

**AN ANALYSIS OF CHILDREN PSYCHOLOGY DEVELOPMENT IN
USING GADGET: A CASE STUDY OF 8-YEAR OLD CHILDREN**

SKRIPSI

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ABSTRACT

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This research dealt with the children psychology development in using gadget. The aim of this research was to analyze the children psychology development of 8-year old children with using gadget. This research was conducted by using qualitative study namely naturalistic design and it took place in Indrapura, Batu Bara. The technique of collecting the data used observation and interview, especially for 8-year old children which like using gadget. Based on the analysis it was found that children psychology development who used gadget covered the behavioural and physical character development. In behavioural development, both aspects of emotional and social interaction done. In emotional aspect, there were three traits realized by children who used gadget, namely pleasure, confidence, and interest. In terms of social interaction, the boy was tended to stand alone and got difficult to interact, while the girl was tended to be easy to have friend and preferred to talk. Referring to physical character, both aspects of body system and personality done. In body system, there was not any change of children growth who used gadget, it was suitable with their ages. For the personality, the boy tended to be selfish and he was unable to socialize with others. Meanwhile, the girl tended to be talkative and she was able to socialize with her surroundings easily. In conclusion, all the kinds of development were performed by the children who used gadget, but not all the traits of children psychology development covered.

Keywords: children psychology development, gadget

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CHAPTER I

INTRODUCTION

A. Background of the Study

In nowadays, the technology has grown rapidly. Technology was created to simplify human affairs. Various kinds of technologies can be find in this modern era. As judged by Fuad (2013), gadget is one example of a very popular technology. Everyone using gadgets in modern times, such as television, mobile phones, laptops, smart phones and others. These gadgets have been found and used anywhere and by anyone, ranging from kids, teens and adults. In the past, only people who have upper middle class who are only able to buy gadgets, but in reality now that having a mediocre income enable someone to buy gadgets, especially for children. A few years ago, gadgets were widely used by businessmen from the middle to upper class. The reason they use gadgets is to ease their business. But today, the gadget is not only used by the businessmen only, many teenagers and even children also have a lot of gadgets, especially in use smarthphone.

Most children have become active consumers where many products of gadget make children as their target market. However, children are the most users of gadgets, especially in use smartphone. Referring to the technological developments, it is consciously or unconsciously making the attitude patterns of children who use the smartphone change. Children who are the golden age of about 8 years, should do things appropriate with their age, such as playing with

their peer, learning something new that has not been known and also at the age of about 8 years is one of the very important process for their development especially in their productivity. But it has changed because of the development of technology in the social environment and more unfortunate is that their target market was the children. So, it makes their attitudes and mindset change; they should interact with the social environment but they are even fun with their own world by playing their smartphones. It makes them more individualistic and careless of their surrounding. It's all can show from their behaviour and physical characteristic, like their daily activity because, from their activity it can show their behaviour.

In nowadays, it has become commonplace that elementary school children just have a gadget in the form of smarthphone or mobile phone as their toy material. They should still be playing with their peer but they have changed their habits with spending the time using their smartphone. Panji (2015) notes that the internet users in Indonesia who come from among children and adolescents were predicted to reach 30 millions. The data were taken from the study entitles "Security of Use of Digital Media in Children and Adolescents in Indonesia". Yogi (2014) notes that Indonesia is included the ranking of the "top five" countries of gadget users, especially in smartphone . The Data was taken in 2014, it shows that the active users of smartphones is about 47 millions. When viewed from the age, the percentage of gadget users between children and adolescents in Indonesia is higher around 79 percent. The Survey was done by the Ministry of Information and UNICEF (United Nations Children's Fund) in 2014.

The condition that occur in Indonesia was caused by many things and one of them is environment. Environment was very influential on the children development. Whether or not the environment was aware of the child will affect and even shape the child's development. Gadget is very easy to attract the attention and interest of children and has become commonplace if children are already using gadgets in everyday life. Gadgets have a positive impact and also negative one, for that the role of parents is very important to monitor the development of children in the era of the technology which is increasingly sophisticated as now. Especially in Batu Bara, that is my village. in that area many children who already use gadgets in that age who should not be able to use gadgets and also see their development children in the area of Batu Bara Regency the more difference between children who often use gadgets with children who do not use gadgets.

There were many factors why children who were still at an early age use gadgets, such as when their parents were busy, then the child was given a gadget to make the child silent and not fussy, and also there were indeed his parents have enough economy and buy gadgets to their children for use, and many more reasons. Because too many children in using gadget so make a lot of factors that affect its development. One was the development of psychology of children. When the child was too often in using gadgets, the development of psychology was realized or not slowed down, the emotional nature of a child should have been trained to deal with various problems for example by interacting with their peer, because the child was already addicted in using gadgets he was not willing

again playing with their peers & engrossed with his own world. At the age of 8 years a child, it was the age where the child was experiencing the development process of all the body, the physical development, intellectual development and psychology development. Because it is the golden age for a child's development.

Various studies have been done in the world of medicine as well as the world of psychologists about the analysis of the use of gadgets on child development. Gadgets have a great influence on human life, as well as on children. From a psychological point of view, childhood was a golden period in which children learn to know what they do not yet know. If childhood has been exposed to opiate and negatively affected by gadgets, then the development of children was hampered especially in psychology development.

From the above explanation, conducting a study regarding to the use gadget by children, the researcher was interested choosing it entitles: "An Analysis of Children Psychology Development in Using Gadget: A Case Study of 8-Year Old Children".

B. The Identification of the Problems

Based on the background above, there were some problems identified as the followings:

1. The use of gadget on children
2. The causal factors of children addiction on gadget
3. The rules of environment on the children psychology development

C. Scope and Limitation

The scope of this research was focused on children psychology development in using gadget. It was limited on the behaviour and physical character of the children.

D. Formulation of the Problem

The problem of this research was formulated as the following: How are the children psychology development of 8-year old children?

E. The Objective of the Study

This research was aimed to analyze the children psychology development of 8-year old children with using gadget.

F. The Significances of the Study

The results of this study was expected to be usefull theoritically and practically. Theoritically, those can be as a reference to who was interested in studying children psychology development particularly relating to the use of gadget.

Practically, the finding of this researh was expected to be the motivation for other researcher who wanted to study about children psychology development when using gadget and the result of this study was expected to be able to make the parents and also children aware in using gadgets at an early age.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Children Development

Children development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. Linde (2017) states that children development refers to the ideas of early pioneers in the field about children and their growth, including their cognitive, emotional and physical development. It is a continuous process with a predictable sequence, yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding developmental experiences. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. As children grow older, they develop in several different ways. Child development includes physical, intellectual, social, and emotional changes.

Kendra (2017) judges that the study of children development is often divided into three main areas. These include physical, cognitive, and social-emotional development.

a. Physical Development

Physical development refers to physical body changes. It occurs in a relatively stable, predictable sequence. It is orderly not random. Change in bone thickness, vision, hearing, and muscle are all included. Change in size and weight are also part of physical development. Physical skills, such as crawling, walking, and writing are the result of physical development. These skills fall into two main categories, they are Gross-motor development, It involves improvement of skills using the large muscles in the legs and arms. Such activities as running, skipping, and bike riding fall into this category and Fine-motor development, It involves the small muscles of the hands and fingers. Grasping, holding, cutting and drawing are some activities that require fine-motor development. Environmental factors also affect what children can do physically . These factors include proper nutrition and appropriate toys and activities.

b. Cognitive Development

Cognitive development or sometimes called intellectual development, refers to processes people use to gain knowledge. Language, thought, reasoning, and imagination are all included. Frank (2005) argues that Children's minds work and develop enormously influencing educational theory. Their mind grow up and its capacity increases to understand their world. They cannot undertake certain tasks until they are psychologically mature enough to do so. Their thinking does not develop entirely smooth but instead, there are certain points at which "it takes off" and moves completely into new areas and capability.

Identifying colors and knowing the difference between one and many are example of cognitive task. Language and thought are a result of cognitive development. These two skills are closely related. Both are needed for planning, remembering and problem solving. As children mature and gain experience with their world, these skills develop.

c. Social-Emotional Development

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen, 2005). These two areas are grouped together because they are so interrelated. Learning to relate others is social development. Emotional development involves feelings and expression of feelings. Trust, fear, confidence, pride, friendship and humor are all part of social-emotional development. Other emotional traits s include interest and pleasure. Learning to express emotions in appropriate ways begins early.

