

Comparison of Verbal Abuse and Exposure of Gadgets to Cognitive Development of School - Age Children (6-8 Years) in Pagurawan Village in 2020

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ABSTRACT

Child development is an event that occurs during the growth and development process of children that can occur physically, intellectually, or emotionally. Children's cognitive development does not necessarily grow up so this means that each child has different characteristics. The slowness of cognitive development experienced by children occurs by several factors including verbal abuse and exposure to gadgets that cause inaction of cognitive development of school-age children 6-8 years. This study aims to analyze the comparison of verbal abuse and exposure of gadgets to the cognitive development of school-age children 6-8 years old in Pagurawan Subdistrict, Medan Deras. Independent variables are verbal abuse, exposure to gadgets and dependent variables are the cognitive development of the child. The data retrieval measuring instrument uses a questionnaire. The results of the study were analyzed with the Mann-Whitney test. Test results of verbal abuse statistics (mean rank = 11.71) and exposure of gadgets (mean rank 28.16) to children's cognitive development. This indicates that there are significant differences in the cognitive development of the child. From the results of this study, it is expected that Pagurawan village to socialize the impact of gadget exposure and verbal abuse on the cognitive development of elementary age children.

Keywords: Children's Cognitive Development, Gadget Exposure, Verbal Abuse

INTRODUCTION

Children are the next generation of ideals and struggles of the nation. The child is not a miniature adult, has special

characteristics and traits, the Child has different characteristics from each other. School-age children are children aged 6 to 12 years. This period is a period in which children are considered to be responsible for their own behavior in relationships with peers, parents, and others. School age is a time when children gain the basics of knowledge for successful self-adjustment in adult life and acquire certain skills (PH, 2019).

Child development is an event that occurs during the growth and development process of children that can occur physically, intellectually, or emotionally. Children's cognitive development does not necessarily grow up so this means that each child has different characteristics (Wijayanti, 2017). There are 2 factors of cognitive development in a child including internal and external factors, in external factors the existence of social interactions that parents play a very important role. Family attitudes, especially parents towards children, are often authoritarian in harsh ways and give physical punishment on the grounds of punishing their child. This incident relates to the enforcement of human rights with the rights of children, so that wrong and unnatural treatment becomes a public affair, related to law No.23 of 2002 on child protection, child abuse, and child abuse (Wijayanti, 2017).

Verbal abuse is the violence of speech that causes pain in feelings or psychically. Uttering harsh words without touching the physical, slanderous, threatening, frightening, insulting is verbal

violence. Verbal abuse causes unspecific symptoms, such as impaired cognitive development, aggressiveness, apathy, developmental and growth disorders, being grumpy, withdrawing, severe anxiety, sleep disturbances, excessive fear, loss of self-esteem, and depression. Research conducted by Astuti mentioned that children who experienced verbal abuse in a high category, namely 51.4% and children who experienced verbal abuse in a low category of 48.6% (Wijayanti, 2017).

Based on records from the Indonesian Child Protection Commission (KPAI), the number of verbal abuse in children is always increasing every year. In 2011 there were 2178 cases of violence, in 2012 there were 3512 cases, in 2013 there were 4311 cases, in 2014 there were 5066 cases, and 5 highest cases with the number of cases per field from 2011 to April 2015. First, children facing the law until April 2015 recorded 6006 cases, 2016 rose to 6,820 cases of child abuse aged 1-14 years, global report reported ending violence in childhood recorded 73.7% of Indonesian children aged 1-14 years experienced violence, in 2018 KPAI recorded 4,885 T-cases of child abuse, 2019 victims of child policy as many as 8 people assaulted 3 people, victims of sexual violence about 3 cases, physical violence as many as 8 cases, psychological violence and bullying as many as 12 cases and child abuse perpetrators bullying against teachers as many as 4 cases. Furthermore, parenting cases 3160 cases, education 1764 cases, health and drug 1366 cases as well as pornography and cybercrime 1032 cases. Children can be victims or perpetrators of violence in children there are 3, namely in the family environment, in the school environment and in the community. The results of monitoring and evaluation of KPAI in 2012 in 9 provinces showed that 91% of children were victims of violence in the family environment, 87.6% in the school environment and 17.9% in the community, the majority of cases occurred at the

elementary school level reached 67% (KPAI, 2015).

