Optimizing Guidance and Counseling Services to Address The Impact of Gadget Use on Elementary School Students' Social Skills

Maulida Aulia Rahman[1], Siti Sinta[2], Siti Nur Ajijah[3]
Institut Pendidikan Indonesia, Indonesia

Corresponding Author: maulida@institutpendidikan.ac.id

Abstract

Children today spend more time playing with their gadgets than with other people in their immediate environment. This phenomenon can lead to problematic interpersonal and communicative skills that cause children to distance themselves from social life, which can lead to antisocial behavior. The problems caused are contrary to the dimensions of psychological well-being, that positive relationships with others and control over the environment. Guidance and counseling services can act as a solution to optimize social skills in children. The research conducted examines the ability of social interaction of children who use gadget, and the efforts of classroom teachers to provide guidance and counseling services to develop positive social skills in students at school. The research approach used is qualitative with the research design used is a case study at SDN 1 Sukagalih and SDN 1 Cikedokan. The research instruments were interview guide, observation guide, questionnaire and records of activities at school. The results showed that the ability of social interaction was in the enough category and the class teacher has an important role in guidance because the class teacher has more time than other teachers and has the obligation to shape the personality of students in accordance with values and morals to improve the students' character. Based on research findings and literature studies on the role of guidance and counseling services in optimizing social skills can be arranged by considering the principles of intervention, classroom conditioning, emotional relationships between teachers and children,

and teacher characteristics. The service is implemented by the classroom teacher and integrated into the school program.

Keywords: Student's social skills, Gadget use, Guidance and Counseling services

Introduction

The rapid development of technology has dramatically transformed many aspects of daily life including the way children learn and interact. Primary school-aged students are more familiar with digital screens than being with peers in person (Suhana, 2018). Research shows that elementary school-age students are now a generation of the digital age often exposed to digital devices from an early age even long before knowing books (Gottschalk, 2019). KPAI survey (2020) results show that 79% of children use gadgets other than for learning and have no rules for use and 90.3% of parents mention the many negative impacts of gadget use on children.

The impact of excessive gadget use on children can lead to a series of negative consequences such as health problems, addiction, reduced ability to concentrate, and loss of a healthy social life. (Zain et al., 2022). Other research shows that excessive use of gadgets can affect negative behaviors and habits such as individualism, lack of empathy, and lack of tolerance for others which makes children less sensitive to the feelings of their peers and less inclined to share or respect others' opinions. (Stevanus & Parida, 2023). So the negative impact of gadget use can make children show social withdrawal, and reduced social interaction because children spend more time and less time engaging in face-to-face interactions, which are essential in the development of social skills. (Sholihin et al., 2024; Sihotang et al., 2023).

Impaired social skills make it difficult to fulfill the needs of human life, because humans influence each other in the context of social interaction. More broadly, impaired social skills can have a negative impact in the form of damaged relationships with others, feelings of guilt, being shunned by the surrounding environment, conflict both physically and mentally, as well as violence or other more severe forms of damage. Less social skills have the potential to produce antisocial behaviors such as high aggression, negativism, and criminal acts (Lange et al., 2017; Suhana, 2018).

Due to the ubiquity of technology in the lives of 21st century children, a concerted effort needs to be made to protect children from the risks associated with technology use, and also to promote positive habits and modes of use that are beneficial for child development (Gottschalk, 2019). The impact of gadget usage on social skills development in elementary school students is complex and depends on the balance and purpose of gadget use. While gadgets excessive use

can lead to negative consequences such as social withdrawal, addiction, and reduced social interaction, gadget can enhance learning and social skills when used appropriately. Therefore, it is crucial for parents and educators to monitor and guide students in the appropriate use of gadgets to mitigate these negative effects and promote healthy social development (Stevanus & Parida, 2023; Zain et al., 2022).

The negative impact of gadget use can be anticipated by optimizing child development, one of which is through guidance and counseling services. Guidance and counseling services can play a significant role in optimizing social skills. These services can help students address non-cooperative attitudes, improve communication, and enhance their ability to work in groups. By providing appropriate social skill instruction, educators can ensure that students are better equipped to interact effectively in the classroom (Zhang, 2020).