Based on the theories above, it was concluded that children development consist of the physical development, cognitive development and social-emotional development. For this study, it would more emphasize the three of them, because the areas of development were linked to one another. Development in one area can strongly influence to another area. For instance, writing words requires fine-motor skills. It also requires cognitive development. Language a part of cognitive development was needed to communicate with others. It was also necessary for growing socially and emotionally.

2. Children Psychology Development

Children psychology and development captures the interest and imagination of anyone who care for kids. Kids grow, develop, play, learn in rapidly changing yet fascinating ways. Freud (1896), was a physician and prolific writer who developed one of the early theories of child development. He believes that all humans possess basic drives and motives. His theories of child development had been very influential. Among his enduring contribution to the field of child and development psychology were the basic contentions that adult psychopathology was connected to childhood experiences and that people aren't always consciously aware of why they do what they do. The theory that developed by him, ranks among the most far-reaching and influential views in modern history. He was too convinced that the structure of human personality is intrinsic, and that people mature psychologically according to principles that apply universally. But he was also convinced that the functional aspects of each individual personality are shaped by experience in a social context.

Developmental psychology was the scientific study of systematic psychological changes that a person experiences over the course of his/her life span. Developmental psychology was often referred to as human development. It used to just focus on infants and young children, but also includes teenagers and adults today - the whole human life span.

Developmental psychology includes any psychological factor that was studied over the life of a person, including motor skills, problem solving, moral understanding, acquiring language, emotions, personality, self-concept and

identity formation and also developmental psychology uses scientific methods to understand and explain how feeling, behavior and thoughts of people were influenced by the actual, imagined or implied presence of other people. Christian (2015) states that the study of children psychology development was often divided into two main areas. These include behaviour and physical character .

a. Behaviour

During the first half of the twentieth century, a new school of thought known as behaviorism rose to become a dominant force within psychology. Behaviorists believed that psychology needed to focus only on observable and quantifiable behaviors in order to become a more scientific discipline. According to the behavioral perspective, all human behavior can be described in terms of environmental influences. Some behaviorists insisted that learning occurs purely through processes of association and reinforcement. Behavioral theories of child development focus on how environmental interaction influences behavior include the emotional and social interaction of the children. These theories deal only with observable behaviors. This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are. There are two aspects that include in behaviour, they are emotional and social interaction.

1. Emotional Development

Emotional development includes the children experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. Emotional development involves feelings and expression of feelings, like trust, fear, confidence, pride, friendship and humor. Other emotional traits include interest and pleasure. The theoretical perspective taken toward emotional development in childhood is a combination of functionalist theory and dynamical systems theory: A child's encounters with an environment can be seen as dynamic transactions that involve multiple emotion-related components (e.g., expressive behaviour, physiological patterning, action tendencies, goals and motives, social and physical contexts, appraisals and experiential feeling) that change over time as the child matures and in response to changing environmental interactions.

Emotional development reflects social experience, including the cultural context. Elsewhere it had argued that emotional development should be considered from a bio-ecological framework that regards human beings as dynamic systems embedded within a community context. Strengths in the area of emotional competence may help children and adolescents cope effectively in particular circumstances, while also promoting characteristics associated with positive developmental outcomes, including feelings of self-efficacy, prosocial behaviour and supportive relationships with family and peers. Furthermore, emotional competence serves as a protective factor that diminishes the impact of a range of risk factors. This research has isolated individual attributes that may

exert a protective influence, several of which reflect core elements of emotional competence, including skills related to reading interpersonal cues, solving problems, executing goal-oriented behaviour in interpersonal situations, and considering behavioural options from both an instrumental and an affective standpoint.

2. Social Interaction

Basically, social life was the combination of various components such as activities, people, and places. The children was exposed to social risk by using gadgets without the guidance of their parents. Firstly, kids will avoid themselves from people surroundings like they will avoid their friends at school which they will face a problem in socializing with peers. At the same time, they will be avoiding the family members when they stay at home. Social interaction is the process by which we act and react to those around us. Social interaction includes those acts people perform toward each other and the responses they give in return. A social interaction is a social exchange between two or more individuals. These interactions form the basis for social structure and therefore are a key object of basic social inquiry and analysis.

Social structures and cultures are founded upon social interactions. By interacting with one another, people design rules, institutions and systems within which they seek to live. Symbols are used to communicate the expectations of a given society to those new to it, either children or outsiders. Through this broad schema of social development, one sees how social interaction lies at its core. Goffman (2008) describes the way that people try to control the impression they

make on others in social encounters. They want to be received well. They want to be taken as credible. At the same time, the others are interested in checking up on the person's sincerity, trustworthiness and general suitability as someone worth spending time with. In face-to-face encounters in "real time," they might not have access to information from the person's background. So in the absence of confirming or disconfirming information that the person is as they claim, they compare what the person intentionally expresses about themselves against other expressions that the person unintentionally "gives off": facial expressions, mannerisms, gestures, nervousness, quality of clothing, application of make-up, use of language and so on. This dynamic between a person's self-presentation and the audience's critical discernment sets in motion a number of micro-level structures that govern the course of social interactions no matter their specific content. They present themselves as humble, sincere, knowledgeable, decisive, aggressive, or easygoing, depending on the circumstances and the nature of the social crowd present.

b. Physical Character

Physical growth was a regulated process that represents the sum of the process of growth of individual cells, tissues, organs, and body systems. This components do not grow at the same rate, but each components has its own rate characteristic. Thus, it is possible to predict the composition of the body from one time to the next; however, the over all composition. Children are growing and adding new tissue more rapidly then during any other period in their postuterine life, but their various organs, tissues, and metabolic process are maturing at

different rates. In a physical character, it can show the personality of children itself. In physical character, there are two aspects, namely personality and the body system.

1. Personality

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability. The other is understanding how the various parts of a person come together as a whole. And also personality is defined as the set of habitual behaviours, cognitions and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others; it helps them to build and develop relationships.

After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person. While there is still controversy as to which factor ranks higher in affecting personality development, all experts agree that high-quality parenting plays a critical role in the development of a child's personality. When parents understand how their child responds to certain situations, they can anticipate issues that might be problematic for their child. They can prepare the child for the

situation or in some cases they may avoid a potentially difficult situation altogether. Parents who know how to adapt their parenting approach to the particular temperament of their child can best provide guidance and ensure the successful development of their child's personality. Finally, the third component of personality is character—the set of emotional, cognitive, and behavioral patterns learned from experience that determines how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. Character is also dependent on a person's moral development .

2. Body System

The human body is made up of a head, neck, torso, two arms and two legs. The human body is made to stand erect, walk on two feet, use the arms to carry and lift. the process of body system growth of individual cells, tissues, organs, and body systems. This components do not grow at the same rate, but each components has its own rate characteristic. Thus, it is possible to predict the composition of the body from one time to the next; however, the over all composition. Children are growing and adding new tissue more rapidly then during any other period in their postuterine life, but their various organs, tissues, and metabolic process are maturing at different rates. The mesoderm constitutes a considerable pad of tissue on each side of the embryo, extending all the way from the back to the front sides of the body wall. It is hollow, for a cleftlike space appears in it on each side.

These are the right and left body cavities. In the dorsal part of the body they are temporary; in the ventral part they become permanent, forming the two pleural cavities, which house the lungs; the peritoneal cavity, which contains the abdominal organs; and the pericardial cavity, which encloses the heart. The dorsal part of the mesoderm becomes separated from the ventral mesoderm and divides itself into serial parts like a row of blocks, 31 on each side. These mesodermal segments grow in all directions toward the epidermal membrane. They form bones, muscles, and the deeper, leathery part of the skin. Dorsally they form bony arches protecting the spinal cord, and ventrally the ribs protecting the alimentary canal and heart. Thus they form the body wall and the limbs much the weightier part of the body. They give the segmental character to the body wall in neck and trunk, and, following their lead, the spinal cord becomes correspondingly segmented. The ventral mesoderm is not so extensive; it remains near the alimentary tube and becomes the continuous muscle layer of the stomach and intestine. It also forms the lining of the body cavities, the smooth, shining, slippery pleura and peritoneum. The mesenchyme forms blood and lymph vessels, the heart, and the loose cells of connective tissues.