School age is a period of brain formation and behavior of children. At this time there are several things that must be considered when communicating with children. These include the proper use of tone or intonation, slow speech (no hurry when speaking), repetition of command words with simple direction, avoiding urgency, giving children the opportunity to express their fears or concerns, what emotions should or should not be shown when communicating.

This can affect children's development, especially in cognitive development. A child's cognitive development consists of language, thinking or problem solving. Language is one of the indicators of the overall development of children's cognitive development. Delays in the development of early daily life, in addition to affecting social personal life, will also cause learning difficulties, even obstacles when going down to the world of work later (Sari, Pediatric, 2009). Technological advances today are very rapid and increasingly sophisticated. Many advanced technologies that have been created make such a huge change in human life in various fields. It looks like gadgets can have such a huge impact on cultural values. Nowadays everyone around the world must already have gadgets.

Gadgets are tools related to the development of today's technology. That includes gadgets such as tablets, notebook smartphones, and so on. That is, from day to day gadgets always appear by presenting the latest technology that makes human life more practical (Surbakah, 2019). Nowadays gadget users do not only come from among workers. But almost all circles including children and toddlers have utilized gadgets in their activities every day. Excessive use of gadgets will adversely affect the child. Children who spend their time with gadgets will be more emotional, rebellious, because they feel disturbed while playing games. Lazy to do daily activities even to eat should

be bribed, because it is fun to use the gadget (Novitasari, 2016).

According to Jovita Maria Ferliana, psychologist from the Royal Trauma Hospital, Reviewed from the neurophysiological side, the brain of children under the age of 5 years is still in developmental level. Children's development will be more optimal if the child is given sensory treatment directly. For example, fingering objects, hearing sounds, interacting with someone and so on. If children under the age of five use gadgets continuously, especially unaccompanied by parents, as a result children focus on gadgets and less interact with the surrounding world (Surbakah, 2019)

A survey by Common Sense media in Philadelphia revealed that children starting as young as 4 already have their own mobile devices without parental supervision. 70% of parents admitted to allowing their children aged 6 months to 4 years to play mobile devices when they were doing housework, and 65% did the same to calm the child while in a public place. Most parents also state that children under the age of 1 tend to use gadgets to play games, watch videos, and play apps. 72% of children aged 8 and under have been using mobile devices such as smartphones, tablets and iPods since 2013.

Based on the results of the survey with interviews using question questionnaires on December 24, 2019 in The Village Pagurawan District Medang Deras Batu Bara district in can data of children aged 6-8 years who use gadgets obtained 25 children who have the preoccupation with playing gadgets, lost interest with the outside world and uncomfortable behavior when not playing gadgets, who experienced verbal abuse in accordance with the characteristics of impact that occurred such as having low confidence, often blame yourself, doubt the ability and difficult to make disparity then obtained as many as 17 children.

METHODOLOGY

Research design is a master plan that contains methods and procedures for collecting and analyzing the required information establishing the sources of information, techniques that will be used to be able to answer research questions (Notoadmojo 2010). This research uses analytical survey research design with cross sectional approach that is the research subject is only observed once at the same time. This study will analyze the comparison of verbal abuse and exposure of gadgets to cognitive development in school-age children (6-8 years old) in Pagurawan Subdistrict of Medang Deras Batu Bara Regency. Independent variables are verbal abuse, exposure to gadgets and dependent variables are the cognitive development of the child. The data retrieval measuring instrument uses a questionnaire. The results of the study were analyzed with the Mann-Whitney test.

RESULTS

Research Place Overview

Pagurawan Village is a village located in the district of Medang Heavy Batu Bara Regency with the following area boundaries: north bordered by Pangkalan Dodek Baru Village. The south is bordered by Sei Buah Keras Village. West is bordered by Sidomulyo Village. East is bordered by the Pagurawan River. Pagurawan village consists of 12 neighborhoods with a population of 3,814 people with a family head. The facilities and training in pagurawan village are as follows: for schools have the numbers of children 3 schools, elementary school 2, junior high school 1. For health places there are 3 kilinik midwives practice. And Pagurawan Village also has facilities and infrastructure for places of worship, namely Mosque 1, Musholla 3, Church 2.

