

Effectiveness of Emergency Mental Health Promotive Gadget Addiction in Adolescents Using a Mindfulness Attention Awareness Educational Approach

Nove Lestari

Department of Nursing, STIKES Karya Husada Kediri, Indonesia

**Corresponding Author: nophetari@yahoo.com*

ABSTRACT

Gadgets among teenagers are a must because sophisticated features can use communication facilities, in the form of messages, entertainment facilities in the form of music, playing games, internet facilities, so gadget technology changes the atmosphere of solitude to become more lively and lively. After counseling, it is hoped that participants will know and apply the management of prevention and handling of mental health emergencies addicted to gadgets. The method used in counseling is the lecture method conducted online or question and answer discussion. The media used in counseling are PPT, leaflets, educational videos, SOP video tutorials for mindfulness exercises and applications to support activities online or online. Based on age, the majority (52.4%) of respondents were 17 years old, the characteristics of the sexes were obtained by the majority (66.7%) of respondents who were female. Insight was obtained that almost half (47.6%) of respondents considered themselves addicted to gadgets, almost half of respondents (47.6%) used gadgets with a duration of 5-6 hours, almost half of respondents (42.9%) used gadgets 11-12 times/day, almost half of the respondents (38.1%) wake up in the morning and use gadgets \leq 6 minutes and 6-30 minutes, almost half of the respondents (47.6%) use gadgets for social media purposes and almost all of respondents (81%) experienced gadget addiction based on (SAS-SV).

Keywords: adolescents, gadgets, promotive effectiveness

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BACKGROUND

Gadgets are sophisticated technologies that have been created with a variety of applications that can provide various social networks, social media, hobbies, and even entertainment such as online games. Gadgets among teenagers are a must because sophisticated features can use communication facilities, in the form of messages, entertainment facilities in the form of music, playing games, internet facilities, so gadget technology changes the atmosphere of solitude to become more lively and lively. Increasing use of gadgets from time to time, currently approximately 45 million use the internet, of which nine million use gadgets to access the internet. Based on age, the most gadget users are aged 12-24 years, namely as much as 31%, especially teenagers (Utaminingsih, 2010).

Adolescence is a period when individuals are in a transitional process from children to adults which is characterized by biological, cognitive and socio-emotional development, this period takes place between the ages of 10-18 years. (Permenkes, 2014; WHO 2014; Alrasheed, 2018; Artha & Supriyadi, 2013). Adolescence is a critical period for developing attitudes and behavior (Santrock, 2012). At this time, a person experiences emotional tension, has difficulty controlling himself and gets angry easily (Ali & Asrori, 2011). The use of gadgets in children and adolescents for more than 3 hours a day can make them vulnerable to gadget addiction. Game addiction on gadgets is currently getting worldwide attention.

The World Health Organization (WHO) recently issued the 11th edition of the International Classification of Disease (ICD) which mentions addiction to playing games as a mental health disorder, which is included as a gaming disorder or gaming disorder. Based on the survey results of the World Health Organization (WHO), in 2019 in Southeast Asia there were 59.93% of adolescents experiencing severe category addiction. In Indonesia 2019 stated that 80% of youth aged 15-19 years dominated the use of gadgets, 40% of them were detected as experiencing gadget addiction (Kominfo Republik Indonesia, 2019). Based on the 2019 Survey of the Association of Indonesian Internet Service Providers (APJII), as many as 143.26 million people or 54.68% of Indonesia's population use the internet. The largest penetration of internet users is aged 13-18 years (75.5%). Gadgets are the devices most used to access the internet (44.16%). The survey results of the Minister of Communication and Informatics (2020) show that 93.52% of Indonesian individuals use social media aged 9-19 years. From the survey data it can be seen that teenagers dominate internet use so they are vulnerable to gadget addiction. Generally, teenagers use the internet to access social media, including Youtube and online games. A study in 2018 revealed that around 14% of junior and senior high school students in Jakarta have experienced Internet Addiction, whose main activities are social media and online games, 45,3 % of 3246 students experienced addiction to online games 150 students out of 1477 (10.2%) experienced addiction, 59.3% of them were classified as severe addiction (Jap, T, 2018; Info Sehat FKUI, 2018) According to Dr. Tjhin Wiguna, child and adolescent psychiatrist at the Department of Mental Health Medicine FKUI-RSCM, the phenomenon of children addicted to gadgets has started to increase in the last three years. Chairman of the Indonesian Child Protection Agency Seto Mulyadi stated that since 2013 his institution has handled 17 cases of children addicted to gadgets, which has handled 42 cases of children addicted to gadgets since 2016. (Kominfo Republik Indonesia, 2020).

In a preliminary study at PGRI Kasembon Vocational High School, Malang Regency, it was found that based on the results of the Smartphone Addiction Scale – Short Version (Sas-Sv), 84% of students experienced gadget addiction. Based on insight, 2 respondents (8%) considered themselves addicted to gadgets or smartphones. 19 respondents (76%) were unsure, and as many as 4 respondents (16%) considered themselves not addicted to gadgets. Meanwhile, based on the duration of using the gadget, most of the respondents used their gadget for more than six hours per day, namely 15 respondents (60%). The highest frequency

of using gadgets is 21-50 times per day, as many as 2 respondents (8%). The time between getting up in the morning and using gadgets with the highest frequency is 6-30 minutes after getting up in the morning, namely 9 respondents (40%). The purpose of using gadgets most often used by respondents is social media as many as 21 respondents (84%), this is known from the results of the questionnaire test distributed in one class with 25 students. Some students show indicators of gadget addiction, but they can still manage themselves by using gadgets. From the results of interviews with counseling guidance teachers there has never been education about preventing and treating gadget addiction, the school has never received reports that any of its students are addicted to gadgets.

