

**THE INFLUENCE OF GADGETSS ON THE SOCIAL  
INTERACTION ON EXPENSIVE SOCIAL INTERESTS FACULTY  
OF PSYCHOLOGY UIN RADEN FATAH PALEMBANG**

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**ABSTRACT**

Technology is a thing we can not avoid. The advancement of this technology is very helpful to students to find and get science quickly and learn can be done anywhere and anytime with the help of sophisticated communication tools. But in addition to the benefits that user can have, there is a negative impact such as emergence of lazy to perform social interaction and causes the decrease of concentration power especially when learning that does not benefit students become depressed as well as separate from its social environment. The purpose of this study is to know the negative impact of the use of gadgets that affect social interaction on students of Psychology UIN Raden Fatah Palembang. The research method used is predictive correlation with questionnaires as research instruments. The results of this study show the negative impact of the use of gadgets experienced by students in the form of lazy, physical fatigue, addiction resulting in money spending to buy pulses, reduced learning concentrations and other shapungs. The highest negative impact is the lazy student social activity of 81.81% and reduced the power of student concentration that even reaches 100% of the total students of the gadget user given the questionnaire.

**Keywords:** : Gadget Influence, Social interaction

**INTRODUCTION**

Humans are social creatures whose daily life has never been separated from other interactions and other surroundings. Humans also require same environment around the surgery to undergo daily activities and meet all the needs of their lives and participate in social interaction activities

in the community. This happens as a reciprocal process of his social relationship through interaction with the people around it. We can see that most human life contains the needs of his life through the integral braid, whether it is exchanged opinions, reading newspapers, accessing internet etc. With communication, humans learn and implement ways to address problems in social life (Mulyana, 2010). This shows how interaction has become a human life.

The development of very rapid technology raises a wide range of new types and technologies. gadget in this case is one of real form of the progress of the influence of gadgets to patient's social interaction patterns at the moment and it will come. The development of technology turns out to greatly affects the pattern of human life both in terms of mindset and behavior. In addition, the use of technology (gadgets) in everyday life In addition to influence adult behavior, not escape also of the effect of using gadget and one of the ability of interrupted students is ability in the field of social interaction or communications disorder. The tendency of excessive use of gadgets and can not eventually make students behave not in its professionals both in family environment or in the community. Dependence on a gadget also poses a social gap among the lecture environment. Gap can also instill an introvert attitude and anti-social behavior on every student whose ends will form very exclusive play groups.

One side interaction is often understood as an activity of delivery of information in the form of messages, ideas and knowledge to other parties. This interaction activity is usually verbally and written that can facilitate both parties to understand each other. In addition to verbal, the interaction can also be done by using gesture or body language for a particular purpose. Simply communication can be explained as an interaction between two or more people to give each other or a message. Good interactions are understandable communication and accepted by others. This is supported by Wiryanto (2006: 32), communication between personal as communication that takes place in face-to-face situations between two or more people. Soerjono Soekanto (2000) in Tara Lioni et al. (2013-2014) states that *"social interaction is the basis of the social process that is due to dynamic social relationships include inter-individual, inter-group or inter-individuals with the group"* while according to Soekanto (2002), a social

interaction may not occur if it does not meet two conditions, namely: 1). The existence of social contacts (social- contact) and 2). Communication. Walgito (2007) suggests social interaction is the relationship between individuals with other individuals, individuals one can affect other individuals or vice versa, so there is a relationship of mutually reciprocal.

## **RESEARCH METHODS**

### **Research of variable identification**

Free variable: gadget

Bound variables: social interaction

### **Operational Definition**

#### **1. Social interaction**

Social interaction is the basis of the social processes that exist with dynamic social relationships include those between individuals, between groups or between individualsto groups

#### **2. Gadget**

Gadget is an instrument with specific purposes and functions that are designed to be moresophisticated than to a technology created earlier.

### **Research of Subject**

1. Student Faculty of Psychology UIN Raden Fatah Palembang who amounted to 32 people.
2. The subject of experimental group research, willing to fill the quantity that has beenprovided.

### **Experimental design**

The design of experiments used by researchers are descriptive quantitative and library studies. While the sampling technique used is purposive sampling technique, namely data source of technique with certain considerations (Sugiyono, 2011: 215).

## **RESULTS AND DISCUSSION**

After researchers had given the student four angkets, the following is a data report that the researcher had successfully obtained along with an explanation.