Univariate Analysis Characteristics Based on School Children's Age and Gender

Based on the results of the research, data obtained age and gender of children 6-8 years in Pagurawan Village, Medang Deras District, Coal Regency year 2020 as follows:

Table 1 Frequency Distribution of Respondents Based on Age and Gender Who Experienced Verbal Abuse in Pagurawan Village in 2020

No	Age (Year)	Frequency	Percentage %
1	6	2	11.8
2	7	10	58.8
3	8	5	29.4
	Total	17	100
	Gender	Frequency	Percentage %
4	Men	6	35.3
5	Women	11	64.7
	Total	17	100

Source: Data from research management in Pagurawan Village in 2020

Based on the results of univariate analysis above the average age of children who dominate is 7 years and the sex that dominates is women this is seen in table 1.

Table 2 Distribution of Respondents' Frequency Based on Age and Gender of Children Exposed to Gadgets in Pagurawan Village in 2020

No	Age (Year)	Frequency	Percentage %
1	6	5	20
2	7	11	44
3	8	9	36
	Total	25	100
	Gender	Frequency	Percentage %
4	Men	13	52
5	Women	12	48
	Total	25	100

Source: Data from research management in Pagurawan Village in 2020

From table 2 above the majority of respondents age 7 years and the gender of the majority of men.

Characteristics of Children's Problems

Based on the results of the research conducted, data obtained that experienced verbal abuse and exposure to gadgets in Pagurawan Village in 2020 as follows:

Table 3 Frequency Distribution of Respondents Based on Verbal Abuse of Children's Cognitive in Pagurawan Village 2020

Verbal Abuse	Frequency	Percentage (%)
Hard	1	5.9
Middle	14	82.3
Low	2	11.8
Total	17	100

Source: Data from research management in Pagurawan Village in 2020

From table 3, the majority of respondents in the moderate category were 14 respondents (82.3%)

Table 4 Frequency Distribution of Respondents Based on Gadget Exposure to Children in Pagurawan Village in 2020

Exposure to Gadgets	Frequency	Percentage (%)
Exposed	25	100
Not exposed		
Total	25	100

Source: Data from research management in Pagurawan Village in 2020

From the table above states that 100% of children in Pagurawan Village are exposed to gadgets.

Table 5 Frequency Distribution of Respondents Based on Verbal Abuse of Children in Pagurawan Village in 2020

Cognitive Development	Frequency	Percentage (%)
Good	2	11.7
Enough	12	70.6
Less	3	17.7
Total	17	100

Source: Data from research management in Pagurawan Village in 2020

Univariate data above states that cognitive development in children who experience verbal abuse of some respondents with sufficient frequency is seen in table 5.

Table 6 Frequency Distribution of Respondents Based on Gadget Exposure to Children in Pagurawan Village in 2020

Cognitive Development	Frequency	Percentage (%)
Good	22	88
Enough	3	12
Less	0	0
Total	25	100

Source: Data from research management in Pagurawan Village in 2020

Univariate data above states that children who experience verbal abuse have an average level of cognitive development with sufficient frequency (70.6%) and in children exposed to gadgets have an average level of cognitive development with a good frequency of (88%) this can be seen in tables 5 and 6.

Bivariate Analysis

Bivariate analysis in this study was conducted to find out the influence between independent variables namely verbal abuse and exposure to gadgets with dependent variables that are on children's cognitive development with comparison test using

Mann-Whitney t-test, the analysis is as follows.

Table 7 Verbal Abuse of Children's Cognitive Development

Verbal Abuse	Cognitive Development						Total	
	Good		Enough		Less		N	%
	N	%	N	%	N	%		
Low	2	11,8	0	0	0	0	2	11,8
Middle	0	0	12	70,6	2	11,7	14	82,3
Hard	0	0	0	0	1	5,9	1	5,9
Total	2	11,8	12	70,6	3	17,6	17	100

Source: Data from research management in Pagurawan Village in 2020

Based on the table above shows that some respondents experienced a decline in cognitive development with an average frequency of enough (70.6%).