Most children of human development agree that the most important determinants of the different profiles include the inherited physiologic patterns that were called temperamental qualities, parental practices, personality, emotional, relationships with peers, and social interaction and finally, the historical era in which late childhood and early adolescence are spent (Kagan, 2016). Each of these factors exerts its major influence on only some components

of the psychological profile and is usually most effective during particular age periods. For example, the quality of social relations with peers affects primarily the child's beliefs about his/her acceptability to others and has its major effect after school entrance. By contrast, parental conversations with the child, and especially naming unfamiliar objects, affect the child's future verbal talents and have maximal effect during the first 8-years of life.

Psychology emerged as an independent science in the late nineteenth century and was at first devoted exclusively to understanding the nature of thought and the structure of the human mind. The early psychologists were interested in cognitive processes (such as perceiving, knowing, and expecting) and it seemed to them that these processes could be studied only through asking trained subjects to examine their own mental processes to introspect. As a scientific tool, the method of introspection just didn't work: there was no way to settle disputes when two investigators disagreed. Psychologists search for the objectivity of science, and vigorous young psychologist named Carston (2010) attracted a great deal of interest by saying that psychology should not be concerned with cognitive processes at all: rather, it should adopt a behaviourist stance.

According to Carston (2010) that psychology as the behaviourist views it was a purely objective experimental branch of natural science. **Psychology was the science of the mind and behavior.** Its theoretical goal is the prediction and control of behaviour. Introspection forms no essential part of its methods, nor is

the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness.

The idea of childhood as a special period emerged in seventeenth- and eighteenth-century philosophy and did not become scientifically important until the middle of the nineteenth century. This theory and observations played an important part in the birth of contemporary developmental psychology. Hall (2008) made a major contribution by devising objective methods as a substitute for casual observations and studying groups of children over a wide age range. One of the major issues in contemporary psychology involves the relative status of biological and environmental determinants of behaviour.

The study of the psychological processes of children, and specifically how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the next was a specialised branch of psychology known as child psychology. Child psychologists work with children and adolescents to diagnose and help resolve issues causing emotional or behavioural problems.

3. The Factors of Children Psychology Development

Young children were affected by many social, economic and environmental factors both in positive and negative ways. Because children are so vulnerable, they can be easily affected by things many parents and adults take for granted. Joseph (2017) proposes that there are some factors of children psychology

development, namely parental interaction, learning environment, health, social interaction.

a. Parental Interactions

Parental interactions with children can have a largely positive or negative effect on child development. Parents who spend time playing and teaching their kids through reading and by performing various types of hands-on games and activities can have a positive impact on their child's development. On the flip side, parents who ignore or neglect to interact with their children in a positive way may be hindering their healthy development.

b. Learning Environment

Children who are surrounded, both at home and at school/daycare facilities, by a strong learning environment that is both informative and supportive may improve their development. The research has shown children exposed to poor and underprivileged educational environments tend to be at a higher risk of being negatively affected in terms of their development.

c. Health

Proper nutrition can have a direct impact on a child's development both physically and psychologically. They point out that proper nutrition is related to functional outcomes for children as they get older. In other words, unhealthy eating can lead to weight gain and other negative effects if the child does not learn how to eat healthy early in life. The fact that it is the increased duration and intensity of the exposures to healthy eating habits, through both hands-on learning

and leading by example, that really make a positive impact on a child's development.

d. Social Interaction

This research has shown that social isolation or lack of socialization can lead to early childhood development issues, such as speech problems or an inability to socialize with others in a civilized way. The socioeconomic environment in which a child is raised can have a drastic effect on their development. An example of how this could affect a child negatively is if she is not socialized with other children, such as neighbors, classmates or family members.

Rowan (2017) elaborates that one of the factors in children psychology development is the use of technology. A mere twenty years ago, children used to play outside all day, riding bikes, playing sports and building forts. Masters of imaginary games, children of the past created their own form of play that didn't require costly equipment or parental supervision. Children of the past moved a lot, and their sensory world was nature based and simple. In the past, family time was often spent doing chores, and children had expectations to meet on a daily basis. The dining room table was a central place where families came together to eat and talk about their day, and after dinner became the center for baking, crafts and homework.

Today's families were different. Technology's impact on the 21st century family was fracturing its very foundation, and causing a disintegration of core values that long ago were the fabric that held families together. Juggling school,

work, home, and community lives, parents now rely heavily on communication, information, and transportation technology to make their lives faster and more efficient. Entertainment technology (TV, Internet, video games, gadget, smartphone) has advanced so rapidly, that families have scarcely noticed the significant impact and changes to their family structure and lifestyles. Kaiser (2010) shows that elementary aged children use on average 7.5 hours per day of entertainment technology.

Children now rely on technology for the majority of their play, grossly limiting challenges to their creativity and imaginations, as well as limiting necessary challenges to their bodies to achieve optimal sensory and motor development. Sedentary bodies bombarded with chaotic sensory stimulation are resulting in delays in attaining child developmental milestones, with subsequent negative impact on basic foundation skills for achieving literacy. Hard-wired for high speed, today's young were entering school struggling with self regulation and attention skills necessary for learning, eventually becoming significant behavior management problems for teachers in the classroom.

From some factors that was affected the children psychology development, they were parental interaction, learning environment, health and social interaction. the use of technology was one of the factors that most influence in the children psychology development. The impact of technology on the developing children have seen an increase of physical, psychological and behaviour disorders that the health and education systems were just beginning to detect, much less understand.

It would be better to understand the complexities of this issue, and help create effective strategies to reduce the technology use

4. Technology Development

Based on Singh (2014), technology had a huge potential to be used for social good. Mobiles and mapping software can be used to gather data, and visualise patterns and trends; predictive analytics can be used to help translate 'big data' into useful statistics; unmanned aerial vehicles can monitor real-time crises; and social media helps mobilise groups around the world.

These technologies were getting more accessible to diverse groups by the day. Just as mobile phones and cameras have spread across the world and are now in the hands of people and organisations in remote areas, some highly advanced technologies that seemed to be once reserved for computer scientists and technology firms are becoming increasingly available to non-government organisations.

If paired with the ability to disseminate information broadly and forge strong ties with local grassroots movements, technology can allow civil society to monitor, predict, and possibly deter mass violence, identify interventions that will be most effective and drive large scale movements to amplify the voices and actions of marginalised communities. Technology may prompt organisations to move from seeking incremental change to focus on large-scale systemic change. One of the key attributes of many new technologies is their capacity to allow people to share information quickly and to cross from local to global and back

again. Technology refers to the use of tools, machines, materials, techniques and sources of power to make work easier and more productive. While science is concerned with understanding how and why things happen, technology deals with making things happen.

Puja (2012) said that development was closely related with technology. The stage of development the human being has arrived could have been possible without the advancement in technology. The radical change and advancement in the economy, as we observe today, is the result of the modern technology. Technology has brought about efficiency and quality in the manufacturing sector. Technological advancement has reduced the risk involved in manufacturing enterprises. There has been tremendous improvement in the field of health the world over not only the average age of people has increased but the mortality rate has also declined considerably. This could be possible only because of technological advancement in health sector.

There was perhaps no field of human life which has not been affected by technology. Agriculture, industry, profession, health, education, art, political processes, recreation, religious activities and daily life activities all are under the influence of technology. It is important to keep in mind that technological advancement has affected human life both positively as well as negatively. Not only that life has become easy and comfortable, there are also indications of several threats to life and society in the future due to use/misuse of modern technology.

The nature and extent of development the human society has experienced by now is heading towards crises in future. The sustainability of development is in question today. This has happened only due to irrational use of technology. It has been discussed here as to how development – economic as well as social – takes place with the advancement of technology but not without leaving a scar to threaten the human society. The development of technology, which itself is symptomatic of development, has brought about not only economic development but also radical changes in the social and cultural spheres of society.

There were some effects of technological advancements on social, cultural and economic aspects of human life. Technological advancement and development have come to a stage where human society finds itself at a crossroads. The positive as well as negative roles of technology have put humans into to a situation of flux and confusion.

5. Gadget

Gerald (2015) was elaborate that gadgets were culturally constructed, socially constituted and historically contingent. Because technology was embedded in all human activity, a gadget was the product of us and our place, time and zeitgeist. However much it might be considered a novelty and designed simply to make living more fun or convenient – a characterization which points to an age in which fun and convenience are paramount – a gadget alters the conditions of our lives because using it serves to materialize behaviors that are associated with a need, feeling or condition. gadgets can make us feel more

parental, fast, efficient, free speaks to how our shaping of objects, tools and technologies is, in the end, a shaping of our selves, society and values.

