Actively Interacting: Christian Preschool Teachers' Efforts to Prevent Phubbing Behavior in Early Age Children Who Are Addicted to Gadgets

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Abstract. *This article aims to contribute ideas in preventing phubbing behavior in young children who are addicted to gadgets and to place an active, interactive-based approach in order to help children develop social skills well in their social environment. The method used is descriptive analysis with a systematic literature review approach. The findings of this research show that the internet or digital world which is easily accessed by young children via gadgets opens up space for ignoring the person they are talking to when communicating, which is also known as phubbing which is caused by irregular use of gadgets. Additionally, children who grow up in environments where excessive gadget use is allowed or even encouraged by parents tend to experience problems with social skills, including the ability to give others their full attention without being distracted by gadgets. Therefore, parents must pay full attention to this problem through holistic assistance to prevent bad things from happening in the future.*

Keywords: active interaction, parental efforts, phubbing behavior, and gadget addiction

INTRODUCTION

The increasingly rapid progress of technology is a factor that specifically influences children's growth and development. Ironically, the emergence of gadgets not only supports the learning process, but also influences children's study and play time. The use of gadgets has become a lifestyle in Indonesian society, from children to adults. Gadgets are smartphones that function like personal computers, not only for calling but also for writing, playing online games, and studying. Gadgets have also changed the way people communicate, where they no longer need to meet in person to communicate. This can trigger phubbing behavior, namely an attitude that hurts the person you are talking to by using too many gadgets (Mulyana et al., 2023).

Recently, gadget users are not limited by age, but children, teenagers and adults can easily adapt to the world of technology and are not quickly satisfied with current technological developments. Technology users tend to want to master the newest types of technology which continue to develop every day, so children strive to understand and utilize more up-to-date technology (Yumarni, 2022). Children's dependence on gadgets is caused by the length of time they use gadgets. Playing with gadgets for a long time every day can cause children to develop into antisocial behavior. The impact of this is that children can become more individualistic because they lose the ability to communicate and interact with their surrounding environment. As a result, children's social interactions with society and the surrounding environment can

decrease or even disappear. As is known, at an early age, children should be able to develop good social skills in a social environment (Nasution et al., 2022).

Early childhood is an individual aged between 0 and 8 years, even early childhood is often referred to as the golden age in their growth. According to the Law of the Republic of Indonesia concerning the National Education System, early childhood is defined as children from birth to the age of six. The essence of early childhood education is reflected in Republic of Indonesia Law number 20 of 2003 in (Annisa et al., 2022) especially in article 1 paragraph 14 which reads: "Early childhood education is a coaching effort aimed at children from birth to age. six years which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education."

According to data obtained from RSJ Cisarua, West Java, during January to February 2021, there were 14 children who were addicted to gadgets and undergoing outpatient treatment. Meanwhile, in 2020 between January and December, as many as 98 children underwent outpatient treatment for gadget addiction (Pradana, 2021). According to data obtained from the Central Statistics Agency (BPS) in 2020, around 29% of young children in Indonesia have used cell phones in the last three months. In more detail, the percentage of gadget users in the group of babies under one year old was 3.5%, toddlers aged 1-4 years was 25.9%, and preschool children aged 5-6 years was 47.7% (Imtihan et al., 2022). According to data released by the Central Statistics Agency (BPS) in 2022, around 33.44 percent of young children use wireless gadget devices. This percentage is divided into 25.5 percent for children aged 0-4 years or toddlers, and 52.76 percent for children aged 5-6 years. Of this number, around 24.956 percent of children can access the internet, with a higher percentage in the 5-6 year age group (Napitupulu, 2023).

In the context of the current phenomenon, it can be observed that gadget users tend to feel connected to the virtual world presented on their devices. This has the potential to disrupt the ongoing educational process, by triggering the emergence of procrastination behavior towards educational tasks or priorities that should be prioritized. Behind this problem, there is also a significant aspect related to human psychology, where users are often less aware of the impact caused by dependence on gadgets, including phubbing behavior (Taufik & Dewi, 2020). Phubbing behavior or ignoring other people in order to use gadgets is one manifestation of dependence on gadgets. In a psychological context, this reflects a disruption in the quality of social interactions and a lack of awareness of interpersonal needs. The impact is felt not only on the neglected individual, but also on the users themselves in terms of reduced quality of social interactions and shallower feelings of emotional connection (Pandey et al., 2019).