Table 8 Exposure to Gadgets to Children's Cognitive Development

Exposure to Gadgets Exposed	Cognitive Development						Total	
	Good		Enough		Less		N	%
	N	%	N	%	N	%		
Not Exposed	22	88	3	12	0	0	25	100
Exposure to Gadgets	0	0	0	0	0	0	0	70

Source: Data from research management in Pagurawan Village in 2020

From table 8, the majority of respondents showed that some respondents had not been disturbed by the average frequency of good (88%).

Comparison of Verbal Abuse and Exposure to Gadgets to Cognitive Development in School-Age Children (6-8 Years Old)

Table 9 Distribution of Comparison of Verbal Abuse and Exposure of Gadgets to Children's Cognitive

Cognitive Development	Good		Enough		Less		Total	
	N	%	N	%	N	%	N	%
Verbal Abuse	2	11,7	12	70,6	3	17,7	17	100
Exposure to Gadgets Exposed	22	88	3	12	0	0	25	100

$\alpha = 0,05$ Asymp. Sig. (2-tailed) = 0,000

Source: Data from research management in Pagurawan Village in 2020

From the table above shows that there is a significant difference between verbal abuse and exposure to gadgets to the cognitive development of children.

Statistical test using Mann-Whitney Test and computerized system with different results that occur in both problems in children aged 6-8 years, namely mean rank = 0.000 > $\alpha = 0.05$ It can be interpreted that there is a comparison between verbal abuse and gadget exposure in children aged 6-8 years.

The results of the study on Comparison of Verbal Abuse and Exposure to Gadgets To Children's Cognitive Development there are differences between the two where verbal abuse has more adverse impact on children's cognitive development is seen from data analysis. Where mean rank on verbal abuse 11.71 while on gadget exposure 28.16.

Results	Problem	N	Mean rank	Sum of rank
Results	Verbal Abuse	17	11.71	199.00
	Exposure to Gadgets Exposed	25	28.16	704.00
	Total	42		

Source: Data from research management in Pagurawan Village in 2020

DISCUSSION

Verbal Abuse of School-Age Children (6-8 Years Old) in Pagurawan Village

Based on the results of a study conducted on 17 respondents of verbal violence in The Village Pagurawan District Medang Deras showed that the average respondent experienced verbal abuse with a moderate frequency of 14 respondents (82.3%). According to researchers verbal abuse is an oral act that causes emotional harm to children. Parents who commit verbal abuse do not know or know information about the child's cognitive development needs, for example the child

can do something, the child is forced to do and when the child is not able to do the parents become angry, yell, and hate the child.

According to Ihsan (2013) stated that acts of verbal violence that occur in the family are caused by the absence of warmth between parents and children. Often scold the child, rarely call the child with the word affection and often scream or shout to the child. This is considered commonplace by parents because by scolding their children parents can control the behavior and attitude of the child through orders and should not be denied.

According to Huraerah (2007) states that parents criticize, punish, or even threaten the child in the long term, this condition will result in the development of the next child to be slow or even threatened with depression and death. This happens because the concept of the child's self is disturbed so that the child feels worthless to be loved and loved. Cognitive development is a process of interaction that takes place between the child and his perception of the surrounding events. In everyday life, children are often faced with problems that demand solutions. Solving a problem is a complex step in the child. Before solving the problem, it is necessary to have the ability to find a solution (Wijayanti 2017).

According to researchers verbal violence can also be influenced by gender, it is evident in table 1 shows that the majority of respondents with male sex as many as 11 respondents (64.7%). This is in accordance with the developmental process towards adolescence, boys also often fight and rebel the rules given by parents, so that parents are authoritarian and unconsciously verbally abuse by threatening children not to commit delinquency that upsets parents (Agustin 2018).

Exposure to Gadgets to Cognitive Children of School Age (6-8 Years Old) in Pagurawan Village

Based on the results of research conducted on 25 respondents exposed to

gadgets in The Village Pagurawan District Medang Deras can be seen in table 4.5 shows that the average respondent exposed to gadgets as much as 25 respondents (100%). Children of primary age are essentially individuals who have growth and development patterns in the physical, cognitive, socio-emotional, creativity, language and communication aspects that are specifically in accordance with the stages that the child is going through. The processes began to shift to a different direction than before, along with the development of the era that provides all forms of equipment that facilitates children in learning and playing.