A gadget was a small tool such as a machine that has a particular function, but was often thought of as a novelty (Quinion, 2008). Gadgets are sometimes referred to as *gizmos*. Gizmos in particular are a bit different than gadgets. Gadgets in particular are small tools powered by electronic principles (a circuit board). A gadget is a new, often expensive, and relatively unknown hardware device or accessory that makes your life or the use of another device easier or more enjoyable.

As a gadget becomes widely used, it was no longer referred to as a gadget. For example, when cell phones were first introduced, they were considered gadgets. As they became more mainstream, they were no longer considered a gadget. When referring to software, gadget was another name for a widget. A gadget was also an additional feature that was added into the Windows Vista Sidebar. See the Sidebar definition for additional information about this feature.

Gadgets enhance the effectiveness. Prior to the innovation of the telephone or the more recent e-mails, sending messages and letters would take days to reach its location. The soft wares made use of for application in the net and the telecommunication are absolutely nothing but technical gizmos. These gadgets really have actually increased human efficiency in regards to work and made the world a much better place to live in.

A gadget brings happiness to the family. With the development of web-cam and other video devices, staying away from friends and family was no more unpleasant. These gadgets was make far-off things come near and makes human accessibility really easy. In a single device a user can get the function of even more than one item.They help in conserving space. Initially in the early years of telecommunication the wired handsets might be placed at a prescribed position only for connection. With introduction in innovation, mobiles were created that permitted users the freedom to gain access to calls when moving.

5.1 Types of Gadget

Following the technology advances of last decades, lots of gadgets designed for various tasks appear. Often one and the same device performs a great variety of functions, this circumstance allows referring it to more than one gadget classes. To divide these devices into groups is rather a hard task, considering their great variety and amount. However, it can define some major categories combining gadgets with similar functionality and covering the majority of devices.

Charles (2016) explains that Some years ago our portal has already published this sort of “catalogue”. Then it included “mobile phones, USB-gadgets, spy and iPod-gadgets, medical gadgets”. For the last years the hi-tech world has changed greatly: some devices have left our reviews, while the others have appeared. So, the time has come to “put everything on its place on a shelf” and “count them all”. There are so many types of gadget, but in this study will be discuss only a few, they are smartphome, laptop, media player, digital camera and tablet pc.

a. Smartphones

Smartphone was a mobile phone that once wants to become something more. As Scarecrow once got the brain from the wizard, this phone got its “brain” from the genii of computer world. Then it has learned various functions, possibilities, services. Smart phones differ from ordinary mobile phones by their developed operative system open for further program elaborating. Without this OS it never know the favorite angry birds, navigators, barcode scanners, or any other advantages of mobile life.

One more thing the installation of additional applications let you significantly improve the functionality of a smart phone compared with an ordinary mobile phone. In late 1900s smart phones had finally squeezed classic mobile phones and PDA out of the hi-tech market. Of course, the latter are still being sold and find their buyers, but these smart phone ancestors have no prospects for further development, not a slightest hope.

Charles (2016) judges that some key characteristic of smartphone, namely processing power, screen diagonal, display quality and operative system level. The functionality of smart phones increases each year. Pedometers and pulse monitors, fine photo cameras and listening devices are being installed in them. Now the smart phone can replace some simple fitness-trackers and photo cameras. Just imagine what can happen in future. Nevertheless, their further development is warranted by software, and not by “filling”. It is new apps that are the chief allurements for trustful customers. Besides, nobody can live without

communication. That is why smart phones and their analogues coming soon will enjoy a great demand for a long time yet.

b. Laptop

Laptop was a computer that can be brought to anywhere as wish. Laptop is the result of modification of a PC computer, form and various Merck already in the possession of this one gadget. Lightweight and has many functions to make people tempted to buy it, the load is owned by the laptop in accordance with the materials, specifications and size, approximately the size of about 1 - 6 kg.

c. Media player player or MP3 / MP4

The media player was an electronic item that is common in our lives, which has the function to play music or video. Generally this media player we call with MP3 or MP4.

d. Digital Camera

Digital camera was a tool that can to photograph an object that we want. How digital camera work is after we photographed the object then the refraction is done by the lens and in proceed to the CCD sensor.

e. Tablet PC

Tablet PC was the same as a laptop, which is the result of modification of a PC computer. But this PC tablrtr lighter and more cool than the laptop. Tablet PC is a portable computer and a lot of usability that is owned by tablet PC.

Based on the fact, there were some types of gadget, they were smartphone, laptop, camera, tablet and many others. But in this study, smartphone was the one

of gadget that was used and describe of this research, because smartphone was a gadget that most use in all people, start from children, adolescent and adult.

5.2 Function of Gadget

Gadgets itself was a technological innovation that allows people to do something when the urgent work does not need to bother looking for a laptop or computer, it is true that gadgets have not completely replace the laptop or computer but the gadget has its own benefits. Based on Ali (2012) using gadget has benefits as presented below:

a. Streamlining Communication

Most sensible of the benefits of a gadget there is facilitate or facilitate communication, is the main purpose of this gadget is to facilitate communication with someone who is not nearby so it does not take a long time to deliver the message.

b. Accessing Information

Not a gadget of its name if it can not provide any information to you as its owner. The information can make it easier for you to do an activity. If as a student the information can be news updates about the campus programs and its development.

c. Insight Increases

Increased insight was a benefit of gadgets from a mix of smooth communication and easy information gained. We know that with communication and information is one element that carries your insight can be increased.

d. Entertainment

It's no secret that the gadget was also useful to eliminate your fatigue through the entertainment offered. The entertainment can be music, games, video and other multimedia software.

e. Lifestyle

Having a gadget can sometimes be a lifestyle, because sometimes someone takes advantage of this gadget just to strengthen his confidence or social status. The other side so as not to miss the latest trends. Read: Apps that cause your smartphone gadgets to be wasteful.

f. Closes the Far and Away Closer

As already noted above that the gadget makes it easy to communicate with someone far away from it to get the message and deliver the message. But sometimes not a few people become a bit less likely to communicate with people closer (not close personally but distance-pen).

Gadgets were very useful in the present era and these benefits sometimes cause a loss what were the disadvantages. So in essence the benefits of gadgets was to facilitate communication, access to information, insight increases, entertainment and lifestyle.

B. Relevant Studies

This research took some relevant studies to support it. The first research had been done by Hsin (2014). The research told about developmental domains,

the majority of the reviewed study revealed that the technologies had positive effect on children's performance across developmental domains. Particularly, in social domain, most studies show that technologies enhanced children collaboration and interaction with others and their development of multiculturalism. the children aspect and the technology have been so far described. The result of this study shows that there were some perceptions that technology can support children's social development.

The second research had been conducted by Sari (2016). This research purposes was to prove if when the children use gadget there was an impact, that was negative impact and positive impact. And it make the effect of children development. The result of this study told about that there was a significant effect of using gadget on students in the school and the data shows that more positive effects than negative effects.

Both the researches above have the similarity and the difference with the study that will be done. The similarity of this study was to emphasize the effect of gadget on children development. The differences with this present study was the first researcher, she told about that the use of gadget was effected of social development. While for the second researcher, she told about that there was positive impact and negative impact when the children use of gadget. For the researcher of this study, it was discussed about the analysis of children psychology development in using gadget.

C. Conceptual Framework

The concept of an analysis of using gadget on children psychology development have been explored in the previous discussion. A conceptual framework derived from those concepts above was the increasing number of underage children who like to play gadgets that was affected the development of his body such as physical, intellectual, social and psychological development. So from this, this analysis exist and also to solve of the problem of research was a case study, that was qualitative method design. The purpose of this study was to solve the problem of analysis of using gadget on children psychology development.

