

GADGET USAGE INHIBITED INTERPERSONAL INTELLIGENCE of CHILDREN on AGES 6-8 YEARS OLD

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Abstract: This quantitative research aims to determine the effect of the use of gadgets on the interpersonal skills of children aged 6-8 years in Tambaksari district Surabaya. These samples included 40 children of SDN Tambaksari SDN 1 and 3 Surabaya. Data collection technique used observation, questionnaire, and documentation. Data were analyzed using linear regression analysis simple formula. Based on research results or the results of these observations, the data generated can be analyzed by simple linear regression statistical analysis aided by using SPSS 20. Results can be of variable data processing is the use of the gadget has a value of t statistic (t) of 2.108 and 38 is 1.660 ($N = 40 - 2$ (degrees of freedom) = 38) so p value (sig) of 0.000 (< 0.05) means the use of gadgets affect interpersonal skills of children.

Keywords: Interpersonal Intelligence, Gadgets usage

INTRODUCTION

Early childhood is a figure of individuals who are undergoing a process of rapid and fundamental developments with either the next life. Early childhood themselves are those who have a vulnerable age of 0-8 years. At this age children are easier to absorb the information they see. At this time the child has a proper growth and development in various aspects, one of the competence is interpersonal skill.

Spitzberg (2000: 10) suggests the ability of an individual to make effective communication is characterized by the presence of certain psychological characteristics were very supportive in creating in developing good interpersonal relationships. The competence of children is characterized by ease of a child to perform a communication, learning in groups, and show empathy. However, the development of the times an interaction direct communication increasingly difficult to find our environment. Developments of this era is marked by the emergence of a powerful communication tool and interesting. That device is the gadget.

In this globalization era, almost innovation created by humans to contribute to the development of the era, such as to develop communication and social

interaction through media gadget. Gadget is a term used in English to mean a small electronic device with a variety of functions (Osland in Effendi, 2013: 2). At present, the gadget becomes a tool for interacting sophisticated and practically and has now become a trend and a necessity for all mankind. This trend not only hit some age groups just yet but also adults or the elderly (aged 60 years and older), and adolescents (aged 12-21 years) who use this gadget media, but among children (ages 6- 11 years) were also using the media for this gadget.

The launched of the wide range of advanced applications is to make someone very happy to linger on in front of the gadget so that the use of the gadget into overuse. The tendency of excessive use of gadgets and is not exactly going to make someone indifferent to the environment both within the family and society. Indifference circumstances surrounding a person will be able to make someone shunned even alienated environment.

The child's behavior in using the gadget has a positive and negative impact. The positive impact of the use of gadgets among others, to facilitate a child's creativity and intelligence in children, such as the application of coloring, learning to read and write letters certainly a positive impact on brain development of children. They do not require much time and effort to learn to read and write in a book or paper. Children also will be more eager to learn because such applications are usually complemented by images of interest, in addition, the ability to imagine children are also more refined.

Gadgets provide positive benefits but also did not rule out the possibility that the gadget can give a negative impact especially on the interpersonal skills of children, because by using the gadget will reduce children's empathy to the surrounding environment. Their easy access to various information media and technology, causing children to become lazy moving and active. They prefer to sit quietly on gadget and enjoy the world that is in the gadget, the longer the child will forget the pleasure of playing with peers as well as with members of her family. Gadget adversely affect the health and development of the growing child. Too long to spend time in front of the screen gadget making a child's social communication ability is also impaired. With reduced time to socialize, causing the child less able to convey the thoughts of his mind. They tend to store what they want to say, because the ability to communicate should be trained at an early age. The lack of a process of communicating in a child makes the child's development is less than the appropriate, which will also affect verbal ability.