One of the technologies that makes it easier for children to learn as well as play is gadgets. Gadgets are part of a communication tool that is currently a proof of progress from various conditions, for that adults to children - children are difficult to avoid not using gadget. Gadgets are currently widely used among the community, both from students, offices, and children. These increasingly advanced developments cause some shifts in the shape and behavior of children's development that has been too facilitated by technology. The use of such gadgets can also be an opiate that will be difficult to overcome and result in a pattern of deviant behavior if not under proper supervision. The time of use of gadgets in children of basic age is not only included in the low category of 15-30 minutes, but there are up to 120 minutes of use. In addition, in a day children can play gadgets more than once and some even fall into the category of frequently using gadgets that are more than 3 times the use of a day. This will certainly cause a certain impact for the child who uses it.

The impact can be in terms of positive and negative depending on the type of use of the gadget. In terms of the positive, parents are not worried that children will play outside the house, the ease of parental supervision of children and if used as a method of learning, then the child will more easily absorb the learning

process because it uses videos that are loved by children of basic age. However, the negative impact of using gadgets will have more adverse effects for the growth of these children. These things need to be addressed by parents by providing supervision and direction so that their children do not become addicted to gadgets and reluctant to interact socially.

Researchers draw the conclusion that the use of gadgets in children of basic age should be within a certain period of time and with good supervision by parents. The role of parents is very important as a figure to accompany, supervise, and direct the use of gadgets to be useful for child development. In elementary age children when they are adults and can be an informative and communicative medium of information for children's learning.

Comparison of Verbal Abuse and Exposure of Gadgets to Children's Cognitive Development

Based on the results of research conducted on 42 respondents in The Subdistrict Pagurawan Medang Deras showed that in respondents who experienced verbal abuse there was cognitive development of children of less than 3 categories, enough 12, and good 2 while in respondents exposed to gadgets cognitive development of children less than 0, enough 3, well as many as 22 respondents. This is seen in table 8 and strengthened by the questionnaire sheet.

Cognitive development is a major factor in a child's ability to think. In accordance with the cognitive understanding that is the thought process of a person to assess, connect, and consider an event. Based on table 6 shows that some respondents have cognitive impairment as much as 3 respondents (17.7%) 12 respondents (70.6%). Based on table 4. Children who have less cognitive development and are adequately cared for by biological parents with a total of 17 children (100%). According to researchers cognitive development is a development

that is characterized by children starting to recognize the events that are around.

Therefore, parents who are the first place to learn need to know the stages of development of the child and things that are new to be noticed and taught to them. The cognitive development of elementary school-age children is included in the initial concrete operational cognitive development stage. In this cognitive development process the ability to learn concepts increases, missal learning mathematics, reading and verbal ability also increases. Children can also group from specific to common and vice versa, improving children's abilities including interaction and learning achievements. Cognitive development can be influenced by environment, maturity, offspring, and freedom (Susanto 2012).

According to Hasnida (2014) in Hamdani research (2017), there are several factors that affect children's cognitive development as follows: Heredity or hereditary factors, the theory of heredity or nativism was first pioneered by a philosophy expert named schopenhauer, he argued that human beings born already carry potentials - certain potentials that cannot be influenced by the environment. Based on his theory, the level of intelligence has been determined since the child was born.

Environmental factors, environmental theory or empirism pioneered by Jhon Locke, he argued that human beings are born in fact sacred or tabularasa, in his opinion human development is very determined by their environment. The Jhon Locke's development of intelligence level is determined by the experience and knowledge gained from the environment. Maturity, each person (physical and psychic) can be said to have matured if it has reached the ability to perform their respective functions. Maturity is closely related to its chronological age (calendar age).

Formation, Correction is any circumstance outside of a person that affects the development of intelligence. Formation can be distinguished into deliberate

correction (school, formal) and accidental formation (influence of the environment or informal), so that human beings do intelligence because to maintain life or in the form of self-adjustment. Interest and talent, Interest directs the deed to a purpose and is the impetus for the deed. Interest in influencing learning processes and outcomes should not be questioned, if one is not interested in learning about it. While talent is meant as innate ability, as a potential that still needs to be developed and trained in order to be realized.