The conceptual framework of this study was presented in detail as the following chart:

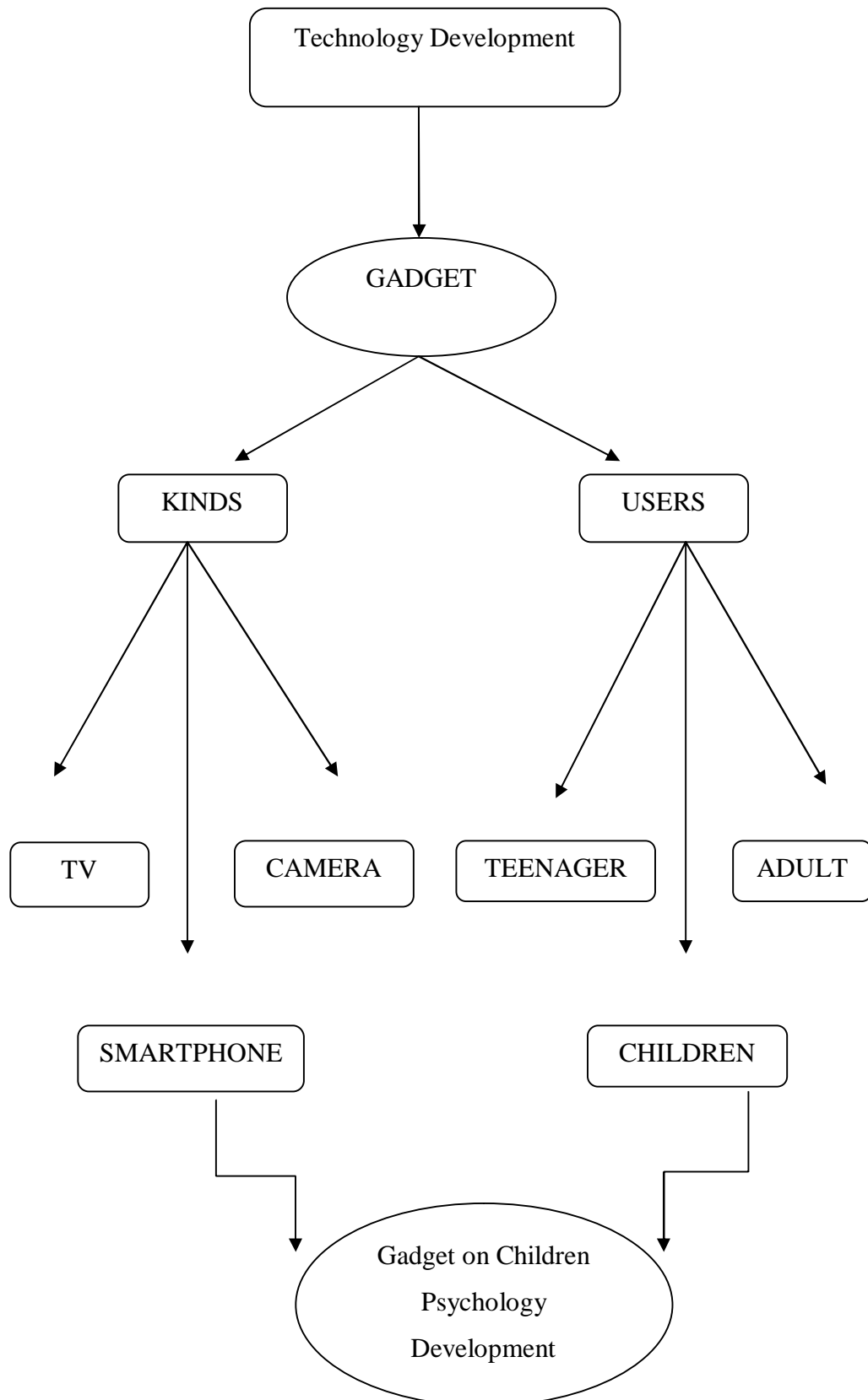


Chart 2.1 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was applied by qualitative study, namely naturalistic design. Newman (2000) states that qualitative was describing data in the form of word and image from document, observation, and transcript. It was qualitative because, the researcher observed the children development especially in their psychology, which requires a case study method. A case study was a research that aimed at analyzing in its real life context.

Then, Hutzman (2015) explains that naturalistic design was research that involves studying the subject of interest in its own environment, as it occurred in day-to-day life. Researchers strived to not make changes to the environment, as such changes may influence the outcome of the study. Since the entire point of this method was to observe things as they occurred naturally, such an outcome was not desired. So, in this study, the researcher revealed the naturalistic from the children psychology development based on the using of gadget.

B. Source of Data

The source of data in this research were obtained from 8-year old children that like to use gadget in their daily life. The researcher took two children, boy and girl as the informants. They live in Indrapura, Batu Bara.

C. Instrument of Research

In collecting the data of this research used two instruments, namely observation and interview. In observation, the researcher observed behaviours and noting physical characteristic development of children. Referring to interview, the researcher gave some questions to the children to get more information and focused on the subjects' responses and experience on the subject matter so that it helped to know their psychology from their answer .

D. Technique of Collecting Data

In technique of collecting data, the subjects were investigated directly by the researcher. Observation and interview had used to collect the data. Observation was one of techniques of research used to collect the data. In observation, the researcher directly interacted and observed the children to know and to get more information about them. The observation had been done during four weeks. It was done once in each week on Sunday around 11 am until 1 pm. And in this observation just focused to observe the behaviour, especially in emotional and social interaction and for the physical character, especially in personality and body system. Then, the interview had been done by giving some questions relating to use of gadget to the children. After that, the researcher wrote and recorded the answers of the children.

E. Technique of Data Analysis

In analyzing the data, the researcher used the analysis model proposed by Miles and Huberman (2014), that say the qualitative data analysis consists of three procedures, namely data reduction, data display and drawing and verifying conclusion. The procedures of data were analyzed based on the following steps:

1. Data Reduction

Data reduction was used in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that were considered important. The researcher selected the data and gave the valuable information in research. In here, the researcher classified the data which related to this research or not and use the data that related to this research. The data was chosen by identifying one of boy and one of girl that 8 – year old children which like to use gadget.

2. Data Display

Data display was the process to simplify the data in form of sentences. In displaying the data, the researcher described data by finding of analysis of using gadget on children psychology development. So, the researcher described and showed the data of this research by using table of the data analysis of using gadget on children psychology development especially on 8–year old children.

3. Drawing and Verifying Conclusion

The last step in analyzing the data was drawing the conclusion and verification. It was used to conclude all of data, so that it became clearly. The conclusion was able to answer the formulation of the problems that were formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were collected from two children, they are boy and girl at the ages of 8-years old. The data were collected for four weeks January, 26th 2018 to February, 23th 2018.

The data obtained during observation and interview of the children and at the same time recorded the answer of the interview. So, the data only deal with the answer of interview and the observation. For more complete data of observation were presented in Appendix 1 and interview data were presented in Appendix 2.

B. Data Analysis

Based on the data collected during the observation and interview, the children psychology development of 8-year old children with using gadget were analyzed. The children psychology development involved behaviour and physical characters. Behavioural development consisted of emotional and social interaction. In physical character consisted of personality and body system.

1. Behavioural Development

Based on the emperical data of this study, the two aspects of behavioural development were found:

a. Emotional Development

Emotional development includes the children experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. Emotional development involves feelings and expression of feelings, like trust, fear, confidence, pride, friendship and humor. Other emotional traits include interest and pleasure. Based on the data found, not all the traits of emotional development realized by the children who used gadget. There were only three traits showed by the children, namely expression of pleasure, confidence and interest. This theory is relevant with this research data as presented below:

Data 1:

In the afternoon, after he got back from school without changing his uniform, he was in rush taking his gadget and play it. A few minutes later his mother called him to changed his uniform and took lunch, but he did not listen her and still playing his gadget and start to mumble by himself. (Appendix 1, Obs; B.2)

The Data 1 show that, there is the emotional development of the boy. In this case the emotional of the boy changed to be bad mood, because his pleasure was disturbed by his mother. It was seen from the activities that had done by the boy. When his mother asked him to change his uniform and took lunch after he got back from school, he was rush in taking his gadget and played it. He did not listened to her and still playing his gadget. He did not care with his mother request. While he still playing gadget, but he also start to mumble by himself, because he felt that when his playing was disturbed by someone, he was not able

to focus on his playing gadget especially in playing games. Because, in general the children more like to playing games than another in their gadget.

