

**THE IMPACT OF NEW MEDIA ON CHILDREN 6-12 YEARS IN INDONESIA****M Ravii Marwan<sup>a</sup>, Nuke Farida<sup>b</sup>**<sup>a</sup>Fakultas Komunikasi, [ravii@staff.gunadarma.ac.id](mailto:ravii@staff.gunadarma.ac.id), Universitas Gunadarma<sup>b</sup>Fakultas Komunikasi, [nuke\\_farida@staff.gunadarma.ac.id](mailto:nuke_farida@staff.gunadarma.ac.id), Universitas Gunadarma**Article History**

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**Abstract:** *This study aims to analyze how the impact of the media on children aged 6-12 years. The research method used by the researcher uses a qualitative-descriptive method which focuses on understanding the process and also understanding phenomena as well as describing the situation in the current era. As well as using Literature Studies which conduct studies related to theory. The analysis uses Computer Mediated Communication Theory where the use of computers is a technological development that facilitates communication between people without having to meet face to face in different places. The results of the research, researchers show that the influence of technology, especially gadgets for early childhood is very influential & has an impact on the development of children's mindsets, where the role of parents is needed to avoid the negative effects of using technology at an early age. From the research that has been made, it can be concluded that there are negative and positive impacts on children. The positive impact is in the form of being able to train creativity for children's brain intelligence, a means of sharing together, as well as a means of socialization media among others. There are negative impacts in the form of health problems in the child's body, apathy and indifference to the surrounding environment, easily emotional, and so on..*

**Keywords:** *Children, Effect, Smartphone, Childhood, Youtube.*

**INTRODUCTION**

The development of technology and science today has given rise to many forms of communication in the form of advances in media in the field of information such as computers, the internet and other digital systems (smartphones/cell phones, electronic mail, household electronic devices, facsimile machines, electronic tools for work and social networking programs Others. Various communication tools and devices are now available and many young children aged 6-12 years use them. As a result, parents play an important role in educating and supervising their children's growth and development. In contrast to today, many new values are based on values that are first taught by parents. Therefore, families must be able to supervise, approach, communicate more effectively and as often as possible so that children can absorb and accept changes. The same technology is used by elementary school age children such as the use of laptops , cellphones (smartphones) that are connected to the internet to make it easier to access various kinds of free websites and applications

Today's technological devices make it easier for users to take advantage of application features related to social media. The same technology is used by elementary school age children, such as using laptops, cellphones (smartphones) connected to the internet to make it easier to access various kinds of free websites and applications. Today's cellphones from various brands offer free and easy to download application-based social media features such as Facebook, Twitter, Instagram, Youtube, Tiktok, and other social media which are currently the social media networks that are widely used by the public. Many children under 13 years old in Indonesia have been introduced to social media by those closest to them. Rajuk who discussed "Neurosensum Indonesia Consumers dominant expression 2021: Social Media impact on Klds" by an independent research company under the auspices of synthetic intelligence (AI) Neurosensum. There are

many impacts from the development of this new media in Indonesia, both positive and negative impacts on the behavior and social changes of early childhood.

Social media is very influential between countries because it can be used as a means between nations and countries that is used to communicate between audiences and is considered capable of communicating remotely. In addition, social media now functions as entertainment, social, lifestyle, business and educational media in addition to conveying information to distant audiences. Social media is still often considered a cause of user asocial behavior, in addition to the positive aspect of ease of communication (Surya, 2014). This is due to the fact that the internet is an interactive communication medium that gives users the impression that they are participating directly in face-to-face communication, even though it only takes place online.

## RESEARCH METHODS

Descriptive qualitative research is a type of research used by researchers. The research focuses on understanding the process, namely describing everything that focuses on research regarding "THE IMPACT OF NEW MEDIA FOR CHILDREN 6-12 YEARS IN INDONESIA" which aims to understand the phenomenon as well as explain the situation in the current era. Research was carried out on students to determine the influence and impact of media use on the thinking patterns of children aged 6-12 years and relate it to CMC theory and literature studies, which according to Nazir (1998: 112) is an important step where after determining the research topic, a study is carried out. related to theory. In the search for theory, researchers will collect primary early childhood development literature in the form of books and various supporting data from online journals, scientific works, social media and other sources.

