ANP-JSSH

ARSVOT
ASSOCIATION FOR RESEARCHER OF SKILLS AND VOCATIONAL TRAINING

ANP
JOURNAL OF SOCIAL SCIENCE AND HUMANITIES

Psychoeducation on Overcoming Gadget Addiction to Prevent Cyberbullying among Elementary and MI Students in Gamong Village

Achmad Sahlan Chafid[1*], Safinatun Naja[1], Muhammad Abel Syahrial[1], Idda Rismawati[1], Imam Abdul Rozaq[1]

[1]Universitas Muria Kudus, INDONESIA

*Corresponding Authors: 202054069@std.umk.ac.id

Abstract: Gadget users in general and smartphones in particular are growing rapidly in Indonesia, including children. The purpose of this service is to provide information related to the impact of gadgets and strategies for using gadgets in children to minimize the impact of excessive gadget use and prevent cyberbullying in children. This activity was carried out in the form of socialization to students and teachers at SDN 1 Gamong, SDN 2 Gamong, and MI NU Islamiyah located in Gamong Village, Kaliwungu District, Kudus Regency. The method used in this activity is in the form of observation and direct delivery of material in the form of lectures, questions and answers and discussions. The results of the service carried out show that with psychoeducation, students and teachers can get information about the impact and strategies of gadget addiction and the prevention of cyberbullying. The results achieved from this activity are students' and teachers' understanding of the impact of gadget addiction and efforts to prevent cyberbullying. Thus, it can be concluded that psychoeducation adaptation affects increasing knowledge related to gadget use strategies and cyberbullying prevention.

Keywords: Gadgets, Cyberbullying, Psychoeducation, Children

1.   Introduction

The development of technology in the current era has progressed a lot. This development is characterized by the emergence of an item called a gadget that facilitates human activities, for example, being able to find information quickly. According to Sarla (2019) gadget is an electronic object used as communication by humans such as cell phones, computers and others. At first, the use of gadgets was only used by adults, but in this modern era, gadgets are also widely used in children (Fadzil et al., 2016).

The number of children who have used the internet through their respective gadgets can certainly bring positive and negative things. Nurshalinawati (2022) states that the positive impact of gadgets on children is that gadgets as a complex technology can function to support communication between one individual and another, develop children's creativity with various programs or applications on gadgets, support learning by using gadgets, and have fun while learning. The benefits of gadgets can fulfill the times that now require every human being, including children, to use gadgets in their daily activities. Therefore, nowadays most children are familiar with the use of gadgets (Sihura, 2018). However, it can also have an adverse impact on the emergence of various child development problems, both physical and psychological.

Andriyani et al. (2020) and Shaik (2019) emphasized that the negative impact of too frequent or excessive gadget use includes the emergence of dependence or indifference to the surrounding environment. This addiction is evidenced by the behavior of children who prefer to play gadgets rather than play with friends.

How to minimize children from accessing negative content is by the role of parents who must always participate in controlling the use of gadgets in children and provide a limit on the time to play gadgets. Various efforts are made by parents in overcoming gadget addiction in children (Alamiyah et al., 2018). Psychoeducation is one of the intervention or handling techniques in the form of education or training for someone with psychological problems that function as a form of treatment and rehabilitation (Sarkhel, Singh & Arora, 2020; Palmeira et al., 2020).

Walsh (2009) suggests that psychoeducation can be carried out on individuals, families, and groups that focus on educating and training subjects or participants about challenges in life, helping participants develop sources of support and social support in facing challenges, and developing coping skills to face challenges.

In addition, the impact of gadget use is cyberbullying. Research conducted (Craig et al., 2020) states that one of the negative impacts of using social media is bullying on social media. The intensity of social media use has a significant effect on bullying behavior, the higher the intensity of social media use, the higher the occurrence of bullying behavior (Pratiwi, 2016). Social media providers have made regulations that do not allow children under 13 years of age to use social media, because they still have limited self-regulation and are vulnerable to peer pressure.

