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Gadget As Risk Factor to Speech And Language Delay in Autism Children Abstrak Pengguna gadget tidak hanya kalangan dewasa tetapi usia remaja dan usia dini seperti anak TK dan balita pun sudah menggunakan gadget. Otak anak pada usia 0-5 tahun berada dalam periode perkembangan emas (golden age). Balita merupakan periode paling penting dalam peningkatan perkembangan anak secara optimal karena dapat mempengaruhi dan menentukan perkembangan anak kedepannya.. Penggunaan gadget sejak usia dini akan memberikan dampak pada perkembangan anak yang dapat memicu kejadian autisme. Tujuan penelitian ini adalah untuk melakukan analisis pengaruh penggunaan gadget terhadap keterlambatan perkembangan pada aspek bicara dan bahasa pada anak autis. Jenis Penelitian ini merupakan penelitian observasional analitik dengan menggunakan pendekatan cross sectional. Responden berjumlah 33 orang. Penelitian ini dilakukan di UPTD Pelayanan Autis Dikbud Sulawesi Tenggara. Analisis bivariat menunjukkan bahwa intensitas penggunaan gadget berhubungan dengan perkembangan bicara dan bahasa (nilai $p=0,011$; $OR=16,000$). Dalam hal ini, pengawasan orang tua sangat penting dalam memberikan batasan dan mengontrol waktu bermain gadget untuk mengoptimalkan pertumbuhan dan perkembangan anak. Kata Kunci : Gadget, Keterlambatan Perkembangan Bicara dan Bahasa, Autism Abstract Users gadgets not only among adults but the age of adolescence and early age as a kindergartner and a toddler was already using the gadget. The child's brain at the age of 0-5 years is in the golden development period (golden age). Toddler is the most important period in optimally increasing children's development because it can influence and determine children's development going forward. The use of gadgets from an early age will have an impact on children's development that can trigger the incidence of autism. The purposed of this studied was to determine the effect of using gadgets on developmental delays in speech and language aspects in children with autism. This type of research is an observational analytic studied used a cross sectional approach. Respondents numbered 33 people. This research was conducted at the Autonomous Service UPTD of Southeast Sulawesi Education Office. Bivariate analysis showed that the intensity of the use of gadgets was related to the development of speech and language (p value = 0.011; $OR = 16,000$). In this case, parental supervision is very important in providing limits and controlling the playing time of the gadget to optimize the growth and development of children. Keywords : Gadgets, Speech and Language Delay, Autism

Sources

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Introduction Technological developments occur very rapidly in the field of information and communication technology. In the current era of globalization, a person's media to conduct social interactions, especially to make social contacts and communicate only using gadgets. According Ismanto and Onibala, 2015 (in Warisyah, 2015) at this time, the gadget is not only among adults, but the age of adolescence and early age as a kindergartner and a toddler was already using the gadget (Yusmi, 2015). Based on data from KOMINFO (2013-2018) the number of internet users reached 3.6 billion people. Indonesia ranks 6th as an active country accessing the internet after China, the United States, India, Brazil and Japan. Most of the gadgets for children aged under five in Indonesia reaches 27%, in the year 2014 increased to 73%. 29% of them already have a personal gadget given by parents. The introduction of children to gadgets usually starts from the wrong way of transferring from parents or family by showing games or videos in the gadget so that children do not fuss or stop crying (Gunawan, 2017). Toddler is the most important period in optimizing child development because it can influence and determine children's development going forward (Gunawan, 2011). At this time the use of gadgets is one of the parents' shortcuts in the companion as a caregiver for their children. With a variety of interesting features and applications, children more often use gadgets to play games than to study or play outside the home with their friends. The use of gadgets in infants will have an impact on children's development. According to Suryawan, in 2012 (Aula, 2016) said that children who lack interaction, rarely play with friends and lack communication can cause children to experience speech and language delays (Aula, 2016). The results of another study conducted by Siti, et al (2018) in Surabaya who said that the use of gadgets has a great influence on the development of speech and language. Gadgets addiction causes children to be lazy to move and not sensitive to the environment so that it can affect the child's development. The use of gadgets can make the family's role replaced by gadgets so that individuals prefer to be alone and do not make social contact, while psychosocial impaired children can cause children to stutter and talk too late. Every year around the world, cases of autism have increased. In 1990 cases of autism ranged from 1: 2,000 births. In the United States in 2000 this figure increased to 1 in 150 children who have a tendency to suffer from autism. Whereas in the United Kingdom, the latest data from the United States Center for Disease Control and Prevention in 2002 showed that the prevalence of autism is growing, at least 60 sufferers in 10,000 births. Data from the International Congress on Autism in 2006 recorded 1 in 150 children have a tendency for autism (Trinika, 2015). **Autism is usually detected before the age of 3 years.** But there are also symptoms since the age of the baby with a delay in social interaction and language (progression) or have reached normal but before the age of 3 years the development stops and retreats, and there are signs of autism. Kids age of early (childhood) has a critical time period/golden period which is a period of growth and development of the most rapid in the human brain. At this time the brain is plastic compared to adults so that toddlers are very open and sensitive in accepting various kinds of learning and enrichment both positive and negative. Toddler growth and development will be optimal if the environment provides positive support or vice versa (YPAC Handbook). Over time, it has become commonplace that children already have gadgets in the form of smartphones, tablets, cellphones, laptops. Children who are in the golden period are experiencing inculcation of character, character and morals, should get serious attention. Kendari city is the top area for autism sufferers in Southeast Sulawesi, as many as 120 people are undergoing therapy at the autism care center. (UPTD Dikbud, 2018). According to Violence & Gore (Dewanti, 2016) states that antisocial behavior is a negative impact of gadgets caused by gadget abuse. This happens when someone feels that the gadget is the single most important thing in his life, so the child does not care about the circumstances around him, which results in the child becoming less interacting with people around him and will have difficulty socializing and establishing relationships with people around him (Dewanti, 2016). The purposed of this studied was to determine the effect of using gadgets on developmental delays in speech and language aspects in children with autism at UPTD Autism Services Dikbud Southeast Sulawesi