Preliminary observations conducted by researchers at the elementary school in the kecamatan tambaksari, tendency of children aged 6-8 years all already know and love to use gadgets. Most of them use gadgets manifold smartphone. In 1x24 hours of children's use of the gadget can be more than four hours. By observations made in two elementary schools in the Tambaksari can be presented that children. Children there is more to do activities to operate gadget that feels more fun than interacting with their peers. Advanced applications found on the gadget more attractive for them than by taking into account the situation in the surrounding environment, but it is also the parent clicking "yes" right that when children play gadget tend these children live in front of their gadgets each regardless of the world surroundings. If this is ongoing, it is feared would disrupt the process of interpersonal development in early childhood, where children should be able

to interact well with the environment but with their gadgets such an interaction will be impaired. The phenomenon needed a solution that would be beneficial in the process of child development. It takes a further research relating to the use of the gadget Childhood Interpersonal competence 6-8 Surabaya kecamatan tambaksari.

METHOD

This research approach was quantitative ex post facto, this experimental was a research conducting systematic empirical investigation, which the researchers did not have direct control over the independent variables (independent variables), because the phenomenon is difficult to manipulate. Statistical techniques of data analysis used in this study was a simple linear regression analysis.

Subjects in this study were children aged 6-8 years in the tambaksari with a sample of 20 children in SDN Tambaksari 1 Surabaya and 20 samples in SDN Tambak Sari III Surabaya. In the sampling should be able to describe the actual state of the population, in other words, the sample must representative. The sample in this study using sampling techniques that nonprobability sampling in purposive sampling.

Data collection techniques used in this study, observation, questionnaires and documentation. In this study used this type of observation is nonparticipant observation, which observed only and does not share control of the observation. While in this questionnaire using a questionnaire aimed at parents who are the observations of parents towards their children. The documentation in this study consisted of a photo school student activities, observation letter, and a list of children's names, which serve as the completeness of the data supporting the study.

The population $n = 40$ children as well as samples that are used taking all of the population and is obtained in the form of interval data, the statistics used in this study are statistical parametric statistical tests that use simple linear regression analysis.

Simple linear regression analysis aimed to study the relationship between the two variables. , Descriptive statistics can also be done to look for relationships between variables through correlation analysis, make predictions with regression analysis, and make a comparison by comparing the average of the sample data or population (Sugiyono, 2011: 148).

RESULTS AND DISCUSSION

Interpersonal ability to be one of the capabilities of the child is important to pay proper attention to where in interpersonal skills, there are three aspects in it, consist of Social sensitivity, insight and Social Social communication Interpersonal skills could be the beginning of a child to interact with others, but in this interpersonal skills have elements of social sensitivity, social insight and social communication. Social sensitivity

has indicators such as the child is able to do or know the negative and positive reactions. In the children's social insight to realize emotions, intonation and how to look good. Last interpersonal skills is the Social Communications that children are able to communicate verbally and non-verbally.

Based on the research that has been done in the overall sample already know and love to use gadgets. Most of them use gadgets manifold smartphone. In 1x24 hours of children's use of the gadget can be more than four hours. From observations made in two elementary schools in the Tambaksari can be presented that children - children there is more to do activities to operate gadget that feels more fun than chatting with their peers.

This research was conducted by asking questions that assess the child's responses,

observations when children play with friends, and communicate with teachers. Questions granted in accordance with the instruments that have been validated.

Data collection techniques can be done with the interview (interview), a questionnaire, observation, and the combined. So from multiple data collection techniques above, researchers determined the data collection techniques in this research is by observation, interviews, and questionnaires. Based on the results of questionnaires completed by the parents, there is some background information that can be considered in the decision making or supporting the data - other data. It can be interpreted that the knowledge of parents regarding the use of children in the use of gadgets and observations conducted by researchers there is little difference.

a. The reliability of data and the results of validity test. the validity of the study was used to test whether questionare made is valid or not. Validity of the instrument in this study was tested by means of testing the validity of the content (content validity), which is a measurement tool that is able to reveal the content of a concept or a variable to be measured (Siregar, 2014: 56) Reliability In this study, using a measuring instrument reliability test internal consistency with Cronbach alpha technique and by using SPSS software for windows V.23.O. Cronbach alpha technique criteria research instrument with reliability coefficients (> 0.6) according to Siregar (2014: 57).

