



The Impact of Internet Addiction on Children's Self-Control

Salsa Lutfiah Zahra*, Miratul Hayati

UIN Syarif Hidayatullah Jakarta, Indonesia

Correspondence: E-mail: miratul.hayati@uinjkt.ac.id

ABSTRACT

Internet playing activities for early childhood without supervision will lead to a condition of internet addiction. Internet addiction affects children's self-control. Self-control is the main thing for children to live their lives in the future. If the child has low self-control, then he will have difficulty in deciding and solving a problem well. The purpose of this study was to examine the impact of internet addiction on children's self-control. This research uses descriptive qualitative method. Data collection through interviews and observations and data analysis using Miles Huberman analysis, which comprises several stages, namely data collection, data reduction, data presentation and data verification. This study describes the impact of internet addiction on aspects of self-control in children aged 5-6 years including (1) types of internet users in children (2) user aspects (3) factors causing internet addiction in children (4) the impact of internet addiction on children's self-control in behavior-control, cognitive-control and decisional-control.

ARTICLE INFO

Article History:

Submitted/Received 18 Jan 2022

First Revised 18 Feb 2022

Accepted 18 Mar 2022

First Available online 20 Mar 2022

Publication Date 1 May 2022

Keyword:

*Early childhood,
Internet addiction,
Self-control.*

1. INTRODUCTION

The influence of globalization is increasingly real and felt in every aspect of life. One of them is advances in technology. Advances in technology that are growing rapidly encourage the creation of increasingly sophisticated communication and information media, one of which is smartphones, with internet facilities, capable of delivering users to various applications. The internet, which is presented as a smartphone, can access various information and can even shift all activities that were initially carried out face-to-face, now can be through smartphones such as studying, playing, communicating with the wider community from all over the world to working in meeting the needs of daily life.

With all its luxuries, the internet has become an attraction for every user, whether from adults or teenagers and also children (Lombogia et al., 2018). The internet has a positive impact, including making it easier for humans to complete their daily work and also making it easier to establish broad interactions without boundaries (Dewi dan Trikusumaadi, 2016). In addition, the use of the internet that is not wise can cause bad effects, such as being the choice of parents in calming their children by playing games or watching movies (Karlina, 2020).

Internet playing activities that become a habit without supervision will cause a condition called internet addiction (Faradilla, 2020). Internet addiction is a condition of a person who spends his time playing on the internet both when happy and sad and feels empty when not playing the internet (Harahap, 2017; Fitri, 2020; Adiningtiyas, 2017; Hidayat dan Mahriani, 2020). The cause of this condition is a feeling of comfort and a strong interest in playing the internet without being able to control yourself well (Asih dan Fauziah, 2018).

Young divides internet users into 2 groups. Non-dependent or internet users normally use the internet to find information and maintain relationships through electronic communication. Non-dependent users use the internet 4-5 hours per week. Dependent or addicted internet users use the internet for daily activities and forget about their activities in the real world. This group uses the internet 20-80 hours per week (Deonisius et al., 2019).

Meanwhile, for children aged 2 years, experts do not recommend playing the internet unless there is something important, then adults or parents can accompany for a duration of only 1 hour per day, for children aged 2-4 years accessing the internet is only 1 hour per day, for children aged 5-6 access the internet a maximum of 2 hours per day (Harahap dan Adeni, 2021; Febriati dan Afroh Fauziah, 2019; Magdalena et al., 2021).

Internet addiction has negative impacts, including anxiety, lazy to study, stress, and difficulty in managing self-control (Sari et al., 2017; Putri and Prasetyaningrum, 2018). Someone with internet addiction has problems in mental health or mental development such as unstable emotions, depression, poor self-control and physical problems such as impaired vision and hearing, obesity and stunted brain development (Mulyati dan Frieda, 2019).

According to Mark Griffith, there are five factors that influence internet addiction, including: convenience, escape, accessibility, affordability and the absence of barriers (Merdekawati et al., 2021). Meanwhile, according to Yanuar, there are two factors that users become addicted to the internet, namely internal and external factors. External factors include family, peers, and socio-cultural. While internal factors include personality such as self-control, interests, motives and age. Some research results state that self-control is the biggest factor in someone suffering from internet addiction. Someone who has poor self-control will affect his behavior. Thus, self-control is very important to reduce problematic behavior, such as internet addiction (Kim et al., 2017).

Self-control is the ability to control behavior and thoughts in a positive direction according to moral values and norms that apply to benefit themselves and others (Majid et al., 2019). Meanwhile, according to Calhoun and Acocella self-control is a person's physical, psychological and behavioral control, or a process to shape himself or a person's ability to control himself in forming individual behavior patterns that arise from physical, psychological and behavioral control.