**Table 1**  
**of Respondents Who Have Gadgets Based on Gender**

<b>Gender</b>	
Man	Female
Total 5	27
32	

Table 1 explains that the number of female students is more than the male student. Based on the results of the research done. All students of the Faculty of Psychology have a personal gadget. Students have a goal in using gadgets. Based on the results of questionnaires seen in Table 2, there are some objectives that are as follows:

**Table 2**  
**The Goal of Using Gadgets**

<b>Purpose</b>	<b>Total</b>		<b>Percentage (%)</b>	
	<b>Man</b>	<b>Female</b>	<b>Man</b>	<b>Female</b>
Search Information	2	4	18,18	19,08
Communication	3	5	27,27	45,45
Entertainment	6	12	54,54	57,14
<b>Total</b>	<b>11</b>	<b>21</b>	<b>100%</b>	<b>100%</b>

From the 2nd table can be seen that the majority of students use Gadgets to find information, means of communicating and entertainment. Gadget provides a wide range of features that students can use. Here are the results of the questionnaire obtained associated with activities undertaken by the Resource person/ informant.

**Table 3**  
**Activity Conducted by Student Gadget**

<b>Activity</b>	<b>Total</b>		<b>Percentage (%)</b>	
	<b>Man</b>	<b>Female</b>	<b>Man</b>	<b>Femal e</b>
Whatsapp	11	21	100	100
Browsing	2	4	18,18	19,07
Instagram	6	14	54,54	66,67
Listen to music	4	17	36,36	80,95
Gaming	9	5	81,81	23,81
Online shop	6	9	54,54	42,86
Reading articles	2	4	18,18	19,07

Send e-mail	0	0	0	0
See the video	0	0	0	0
Blogging	0	0	0	0
Others	0	0	0	0

Based on data from table 3, it could be concluded that the majority of activities students are doing with gadgets are opening the whatsapp, instagram and listening to music. Student use of gadgets is also not free of cost purchasing the pulse (quota) that is devoted to operating them. At table 4 would explain the intensity of students using gadgets.

**Table 4**  
**Intensity Using Gadgets**

Intensity	Total		Percentage (%)	
	Man	Female	Man	Female
1-2 hours/day	0	0	0	0
2-4 hours/day	9	18	81,81	85,71
4-6 hours/day	2	3	18,18	14,29
More than 6 hours/day	0	0	0	0
No answer	0	0	0	0
<b>Jumlah</b>	<b>11</b>	<b>21</b>	<b>100%</b>	<b>100%</b>

Based on the 4th tables seen that the majority of students use gadgets for 2-4 hours/ day. Even one of the subjects recently completed it self in his room since the home school until night, forget to eat and drink with difficult to concentrate in learning. The last data obtained from this study that the gadget also has a negative impact of excessive use and quite disrupt activities and communication in everyday.

This research has a goal to know how addicted to UIN Psychology students to gadgets and also to know the impact of the use of gadgets to the interaction with the surrounding. This study focuses on destination, activities undertaken, the intensity of use by the students when they use its gadgets.

1. The goal of utilization of gadgets

Dominick students (in Maulana and Gumelar, 2012) said there are several reasons to humans using the first gadget as a tool for survival that is)

- a) Cognition this is obtained from the behavior and intent of students in finding information that vary according to its will require gadgets.
- b) Diversion is a gadget that is used as a means to meet its emotional

needs through various features and applications to relax.

- c) Social Utility is a reason for students in using gadgets as a tool to communicate with people closest to friends and parents. All motives of the use of gadgets by students are in accordance with research conducted by researchers.

## 2. Activity Conditions Students With Gadget

Gadgets offer a wide range of facilities and applications for its users. This is in accordance with the results of the questionnaire in the 3rd table that shows what activities are done by the student in using its gadget. The results of the research in 3rd table show the most of students with the gadget is opening WhatsApp, then Instagram and hear music. Results of this study according to the opinion of Harfiyanto (2015) which said with the gadget then the atmosphere may change becoming more alive. This is because the gadget offers features and applications such as music player, games, internet, photos, watching videos and others.

## 3. Intensity of gadget use

Intensity data on gadget use is on the fourth table indicating that the majority of students use gadgets for 2-4 hours/day. The intensity of use gadget does not escape the application offered, the more interesting the features and applications the more students forget about other social activities. The results are consistent with the opinion of severin and tankard (2005) that gadgets can cause gratification in students.

## CONCLUSION

Technological advances impact to the increasingly sophisticated communication tools and offer many features and applications that appeal to its users including among students. The use of gadgets on students gives several benefits such as communication activities that can be done faster and accurately. While the social global grounding becomes the media exchange information, news and other things and can be done in a short time. In the field of gadget education is helpful with students in searching and gaining science quickly and anywhere. In addition to the benefits obtained from the use of gadgets, there is also a negative impact that should be wary like the use of excessive gadgets without accordance with a responsiveness that causes negative effects such as the emergence of lazy to perform social

activities like playing and communicating with the closest people and may lead to the decrease of concentration power especially on the lectures and take its value decreased.

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