b. Description of Results SPSSResults Calculations
Observation of
Interpersonal child ability

Table 1. Results of the interitem validation and reliability

<i>Corrected Item - Total Correlation</i>			<i>Cronbach's Alpha if Item Deleted</i>	
Item 1	,671 ,690	Valid	,924 ,924	<i>Reabel</i>
Item 2	,066 ,429	Valid	,936 ,929	<i>Reabel</i>
Item 3	,585	Valid	,926	<i>Reabel</i>
Item 4	,815 ,643	Valid	,921 ,925	<i>Reabel</i>
Item 5	,624 ,677	Valid	,925 ,924	<i>Reabel</i>
Item 6	,766	Valid	,922	<i>Reabel</i>
Item 7	,753	Valid	,922	<i>Reabel</i>
Item 8		Valid		<i>Reabel</i>
Item 9		Valid		<i>Reabel</i>
Item 10		Valid		<i>Reabel</i>
Item 11		Valid		<i>Reabel</i>
Item 12	,811	Valid	,921	<i>Reabel</i>
Item 13	,776	Valid	,922	<i>Reabel</i>
Item 14	,889	Valid	,919	<i>Reabel</i>
Item 15	,609	Valid	,926	<i>Reabel</i>
Item 16	,703	Valid	,925	<i>Reabel</i>
Item 17	,214	Valid	,931	<i>Reabel</i>
Item 18	,440	Valid	,929	<i>Reabel</i>
Item 19	,601	Valid	,927	<i>Reabel</i>
Item 20	,365	Valid	,929	<i>Reabel</i>

- (1) In the column Corrected Item-Total Correlation can be seen the level of correlation and stated that the results are taken as the result of measuring the validity of an instrument used. Item 1 to 20 in that column all items have results of more than 0.3, meaning all items declared invalid instruments.
- (2) In the column Cronbach's Alpha if Item Deleted can be seen that the table states that all items found reabel because all the result of more than 0.6 in accordance with the provisions.

Tabel 2. Reliability Statistics Kemampuan Interpersonal

<i>Cronbach's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>N of Items</i>

.929	.928	20
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Reliability Statistics Table can be viewed as a whole that all data on the instrument conducted for this study revealed reliable with the provisions of the calculation results of Cronbach's Alpha is more than $0.88 > 0.6$.

Table 3. Item-Total Statistics Usage gadget.

	Corrected Item - Total Correlation		Cronbach's Alpha if Item Deleted	
Item 1	,650	Valid	,881	Reabel
Item2	,076	Valid	,892	Reabel
Item3	,302	Valid	,889	Reabel
Item4	,615	Valid	,882	Reabel
Item5	,408	Valid	,887	Reabel
Item6	,560	Valid	,883	Reabel
Item7	,777	Valid	,876	Reabel
Item8	,672	Valid	,880	Reabel
Item9	,688	Valid	,879	Reabel
Item10	,384	Valid	,888	Reabel
Item11	,291	Valid	,889	Reabel
Item12	,548	Valid	,883	Reabel
Item13	,449	Valid	,887	Reabel
Item14	,568	Valid	,883	Reabel
Item15	,554	Valid	,883	Reabel
Item16	,457	Valid	,886	Reabel
Item17	,358	Valid	,888	Reabel
Item18	,693	Valid	,882	Reabel
Item19	,040	Valid	,892	Reabel
Item20	,474	Valid	,885	Reabel
Item21	,152	Valid	,891	Reabel
Item22	,509	Valid	,886	Reabel
Item23	,583	Valid	,885	Reabel
Item24	,588	Valid	,883	Reabel
Item 25	,094	Valid	,893	Reabel

- (1) In the Corrected Item-Total Correlation column can be seen the level of correlation and stated that the results are taken as the result of measuring the validity of an instrument used. Item 1 to 20 in that column all items have results of more than 0.3, meaning all items declared invalid instruments.
- (2) In the Cronbach's Alpha column if Item Deleted can be seen that the table states that all items found reabel because all the result of more than 0.6 in accordance with the provisions.