Data 2:

At the last of observation, while the researcher asked her that has she already took lunch or not and asked her about her activity at school, she tried to changing the topic with teaching the researcher, how to play the game in her gadget and tried to show off her skill in playing games.
(Appendix 1, Obs; G.4)

The Data 2 above also show that there is the emotional development of the girl. But in this case, the emotional of the girl was not same with the emotional of the boy. The thing that make different was, if the emotional of the boy tend to be bad mood, but in here the emotional of the girl was not too bad mood and more tend to prefer to talk. She was too confidence to talk about anything to someone. It was indicated from the activities of the girl. When the researcher asked her that has she already took lunch or not and asked her about activity at school, she tried to changing the topic with teaching the researcher, how to played the game in her gadget and tried to show off her skill in playing games. Actually, one thing that make difference in emotional between boy and girl were the activities, but eventhough they have same activities, the emotion between the boy and the girl are still different. Because from the observation that the researcher found were showing different emotional between boy and girl in their daily life. In here showing that the emotion of the girl was prefer to talk and also showing her confidence in trying to get attention from the researcher and the others.

Data 3:

R: Kalau anaknya main handphone, terus disuruh makan atau yang lainnya, marah gak dia?

(When your children playing smartphone, and then you ask them to eat or to do anything, does your children get angry?)
(Appendix 2, Int; 5)

B: Pasti marahlah, karena lagi seru main terus diganggu
(Yes, of course). (Appendix 2, Int: BM;5)

G: Jelas marah, karena lagi asyik main dipanggil
(Yes, she does, because she enjoyed the games and someone called her)
(Appendix 2 Int: GM;5)

The Data above show that if the children which like to use gadget, they were easy to get angry, it was looked in the result of interview, when their mother asked “When your children playing smartphone, and then you ask them to eat or to do anything, does your children get angry” and their answer “Yes, of course and yes, she does, because she enjoyed the games and someone called her”. It proved that if they were playing gadget, they did not like to disturb by everyone. Most of children were like of the sample in this research, they liked to use gadget because they played any games in their gadget. So if someone disturb them when they played the game, accidentally it makes them to get angry and became to be bad mood too. They thought that if they were disturbed by someone or anyone it makes them did not focus in playing the games so they were to get angry. And also, because they were too interest in playing gadget, especially in playing games, so it makes them to get angry when they were disturbed by anyone or everyone eventhough their friend itself. It showed that their emotional was effected in their development especially in their psychology, their emotional was uncontrolled, because sometimes they nice to talk and sometimes not.

b. Social Interaction

Basically, social life was the combination of various components such as activities, people, and places. The children was exposed to social risk by using gadgets without the guidance of their parents. Firstly, kids will avoid themselves from people surroundings like they will avoid their friends at school which they will face a problem in socializing with peers. At the same time, they will be avoiding the family members when they stay at home. Other than that, the kids will risk their social life by using gadget because it can make the children exposed to having gaming addicted and sometimes the kids will lose concentration on their studies which they will not complete all the homework given. They were wasting time and money with playing games. This theory is relevant with this research data as presented below:

Data 4:

In the first meeting, the boy still awkward and afraid if the researcher try to approach him. He still busy by himself with the gadget and didn't care with his surroundings.
(Appendix 1, Obs; B.1)

In the evening, while he was playing his gadget, some of his friends called him and asked him to play outside, and then he went out to play with his friends but he still brought his gadget. While his friends playing traditional game, like hide and seek, he still played with his gadget and he just still focus in his own world. (Appendix 1, Obs; B.3)

In here, the Data show that if the social interaction of the boy more like to stand alone. In here, the boy looked avoid from the people around him, like the researcher, his peer and his family. It proved from the activities that he did in his daily life. In the first meeting with the boy, he was still awkward and afraid to the

researcher. The researcher tried to approach him, but he was still busy by himself with his gadget and did not care with his surroundings. From the stand alone attitude in social interaction, it was concluded that he was more like to stay at home, because his attitude showed that he was hard to get along with others, and if someone tried to approach him, he precisely stay away. The data also show, when he was playing his gadget, some of his friends called him and asked him to play outside. Actually, he went out to play with his friends, but he was still brought his gadget. While his friends playing traditional game, like hide and seek, he still played with his gadget and he just focused in his own world. It also showed that the social interaction of the boy was indifferent, because he was too engrossed with his own world and with his gadget, so he did not care about his friends and his surroundings. The thing did not rule out that while the children were playing gadget, they were wasting too much their time. Which should they used their time to interact in social, like playing with their peers and spending their time with their family or by using that time to do something usefull, like doing their homework and following some activity, like following courses. And not only using that time to playing gadget.

Data 5:

In the first meeting, she was more open than the boy. In here, she was more active than the researcher. She asked many things that she wants to know and she was curious about. She doesn't look afraid with the new people that she met and she was easy to interact with the others. (Appendix 1, Obs; G.1)

The data above show that the social interaction of the girl. In the data, the researcher was found if there is the differences between boy and girl in social

interaction. If the boy more like to stand alone, awkward and afraid if meet a new people, but in the girl, she was not tend to such the social interaction, she was more open and receive. It proved that, in the first meeting, she was more open than the boy. In here, she was more active than the researcher. She asked many things that she wanted to know and she was curious about anything. She also did not look afraid with the new people that she met and she was easy to interact with the others. In this case, the researcher was found the new something than before, that was not all the children who like to played gadget was hard to interact, it proved that from the data show if the girl, eventhough she likes to played gadget, but she was easy to approach and she was easy to interact with the others. Actually, in this research found the new something that was added the theory about children psychology development especially in their social interaction.

Data 6:

R: Lebih sering mana, si anak kebanyakan main handphone atau main sama kawannya?

(Which one your children often do, playing smartphone or playing with their friends? (Appendix 2, Int; 6)

B: Lebih banyak main handphone

(More often to playing smartphone)
(Appendix 2, Int: BM; 6)

G: Lebih banyak main handphone

(More often to playing smartphone)
(Appendix 2, Int: GM; 6)

The Data above make clearer about the social interaction of the children which like to playing gadget. It was looked from the answer of interview that the researcher did to the sample. When the researcher asked them about “Which one your children often do, playing smartphone or playing with their friends” and their

mother answer was the same, it was they were more often to played gadget. It proved that they hard to interact, they hard to get along with the others and their social interaction was indifferent, where is they did not care about their surroundings and just focused on their gadget especially in their playing games or others. Eeventhough between the boy and the girl had different in social interaction, but they have same hobby, that both of them like to play the gadget. But in here, the boy was more like to stand alone and hard to interact and the girl was more open, receive and easy to interact with others. Because their attitude or behaviour was uncontrolled. When they used gadget, sometimes they nice to talk but sometimes not. They more seriously in their activities, so that it hard to get along with others. They were too engrossed with their own world, so they were to be careless with their surroundings. Actually in the fact it was important for children to spend some outdoor activity, likes with family and friends. So that they can express what they feel and they think, because at age 8-year old, it was one of aged, where is the development of children. So the children did not like to more stand alone or be more individualistic. That was allow the children to interact with their peers in dedicated age groups for his or her early childhood education. Below, the children can get a closer look at the value of social interaction.

2. Physical Character

Based on the emperical data of this study, the two aspects of physical character were found, namely body system and personality.

a. **Body Sytem**

The human body is made up of a head, neck, torso, two arms and two legs. The human body is made to stand erect, walk on two feet, use the arms to carry and lift. the process of body system growth of individual cells, tissues, organs, and body systems. This components do not grow at the same rate, but each components has its own rate characteristic. Thus, it is possible to predict the composition of the body from one time to the next; however, the over all composition. Children are growing and adding new tissue more rapidly then during any other period in their postuterine life, but their various organs, tissues, and metabolic process are maturing at different rates. This theory is relevant with this research data as presented below:

Data 7:

While observing the sample, the researcher found that playing gadget did not give bad effect of the physical characters especially in body sytem of the sample. Because her growth or her development is the same with most of the children that have same age with the sample that didn't always play with gadget.
(Appendix 1, Obs; G.3)

The Data above show that, there was no bad effect to the physical character of the girl, especially in her body system. The researcher saw the body system of the children who like to use gadget did not give effect of their body system development, it was seen from the activities of observation, because in observation it showed that if their physical growth or physical development, especially in their body sytem development was the same with most of the children that have same age with the sample that did not always play gadget. So their body system development just like usual like their peers. The human body of

the children, like tissues and organs was growth based on their age. Although, the children or the girl who always to playing gadget, it does not give effect to their development, especially in their physical character. In here, the data also have differences with another theory or another research, because in here the data show that if there was no effect to physical character in body system of the children, but in another research found that, when the children who like to play gadget and often even always to played it, then it was given bad effect to their physical character in body system, like their weight was increased and even it was to be obesity. But, in here the researcher saw if the weight of the children of this sample was increased, their weight like usual, although they always to playing gadget and did not to do another activities.

