is an urge to use social media continuously (Menayes, 2015).

According to Young, it divides internet users into two groups, namely Non-Dependent (normal internet users), users using the internet to obtain information and maintain relationships that have been formed through electronic communication. Non-Dependent use internet between 4 to 5 hours per week. While dependent (addictive internet users) users use the internet between 20 to 80 hours per week. So, according to Young, internet addicts fall into the criteria of the dependent group (Young, 2010)

CONCLUSION

Excessive use of social networks has a negative and positive impact on participants. These negative impacts include reduced time and interpersonal problems with significant people, consumptive, procrastination, experiencing distraction, poor time management, underachievement, prejudice against information that does not necessarily talk about themselves, lack of self-control over the use of social networking (Maheswari & Dwiutami, 2013).

Human behavior does not occur by itself but is obtained from the learning process so that children's social development is very dependent on the characters transferred from the behavioral process, in this case regarding aspects of social life or norms that apply and are mutually agreed upon (Junida, 2016).

Social media dependence is a person's inability to control and spend much time using social media to interfere with a person's social life in interacting.

Early childhood is a golden age (golden period) where the growth of brain cells as an area of cognitive potential begins to develop rapidly. If appropriately stimulated will have a positive impact on future growth. Therefore, it is necessary to have positive stimulation that can be used as a reference for parents at home to develop the optimization of children's intelligence to be more efficient and practical with a note that this stimulation is also accompanied by appropriate assistance and direction by parents (Kiftiyah & Ashar, 2017).

Millennial parents must be ready to face the digital era, meaning they must think quickly to prepare their children to face the current era. Discipline is an essential mechanism in directing children's development. A healthy attitude is also essential in controlling discipline and planning management. Moreover, no less important, of course, parents' behavior must reflect intelligent parents who become imitation objects of their children. Behaving like parents who are good in the eyes of religion and prevailing social values does not show behavior contrary to our norms and culture (Maheswari & Dwiutami, 2013).

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