According to Imam Al-Ghazali, good self-control will form a strong character for a person (Alaydrus, 2017). For this reason, the problem of cultivating self-control is something that must be important because this is a fundamental part of living life (Marsela dan Supriatna, 2019). If the child has low self-control, he will have difficulty deciding and solving problems. Self-control is also an indicator of future success (Montroy et al., 2016) and good adaptation. An important key to success in life (Baumeister et al., 2007). Self-control has a relationship with various things such as physical health, exercise, substance dependence, crime, finances, perception of the severity of the disease Coronavirus 2019 (COVID-19), mental health problems, pro-social behavior, academic achievement, commitment to playing online games, internet addiction (Burt, 2020; Li et al., 2020; Gerdtham et al., 2020; Duckworth et al., 2019).

Previous research on internet addiction has studied self-control in adolescents (Faradilla, 2020; Asih dan Fauziah, 2018). There are still few studies on the impact of internet addiction on children, even though self-control does not just appear when teenagers are young, furthermore its formation starts from the golden age where it is these times that will shape their personality and determine their future.

This study focuses on the factors and consequences of internet addiction on aspects of self-control in early childhood. The results can be a reference for parents or adults in getting to know children with internet addiction and problems in self-control. As well as being a reference to prevent internet addiction in children.

2. METHODS

Research observing children in Pulo Gadung District, East Jakarta City. The research method in this study is a qualitative approach with a descriptive method. Qualitative research is a research approach to examine an object that is natural. In this case the researcher as the key instrument by using a combined technique in the data collection process, inductive data analysis and the results emphasize meaning rather than numbers.

The study examined children aged 5-6 years in Kayu Putih Village, Pulo Gadung District and the sources of data were parents and children. This study uses descriptive qualitative, data collection methods from observations, interviews and documentation to examine the impact of internet addiction on children's self-control.

Collecting data through structured and semi-structured observations by directly observing the smartphone playing habits on some subjects studied. While the interview is a way to get information. Unstructured interviews applied, so that information from informants could flexibly. Researchers developed guidelines for interviewing with subjects.

The process of data analysis using the Miles and Huberman model through three steps: data reduction, data presentation, and drawing conclusions with an interactive model. See the **Table 1**.

Table 1. Interview Guidelines

No.	Interview Questions
1	Types of internet
2	Aspects of internet
3	Factors - factors that influence internet addiction
4	The impact of internet addiction on self-control

3. RESULTS AND DISCUSSION

Based on the research, this discussion examines the impact of internet addiction on early childhood self-control. Among the effects of internet addiction on children aged 5-6 years, namely:

3.1. Types of internet addiction

The results of the interview research found that from 4 children are groups of dependent internet users or addictive internet users. And 2 out of 6 children fall into the group of non-dependent internet users or normal internet users.

In children with internet dependent users, they spend 9-12 hours a day using the internet. The applications they often access are online game applications, YouTube and TikTok. Meanwhile, children with non-dependent users spend 1-2 hours a day using the internet. The applications they access are online games and You Tube. In children with internet dependent users, they play the internet freely or not under adult supervision. Meanwhile, non-dependent users are under adult supervision.

3.2. Aspects of internet users

Based on the results of observations and Based on the results of observations, children with internet dependent users have the following aspects: They assume that playing the internet is a major and important activity every day. In fact, researchers found 2 children who, when they wake up, the first thing they look for is a smartphone. In this group, the researchers also found that children felt restless and even angry when not playing on the internet. Researchers also found children who felt happy, happy and entertained when playing on the internet. Children in this group often ask for additional internet time and if the activity stops or parents reduce it, they often get angry and the child becomes more emotional with other people.

This is in line with research that explains that children who are addicted to the internet will cause: salience or an activity that is important to be carried out routinely, mood or the emergence of certain feelings when carrying out these activities, tolerance or efforts to increase time allocation in order to achieve satisfaction, withdrawal or sensation comfortable, anxious and even depressed when stopping or reducing these activities, conflict or the emergence of problems either interpersonally or intra-personally, relapse or a situation that makes someone repeat the tendency to play the internet (Firdaus dan Dewi, 2021).

Meanwhile, in non-dependent children, the researchers found the following aspects: This group felt that playing the internet was only an option to entertain themselves, or as a medium for learning and not something that should be there all the time. They will feel

normal when they do not play on the internet and they prefer to play with their toys directly with their peers or adults.