The results of the bivariate test regarding the relationship between gadget use and personal social development in school age children, using the Chi-Square test, show that there is a significant relationship between these two variables. In the high gadget use category, there were 54 school children, of which 19 children (35.2%) showed a level of low self-confidence. Meanwhile, in the low gadget use category, there were 29 children, of which 34 children (68.0%) showed a level of lack of self-confidence. Bivariate analysis showed a p-value of 0.001, which is smaller than the standard significance of 0.05. Therefore, it can be concluded that there is a significant influence between the use of gadgets and personal social development in school age children. This shows that excessive use of gadgets can cause disruption to children's social development, which ultimately, if not anticipated, will lead to phubbing behavior.

Jasmaniah & Hayati in research conducted with the title "Efforts to overcome phubbing behavior using mathematical tangrams in elementary school children". Providing a solution to prevent phubbing behavior in children by using mathematical tangrams. The aim of this mathematical tangram is to prevent phubbing behavior in children who are addicted to gadgets. Based on the results of research and discussions, children feel more motivated to learn with this mathematical tangram. Children's creativity can be increased so as to reduce the tendency of phubbing among children. Apart from that, the role of parents is also very important in supervising children's activities, as well as diverting children's attention from using gadgets with educational toys that are appropriate for the child's age. Thus, phubbing behavior can be reduced (Jasmaniah & Hayati, 2020). Windana et al in research entitled "overcoming phubbing due to gadget addiction in children of Potrowanen hamlet, Donohudan village by introducing traditional games and strengthening religious activities". Found that the introduction of traditional games and strengthening religious activities need to be increased to prevent gadget addiction in children which triggers phubbing behavior. Introducing traditional games can encourage children to interact with other people and not just focus on gadgets, because they will be involved in various games (Windana et al., 2022). Based on previous research conducted above, this researcher proposes a solution in the form of contributing thoughts from different perspectives. If researchers Jasmaniah & Hayati said that efforts to overcome phubbing behavior were by using mathematical tangrams, and continued by Windana et al that was by introducing traditional games and strengthening religious activities. Meanwhile, this research will focus on the efforts of Christian parents to prevent phubbing behavior in early childhood.

RESEARCH METHODS

The method used is descriptive analysis with a systematic literature review approach (Adlini et al., 2022), research with a descriptive approach is a method that describes events that are happening and then presented in scientific writing with a focus on objectives as insights that can be expressed. It is said to be descriptive because it has the status of a human group or a society, a condition, a system of thought or an event that is occurring (Runa, Marthen Mau 2022). Data was collected through literature studies, case studies and book references. Literature study is an activity related to data collection through data or information analysis to obtain credible research results (Mau 2023). Next, the data is analyzed and concluded into a new discourse for readers.

RESEARCH RESULT

Phubbing Behavior in Early Childhood

Phubbing is behavior that shows a lack of attention to the person you are talking to or the social environment, where someone only focuses on the gadget. The word "phubbing" itself comes from a combination of the words "phone" and "snubbing" (Puji, 2022). Phubbing behavior is sometimes not realized by those who are addicted to gadgets because they are too focused on gadgets, whether for playing games or using social media. The negative impacts of phubbing activities include reducing the quality of face-to-face communication and disrupting the effectiveness of activities being carried out (Lutfiana & Arviani, 2023). It is further explained in Kompas that phubbing creates social and psychological problems. From a social perspective, phubbing damages personal social relationships in interactions, such as not paying attention and respecting the person you are talking to, underestimating conversation topics, lack of sympathy and empathy, and decreasing the quality of socializing (Media, 2023). Silmi conveyed several factors that trigger phubbing behavior, including: addiction to using gadgets, internet addiction, social media addiction, online game addiction, and lack of control or time limits when using gadgets (Silmi, 2022). Nuel added that the aspects that cause phubbing behavior include: (1) Excessive use of gadgets can be a trigger for someone who is addicted to the internet, because they spend a lot of time browsing websites; (2) Addiction to online games can make someone busy playing until they forget about time and the surrounding environment; (3) Personality and situational factors can also trigger certain behaviors, such as introverted personalities who tend to be reluctant to interact with other people, as well as certain situations that force someone to use gadgets; (4) Social media addiction can also be triggered by the availability of various platforms such as Facebook, Twitter, WhatsApp and Instagram which