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<p>Should Teachers Can Recognize Children Autism in SchoolsCompare text</p> <p>jakarta, not a few newly detected autistic child must need a 'concern' specially after entering school age. this is also the responsibility of teachers to be able to recognize and help autistic children in school. autism is usually detected before the age of 3 years.</p> <p>http://azep-kindergarten.blogspot.com/2010/10/should-teachers-can-recognize-children.html</p>	4%

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Results And Discussion Characteristics of Respondents Table 1. Frequency Distribution Of Respondent Characteristics Characteristics of Respondents Category Frequency % Mother / Level of education High 22 66.7 Intermediate 10 30.3 Basic 1 3.0 Occupation Mother Does not work 17 51.5 Work 16 48.5 Age of Child (Month) 24-36 5 15.2 37-48 12 36.4 49-60 5 15.2 61-72 2 6.1 > 73 9 27.3 Child Gender Male 29 87.9 Girl 4 12.1 Based on table 1 shows that the majority of parents of highly educated children amounted to 22 respondents (66,7%). In the characteristics of work there is no significant difference between working mothers and non-working mothers. There were 17 respondents who were unemployed (51,5 %). While working mothers were 16 respondents (48,5%). Parents who work include civil servants and entrepreneurs. Patients undergoing therapy in UPTD Autism Dikbud Sultra are children who are in the age range of 37-48 months (3-4 years) as many as 12 children (36,4%), aged > 73 months (≥ 6 years) as many as 9 children (27,3%). Whereas most of the therapeutic patients were male sexes, amounting to 29 children (7,9%). Overview of Use of Gadgets The gadget usage variable consists of several questions, namely, from what age children begin to be introduced/use what kind of gadget gadget children use, how often do children use gadgets, the intensity of using gadgets and the responses given by children when using gadgets. Table 2. Distribution Of Respondents' Answers On The Use Of Gadgets Item Questions About Using Gadgets Parameter Frequency Percentage The age of the child is introduced / using the gadget <1 year 4 12.12% 1 year 4 12.12% 2 years 18 54.54% 3 years 2 6.06% 4 years 2 6.06% ≥ 5 years 3 9.09% Types of gadgets commonly used by children Smartphone 25 75.75% Tablet 4 12.12% Laptop 4 12.12% The response given by children when using gadgets Do not turn when called Do not care about the environment Likes to be alone Not answering when spoken to Angry when you are disturbed or the gadget is taken Rarely playing with friends Table 2 shows that the majority of children were introduced / used gadgets at the age of 2 years (24 months) as many as 18 children (54 , 54 %). While the types of gadgets commonly used by children are smartphones as many as 25 children (75 , 75 %). When using gadgets, the majority of responses given by children are not turned away when called, do not care about the environment, like to drive, do not answer when invited to talk, angry when disturbed or the gadget is taken, and rarely play with friends. Based on the results of the study, the intensity of the use of children's gadgets seen based on the age of the child being given a gadget can be seen in table 3. Table 3. Intensity Of Gadget Usage Intensity of Use of Gadgets Frequency Percentage Low 7 21.2 High 26 78.8 amount 33 100 Table 3 shows that the intensity of the use of gadgets majority is high category, by 78,8 %. This is illustrated by the number of respondents who said that children can spend time in front of the gadget that is about one hour or more per day, there are even respondents who say that children use gadgets for hours and fall asleep. The average child uses a gadget every day per week and at least 30 minutes per day. While the intensity of the use of gadgets lower categories by 21,2 %. For children with low-intensity gadget usage, parents limit the duration of gadget usage to a minimum of 15 minutes and 1-4 times per week. Correlation of Intensity of Use of Gadgets on Children's Speech & Language Delay Table 4. Intensity Of Intensity Of Gadget Use In The Of Speech & Language Delay Intensity of Use of Gadgets Speech & Language Delay Amount OR P Value Well Less n % n % n % 16,000 0,011 Low 4 12,1 3 9,1 7 21,2 High 2 6,1 24 72,7 26 78,8 Amount 6 18,2 27 81,8 33 100 The results of the bivariate statistical analysis showed that the variable of speech and language development had a p value of 0.011 ($p < 0.05$), meaning that there was a relationship between the intensity of the use of gadgets on the of speech and language delay. Table 5 shows an odds ratio of 16,000 so that children with low intensity of gadget usage have a chance of 16,000 times to develop in normal aspects of speech and language compared to children who use gadgets with high intensity. This means that the lower the intensity of the use of gadgets, the lower the opportunity to experience developmental delay in aspects of speech and language.