3.3. Factors - factors that influence internet addiction

After the researchers interviewed and observations, the researchers found a match between the theory of internet addiction factors by Mark Griffith. The following explains the results of interviews and observations:

Comfort

The child feels comfortable when playing on the internet. He feels that with the internet he can access many applications that make him feel happy and entertained.

The sense of comfort that arises from playing on the internet makes children do this repeatedly so that it becomes a habit and when parents stop giving it, the child will feel restless, indecisive, sad and even angry.

Escape

In fact, the world of children is a world of play. Children learn through exploration of the surrounding environment. If the child's play needs are not met, he will quickly feel bored, which will lead the child to an unstable emotional state or decreased appetite and even difficulty sleeping.

The reality that is currently happening is that the State of Indonesia is still in the Covid-19 circle, which requires its people to limit interactions and activities outside the home. This makes children spend more time at home, limiting the child's exploration space for the surrounding environment.

The feeling of boredom experienced by children continuously makes children often have tantrums and it makes parents at home uncomfortable, so parents always give smartphones to children with the aim that their children are calm playing the internet.

At first the internet was only an escape from boredom, because children had found comfort in playing the internet so that in a short time the children became more frequent in playing the internet, which in the end was in the circle of internet addiction.

Accessibility, Affordable and Hassle Free

The luxury of facilities from parents as smartphones can make users play comfortably for a long time. Researchers also found this in early childhood, especially children aged 5-6 years. Early childhood feels that the internet is a vehicle for playing because the internet can reach hundreds or even thousands of applications that are easily accessible. As well as providing various communication tools or other electronic media at home that children are free to use.

The availability of wi-fi or internet packages is also one trigger for children to be comfortable playing on the internet for long. If there is no supervision from adults, it will make children more free to play on the internet. So that accessibility, affordability and the absence of obstacles are one of the major factors for children to be in the circle of internet addiction.

3.4. The impact of internet addiction on self-control

The dependent group illustrates that children with internet addiction can affect children's self-control. Self-control comprises 3 aspects, namely behavioral control. This is the ability of individuals to respond and control themselves in a situation. Cognitive control is a person's ability to control themselves to process information. And finally, Decisional control is a person's ability to control himself to decide an action to be taken (Sari et al., 2017). With the following research findings:

3.5. Behavioral control

According to Hurlock, behavioral control is the ability to control emotions and impulses in him well (Putri et al., 2019). Meanwhile, according to Borba, behavioral control is a condition

of a person who can control his feelings, thoughts and actions in response to encouragement from outside and from within himself so that a person can be wise.

Based on observations, researchers found that children with internet addiction could affect the balance or stability of their self-control. Children's emotions become unstable so that behavior becomes more aggressive. Children cannot take responsibility for their own behavior and they do not feel sorry for their mistakes or even children cannot understand wrong and right behavior because they want to satisfy themselves in playing on the internet.

The description above shows that children with internet addiction can affect the balance or stability of their behavioral control and their behavior is not under the Child Development Achievement Level Standard (STPPA) in the Minister's Regulation of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education. in the aspect of emotional development, self-awareness and a sense of responsibility for oneself and others contains that: children can recognize their own feelings and manage them naturally, self-regulate and be responsible for their behavior for their own good.

In addition, children with internet addiction also affect children's social behavior. Children prefer to play on the internet than playing directly with their peers. If in the end the child wants to play, he will not let go of the smartphone in his hand because what often happens is that children with internet addiction will continue to play the internet even though they are with their friends. The child has a high egocentric attitude, where he does not want to share with his friends. If he is playing on the internet, he is asked to take turns playing by lending a smartphone to his friend, he will get angry or go away.

This provides an explanation that children with internet addiction can influence their behavioral control so that children become less interacting with people around them. So that it affects the social development of children as stated in the Minister's Regulation of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the National Standard of Early Childhood Education which states that children aged 5-6 years have an attitude of liking to play with peers, love to share with others, use a socially accepted way of solving problems and expressing emotions that are appropriate to existing conditions.

3.6. Cognitive control

According to Averill Cognitive Control is the ability to process information by interpreting. Cognitive control has two major components, namely: information gain, namely the ability to get information to predict and expecting events. Appraisal, namely the individual's ability to compare the results of the evaluation of events (Salmi et al., 2019).

In the cognitive control aspect of children within logical thinking under regulating the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education which states that children aged 5-6 years can recognize cause and effect about their environment and plan activities that will do.

But the results of research and observations of researchers found children aged 5 and 6 years who did not understand about the causes and effects in their environment and could not plan what activities to do because in their minds they only wanted to play smartphones. Internet addiction has a very significant impact on children's focus and attention. Children's critical power and imagination are limited because their focus and attention is only in front of the smartphone.