are easily accessible via gadgets, thus making users more active on social media and ignoring real life (Nuel Bs, 2022).

Apart from that, Damayanti & Arviana said that phubbing behavior, which involves ignoring the people around us to focus on electronic devices, has a significant psychological impact. Phubbing victims may feel unappreciated, lonely, and experience interpersonal relationship disorders, while phubbing perpetrators may experience an inability to communicate effectively, be addicted to gadgets, and feel a lack of emotional connection in relationships (Damayanti & Arviani, 2023). Salsabila et al continued, saying that phubbing can result in a decrease in the quality of communication and relationships between parents and friends (Salsabila et al., 2024). The above explanation contains important insights about how phubbing behavior can have a significant impact on children's interaction and communication relationships during this phase of development. It is also reminded that the effects of phubbing can affect the child's cognitive, emotional and social relationship aspects. Rahma explained that the forms and behavior of phubbing in children consist of Nomophobia, Text Claw, and Computer Vision Syndrome, which are conditions related to the use of gadgets and computers. Nomophobia is the fear or anxiety that children feel when they don't have access to gadgets, while Text Claw is a condition where a child's fingers experience cramps or pain due to excessive use of gadgets. Computer Vision Syndrome, on the other hand, is a variety of disease symptoms that appear in children's eyes and neck due to long-term use of computers (Rahman, 2021). All of these conditions show the negative impact of using modern gadgets or gadgets on physical and mental health and also experiencing phubbing behavior.

Phubbing Education in Early Childhood

In the scope of education, educating children amidst today's challenges is a complex task due to various factors that continue to develop over time. Early childhood is a child who is still in the process of development and growth and is in the golden period where at this time children have the potential to develop very quickly and will become the hope and focus of parents in the future (Zega et al., 2024). Where many children tend to be addicted to gadgets, which results in phubbing behavior in children (Muslih Atmojo et al., 2022). The impact is clearly visible in the characteristics of children who are often exposed to various social media platforms such as Facebook, Twitter, Instagram, Tiktok and others. For this reason, education plays a role, teaching ethical values to protect children from the negative consequences of using gadgets, which can be implemented in schools, families and communities (Jati et al., 2022).

Phubbing education in early childhood is a learning process that aims to increase children's awareness of the negative impacts of the practice of phubbing (ignoring other people to use gadgets) as well as teaching children ways to interact more healthily and empathetically with other people around them. surrounding environment (Suprayitno & Wahyudi, 2020). This approach can be carried out through various learning methods that are adapted to the cognitive and emotional development of early childhood, such as educational games, short stories and relevant situational examples. The main goal is for young children to understand the importance of presence and attention to other people in communicating, as well as developing positive social skills from an early age (Apriyanti, 2024).

Phubbing education in early childhood can involve various activities and learning methods specifically designed to increase children's awareness of the practice of phubbing and ways to avoid it (Rimayati, 2023). The following are several examples of phubbing education in early childhood: (1) Short stories or fairy tales that raise the theme of awareness about the importance of paying full attention when interacting with other people and the negative impacts of phubbing (Hidayanto, 2023). (2) Educational games designed to train children's social skills, such as sharing, listening well, and communicating effectively without distractions from gadgets (Sari, 2023). (3) Use of visual media, such as short videos or illustrative images, to show examples of phubbing behavior and ways to avoid it. (4) Collaborative activities between children to design anti-phubbing campaigns in the school environment or community where it exists (Teluma, 2021). Through fun and interactive phubbing education, it is hoped that young children can understand the importance of full involvement in social interactions and develop empathy and awareness of other people from an early age.