Tabel 4. Reliability Statistics Using gadget

<i>Cronbac h's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>N of Items</i>
.890	.877	25

Reliability Statistics Table can be viewed as a whole that all data on the instrument conducted for this study revealed reabel with the provisions on the calculation of Cronbach's Alpha is more than 0.88>

0.6.

a. Test Requirements Analysis

This study using the test requirements analysis to normality test and homogeneous test as the basis for the terms of use regression calculation for which data should be normally distributed and should be homogeneous

1) Normality Test

Normality testing of the simplest is to make frequency distribution graph above score ada. Normality testing of data is highly dependent on the ability of the eye and its spread is not 100% normal (normal is not perfect), the conclusions drawn are likely wrong (Irianto, 2009: 260). Normality test is to determine whether a data distribution is normal or not so if the normal data distribution will minimize errors (Absurahman, 2011: 272). Guidelines decision explaining the test results whether a data distribution may be normal or not, namely (Santoso, 2014: 191)

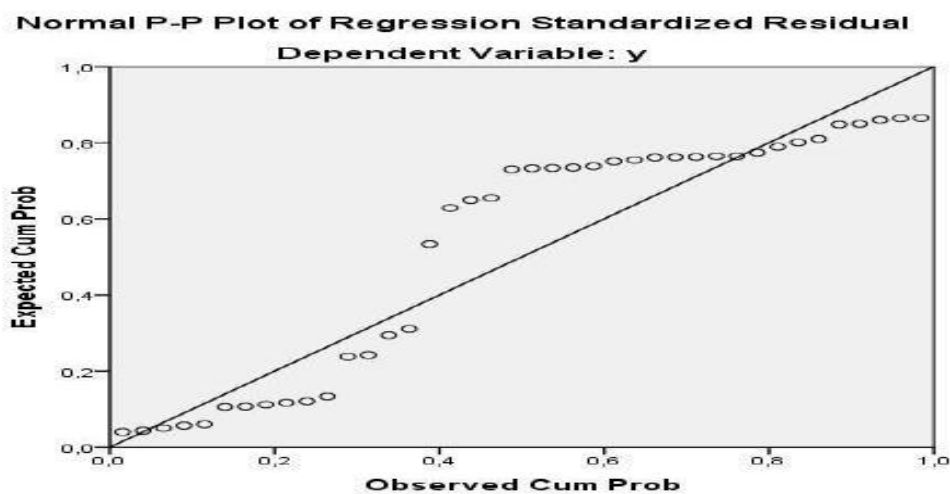
- a) Value Sig. or significance or probability value <0.05, its distribution is not normal (symmetrical).
- b) Value Sig. or significance or probability value > 0.05, its distribution is not normal (symmetrical)

Tabel 5. Tests of Normaility

Penggunaan Gadget	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
25,00	,305	7	,048
28,00	,314	3	-.

Kemam puan Interper sonal	29,00	,215	5	,200
	30,00	,260	4	-.
	32,00	,260	2	-.
	39,00	,372	3	-.
	41,00	,260	2	-.

In the Kolmogorov-Smirnova column information is the same as the test lilliefor (a). Significance or probability value above 0.05, then declared the distribution of both samples is normal. In the column Shapiro Wilk also be obtained on any existing value, significance level or probability values above 0.05, then declared the distribution of both samples is normal.



Gambar 1. Normality Plot of Regression

Base on the chart plots the resulting normal, observation line touching or approaching the diagonal line, which means that the residuals are normally distributed.