Guidance and counseling services aim to support students' personal and social development, including in dealing with the impact of technology on their social skills. (Paolini, 2019). Optimization of guidance and counseling services can be key to helping elementary school students develop healthy social skills, even though they live in an environment that is heavily influenced by technology. This involves implementing effective strategies and approaches to facilitate positive social interactions, the development of empathy, and communication and cooperation skills. Through specially designed programs, guidance and counseling services can provide guidance in building social skills that are essential for students' well-being and success in an increasingly digitized world (Subhan et al., 2021).

This article aims to explore how guidance and counseling services can be optimized to help primary school students overcome the impact of technological development on their social skills. By understanding the challenges faced and the strategies that can be applied, it is hoped that effective solutions can be found to support students' social development in the context of modern technology.

Review of literature
Student's Social Skills

Social skills are the ability to interact and behave in a variety of situations and people (Salimi & Fauziah, 2023). Social skills can help in the successful adaptation of one's social life and develop positive relationships with family, peers, and the community (Bankovic et al., 2023). Social skills are important when living in a multicultural environment and relate to the ability to respond to what people want.

A person with good social skills is well accepted by those around them, is able to cooperate, form a solid team, has high empathy, is able to maintain peer relationships, and solve problems effectively as well as have better

academic achievement. Conversely. A person with low social skills has an inability to adapt socially well, is unable to control behavior, and cannot think about the consequences of their behavior. (Salimi & Fauziah, 2023).

Social skills are crucial for children's development, as they enable effective interactions with peers and adults, leading to better academic performance and a more positive school environment. Research highlights that social skills such as cooperation, responsibility, and self-control are essential for success in elementary school (Rahayu et al., 2023; usman et al., 2023). Social skills are crucial for enhancing psychological well-being. They are associated with reduced symptoms of depression, increased life satisfaction, and lower perceived stress levels. The mediating role of perceived stress and positive interpersonal relationships further underscores the importance of social skills in promoting psychological well-being (Segrin et al., 2007).

Gadget Use

Gadget is an English term that is defined as a small electronic device that has various special functions, especially to assist human activities (Rahayu et al., 2023). Gadgets have functions and benefits that are relatively in accordance with their use such as being used as a communication tool, establishing a wider network of social relationships, and can even be used as media and learning support tools (Chusna, 2017).

The use of gadgets can have both positive and negative impacts. The positive impacts include, children are easier to gain new knowledge, development of children's imagination, development of children's language, developing abilities in reading, math, and problem solving, honing children's creativity, developing faster learning skills, generating curiosity in children naturally, children are more active in finding new information they want. Then, the negative impacts include health problems, especially gadget radiation which affects the nerves of the brain, decreased concentration of children's learning, lazy thinking, lazy learning and writing, lack of focus when learning, learning difficulties in children, decreased learning achievement in children. Therefore, it is important for parents to monitor and limit the use of gadgets in children. However, if gadgets are used appropriately, it will have a positive impact, namely improving cognitive abilities and other aspects of child development (Chusna, 2017; Stevanus & Parida, 2023; Suhana, 2018; Zain et al., 2022).

Guidance and Counselling Services

Guidance and Counseling services generally facilitate the development of students/clients to achieve independence. Primary school education is an important foundation in developing the attitudes, knowledge, and basic skills needed by every learner to become a healthy, capable, confident learner, and ready to continue their studies. Guidance and Counseling is an applied science that emerges and develops to respond to the demands of the complexity of

community life. Guidance and counseling in elementary schools is held to facilitate the development of students to be able to adapt to a wider environment and be able to socialize by knowing various rules, values and norms. The existence of guidance and counseling can be seen from the intersection of the achievements of guidance and counseling services with efforts to realize the welfare of life, the Pancasila Student Profile and strengthening the character education of students/clients. Dimensions of wellbeing include self-acceptance, positive relationships with others, autonomy, environmental control, life goals, and personal growth. (Capaian Pembelajaran Paud, SD, SMP, SMA, SDLB, SMPLB, dan SMALB pada Program Sekolah Penggerak, 2021).