## LITERATURE REVIEW

### A. New Media

The term new media for Mc Quail (2011: 148) is a set of communication technology tools that are flexible enough to be used for personal purposes and can be digitized. According to Holmes (2005:7), the internet marked the beginning of global interaction technology in the late 20th century which changed the scope and nature of communication. The term "second media age" is used to describe this change. Traditional media, which convey information to a wide audience from one source, does not allow for feedback interaction between sender and recipient. A distinction must be made between new media and conventional media (print media, magazines, radio and television) where the use of these media cannot be used at any time.

### B. CMC Theory or Computer Mediated Communication

This method, abbreviated as CMC, was first introduced by Hiltz and Turoff in 1978 when they communicated using computers on the Internet. CMC makes media a medium that creates, understands, decodes and encodes. This computer-mediated communication includes design facilitation and distribution of information. In its broadest sense, CMC includes all forms of communication mediated by modern digital technology. CMC was first released in computer use in the early 1960s. Another meaning was revealed when CMC was described as a communication process including sender, recipient, message.

CMC has 3 core concepts including Communication Concepts, Mediation Concepts, and Computers.

1. The Communication Concept is a concept that is dynamic, transactional, multi-functional and multi-modal.
2. The concept of mediation is a concept that includes psychological, social and cultural aspects
3. Computers are tools that involve human activity

### C. Understanding Gadgets

According to Osland (in Effendi, 2013:2) gadget in English means a set of small electronic devices that can perform various functions. Computers, tablets and mobile devices are examples of Gadgets. Initially, gadgets were created to simplify the communication media used by consumers. Types of gadgets are not only cellphones/smartphones. Gadgets focus more on special features that present the latest information technology which covers a broad scope of information (Ladika, 2018)

### D. Impact of Media Use Understanding Impact

Something that is done can have a positive or negative effect, or can have a strong influence that has positive and negative effects, which is the definition of impact according to Waralah Rd Cristo (2008: 12).

#### 1. Positive Impact

One of the positive impacts for early childhood is that children can quickly and easily complete tasks and search for information thanks to the internet. The research is supported by research by Rahmandani

(2018) which reveals that the number of people using gadgets will increase rapidly because access is easy to reach via Google, with Google any information can be found and easy access to increase insight can be done. Children now communicate only by exchanging words, no need to come to each other's homes. Children more often ask about assignments via Whatsup Group with their teachers. Research is strengthened by Rozalia (2017) who reveals that students use gadgets as a means of entertainment and also as a means of communication. In line with research by Indrayani (2021) which shows that in the current era, people can interact with each other throughout the world without space and time constraints at any time.

2. Negative Impact

Staring at a mobile/gadget screen can make a child's eyes tired and can disrupt the quality of a child's sleep because they stare at a gadget screen for too long. This is confirmed by research conducted by Keswara (2019) which explains that too much focus on electronic screens will make it difficult for children to sleep. Another impact felt is that the time for children to study is reduced. Children are more focused and more interested in playing with smartphones. They only do assignments, if they are only given assignments by the teacher. If teachers do not give assignments, they rarely have the desire to learn. The research is in line with Santos<sup>0</sup> (2020) which reveals that there is an influence from devices/gadgets which causes many elementary school students aged 6- 12 years to not be interested in studying. This is relevant to research by KurniawatI (2020) which states that children's dependence on cellphones can reduce children's desire to learn. Excessive use can affect children's behavior who become more irritable and temperamental. What's more, if the child is playing online games. They don't want to be disturbed. The research is strengthened by research by Syifa et al 2020 which reveals that children who often use gadgets have an effect on children's emotional behavior. Sometimes children will imitate the behavior on the gadget they are watching. The research is in line with research by Prayuda et al (2020) which states that excessive use of gadgets can influence the level of aggression in children. Children become rebellious and difficult to control. If he is disturbed while playing with gadgets, the child will become angry and find it difficult to control his emotions.

E. Child development

WHO defines children as counting from individuals in the stomach up to 19 years of age. According to Republic of Indonesia Law no. 23 of 2002, Article 1(1) regulates child protection. Children are a valuable asset for the Indonesian people who will continue the nation's generations, so their growth and development must be prioritized (Ministry of Health of the Republic of Indonesia, 2014). Permenkes (2014) defines development as the development of complex body structures and organs, as well as gross motor skills, fine motor skills, language, socialization and independence. Child development is a core part of human development. The development of these skills and abilities occurs in a pattern and is planned. Childhood is a process of change in individual children that leads to physical and psychological maturity. The development phase occurs quickly and experiences changes in various aspects ranging from psychological, physical, academic and social aspects (Basire, 2010). Hurlock stated that humans usually grow and develop based on several mutually directed stages that occur on a scale (Al-Ayouby, 2017). The stages include:

1. The prenatal phase begins when the baby is born
2. The baby phase begins when the baby is 2 weeks-2 years old Divided by age:
  - New Born (0-1 months)
  - Infant (1 month-1 year)
  - Toddler(1-3 years)
3. The early childhood phase starts at age 5 - 6 years
4. The middle-late childhood phase starts at the age of 6-11 years
5. The adolescent phase starts at the age of 12/13 years-21 years
6. The adult phase starts at age 21 years-40 years

## RESULTS AND DISCUSSION

a. Computer Mediated Communication

Computer Mediated Communication or CMC theory has a definition, namely Communication that occurs between 2/more people, where they can interact with each other using computer devices or facilities. In ancient times, computers were one of the most sophisticated technologies that were rarely owned because they were expensive. However, today's computers offer new colors that are easier to obtain and can be utilized in everyday life. There are 2 parts of the process, namely primary communication and secondary communication. The stage of spreading communication from one person's mind to another person using symbols/symbols as a medium is called primary communication. Meanwhile, the stage of spreading thought messages from one person to another using media tools is called secondary communication. The rapid development of gadgets and the internet has had a significant impact on the growth of social media in the current era. This is because social media can be accessed easily anytime and anywhere without space or

distance. This theory informs the application of technology in CMC allowing the exchange of semantic content via telecommunications networks, which are managed by one or more computers between people/groups. The CMC pattern underlies the emergence of communication tools that can make it easier for users to communicate with each other without having to see faces, or be physically close.

b. Early Childhood Intelligence Development

Based on research on the effects of social media on the development of intelligence in early childhood, young children are special human beings who have their own characteristics. Sujiono (Dewi and Eveline, 2004: 351) defines elementary school children as children who have genetic intelligence and have developed through touch stimulation. Children experience a golden phase which means the child begins to be sensitive to touch. This golden phase of growth and development means a lot of development. Developing intelligence is a growth that stands out and increases rapidly when you are still young. This is because potential is formed in the child's first 4 years of age. At this age the brain produces a number of synaptic cells which are the beginning of the child's growth and development in interacting with others (Berk, 2012).

For example, using the YT application can have an impact on the social, emotional, spiritual and intellectual growth and development (IQ) of young children. According to research findings about the impact of YT on intellectual quotient (IQ), information technology, and YouTube in particular. YouTube has the potential to reduce children's interest in learning and have a negative impact on their level of achievement and also has less beneficial influence on children's intellectual intelligence. There are positive and negative impacts on intellectual intelligence, such as children using YT for companionship when studying while parents have a good influence on children. Children are able to learn English words, colors and numbers from YouTube channels, and they can also start learning traditional songs. Furthermore, environment, habits, and conditions can impact how emotional intelligence (EQ) is influenced by social media. If a child asks the same questions repeatedly, it means that the child is curious and has an emotional need for emotional guidance from his parents. Children will become quiet and stay at home, especially avoiding the outside world. However, if parents can control their children's use of YouTube, their children's emotional intelligence is not affected by their media consumption.

Use videos to demonstrate emotional intelligence by showing your child's emotional intelligence in stages. The video makes children happy, interested and enthusiastic. They will be encouraged to see the bright side after being sampled. Children's spiritual intelligence (SQ) can be influenced by YouTube social media, but it all depends on how parents maximize the use of YouTube social media. If parents can limit time and use limits according to the facilities of young children, the influence of intelligence and spirituality is quite positive, with little potential to change children's habits.

According to research findings that have been carried out, providing young children with social media in the form of YouTube videos is one of the appropriate things to provide stimulus from an early age. And parents play an important role in monitoring and controlling the use of YouTube social media. Diana Baumrind (in Santrock, 2002:257-258): explains that there are 3 types of parenting patterns used in the development of parenting patterns, including democratic parenting, authoritarian parenting, permissive parenting, and neglectful parenting.

- 1) Democratic parenting prioritizes the child's interests in order to shape the child's rational personality. Parenting patterns shape children's character, such as self-confidence, friendliness, politeness, cooperation and high curiosity.
- 2) Authoritarian parenting style places greater emphasis on the development of the child's personality through setting standards that must be adhered to. The impact of this parenting style is that children will have traits and attitudes that are easily carried away by feelings, excessively afraid, moody, and difficult to make friends.
- 3) Passive parenting allows children to act independently and with sufficient authority. This indicates that children will be free to explore on their own. However, the impact that arises from this parenting style will give children traits that like to rebel and like to dominate.