In this case the school has also not cooperated with the health and psychology team at the Kasembon Sub-District Health Center regarding efforts to prevent and treat gadget addiction in adolescents. In an emergency due to the Covid-19 pandemic, as it is now, various institutions, both from the social, cultural, economic, educational, etc. sectors, have implemented various policies to support the government's efforts in preventing and handling Covid-19. President Joko Widodo has appealed to the public to practice social distancing as an effort to prevent and deal with Covid-19. In this social distancing condition, the government implements a Large-Scale Social Restrictions (PSBB) policy, where people study, work and worship activities are carried out from home. Thus almost all community activities are carried out online due to these social restrictions. There have been many impacts on various lives due to the Covid-19 pandemic, one of which is the education sector. UNESCO reported that 13 countries told students to study at home. Indonesia itself in various regions decides teaching and learning activities to be carried out in their respective homes as a preventive measure. Since March 16, 2020, the government has decided that students should study from home as an effort to reduce the spread of Covid-19.

In addition, the government has also decided to cancel the 2020 national exams. This policy is hoped by the government to reduce the mobility of students and students, so that it can suppress the spread of Covid-19. In practice, the teaching and learning process at the homes of students and teachers is assisted by online learning applications. Currently, the world of education applies the Home Learning system as a learning method. In its application, the Home Learning System uses media or the help of electronic equipment that is carried out online or online. The increasing need for the use of gadgets and almost all student activities are carried out online, will be a factor causing someone to be addicted to gadgets. Teenagers who act as students become vulnerable to gadget addiction if their self-management is low in using gadgets.

METHODS

The research was carried out in SMA and SMK adolescents within 8 weeks with a quasi-experimental design using the Pre and Post test approach without control. The population in this study were all 40 high school and vocational high school teenagers. The sample in this study were some who met the inclusion criteria, namely a number of 21 respondents. The sampling technique used is Non-Probability Sampling type Purposive Sampling. The data analysis technique used in this study was the Wilcoxon.

RESULTS

Based on the results of the research based on the characteristics of the respondents, it can be seen in the table above, that is, based on age, the majority (52.4%) of the respondents were 17 years old, the characteristics of the sexes were obtained by the majority (66.7%) of the respondents who were female. Insight was obtained that almost half (47.6%) of respondents considered themselves addicted to gadgets, almost half of respondents (47.6%) used gadgets with a duration of 5-6 hours, almost half of respondents (42.9%) used gadgets 11-12 times/day,

almost half of the respondents (38.1%) wake up in the morning and use gadgets \leq 6 minutes and 6-30 minutes, almost half of the respondents (47.6%) use gadgets for social media purposes and almost all of respondents (81%) experienced gadget addiction based on (SAS-SV).

Table 1. Cross tabulation of mindfulness attention awareness education as a promotive and preventive effort for mental health emergencies addicted to gadgets.

<i>Pre test</i>		<i>Post test</i>		
Frekuensi	Prosentase	Frekuensi	Prosentase	
Well	5	20%	18	85,71%
Enough	13	52%	3	14,28%
Not enough	3	12%	0	0%
Amount	21	100%	21	100%
<i>P Value</i> 0,001	<	α 0,05	<i>Mean</i> <i>Pre</i> :4,62,	<i>Post</i> :6,57

Interpretation of students' knowledge is a good criterion if they get a score of 6-8, enough score of 3-5, and less score of 0-2. Based on the table above, it shows that most of the respondents (52%) have sufficient knowledge, and after the intervention it is found that almost all of the respondents (85.71%) have good knowledge. Based on statistical tests using Wilcoxon, it is known that there are differences in the value of students' knowledge before counseling and after counseling with a p value <0.001 and a large increase in the mean pre: 4.62, and post: 6.57. Thus it can be seen that there is an increase in student knowledge after counseling is carried out. This activity has quite significant potential if we use it with strong will and will. In implementing this program, it is expected that high school and vocational students can apply the management of prevention and handling of gadget addiction to mental health emergencies independently. This counseling activity was able to increase students' knowledge about the definition of gadget addiction, the causes of gadget addiction, the determining indicators of someone addicted to gadgets, the impact of gadget addiction, the prevention and management of mental health emergencies for gadget addiction in adolescents. Based on the results of the evaluation the percentage of most respondents (52%) had sufficient knowledge, and after the intervention it was found that almost all of the respondents (85.71%) had good knowledge.

CONCLUSION

This counseling activity was able to increase students' knowledge about the definition of gadget addiction, the causes of gadget addiction, the determining indicators of someone addicted to gadgets, the impact of gadget addiction, the prevention and management of mental health emergencies for gadget addiction in adolescents. Based on the results of the evaluation the percentage of most respondents (52%) had sufficient knowledge, and after the intervention it was found that almost all of the respondents (85.71%) had good knowledge.

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