The implementation of guidance and counseling in elementary schools is carried out by counselors/guidance and counseling teachers. Elementary schools that do not have guidance and counseling teachers or counselors, guidance and counseling services are carried out by class teachers so that guidance and counseling materials can be integrated with teaching materials through thematic learning. (Capaian Pembelajaran Paud, Sd, Smp, Sma, Sdlb, Smplb, Dan Smalb Pada Program Sekolah Penggerak, 2021)

Method

The research conducted used a case study approach with a qualitative design. The case study was chosen because it allows researchers to conduct an in-depth analysis of how Guidance and Counseling services in elementary schools can be optimized to improve the social skills of students affected by technological developments. The object of the study is elementary school students who experience the impact of technological developments including students who use gadgets. This study will focus on two schools as the unit of analysis, namely SDN 1 Sukagalih and SDN 1 Cikedokan.

Data collection in the research is obtained from interviews conducted with students, and teachers, observation, questionnaire distribution and documentation.

Results and Discussion

From the results of distributing questionnaires regarding the use of gadgets to students of SDN Cikedokan 1 and SDN 1 Sukagalih, it was found that the use of gadgets by students was in the moderate category.

Tabel 1. Identification results of students' gadget use

Gadget Usage Indicator	Categories by School	
	Students of SDN 1 Cikedokan	Students of SDN 1 Sukagalih
Intensity of screen time	Simply	High
Use of Apps in gadgets	Simply	Simply
Limitations Time and place of use	High	High
Physical and mental health disorders	Simply	Simply

The results of interviews with teachers at SDN Cikedokan 1 show that 20% of low-grade students (grades 1 - 3) and 50% of high-grade students (grades 4 - 6) have been given gadget facilities directly by their parents . Meanwhile, at SDN Sukagalih 1, 40% of low-grade students (grades 1 to 3) and 85% of high-grade students (grades 4 to 6) have been given gadget facilities directly by their parents. The difference in data obtained is influenced by the geographical location of SDN Sukagalih 1 which is located in an urban area compared to SDN Cikedokan 1. In accordance with the results of research that the use of gadgets such as smartphones in Indonesia shows that urban communities are more dominant in owning smartphones compared to rural communities (Utomo et al., 2015).

This category of identification of gadget use shows that the intensity of time using gadgets for students at SDN 1 Cikedokan 1 is sufficient, supported by the results of interviews and observations showing that students at SDN 1 Cikedokan still rarely use gadgets such as smartphones for learning media. The majority of children who have gadgets use gadgets for personal purposes such as playing games, chatting, watching YouTube and TikTok only. So that the understanding of the use of applications on gadgets is only limited to game applications and social media. The learning process in class that rarely involves the use of gadgets makes schools have a policy to prohibit the use of gadgets during the learning process, so that these clear rules make students understand the limitations of using gadgets, and students have sufficient understanding of the influence of gadgets on health problems both physically and mentally.

At SDN 1 Sukagalih, more than 50% of students already own gadgets, and there are several learning processes that are directly supported by the use of gadgets depending on the grade level and learning theme. The intensity of gadget use at SDN 1 Sukagalih is high, as gadget use can be used at any time to support the learning process and do assignments, coupled with personal use such as a higher intensity of playing games, watching content on social media, and creating their own content both entertainment and educational in nature.

However, similar to SDN 1 Cikedokan, SDN 1 Sukagalih also has clear rules prohibiting the use of gadgets during the learning process, so as not to interfere with the learning process, and almost all parents work with their teachers to set screentime for students in using gadgets. Students are also quite aware of the influence of gadgets on physical and mental health disorders.

Even so, the condition of technological developments such as the use of gadgets remains an important concern for schools, because they realize the many negative impacts that can result from excessive gadget use. Therefore, schools and teachers make many school policies to anticipate the negative impact of gadget use on students. Instead, principals and teachers make policies and school and learning programs designed in such a way as to be able to support the process of child development amid the swift flow of digital technology development.

The results of the descriptive analysis prove that the role of class teachers in counseling guidance services is in the good category with the largest average percentage of 68.69% of the results of learning services, information services, consultation and individual guidance.