Education about phubbing in early childhood is an effort to provide understanding to young children about the negative impacts of the habit of ignoring people around them and focusing on gadgets. Early childhood is a crucial developmental period, where behavioral patterns and habits are formed (Ghofururrohim et al., 2023). Therefore, it is important for young children to be introduced to awareness of the importance of healthy social interactions and giving attention to other people.

Education about phubbing can start by conveying simple and easy to understand concepts about what phubbing is. Children need to be told that phubbing is when someone ignores other people around them to focus on a gadget, such as a cell phone or tablet. Children also need to be informed about the negative impacts of phubbing, such as feeling unappreciated or ignored by other people, as well as decreasing the quality of social relationships (Poerwita, 2022). Apart from conveying basic concepts, education about phubbing also involves real

examples in everyday life. Adults around children should be good examples by avoiding phubbing and showing awareness of good social interactions. For example, when interacting with children, adults must pay full attention and not be distracted by gadgets (Abivian, 2022).

Next, children need to be taught about the etiquette of using gadgets. Young children must understand that there is a time and place to use gadgets, and that this use should not interfere with ongoing social interactions (Ulfah, 2020). This also includes the importance of paying attention to the person who is talking or interacting. Apart from that, setting time limits for gadget use and encouraging alternative activities outside the home is also part of phubbing education. Involving children in physical activities, games, or interactions with their peers in real environments can help reduce dependence on gadgets and encourage healthy social relationships (Setiawati & Fithriyah, 2020). Open communication between parents and children is also important in education about phubbing. Children need to feel comfortable talking about experiences in using gadgets and getting proper guidance from adults.

Overall, education about phubbing in early childhood aims to help develop awareness of the importance of healthy social interactions and build responsible gadget use habits. In this way, they can grow into individuals who are more aware of their surroundings and have strong and meaningful social relationships. Therefore, holistic human assistance is very crucial in preventing phubbing behavior in children by involving an active interaction approach so that children do not focus on their own world.

Actively Interact

Interaction with children is an approach that involves a strong physical and emotional presence, as well as meaningful involvement in the child's life. The following are several concrete steps to interact actively in an effort to prevent phubbing behavior in young children who are addicted to gadgets, including: First. Talking and Listening. Set aside a special time each day to talk with children about daily activities, interests and feelings. Listen attentively as children share experiences and tell stories. It helps build strong relationships and strengthens the emotional bond between parents and children; Second. Creativity Together. Encourage children to do creative activities together, such as playing games, doing arts and crafts, or gardening. This not only provides an opportunity for face-to-face interaction, but also helps divert children's attention from gadgets to more useful activities; Third. Read Together Read books with children. These books can be Bible stories or story books that are educational and entertaining. Discuss the contents of the book with the children, asking about the children's understanding and reactions to the story; Fourth. Outdoor Activities. Encourage children to play outside, such as walking in the park, cycling, or doing sports. This is not only good for

children's physical health, but also opens up opportunities to interact directly with nature and the surrounding environment; Fifth. Eating together. Schedule time to eat together as a family. Use this time to talk, share stories, and have fun together without the distraction of gadgets. This strengthens family ties and provides an opportunity to share values and beliefs. Based on the explanation above, it can be concluded that actively interacting with children involves conscious and attentive involvement in the child's daily life. By providing sufficient attention and quality time together, we can help prevent phubbing behavior and strengthen positive relationships between teachers and children.

CONCLUSION

Education about phubbing in early childhood is an important step in forming children's awareness of the negative impacts of gadget addiction and the practice of phubbing. Through an approach that involves various learning methods, such as short stories, educational games, and collaboration between children, it is hoped that young children can understand the importance of healthy social interactions and develop positive social skills. In addition, actively interacting with children, through talking, listening, joint creativity, reading together, and outdoor activities, is also an effective way to prevent phubbing behavior and strengthen the emotional connection between parents and children. In this way, awareness of the importance of healthy social interactions and responsible use of gadgets can be formed from an early age, helping children grow into caring individuals and having meaningful social relationships.

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