Data 8:

R: Kan sianak sering main handphone, ada gak ngaruh ke tubuhnya, contohnya ada sakit mata atau gak gitu?

(Your children is often to playing smartphone, so is there the effect in your children development, example like feel ache in their eyes?)

(Appendix 2, Int: 8)

B: Biasa aja, baik-baik aja belum ada perubahan

(No, there is not, just like usual)

(Appendix 2, Int: BM;8)

G: Enggak ada, biasa-biasa aja gak ada perubahan

(No, there is not, just like usual)

(Appendix 2, Int: GM;8)

The Data 8 in interview, when their mother asked by the researcher “Your children is often to playing smartphone, so is there the effect in your children development, example like feel ache in their eyes?” and their mother had the same answer , it was they did not feel ache in eyes or anothers. It proved that when they

always playing gadget and it did not give bad impact of their physical growth in their body system. The data make clearer that when the children always to playing gadget and more like to spending their time to playing gadget and playing games, it does not always make their body system disturbed. The children was begin to view the body as a system, in which parts do things for other parts and for the organism as a whole. Through the use of an online interactive activity, children learned about the concept of separate components working together to build a body system.

b. Personality

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability. The other is understanding how the various parts of a person come together as a whole. And also personality is defined as the set of habitual behaviours, cognitions and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. This theory is relevant with this research data as presented below:

Data 9:

In the afternoon, while he was playing his gadget, one of his friend came and saw him. His friend just saw him, but he just care with his game, without want to asked if his friend want to play it

or not. Because the researcher saw that his friend asked him if he also can play it or not, but he refuse to land it to his friends. (Appendix 1, Obs; B.4)

In Data 9, it show that the personality of the boy. The personality which described more leads to selfish. It was looked from the attitude or behaviour that he did to his friend. While he was playing his gadget, one of his friend came and saw him. His friend just saw him, but he just care with his game, without want to asked if his friend want to play it or not. In here, the researcher saw that his friend asked him if he also can played it or not, but he refused to land it to his friends. It proved that the personality of the boy was selfish, because he does not care about his friends and his another. He just want to engrossed with his own world without careless with his surroundings. In this case, the data did not show the same perception with the theory above, because in the theory was described one of that the personality was about the feeling to understanding the individual and for sociable too. But, the data show that the opposite personality of the theory. In data 9, it showed the personality of the boy does not care and understanding with others and his surroundings.

Data 10:

While she was playing gadget, some of her friends come over and look that she was playing it. Before, her friend asked what she was playing, she already told his friends about, what is game about, the rules of this game, how to downloaded, how many times that she win this game or lose this game. (Appendix 1, Obs: G; 2)

The Data above show that the personality of the girl. In the data, the researcher was found if there was the differences between boy and girl in their personality. It does not rule out, if the personality between the boy and the girl is

different, so in another thing also make a differences like emotional and social interaction. Because their personality shows their behaviour or attitude. In this case, the data show if the personality of the girl was more leads to talkative, because it was indicated from her activities with her friends. While she was playing gadget, some of her friends came over and looked that she was playing it. Before, her friend asked what she was playing, she already told his friends about, what was game about, the rules of this game, how to downloaded, how many times that she win this game or lose this game. So, it proved that she was more talkative and more active than the boy. The boy was selfish and did not care or understanding with the others, but the girl the opposite from the boy. The girl was more understanding with the others and care about the others, the proof of she wants to share the story with her friends about her activities. And also she was sociable with her surroundings and interact with everyone or anothers.

Data 11:

R: Marah gak anaknya, kalau lagi main handphone diganggu?
(Does your children get angry, when someone disturb while they are playing smartphone?). (Appendix 2, Int; 9)

B: Ya marahlah
(Yes, of course). (Appendix 2, Int; BM; 9)

G: Ya jelas marah, karena diganggu
(Yes, of course, she had disturbed by someone)
(Appendix 2, Int; GM; 9)

The Data 11 in interview, when the mother of children asked by the researcher, does your children get angry, when someone disturb while they are playing smartphone, and their answer was the same, it was no, they would get angry when someone disturbed the children while they used their smartphone.

This data make it clearer, if the personality of the children which like to use gadget was selfish, they did not care about their surrounding or about others, they just thinking about themselves. Their sociability did not show the good behaviour, because they always thought about themselves and did not care about surroundings. For a child who is comfortable socially, technology was not change their ability to interact, and they used this tool as a way to get even more social. And a child who was not naturally comfortable socially may turn to these screens to interact, and they did not get practice. But the most of children who addicted by gadget, they hard to interact because they always spend the time by playing gadget, so no much time to them to play with their peer. In collecting the data, it was seen based on the answer of the interview, they always playing their gadget or smartphone in their spend time and they were more often to playing smartphone than playing with their peer. Automotically, it cause they became hard to interact, because they did not know how the way to socialization with the others especially with their friends, so that it forming a selfish personality of the children.

Actually, everything that did definitely got positive and negative impact, have a the advantages and disadvantages. But in here the thing that we must know was in doing something must know the limits of time so it will decrease in addict of something. In here the cause of children addicted in using gadget was, they always spend their much time with their smartphone, so there was no cummunication with their surrounding, especially with their parents, family and

their peers. So that it makes them be more individualistic and also always stand alone, because they didn't usual interact with the others.

From the analysis data above, it shown that the children who like to play gadgets especially in children aged 8-years showed that for the attitude and behaviour of a boy and girl have some differences in the psychology development. For a boy's behaviour to emotional is more likely to uncontrollable emotions, he likes more stand alone and hard to interact. For a period of physical growth a boy who likes to play gadgets with unlike the growth of his age and for personality, boys tend to be shy, more serious and also independently. When a child who likes to played the gadget then most of them spend much time by playing the gadget is to played games that exist in the gadgets. When the child played the gadget, the parent should take the role of controlling the child's behaviour but they ignore the task and allow the child to play the gadget by itself without a controlling from their parents.

For a girl's attitude and behaviour to show emotional that is prefer to speak, the always happy and also someone who likes to answer. A girl is more likely to be sociable and willing to be friends with others, not too engrossed in her own world but she also interacts easily with others. For a period of physical growth the same as a child in her age there is no obstacle or influence on physical growth for a child who likes to play gadgets. Personality of a girl who likes to played more gadgets to talkative, more active but ignorant and also she does not really care about other people's talk about her, because she is someone who ignorant and also indifferent. Seeing the attitude of a child who likes to play the

gadget then do not be surprised if they always played the game or looked around what is in the gadget for example saw the vidios or other similar things. But most of them always played the games in the gadget and unwittingly sometimes allow their kids to play the gadget by themselves without any controlling from them even though they sometimes keep an eye on it but more often let them play the gadget by themselves. The results of the analysis above based on observations and interviews conducted by the researcher of children who like to play gadget especially for 8-year old children.

C. Findings

After analyzing the data, there were some points found as follows:

1. The children psychology development who used gadget covered from behavioural development and physical character.
2. In behavioural development there are two aspects. The first one was emotional, there were many kinds that include in emotional development, such as fear, trust, confidence, pleasure, pride, interest, friendship, and the others, but in this research only found three traits of emotional development, like pleasure, confidence and interest. For the second one was social interaction, in social interaction the boy was tended to stand alone and got difficult to interact, while the girl was tended to be easy to have friend and preferred to talk.
3. In physical character there were two aspects, namely body sytem and personality. There were not changing the body system of children who used

gadget, their growth or their development were suitable with their age. In personality of the boy was tended to selfish, he always thought about himself and he can not socialize with others. Meanwhile, the personality of the girl was tended to talkative, she can socialize with her surroundings easily although she meet a new person, she was not afraid to approach first.

D. Discussion

Based on the analysis of data above there were some analyzed of children psychology development in using gadget. They were the children more like to stand alone, also they became hard to interact. It was all caused by them, because they was not familiarize with the others and they always so fun with their own world. This analysis based on the observation that have done by the researcher. In the data of observation in physical character especially in body system, the researcher saw that the children development in physical character did not inhibit their physical character development because their physical development same with the physical of children in general. So in here the physical development or physical growth the children who like to use gadget same with the physical growth with their peers which did not like to use gadget. In another words, the physical growth of the children appropriate with their age.