Learning services are enabling students to understand and develop attitudes of good learning habits, skills and learning materials that are suitable for learning speed and difficulties (Maliki, 2022).This learning service can be in the form of introducing students who experience problems in learning such as developing motivation, attitudes and good learning habits, not only that there is the development of learning skills, both remedial teaching and enrichment programs (Nurlaily, 2019). It is explained that if there are students who have learning difficulties, the class teacher is tasked with providing assistance to students outside of teaching and learning activities. The assistance is in the form of giving additional questions to students to do so that students understand and understand related to the learning. In line with the opinion of Mairoh et al (2022), learning services as a form of learning field that helps students solve learning problems, for example with information on how to study effectively, how to fill spare time and learning services are provided conditionally. Therefore, learning services are very important to be provided and implemented by classroom teachers to students.

In addition, the school has held training on digital literacy education for teachers, which teachers are expected to be able to implement during the teaching process, or thematic tutoring in the form of literacy for students regarding the wise use of technology, recognizing and avoiding negative content, and understanding digital rights. So that the class teacher as a mentor is able to provide guidance through intraculicular activities in developing strong characters, such as faith, global diversity, mutual cooperation, independence,

critical reasoning, and creativity. These characters help students to better face digital challenges (Cahyono, 2022; Haryati & Haryanto, 2023).

In accordance with the Technical Guidelines for Psycho-educational Guidance in Elementary Schools, it is explained that BK services to be provided by primary school teachers include Psycho-educational counselling in the classroom (a) is a service provided in the classroom to all pupils in the form of personal integration in learning, (b) classical counselling material includes three areas of counselling services, namely the areas of learning, personal and social counselling, (c) classical counselling material is prepared in the form of a plan for the implementation of classical counselling services (DEPDIKBUD, 2015 in Widada, 2018).

The provision of counseling guidance services by class teachers to students is information services and individual counseling services. This is done by the class teacher in order to find the facts that actually occur when students experience a problem, both related to student habits in the school environment and student habits at home. So that the class teacher can find out the basis of the problems experienced by students and can overcome the problems experienced by students. Students are given services in the form of individual guidance services to direct students and guide students so that students become better individuals. Student problems found when outside the classroom are one example, namely students found fighting with their friends. As well as those that are often found students who do not do assignments at home. This is the task of the class teacher to overcome student problems. So that the class teacher provides the services needed by students according to the problems they face. One of them is by collaborating with parents by organizing cooperation with parents to monitor and regulate children's use of technology. This includes making a joint agreement on the limits of gadget use.

This has also been stated in the Technical Guidelines Psycho-educative Guidance in Elementary Schools (Widada, 2018) explains that the BK services that must be carried out by primary school teachers psycho-educative guidance services outside the classroom, (a) individual guidance is carried out individually to help students who are experiencing problems, its implementation by identifying the causes of problems, finding alternative solutions to problems, and making the best decisions, (b) group guidance is an activity of providing assistance to students through small groups of two to ten people for the purpose of preventing problems, (c) large class or cross-class guidance is a preventive, developmental activity that aims to provide experience, insight, and understanding of the needs of learners, both in the personal, social and learning fields, (d) consultation is an activity of sharing experiences and concerns between class teachers, parents, leaders of educational units, or other relevant parties in an effort to build common perceptions and obtain support that is expected to facilitate the implementation of the service programme. (e) case

conferences are activities organised by the class teacher to discuss learners' problems by involving parties who can provide information, convenience and commitment to the resolution of learners' problems, (f) home visits are activities to visit the learner's parents/guardians in order to clarify, collect data, consult and collaborate for the resolution of the learner's problem, (g) case handover is the delegation of handling learner problems that require expertise beyond the authority of the class teacher, case handover is done by writing down the learner's problem and the intervention that has been done, (h) advocacy is a guidance service intended to provide assistance to learners who experience non-educational treatment, discrimination, malpractice, violence, harassment, and criminal acts, (i) collaboration is an activity where class teachers cooperate with various parties on the basis of the principles of equality, (j) information media management, is an activity of delivering information aimed at opening and broadening the horizons of students who are given indirectly through printed or electronic media such as websites, books, brochures, leaflets, guidance boards, (k) problem box management is an activity of screening problems and providing feedback to students by entering problem letters into a box that has been prepared, this activity is deliberately chosen so that students have the freedom to express problems without any feelings of anxiety, discomfort, and other unpleasant feelings that are often present in students.