Freedom, Human beings have wishes in freedom, human depraved thinking spread which means that the human being can choose certain methods of solving problems, also free in choosing problems as needed. Table 4 shows that the majority of respondents who experienced verbal abuse with moderate frequency as many as 14 respondents (82.3%), and had sufficient cognitive development as many as 12 respondents (70.6%).

After the child gets the wrong treatment of verbal abuse from parents or the surrounding environment, the child has not been able to achieve good cognitive development. This can be seen from the fact above which states that most respondents have sufficient cognitive development or arguably moderate. The results of this study suggest that there is a link between verbal abuse and cognitive development of children. Although there are respondents have good development.

The results of this study are in line with the research conducted by Nirwana Dewi Agustin entitled the relationship of verbal violence between parents and the development of children at SDN Candi Mulyo 1 Jombang in 2018. According to Soetjningsih (2012) that violence experienced by children can have an impact on fission and psychology, but usually verbal abuse usually does not affect the child physically, but can damage the child in the next few years. The impact of verbal violence on children among other children does not become sensitive to the feelings of

others. Disrupting a child's development and growth, the child becomes aggressive, emotionally impaired, his relationship is impaired, sociopathic personality creates a vicious circle in the family even until suicide.

Gadgets have a positive impact and negative impact on child development, the benefits of gadgets that first increase children's knowledge. In the gadget there are many educational applications that are provided for children and can train the process of brain development and help the learning process of elementary school-age children. By using high-tech gadgets, children can also access game features that support aspects of their development.

Expanding the friendship network of elementary school-age children through gadgets a child can easily and quickly join into the social media that has been provided, they can easily to share with their friends. Facilitate communication of elementary school-age children. Gadget is one of the tools that are high-tech and sophisticated. Everyone can easily communicate with others from all over the world using gadgets. Elementary school age children also need to be taught to communicate, not close the possibility if there is something important then elementary school age children can contact their parents or anyone through gadgets (Nurrahmawati, 2014).

Researchers assume that playing gadgets among children can also have a negative impact on children's cognitive development, with the ease of accessing various information media and technology, thus causing children to become lazy to move and activities. They prefer to sit in front of gadgets and enjoy games that are on certain feature features rather than interacting with the real world. This certainly adversely affects the development and health of children, especially in terms of brain and psychological. This research is in line with Yeni Triastutik's research entitled the relationship of playing gadgets with the level of development of children aged 4-6 years in human development kindergartens.

Other negative impacts can also cause a lack of social mobility in children. They prefer to play using their gadgets instead of playing with their friends. It is not uncommon to see children having difficulty concentrating because the child's brain is already focused on the unreal world (Ameiola & Nugraha, 2013). This study aims to find out the impact of verbal abuse and exposure to gadgets on children's cognitive development. The results of this study data analysis showed that verbal abuse has a significant impact on children's cognitive development. The results of the Mann-Whitney U test in both groups showed a significant difference between verbal abuse and exposure to gadgets to children's cognitive development with a score of $p=0.0001 > 0.05$.

Cognitive development in children is very important so that children are able to explore the surrounding world. Through knowledge, the child can carry on his life and become a whole human being as a being of God to be useful to himself and others. Based on the results of analysis using statistical test Mann-Whitney Test and computerized system with the difference in results that occurred in cognitive development of children who experienced verbal abuse with mean rank results = 11.71 and cognitive development in children exposed to gadgets with mean rank results = 28.16 means that children exposed to gadgets and children who experience verbal abuse have differences in cognitive development with the value $Z = -4869$ and where children who experience verbal abuse cognitive development is lower compared to children exposed to gadgets.

CONCLUSION

Based on the results and discussion, the conclusions of this report are as follows:

1. Verbal abuse in Pagurawan Village occurs in school-age children 6-8 years old on average - medium frequency (82.3%).
2. The incidence of gadget exposure in school-age children (6-8 years old) in

Pagurawan village is all exposed to gadgets (100%).

3. Cognitive development in school-age children (6-8 years old) who experience verbal abuse in Pagurawan Village is average frequency (70.6%).
4. Cognitive development in school-age children (6-8 years old) who are exposed to gadgets in Pagurawan Village averages a good frequency (88%).
5. The comparison of verbal abuse and exposure of gadgets to children's cognitive development, where from the results of verbal abuse research has a lower impact on children's cognitive development compared to children exposed to gadgets.

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