

The Impact of Negative Gadgets on Children's Language Development during the Covid-19 Pandemic

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Abstract

Gadgets are the primary tools so that learning can occur, the use of gadgets that are not according to what they are supposed to have a negative impact that can interfere with children's language development. In this paper, the author finds that the biggest problem with the application of online learning is the many negative impacts that arise from the use of gadgets. This study uses a literature study method in which books, journals, e-books are used as reference materials. The results obtained are that there are several negative impacts of using gadgets on aspects of children's language development during the Covid-19 pandemic.

Keywords: *Negative impact of gadgets, Language development, Covid-19*



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INTRODUCTION

The ongoing Covid-19 pandemic requires learning to be carried out online as a way to break the chain of outbreak transmission. This is in accordance with a government circular dated March 24, 2020, No.4 of 2020, where the implementation of learning at all levels of education is carried out at home online. The learning process carried out online shows that education is very important to carry out. The importance of early childhood education is contained in Law no. 20 of 2003 concerning the National education system Article 1 paragraph 14 explains that Early Childhood Education is a coaching effort shown to children from birth to 6 years of age which is carried out through providing incentives that can assist physical and spiritual growth and development so that children have the readiness to enter further education. Early childhood education is built with the aim of helping the development of all the potential that a child has (Septi & Eliza, 2019).

With this home learning policy, it requires teachers and parents to be able to adjust to the new methods being applied (Pratama, 2020). In helping the development of the child's potential, the right stimulus and patience must be given in its implementation (Rahman, 2009). In the growth and development of children, it has been going on from birth to death (Wahyuni, 2019).

During the Covid-19 Pandemic, learning was carried out by utilizing existing technology. The use of technology is one of the keys to implementing the learning process in human life in the digital era, where the learning process has developed very rapidly. (Aslan, 2019). The most widely used technology is gadgets.

Today, gadgets are used by adults, but early childhood is now very proficient in using technological devices, both smartphones and others (Herlina, 2018). In 2018, 177.9 million

Indonesians were categorized as active users of gadgets at the age of children and adolescents (Zaini, 2019). In addition, smartphones, tablets, and devices are commonly used by children every day (Masrah, 2017).

The gadget itself is an electronic device that has various features to facilitate human performance. The use of gadgets today has a significant impact on children, including helping to form a mindset in children and helping children improve their child's right brain abilities (Wulandari, 2019). Moreover, exciting treats owned by gadgets generate interest for children to use them for a long time and anywhere (Munir, 2017).

Appropriate gadgets in early childhood can improve children's understanding in developing vocabulary (Machmud, 2018). Still, this research can be refuted if the use of devices is not appropriate, and parents' negligent action in managing children's time is negligent. According to Wulandari (2016), the optimal time for using gadgets for early childhood is 1 hour per day. If the quantity of time used is excessive, it will have a negative impact on children's health.

According to Setiawan (2019), parents allow children to use gadgets to calm them down by reason of learning demands. One of the studies conducted by Anggraeni (2019) with the results of the study had a negative impact on the development of aspects of children's language. This is in accordance with the research conducted by Nurul Khotimah (2016), which also explains in detail the impact of using gadgets on children in the aspect of language development. It was explained that children rarely communicate with people around them.

Parents play an important role in helping and facilitating all children's learning processes (Yuliawan, 2016). Assistance from parents can prevent children from being negatively affected by gadgets (Warsiyah, 2015). However, this cannot be said to run smoothly because parents still have difficulty providing directions during the learning process (Wiresti, 2020). When parents facilitate children, it is not uncommon for children to abuse the trust given by their parents by playing gadgets at will without any restrictions based on completing tasks.

In implementing the online learning process during the Covid-19 Pandemic, children carried out many activities at home with gadgets to impact children's language development. Children rarely communicate with their surroundings because they are cool playing with their gadgets. According to Saryono (2013), speaking ability is an ability related to responding to communication opponents.

When children use gadgets, they do not respond to the surrounding environment, there are many questions that children do not answer because they enjoy playing with gadgets. This is evidenced by research conducted by Triastutik that when the research was carried out, children experienced failure in some of the tasks and commands are given because they were too busy with their gadgets (Nurrachmawatii, 2014). The tendency of children to be reluctant to talk to other people. Another impact caused is the disruption of receptive language development, namely the child's hearing ability, expressive language development, and the child becomes less able to communicate non-verbally (Anggraini, 2019).

Excessive use of gadgets in children can interfere with the language, social and emotional development of children, which impacts the senses (Snowman, 1993). Suryana, 2012).

Based on the description above, the researcher wants to explain the negative impact of using gadgets on children's language development during the Covid-19 pandemic.

RESEARCH METHOD

This research is qualitative research using literature study as a research method. The literature study research was carried out with the help of library information, such as books, journals, articles and e-books (Setiawan, 2017). The analysis was carried out based on several studies related to the research discussion, namely the negative impact of gadget uses and children's language development.