The role of school counseling in developing social skills among elementary students is multifaceted and crucial for their academic, personal, and social development. School counseling plays a vital role in developing social skills among elementary students. By integrating Social-Emotional Learning into the curriculum, promoting positive school climates, supporting students with challenges, enhancing academic performance, and fostering interpersonal skills, school counselors help students become well-rounded and prepared for future academic and professional success (Paolini, 2019).

With these strategies, the implementation of counseling services can effectively improve students' digital well-being, help them deal with digital technology more wisely and develop a strong character to face future challenges. By teaching and practicing social skills, students become more adept at interacting with peers, leading to better social relationships and a more positive school environment.

Conclusion

Optimizing guidance and counselling services is an important step in overcoming the negative impact of gadget use on students' social skills. With a holistic approach and involving all relevant parties, it is hoped that students can develop better social skills and use gadgets in a healthy way. The recommendation for schools is to continue to integrate lessons on gadget use,

digital literacy and digital well-being in the curriculum and provide resources for guidance and counselling. The recommendation for class teachers as mentors is to be able to adopt thematic guidance that is more relevant to technology issues. And the recommendation for parents is to always be actively involved in monitoring and limiting children's gadget use at home.

References

Capaian Pembelajaran Paud, SD, SMP, SMA, SDLB, SMPLB, Dan SMALB Pada Program Sekolah Penggerak, Pub. L. No. 028/H/KU/2021, Keputusan Kepala Badan Penelitian dan Pengembangan dan Perbukuan 161 (2021).

Bankovic, S., Brojcin, B., Pertovska, I. V, Antonijevic, M., & Bukovica, A. (2023). Social Skills Critical for Success in Elementary School: Teachers' and Special Educators' Perspective. Journal of Health and Rehabilitation Sciences, 1–10.

Cahyono, T. (2022). Implementasi Layanan Bimbingan dan Konseling dalam Penguatan Profil Pelajar Pancasila. 5(2), 125–134.

Chusna, P. A. (2017). Pengaruh Media Gadget Pada Perkembangan Karakter Anak. media Komunikasi Sosial Keagamaan. Jurnal Dinamika Penelitian :Media Komunikasi Sosial Keagamaan., Volume 17,(Chusna, Puji Asamaul.), hal. 315-330.

Gottschalk, F. (2019). Impacts Of Technology Use On Children: Exploring Literature On The Brain, Cognition And Well-Being OECD Education Working Paper No. 195. Organisation for Economic Co-Operation and Development, 195. www.oecd.org/edu/workingpapers

Haryati, L. F., & Haryanto, H. (2023). Gadget Addicted Phenomenon In Elementary School Children: Challenges Or Opportunities In Learning? Proceedings Series on Social Sciences & Humanities, 12, 323–328. https://doi.org/10.30595/pssh.v12i.815

KPAI. (2020). Hasil Survei Pemenuhan Hak dan Perlindungan Anak pada Masa Pandemi COVID-19. Komisi Perlindungan Anak Indonesia, 10, 1–56.

Lange, P. A. M. Van, Kruglanski, A. W., & Higgins, E. T. (2017). Handbook of Theories of social psychology, Vol 2 (Vol. 23, Issue March). papers3://publication/uuid/10875481-C238-4AFE-8F4E-0E098A75EDE5

Mairoh, A., Hasibuan, P. H., Nurbaithie, S., Khadijah, S., & A, R. R. (2022). Peran Bimbingan Dan Konseling Islam Dalam Membentuk Akhlak Terpuji Siswa Di Sekolah Dasar. Jurnal IKA BKI, 4(1).

Maliki. (2022). Bimbingan Konseling di Sekolah Dasar (Kedua) (2nd ed.). Kencana.