Based on the above background, the service providers provided psychoeducation on gadget addiction and bullying prevention to children and teachers at SDN 1 Gamong, SDN 2 Gamong, and MI NU Islamiyah.

2.   Methods

In its implementation, pengabdi uses psychoeducation as a way to provide insight into the characteristics of child development, the motives of children playing gadgets, strategies for using gadgets in children so that children can use gadgets for positive purposes. Pengabdi also provides insight into the meaning of bullying, the impact of bullying, and how to prevent bullying. The implementation of this activity includes: (1) Opening session, which contains introductions between speakers and participants to support the smooth implementation of psychoeducation, (2) Discussion session, which contains discussion of the material on the problem (3) Closing session, which contains the delivery of conclusions from the explanation or discussion of the material, as well as conclusions from the discussion process.

The first session was the moderator conveying the identity of the speakers. Then continued in the second session, namely the provision of material on child development, the benefits and impacts of gadget use on children, the motives of children using gadgets, and strategies for using gadgets. Furthermore, it ended with a discussion session where the speakers answered questions from the participants.

3.   Results

Based on the results of the socialization carried out, it is known that the participants who participated in the implementation were quite enthusiastic (Fig .1). Krasulia (2018) states that basically a gadget is a technological tool that has a difference with other electronic devices. Gadgets are considered to facilitate the establishment of communication, gadgets become a source of entertainment such as listening to music, watching movies or videos, playing games, and documentation tools (Kapp, 2007). However, excessive use of gadgets by children also has a negative impact on children's physical and psychological health. Figee et al. (2016) states that addiction is an aspect of compulsive behavior, dependence, and lack of control. The word addiction is usually used in a clinical context and is refined with excessive behavior. Therefore, children need to be given assistance so that the use of gadgets can be appropriate according to its function and not become addicted to gadgets.

In its implementation, this service uses psychoeducation as providing insight into the characteristics of child development, the benefits of gadgets, the impact of gadget use on children, the motives of children using gadgets, strategies for using gadgets in children, and parental involvement in children (Fig 2.). Jalal et al., (2022) stated that conceptualizing digital literacy as a strategy for using gadgets in children can consider the following aspects: (a) the ability to present information including critical thinking in understanding information with awareness of the validity and completeness of sources from the internet (b) the ability to read and understand information material that is not sequential (nonsequential) and dynamic (c) knowledge assembly, namely the ability to build information from various trusted sources (d) awareness of the importance of conventional media and connect it with networked media (internet) (e) the use of networks for future information (f) feel comfortable and have access to communicate and also publish information, (g) Awareness of access to a network of people who can be used as a source of reference and help.

Fig. 1: Socialization In Elementary School Students

Fig. 2: 2nd-Day Socialization at Elementary School

4.   Discussion

To overcome gadget addiction to prevent cyberbullying, several steps can be taken by both teachers and parents. These include setting a good example in gadget use, limiting children's access to content that is not appropriate for their age, teaching children about the dangers of gadget addiction, and supervising children's gadget use. Prevention of gadget addiction involves awareness, timing, and good communication. It is important to create a healthy environment around the use of gadgets and ensure that they are used wisely and balanced in daily life.

5.   Conclusion

Based on the results of socialization conducted to students and teachers, it shows that psychoeducation can affect increasing knowledge related to strategies for using gadgets in children. And with knowledge about bullying, students can gain understanding and awareness about the importance of respecting and supporting each other. Educational efforts, both in the family and in the community, as well as an emphasis on positive values and respect for differences can help reduce the incidence of bullying and create a safer and more inclusive environment.

Acknowledgments

Conflict of Interest

The authors declare no conflicts of interest.

References

Alamiyah, S. S., Zamzamy, A., & Rasyidah, R. (2018). Literacy Media Counseling Program, Increasing Parent Skill on Parental Mediation and Parental Gadget Co-Viewing on Students of Al-Hikmah Suko Sidoarjo. *Nusantara Science and Technology Proceedings*, 369-376. https://nstproceeding.com/index.php/nuscientech/article/view/145.