But in another research, it can effect of the physical character of the children. Based on Mike (2004) was showing that children who spent more time on video games and television were at a higher risk for obesity. Not only are children not moving their body much while interacting with electronics, but they

are also more likely to mindlessly consume food without noticing whether they are full. While mixing the electronic use with physical activity can help, the risk of obesity and resulting physical problems still rises when a large significant time is spent on electronic devices. The negative impacts of technology on children, can cause many health issues. Due to the increasing use of gadgets, children suffer from various health problems, like back pain, weak eyesight. Additionally, due to less physical activity, they even tend to become fat or obese.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, there were some points concluded as follows:

1. All the kinds of children psychology development were performed by the children who used gadget, namely behavioural and physical character development.
2. In behavioural development, the two aspects were realized, but not all the traits of each aspect were covered. In emotional aspect, there were three traits realized by children who used gadget, namely pleasure, confidence, and interest. In terms of social interaction, the boy was tended to stand alone and got difficult to interact, while the girl was easy to have friend and preferred to talk.
3. In physical character, both aspects of body system and personality done. In body system, there were not changing the body system of children who used gadget, their growth or their development were suitable with their age. For the personality of the boy was tended to selfish and he can not socialize with others. Meanwhile the girl was tended to talkative, she can socialize with her surroundings easily

B. Suggestions

Based on the conclusions above, there were some suggestions were listed as follow:

1. The researcher suggested to the reader who are interest in this field of study to do futher research, such in using gaget of children especially in children psychology development.
2. For the parents should not let their children play gadgets by themselves, but they should keep an eye and control on the children when they play with their gadget and also the parents should be more careful in monitoring activities of their children in the use of gadgets to minimize the negative side of the use of gadget.
3. For the children who like using gadget should be limited in using gadgets and not excessive so it will not cause negative effects for the future and also when playing the gadget must know what they should play not all what is in the gadget should they know.

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Appendix 1

Observation Sheet

Informant	Time	Description of Activities	Aspect of Children Psychology Development	Reflection	Code of Data
Boy	Week I	In the first meeting, the boy still awkward and afraid if the researcher try to approach him. He still busy by himself with the gadget and did not care with his surroundings.	Social interaction	Stand Alone	Obs; B.1

	Week II	In the afternoon, after he got back from school without changing his uniform, he was in rush taking his gadget and play it. A few minutes later his mother called him to changed his uniform and took lunch, but he did not listen her and still playing his gadget and start to mumble by himself.	Emotional	Bad Mood	Obs; B.2
	Week III	In the evening, while he was playing his gadget, some of his friends called him and asked him to play outside, and then he went out to play with his friends but he still brought his gadget. While his friends playing traditional game, like hide and seek, he still played his gadget and he just still focus in his own world.	Social Interaction	Indifferent	Obs; B.3

	Week IV	In the afternoon, while he was playing his gadget, one of his friend came and saw him. His friend just saw him, but he just care with his game, without want to asked if his friend want to play it or not. Because the researcher saw that his friend asked him if he also can play it or not, but he refuse to land it to his friends.	Personality	Selfish	Obs; B.4
Girl	Week I	In the first meeting, she was more open than the boy. In here, she was more active than the researcher. She asked many things that she wants to know and she was curious about. She does not look afraid with the new people that she met and she was easy to interact with the others.	Social Interaction	Easy to Approach	Obs; G.1

	Week II	<p>While she was playing gadget, some of her friends come over and look that she was playing it. Before, her friend asked what she was playing, she already told his friends about, what is game about, the rules of this game, how to downloaded, how many times that she win this game or lose this game.</p>	Personality	Talkative	Obs; G.2
	Week III	<p>While observing the sample, the researcher found that playing gadget did not give bad effect of the physical characters of the sample. Because her growth or her development is the same with most of the children that have same age with the sample that did not always play with gadget.</p>	Physical Characters	Body System	Obs; G.3

	Week IV	At the last of observation, while the researcher asked her that has she already took lunch or not and asked her about her activity at school, she tried to changing the topic with teaching the researcher, how to play the game in her gadget and tried to show off her skill in playing games.	Emotional	Prefer to Talk	Obs; G.4
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Appendix 2

Interview Sheet

No	Questions	Boy's Mother	Girl's Mother	Code of Data
1	<i>Sering gak anaknya main handphone?</i> (Does your children often playing smartphone?)	<i>Cukup sering</i> (Yes, he does often enough)	<i>Ya, Seringlah</i> (Yes, she does)	Int: BM;1 Int: GM;1
2	<i>Seberapa sering anaknya main handphone?</i> (How often your children use smartphone?)	<i>Hampir setiap hari, lebih sering dihari libur</i> (Almost everyday, but more often in weekend)	<i>Ya sering, lebih sering di hari libur</i> (Yes, she does but more often in weekend)	Int: BM;2 Int: GM;2
3	<i>Biasanya apa saja yang sering dilakukan anaknya dengan handphonenya?</i> (What does your children usually do, when they are using smartphone?)	<i>Main game atau liat vidio</i> (Playing games and see the vidios)	<i>Biasanya main game, tapi kadang-kadang buka facebook sama nengok vidio</i> (Playing games and sometimes open facebook and see the videos)	Int: BM;3 Int: GM;3

4	<p><i>Sering ngontrol gak waktu anaknya main handphone?</i> (Do you controll your children, when they are using smartphone?)</p>	<p><i>Enggak pernah</i> (No, I never)</p>	<p><i>Enggak, dibiarin aja</i> (No, I do not)</p>	<p>Int: BM;4 Int: GM;4</p>
5	<p><i>Kalau anaknya main handphone, terus disuruh makan atau yang lainnya, marah gak dia?</i> (When your children playing smartphone, and then you ask them to eat or to do anything, does your children get angry?)</p>	<p><i>Pasti marahlah, karena lagi seru main terus diganggu</i> (Yes, of course)</p>	<p><i>Jelas marah, karena lagi asyik main dipanggil</i> (Yes, she does Because, she enjoyed the games and someone called her)</p>	<p>Int: BM;5 Int: GM;5</p>
6	<p><i>Lebih sering mana, si anak kebanyakan main handphone atau main sama kawannya?</i> (Which one your children often do, playing smartphone or playing with their friends?)</p>	<p><i>Lebih banyak main handphone</i> (More often to playing smartphone)</p>	<p><i>Lebih banyak main handphone</i> (More often to playing smartphone)</p>	<p>Int: BM;6 Int: GM;6</p>

7	<p><i>Kalau misalkan si anak jumpa sama orang baru atau teman baru, takut gak dia?</i> (If your children meet a new people or a new friends, does your children feel afraid?)</p>	<p><i>Pasti takut, karena dia terbiasa dirumah aja</i> (Yes, he does Because, he always stay at home)</p>	<p><i>Ya gak pala takut, karena anknya memang suka ngomong, cerewet dan beranian juga</i> (No, she does not feel afraid, because she is prefer to talk and also she is brave)</p>	<p>Int: BM;7 Int: GM;7</p>
8	<p><i>Kan sianak sering main handphone, ada gak ngaruh ke tubuhnya, contohnya ada sakit mata atau gak gitu?</i> (Your children is often to playing smartphone, so is there the effect in your children development, example like feel ache in their eyes?)</p>	<p><i>Biasa aja, baik-baik aja belum ada perubahan</i> (No, there is not, just like usual)</p>	<p><i>Enggak ada, biasa-biasa aja gak ada perubahan</i> (No, there is not, just like usual)</p>	<p>Int: BM;8 Int: GM;8</p>
9	<p><i>Marah gak anaknya, kalau lagi main handphone diganggu?</i> (Does your children get angry, when someone disturb while they are playing smartphone?)</p>	<p><i>Ya marahlah</i> (Yes, of course)</p>	<p><i>Ya jelas marah, karena diganggu</i> (Yes, of course, she had disturbed by someone)</p>	<p>Int: BM;9 Int: GM;9</p>

10	<p><i>Kenapa ngebiarin anaknya sering main handphone?</i> (Why do you allow your children to playing smartphone?)</p>	<p><i>Karena sudah terbiasa, kalau gak dikasih marah, jadi yauda dikasih aja biar senang</i> (Because, it was already used and if did not give, he will get angry)</p>	<p><i>Kalau gak dikasih dia marah, ngamuk karena memang juga uda kebiasaan</i> (If I did not allow my children to playing smartphone, she will get angry and also playing smartphone habe been the habit for her)</p>	<p>Int: BM;10 Int: GM;10</p>
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