Nurlaily, V. A. (2019). Bimbingan Dan Konseling Di Sekolah Dasar : Guru Kelas Berperan Penting Dalam Implementasi Layanan. 01, 12–19.

Paolini, A. (2019). Social Emotional Learning: Role of the School Counselor in Promoting College and Career Readiness. Anatolian Journal of Education, 4(1), 1–12. https://doi.org/10.29333/aje.2019.411a

Rahayu, N. K. S., Suarni, N. K., & Margunayasa, I. G. (2023). Studi Literatur Dampak Penggunaan Gadget Bagi Perkembangan Kognitif Anak Usia Sekolah. Ideguru: Jurnal Karya Ilmiah Guru, 9(1), 344–349. https://doi.org/10.51169/ideguru.v9i1.822

Salimi, M., & Fauziah, M. (2023). Social Skills in Early Childhood and Primary Schools : A S ystematic R eview. Jurnal Ilmiah Peuradeun, 11(2), 441–474. https://doi.org/doi: 10.26811/peuradeun.v11i2.930

Segrin, C., Hanzal, A., Donnerstein, C., & Domschke, T. J. (2007). Social skills , psychological well-being , and the mediating role of perceived stress. Anxiety, Stress, & Coping: An International Journal, 20(3), 321–329. https://doi.org/10.1080/10615800701282252

Sholihin, A., Yulia, Y., & Cahyani, B. H. (2024). The Impact Of Use Of Gadgets On Social Development Of Class Vi Students. 7(2), 9–16.

Sihotang, H. N. J., Wahyuni, R., Yunistita, P, E., S, D., & T, R. (2023). Socialization Regarding Negative Impacts of Use Gadgets for Al-Washliyah Berastagi Private Elementary School Students. Indonesian Journal of Society Development, 2(1), 33–42. https://doi.org/10.55927/ijsd.v2i1.3174

Stevanus, I., & Parida, L. (2023). The Impact of Gadget Usage on the Social and Linguistic Development of Primary School Students. International Journal of Online and Biomedical Engineering, 19(11), 159–172. https://doi.org/10.3991/ijoe.v19i11.40903

Subhan, M., Suhaili, N., Mudjiran, & Nirwana, H. (2021). Bimbingan Konseling Dan Implementasinya (Masalah Dalam Praktek Bimbingan Konseling Di Era Digital Dan Bagaimana Mengatasinya?). Inovasi Pendidikan, 8(1a), 23–28. https://doi.org/10.31869/ip.v8i1a.2747

Suhana, M. (2018). Influence of Gadget Usage on Children's Social-Emotional Development. 169(Icece 2017), 224–227. https://doi.org/10.2991/icece-17.2018.58

Usman, Ali, Munandar, Kukuh, Wadiono, G., Wulandari, S., & zahra al laros, vizza az. (2023). Research on Social Skills in Indonesia: A Systematic

Literature Review in Reputable Journals. Jurnal Pendidikan Progresif, 13(3), 1276–1294. https://doi.org/10.23960/jpp.v13.i3.202329

Utomo, I. cahyo, Rokhmah, S., & Widodo, D. (2015). Analisis Dan Perbandingan Tingkat Pemahaman Teknologi Informasi Pada Anak Di Desa Tertinggal Dengan Perkotaan Sebagai Upaya Peningkatan Pemahaman Teknologi Informasi Di Desa Tertinggal. Jurnal Ekonomi Dan Teknik Informatika, 3(5), 48–54.

Widada, W. (2018). Peranan Guru Sekolah Dasar (Guru SD) dalam Pelaksanaan Bimbingan dan Konseling. Wahana Sekolah Dasar (Kajian Teori Dan Praktik Pendidikan), 8293, 29–35.

Zain, Z. M., Nur, F., Jasmani, N., Haris, N. H., & Nurudin, S. M. (2022). Gadgets and Their Impact on Child Development. Mcmc, 1–7.

Zhang, J. (2020). Optimizing Strategies for Student Interaction in the Elementary School Classroom. Region - Educational Research and Reviews, 2(4), 33. https://doi.org/10.32629/rerr.v2i4.194