Andriyani, R., Wasim, A. R., Zainuddin, & Suud, F. M. (2020). Gadgets playing behavior of students in Indonesia. International Journal of Psychosocial Rehabilitation, 24(8), 3165–3171. https://doi.org/10.37200/IJPR/V24I8/PR280325.

Craig, W., Boniel-Nissim, M., King, N., Walsh, S. D., Boer, M., Donnelly, P. D., ... & Pickett, W. (2020). Social media use and cyber-bullying: A cross-national analysis of young people in 42 countries. *Journal of Adolescent Health*, 66(6), S100-S108. https://doi.org/10.1016/j.jadohealth.2020.03.006.

Fadzil, N. M., Abdullah, M. Y., & Salleh, M. A. M. (2016). The level of tolerance sanctioning children using gadgets by parents lead to nomophobia: early age gadgets exposure. *International Journal of Arts & Sciences*, 9(2), 615.

Figee, M., Pattij, T., Willuhn, I., Luigjes, J., van den Brink, W., Goudriaan, A., ... & Denys, D. (2016). Compulsivity in obsessive–compulsive disorder and addictions. *European Neuropsychopharmacology*, 26(5), 856-868. https://doi.org/10.1016/j.euroneuro.2015.12.003.

Jalal, N. M., Syam, R., Irdianti, I., & Piara, M. (2022). Psikoedukasi Mengatasi Kecanduan Gadget pada Anak. PaKMas:

Jurnal Pengabdian Kepada Masyarakat, 2(2), 420-426. https://doi.org/10.54259/pakmas.v2i2.1311.

Kapp, K. M. (2007). Gadgets, games and gizmos for learning: Tools and techniques for transferring know-how from boomers to gamers. John Wiley & Sons.

Krasulia, A. (2018). Student's perceptions of educational value and effectiveness of integrating electronic gadgets (mobile phones\tablets) with teaching-learning activities in an English as a foreign language classroom. The University of Tartu: Faculty of Social Sciences.

Nurshalinawati, N. (2022). Dampak Penggunaan Gadget Terhadap Minat Belajar Anak Usia Dini 5-6 Tahun di TK PGRI KULO Kab. Sidenreng Rappang (Doctoral dissertation, IAIN Parepare).

Palmeira, L., Keusen, A., Carim, E., et al. (2020). Psychoeducation and problem-solving therapy as an integrative model of mutual-help groups for people with severe mental disorders: *A report from Brazil. Community Mental Health Journal, 56*(3), 489–497. https://doi.org/10.1007/s10597-019-00505-6.

Pratiwi, R. P. (2016). Hubungan Perilaku Bullying dengan Kemampuan Interaksi Sosial Siswa Kelas III SDN Minomartani 6 Sleman. *Jurnal Pendidikan Guru Sekolah Dasar*, 5 (2), 141–151.

Sarkhel, S., Singh, O. P., & Arora, M. (2020). Clinical practice guidelines for psychoeducation in psychiatric disorders: General principles of psychoeducation. *Indian Journal of Psychiatry, 62*(Suppl 2), S319–S323. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_780_19.

Sarla, G. S. (2019). Excessive use of electronic gadgets: health effects. *The Egyptian Journal of Internal Medicine*, 31(4), 408-411. https://doi.org/10.4103/ejim.ejim_56_19.

Shaik, S. (2019). Third Eye Syndrome-a gadget screen addiction among medical professionals in Chennai, Tamilnadu, India.

Sihura, F. (2018, November). The role of parents" Generation of Z" to the early children in the using of gadget. In *4th International Conference on Early Childhood Education. Semarang Early Childhood Research and Education Talks (SECRET 2018)* (pp. 55-59). Atlantis Press.

Walsh, J. (2009). Psychoeducation in mental health. Oxford University Press.