The data collection technique used in this study is a documentary technique. According to Arikunto (2010), the documentation technique variably searches for data about things from notes, books, papers, articles, journals, and others.

The data analysis technique used is a content analysis which aims to determine the description of the characteristics of the content and then draw conclusions (Nana, 2009).

FINDINGS

Based on the description above, the researcher attaches the previous findings that strengthen the researcher's discussion. Where the use of inappropriate or inappropriate gadgets can have a negative impact on children's health (Ningsih, 2018).

The results of research conducted by Trinika (2015) explain that when children use gadgets, most of them use them to play games instead of learning.

The negative impact that arises from the language aspect is the delay in talking to children because they spend hours just playing gadgets which takes away the time to interact and communicate with other people (Ningsih, 2018). This is supported by Yusmi's (2015) research that if children are still fixated on gadget sophistication and experience addiction, it will result in difficulty interacting with their environment.

The results of research conducted by Handayani (2013) concluded that there were 36.7 preschool-aged children who had suspected language development, the same thing was also expressed by Mardiana (2016) that 8.2% of toddler age experienced suspect language development and children's speech. Thus, excessive use of gadgets has a negative impact on the development and psychology of children, where children become less social and communicate with their environment (Santoso, 2013).

DISCUSSION

Online learning by utilizing technological devices, especially gadgets, is not considered optimal in delivering teaching material to students, so learning becomes meaningless because it is like only focusing on visual development and ignoring other developments. According to research conducted by Dragon and Wagner (2004), it can be seen that the learning styles of students who change in online learning are more visual and strong in reading and writing. Implementation online seems uneven and teacher-centered. Coupled with the implementation of discussions or the use of the lecture method, the child's response tends to be slower (Moorhouse, 2020).

Gadgets are a device that aims to assist humans in carrying out their activities (Pebriana, 2017), gadget itself has several functions, namely:

Education
Communication
Social (Chusha, 2017)

Children's Language Development

Language is one of the communication tools used by humans to think as a human first step to acquire knowledge (Amel, Ramadhan, and Gani, 2019). Language itself is a means of communication between individuals in the form of symbols and sounds produced by speech tools in order to communicate with other people.

Language acquisition is the greatest form of achievement because language acquisition is studied intensively on how children can speak, analyze and use language in their development.

In the Regulation of the Minister of Culture of the Republic of Indonesia No. 137, it explains that what is meant by language is;

- Understand receptive language
- Able to express language
- Has a relationship between the shape and sound of the letters

According to Santrock (2007), a language is a form of communication in the form of spoken, written, or through signs. The first language known to children is called the mother tongue (Fatmawati, 2015). Having language skills can help children in listening or listening (Lubis, 2019). The use of gadgets also helps in children's language skills, depending on the control patterns and influence of the parents (Rahmawati, 2020).

Impact of Gadget Usage

During a pandemic, all learning processes are carried out online using available technological devices, including gadgets. Therefore, the use of gadgets in the learning process has an impact on early childhood development, as follows;

- Emotions in children become unstable
- Occurrence of health problems
- Children become difficulty digesting lessons
- Experiencing a security and comfort crisis due to existing content
- A parenting crisis
- Difficulty communicating with other people (Wiresti, 2020)

In language development, the things that can be seen as the impact of the use of gadgets in the aspects of children's language are;

- There was a delay in speaking
- Isolate, or the child has no interest in interacting
- Children cannot express their desires properly
- The child cannot use expressions correctly
- Children have high imaginations but are not realized.

Based on research conducted by Yulsyofiend et al., (2019) conveying the negative impact of using gadgets on aspects of children's language development, as follows;

Can interfere with the child's receptive language development

Interfere with the expressive development of children

The child's lack of fluency in using words

There are obstacles in the introduction of the mother tongue in children

Children become unable to communicate non-verbally

Children have difficulty making eye contact with other people when interacting (Maya, 2017).

The intensity of using gadgets that are not appropriate can affect the child's language and social development, which also disturbs the child's psychology so that the child becomes addicted to using gadgets and ignores their surroundings (Sari, 2016). The longer the duration of use, the more significant the impact experienced by the child.

Excessive use of gadgets in children without supervision and guidance from parents increases the negative impact received by children in their development process. The negative impact that is allowed to continue can hinder aspects of child development, including the development of children's language. It can be seen that language is a critical development for children because it becomes a means for children to interact and communicate with their environment.

This is also reinforced by Hasan's (2019) explanation that the more rapid the development of technology, the more information children receive, and this makes the importance of providing supervision to children

CONCLUSION

From the above explanation, it can be concluded that there is a large negative impact from the use of gadgets in the development of children's language during the Covid-19 Pandemic. It can also be seen that parental control plays an important role in all aspects of a child's life. If parents act actively rather than passively, the negative impact of using gadgets on children's language development will not be negative.

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