During the golden age, children with their five senses develop optimally and easily absorb stimuli, but because children grow and develop more by playing on the internet without supervision, information will be received immediately without a filter.

If the child continues to receive information with no explanation or simple discussion with adults, it will make the child's critical power less than optimal. Children will more easily accept information that comes to them without prior analysis. It also makes children need more time to think about cause and effect of a problem and become an obstacle in planning something. If this continues, it will cause children to have no control over themselves and are easily carried away by their environment.

3.7. Decisional control

According to Averill, decisional control is the ability to take an action based on a belief or not because you want to follow other people.

In early childhood, decisional control is in cognitive development within learning and problem solving according to regulating the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education which states that children aged 5-6 years can show activities that are exploratory and probing, solving simple problems in everyday life in a flexible and socially acceptable manner and showing a creative attitude in solving problems.

The ability to solve problems is related to deciding. And based on the results of the research, researchers found that children with internet addiction experienced obstacles in solving simple problems or showed creative attitudes in solving problems. One consequence is that children spend their time playing on the internet so that children do not explore their surroundings less.

The child's lack of exploration of the environment causes the child's lack of experience, so that the child becomes confused, anxious or indecisive when there is a problem for fear of decide. The influence of internet addiction will increase the prevalence of the risk of attention deficit disorder and hyperactivity because internet addiction causes excessive release of the hormone dopamine which results in a decrease in the maturity of the Pre-Frontal Cortex (PFC) (Setianingsih, 2018).

Decision making is fundamental for children's daily lives, providing stimulation to children's cognitive development, especially in problem solving, is a very important part. If the child continues to be in a state of internet addiction for a long time, it will cause problems in the child's decisional control.

4. CONCLUSION

This study found that there is a negative This study found that there is a negative impact of internet addiction on aspects of children's self-control, including behavior control: children become uncontrolled so that their behavior becomes more aggressive. Cognitive control: so that children have difficulty in carrying out simple analyzes of information or cause and effect of an event in their environment because the child's focus and attention is only on the smartphone so that his focus and attention does not develop optimally. Shows a non-creative attitude in solving problems feeling confused, indecisive or afraid in deciding. This study

recommends teachers and parents to provide help when children use the internet and smartphones considering the impact of internet addiction on children's self-control.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Adiningtiyas, S. W. (2017). Peran guru dalam mengatasi kecanduan game online. *KOPASTA: Journal of the Counseling Guidance Study Program*, 4(1).
- Alaydrus, R. M. (2017). Membangun kontrol diri remaja melalui pendekatan islam dan neuroscience. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 22(2), 15–27.
- Aprilia, N. (2020). Pengaruh kesepian dan kontrol diri terhadap kecenderungan ketergantungan terhadap ponsel. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(2), 254–294.
- Asih, A. T., dan Fauziah, N. (2017). Hubungan antara kontrol diri dengan kecemasan jauh dari smartphone (nomophobia) pada mahasiswa jurusan ilmu komunikasi fakultas ilmu sosial dan politik Universitas Diponegoro Semarang. *Jurnal Empati*, 6(2), 15–20.
- Baumeister, R. F., Vohs, K. D., and Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351–355.
- Burt, C. H. (2020). Self-control and crime: beyond Gottfredson and Hirschi's theory. *Annual Review of Criminology*, 3, 43–73.
- Deonisius, R. F., Lestari, I., and Sarkadi, S. (2019). The effect of digital literacy to internet addiction. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 5(2), 71–75.
- Dewi, N., dan Trikusumaadi, S. K. (2016). Bahaya kecanduan internet dan kecemasan komunikasi terhadap karakter kerja sama pada mahasiswa. *Jurnal Psikologi*, 43(3), 220–230.
- Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., and Gross, J. J. (2019). Self-control and academic achievement. *Annual Review of Psychology*, 70, 373–399.
- Faradilla, D. (2020). Kontrol Diri dengan Ketergantungan Internet Pada Remaja. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(4), 590–599.
- Febriati, L. D., dan Afroh Fauziah, S. S. T. (2019). Intensitas penggunaan gadget pada anak usia pra sekolah. In *Prosiding Seminar Nasional Multidisiplin Ilmu*, 1(2), 488–497.
- Firdaus, R. A., dan Dewi, D. S. E. (2021). Efikasi diri dengan Kecenderungan Kecanduan Internet Pada Remaja dimasa Pandemi Covid-19. *PSIMPHONI*, 2(1), 67–74.
- Fitri, A. S. (2020). Internet Addiction Ditinjau dari Keterampilan Sosial pada Siswa SMA PAB 6 Medan. *AL-IRSYAD: Jurnal Pendidikan dan Konseling*, 10(2).
- Gerdtham, U.-G., Wengström, E., and Wickström Östervall, L. (2020). Trait self-control, exercise and exercise ambition: Evidence from a healthy, adult population. *Psychology, Health and Medicine*, 25(5), 583–592.
- Harahap, J. Y. (2017). Hubungan antara kontrol diri dengan ketergantungan internet di pustaka digital Perpustakaan Daerah Medan. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 3(2), 131–145.
- Harahap, M. A., dan Adeni, S. (2021). Aksesibilitas anak terhadap media: internet sehat bagi anak. *Professional: Jurnal Komunikasi Dan Administrasi Publik*, 8(1), 1–7.