Parents play a role in the growth and development of their children who are aware of the rapid technological developments that are being born with known social media. Parents' guidance of their children is always accompanied by supervision. Because it will be difficult for children to communicate with their environment if parents don't care about children who spend a lot of time on social media. By providing educational videos that are interesting, creative and fun, parents can follow the process of selecting the right stimulation such as videos with colors, numbers, pictures and songs that are suitable for young children. If given the right stimulation, the cells in the brain will grow. as cognitive potential and is starting to develop rapidly and can have a positive impact on future growth.

The research is strengthened by different cases where the research results are based on observational data. There are 2 thought patterns caused by gadgets. 1. Can train creativity when playing games. 2. A

developing mind comes with an appropriate phase, meaning that at a young age the pattern of thinking should be in accordance with the developmental phase. But with gadgets, a child's world is the same as an adult's. Researchers saw this activity via WA, in this application the "status display" feature, children often upload videos of romantic relationships, dirty words, and so on.

Current technological advances can be seen in gadgets. The term "gadget/device" broadly refers to various small technologies that can serve various purposes, such as cellphones, iPads, notebooks, and others. Most gadgets are designed to make human activities easier. Apart from referring to the observation process, interviews, and documentation, the impact of gadgets on the low mindset of elementary school children is very large and varied. The results of the formulation show that smartphones have various effects on individuals, especially school children. Research shows that elementary school children are not yet encouraged to have cellphones. Elementary students do not yet know whether it is true or not. bad for him. The essence of the research reveals that children do not have the ability to filter the information they receive properly. It is proven that people only use gadgets for entertainment purposes, such as playing games or watching YouTube and social media. Even the level of intensity of use exceeds the limit Normally, that is three times in 2 hours. This hinders the growth and development of children. Children already believe that gadgets are more than anything if they use them too often. If a child becomes addicted to gadgets it will be difficult for them to overcome and control them. Adults usually have about an hour to use gadgets, and they may use them several times a day. This condition is inappropriate when compared with that age. Children's use of gadgets can be differentiated and supervised compared to adults. If it is the same, it is possible that it will have a bad impact on children, one of which is that they will quickly become addicted to gadgets (Nugraheni, 2018).

Sri Tatminingsih 2017 entitled "The Impact of ICT Use on Early Childhood Behavior: Case Study of Children Aged 4-7 Years". States that the intensity of use of Information and Communication Technology (ICT), especially gadgets, for children is 4-6 hours per day. The use of gadgets has positive and negative impacts that last for a certain period (Tatminingsih, 2017). The most negative impacts of gadget use include:

- (1) Most children often do not care about orders/prohibitions from their parents
- (2) Disruption of study hours and decreased academic achievement
- (3) Easily emotional/temperamental
- (4) Use of language and words that are not age appropriate
- (5) Addiction to gadgets
- (6) Disturbances to the health of the body and children

However, there are positive effects on children, namely:

- (1) Training creativity for children's brain intelligence
- (2) Means for sharing together as well
- (3) As a media for socialization

Overall the impact has been mentioned, but the variables in this study, especially the child's personality, when referring to the impact can be categorized as follows:

- (1) Angry or emotional
- (2) Apathy and indifference to the surrounding environment
- (3) A way of thinking that develops quickly
- (4) Likes to share with others
- (5) Create creative ideas for new ideas/things

From the impacts that we see from the use of devices on a scale without supervision, it is likely that there will be negative impacts that will have a big impact on children. Therefore, the role of parents and family is needed in supervising, guiding and warning when using gadgets if they are used in the long term. This shows that family roles are not only verbal but also involve action. For example, if a child is instructed not to play with a smartphone but ignores these instructions, the family must immediately take action, such as temporarily taking the device away from the child. Another example, when children are invited to study, parents must also accompany and guide their children in using gadget devices. We need to realize that parental supervision is necessary so that children can experience any and all effects of technology use. The research is strengthened by research by Denak Sintia Rahmawati (2018), in her research entitled "Analysis of the Use of Gadgets on Children's Morals (Case Study at SDN 01 Kebonharjo, Klaten), explaining that gadgets influence and have an influence on children's growth and development and have an influence on character formation children. If parents participate in monitoring the use of gadgets, it will have a positive impact on children. However, if parents do not participate in supervision it will have a negative impact. Positive impacts according to Denak (2018) include: is that the use of gadgets in children can improve

language skills, reduce boredom while studying, and provide academic support information. The bad impacts are health problems in children, addiction to content, reduced socialization between the environment and each other, weak thinking power, and children becoming lazy (Rahmawati, 2018). The main goal of the research is to determine whether children are addicted to excess or vice versa. Parents and families can prevent children by agreeing on general rules and routines as a means of parenting for children. Researchers provide suggestions for dealing with gadget addiction in children, including:

- (1) Parents can make rules among each other regarding how long gadgets can be used
- (2) Parents need to supervise and children need permission if they want to use gadgets
- (3) Consistent in implementing the rules
- (4) Parents need to guide children in positive use
- (5) Warn children if they have been playing with devices for a long time
- (6) Parents can keep their children's gadgets
- (7) If the child ignores family orders. Give educational punishments to children. Family and parents play an active role in the child's growth and development process and also guide and remind children of their goodness. Digital Parenting according to (Primasari et al., 2019):
  1. Tell us about the world of the internet and gadgets.
  2. Monitor the activities seen by the child or check on a scale the history opened by the child
  3. Limit children's use of gadgets
  4. Provide what children can access/what media they can access
  5. Establish two-way communication with children

c. Social Development of Elementary School Children

Farida Mayar (2013:460) says "Social development is the achievement of maturity in a person's social relationships." He explained that social development is a learning process to adapt to the norms, values and customs of society. Social behavior is heavily influenced by the family environment. Its development is then influenced by the school environment and society. In various cases, a child's treatment and parental guidance can have a significant impact on their social development, including social norms or aspects of social life. Excessive use of gadgets/cell phones by children can have a bad impact on the children themselves. Children who spend more time watching YouTube social media will be more emotional and even rebellious if other people interfere with their activities. The developmental stage experienced by elementary school students is the stage where they prepare themselves for life in the future.

Yusmi Warisyah Fadilah, 2015 said: There are things parents can do to minimize the impact of gadgets, including:

- (a) Accompany and supervise children when they are playing with devices
- (b) Make an agreement regarding the time to use the gadget
- (c) Participate in monitoring what the child accesses
- (d) Inviting children to learn together in positive terms

Good attitudes and behavior must be exemplified by children, so parents must be able to educate and guide them from childhood. Teachers are needed in schools as educators who provide knowledge in the form of direction and motivation. Rukaiyah Proclamation (2017:401) states, "A true teacher is a person who must be versatile and able to transfer scientific knowledge to students in a way that suits the student's potential."

d. Solution to Gadget Addiction

The Asia Parent Indonesia, Putri Fitria believes that there are several ways to deal with children who are addicted to gadgets, including:

1. Set limits on the use of gadgets, especially if children under 2 years old should not be given them continuously and should not be left to play with gadgets alone.
  - b. Gadget use for children aged 2-4 years is less than one hour a day and ages 5 and over should be no more than 2 hours a day
2. Give a schedule when children play with gadgets. Schedule appropriate and appropriate time for children.
3. Set a good example  
Families must provide good guidance and examples to children. Because young children still imitate the behavior of their surroundings.

On the Halodoc site, other solutions were found including:

1. Establish a gadget-free area in the house, for example in the family room. This means that you are not allowed to use gadgets in the family room.

2. Provide direction and input to children regarding the use of gadgets

## CONCLUSIONS & RECOMMENDATIONS

Based on several research results regarding "The Impact of New Media on Children 6-12 Years in Indonesia" shows that the current era cannot be denied with the emergence of increasingly rapid technology. So that the connection with CMC Theory will never escape from everyday life. The application of CMC is no stranger to the community, especially the younger generation. On social media, including Facebook, YouTube, Twitter and Instagram, we can exchange information in various and different places. Just like WhatsApp, Line, and Telegram, technological developments have made it easier to communicate between people without having to see faces or be physically close. Examples of several Gadgets include Laptop..., Notebook, Gawal and so on. Gadgets are used by the elderly to the young. However, the use of gadgets is most widely used among elementary school age children, where these children are still young (6-12 years). This rapid digital era has had a big influence on the development of elementary school age children, and there are many reasons that influence this. Of course, there are positive and negative impacts that influence social development. Therefore, the role of parents and those around them is necessary, namely that they must always monitor and supervise children when using gadgets. Parents can give direction to their children regarding factors that can build and deepen their knowledge and also shape their children's character by paying attention to things that have a negative impact on children's social development.

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