2) Test Homogeneity

Homogeneity test is a test for the difference between the two groups, namely by looking at the difference in variance group. According Irianto (2011: 264) homogeneity of variance (variance) is necessary before we compare two or more groups, so that the differences were not caused by differences in baseline (irregularities in the comparison group). According

Absurahman (2011: 275) Homogeneity test is a test for the difference between the two groups, namely by looking at the difference in variance group. Testing homogeneity of variance assumes that the scores of each variable has a homogeneous variance. Guidelines decision explaining the test results if a distribution has the same variance, namely (Santoso, 2014: 191).

a) Value Sig. or significance or probability value

<0.05, the data come from populations - populations having the same variance.

b) Value Sig. or significance or probability value >

0.05, the data come from populations - populations having the same variance.

Tabel 6. Test of Homogeneity of Variance

		Sig
Interpersonal Competence	• Based on Mean	,245
	• Based on Median	
	• Based on Median and with adjusted df	,642
	• Based on trimmed mean	,918
		,597

In the homogeneity test that results with test leven states that significant value or probability value of 0.05 indicating that the populations having the same variance, meaning that the number of children who have the same values are not much different about 5-19 children.

c. Description Output SPSS Regression Results The results of calculations which have been done by incorporating the results of questionnaire data using gadgets child (x) and observation of the child Interpersonal ability (y) obtained the following results: **1) Description Statistics** **Tabel 7. Descriptive Statistics**

	Mean	Std. Deviation	N
Interpersonal Competence (y)	49,0500	12,59009	40
Gadget Usage (x)	34,0750	8,84159	40

Table 7. can explain that the average value of interpersonal skills possessed child is 49 with a standard deviation of 12.5 and an average use of Gadget is 34 with a standard deviation of 8.842)

2. Model Summary

The model summary table is a table that describes the correlation coefficient or anataara relationship variables x and y.

Tabel 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,017 ^a	,026	,026	12,75272

a. Predictors: (Constant), x

b. Dependent Variable: y

Table 8, it can be seen that the level of correlation or relationship (R) between two variables are strong ie 0,017 or 1.7%. Adjusted R square () is a coefficient that indicates the number of 0.26 means the use of gadgets variable x contributes 26% of the variable y is the interpersonal skills while the remaining 74% are influenced by other factors which form the interpersonal skills of children, social sensitivity, social insight, and Social Communication

Regression Equations

Tabel 9. Hasil Coefficients (a)

Model	Unstandardize d Coefficients		Stan dard ized Coef ficients	t	Sig.
	B	Std. Erro r	Beta		
(Con stant)	48,202	8,12 4		5,9 33	,000
x	,025	,231	,017	2,1 08	,000

Table coefficients explains that there is one independent variable (x) is entered in the regression model. Variable use of the gadget has a value of t statistic () of 2.108 and 38 is 1.660 (N =40-2 (degrees of freedom) = 38) so> and p value (sig) of 0.000 (<0.05) means the use of gadgets affect interpersonal skills child. Result of Regression equation

Beta coefficient 0.025 states that each additional 1 value on the use of gadgets will increase 0,025 value on interpersonal skills in children, if the value x = 1 then = 49 (= 48.202 + 0.025 x (1)).

Based on research results or the results of these observations, the data generated can be analyzed by simple linear regression statistical analysis aided by using SPSS 20. Results can be of variable data processing is the use of the gadget has a value of t statistic () of 2.108 and 38 is 1.660 (N = 40-2 (degrees of freedom) = 38) so> and p value (sig) of 0.000 (<0.05) means the use of gadgets affect interpersonal skills of children.

CONCLUSION

Based on the results of research and discussion that has been done shows that the use of gadge adverse impact on interpersonal skills, if overused. Parenting very significant in applying the rules of the use of gadgets in children. sensitivity and communication social should be is developed in children from an early age so that the child concerned by events in their environment.

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