- Hidayat, T., dan Mahriani, E. (2020). Analisis Hubungan Antara Tendensi Internet Addiction Disorder dengan Customer Behavior (Studi pada Mahasiswa UIN Antasari). *At-Taradhi: Jurnal Studi Ekonomi*, 11(2), 151–165.
- Karlina, D. A. (2020). Mengenal dampak positif dan negatif internet untuk anak pada orang tua. *Jurnal Pasca Dharma Pengabdian Masyarakat*, 1(2), 53–56.
- Kim, J., Hong, H., Lee, J., and Hyun, M.-H. (2017). Effects of time perspective and self-control on procrastination and Internet addiction. *Journal of Behavioral Addictions*, 6(2), 229–236.
- Lombogia, B. J., Kairupan, B. H. R., dan Dundu, A. E. (2018). Hubungan kecanduan internet dengan kualitas tidur pada siswa SMA Kristen 1 Tomohon. *Jurnal Medik Dan Rehabilitasi*, 1(2).
- Magdalena, I., Insyirah, A., Putri, N. A., dan Rahma, S. B. (2021). Pengaruh Penggunaan Gadget Pada Rendahnya Pola Pikir Pada Anak Usia Sekolah (6-12 Tahun) Di Sdn Gempol Sari Kabupaten Tangerang. *NUSANTARA*, 3(2), 166–177.
- Majid, M. F. A. F., Nalva, M. F., dan Baharuddin, B. (2019). Self Control dalam Meningkatkan Konsistensi Belajar Akademik: Studi Mahasiswa PAI Program Magister UIN Sunan Kalijaga Yogyakarta. *KONSELING: Jurnal Ilmiah Penelitian Dan Penerapannya*, 1(1), 41–48.
- Marsela, R. D., dan Supriatna, M. (2019). Konsep Diri: Definisi dan Faktor. *Journal of Innovative Counseling*, 3(2), 65–69.
- Merdekawati, A., Dhiana, A. S., Kumalasari, J. T., Sugeng, I. S., dan Lestari, S. W. (2021). Pelatihan Parenting Melalui Pemanfaatan Internet Sehat Sebagai Upaya Mengurangi Kecanduan Internet (Media Sosial) Pada Yayasan Nurul Islam Sabillurrosyad. *Jurnal Pengabdian Kepada Masyarakat Radisi*, 1(3), 233–239.
- Montroy, J. J., Bowles, R. P., Skibbe, L. E., McClelland, M. M., and Morrison, F. J. (2016). The development of self-regulation across early childhood. *Developmental Psychology*, 52(11), 1744.
- Mulyati, T., dan Frieda, N. R. H. (2019). Kecanduan smartphone ditinjau dari kontrol diri dan jenis kelamin pada siswa SMA Mardasiswa Semarang. *Jurnal Empati*, 7(4), 1307–1316.
- Salmi, S., Hariko, R., dan Afdal, A. (2019). Hubungan kontrol diri dengan perilaku bullying siswa. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(2), 88–99.
- Sari, A. P., Ilyas, A., dan Ildil, I. (2017). Tingkat kecanduan internet pada remaja awal. *Jppi (Jurnal Penelitian Pendidikan Indonesia)*, 3(2), 110–117.
- Sari, S., Yusri, Y., dan Said, A. (2017). Kontrol diri siswa dalam belajar dan persepsi siswa terhadap upaya guru bk untuk meningkatkan kontrol diri. *JPGI (Jurnal Penelitian Guru Indonesia)*, 2(1), 32–37.

Setianingsih, S. (2018). Dampak penggunaan gadget pada anak usia prasekolah dapat meningkatkan resiko gangguan pemusatan perhatian dan hiperaktivitas. *Gaster*, 16(2), 191–205.