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Autism can be classified based on grouping of conditions. Based on the results of most studies classified as autism fixation that is autism children who at birth are in normal condition, signs of autism appear later after two or three years old. This is in accordance with the theory that says that the important period in child development is the toddler period. Age 2 years is known as the toddler years past golden age once the critical period for the growth and development of the most rapid in the human brain. At this time the brain is plastic compared to adults so that toddlers are very open and sensitive in accepting various kinds of learning and enrichment both positive and negative so that necessary stimulation/stimulation is useful for potential growth (Hastuti, 2014). The process of growth and development of children is often regarded as a natural process and left alone without any special attention from parents. This is supported by the lack of knowledge and attitudes of parents in supporting the growth and development of children, especially in terms of the quality of care (Triseu, 2009). The exact cause of autism is unknown but autism can occur from a combination of various factors, including environmental factors. There are various theories that explain the factors that influence the occurrence of autism, one of which is psychosocial theory. Some experts consider that the incidence of autism is considered as a result of a cold/unfamiliar relationship between parent and child. When children use gadgets, children become difficult to communicate, do not care and do not respond when parents ask them to talk. In addition, children also do not make social contact and do not get stimulation because children are only focused on gadgets. Based on the results of Suryawan's research (2012) shows that the cause of children experiencing delays in speech and language development is 9 % because of the lack of stimulation given by parents to children, such as lack of inviting children to talk, interact and play. The prevalence of autism in children ranges from 2-5 sufferers out of 10,000 children is under the age of 12 years (Sitoyo , 2015). Based on the results of the study it can be seen that the majority of children who suffer from autism are male. This is consistent with the theory that the prevalence of autism ranges from 1-2 per 1000 population with the distribution of men more than women with a ratio of 4: 1. Autism is more dominant in male children because it has lower brain function endurance than girls. The results showed that the majority of patients undergoing therapy in the Southeast Sulawesi Regional Autonomy UPTD were children in the age range of 37 -48 months (3-4 years). Age 3-6 years is the age range of preschool children. At this time, children who initially only get informal education from parents/family, will begin to get to know the environment outside the home and will meet with their peers. So that at this stage children will play more often, are more active, have more curiosity. By playing it will provide stimulation that can stimulate the child's brain so that it can improve the growth and development of children both the ability of movement, speech and language, socialization, and independence of children. If at this time children use gadgets in excess, it can interfere with the development of empathy, social, and problem solving skills because gadgets have replaced the role of limbs in the development of sensory and visual motor skills. The results of this study are supported by research conducted by Ayu, et al (2019) in Bandung who said that there is a relationship between the habit of using gadgets based on duration and mental emotional status. Where at preschool age physical activity develops and skills increase as well as thought processes. The way to learn at preschool age is to play. The use of gadgets with a long duration can limit the physical activity of children to play, so that children lack the stimulus to be able to develop motor and social skills. The American Academy and Pediatrics (AAP) does not recommend giving gadgets to children under 3 years of age because in this period children have a short concentration range so they are easily bored with excessive stimulation. Adequate and quality sleep actually has a big impact on the development of a child's brain. Stimulation and use of gadgets with high / excessive intensity can make children experience impaired concentration and damage the ability to control themselves.

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The results showed that there was an influence on the intensity of the use of gadgets on children's speech and language development. Most patients undergoing therapy in UPTD Autism Dikbud Sultra are children who are in the age range of 37 -48 months (3-4 years). The age range is a critical period for the development of speaking and language skills. Children who get stimulus directed and regularly will develop faster than children who lack / do not get the stimulus. Children who use gadgets excessively make children only focus on their gadgets making it difficult to communicate, do not interact with peers, and do not get a stimulus that results in impaired speech and language development in children. Failure at this time in the pattern of parenting and education will affect the adult life. The results of this study are in line with research conducted by Siti, et al (2018) in Surabaya who said that the use of gadgets has a great influence on the development of speech and language. Gadgets addiction causes children to be lazy to move and not sensitive to the environment so that it can affect the level of aggression of children, behavior patterns, and psychosocial children. Interaction and communication with the environment is one way that can stimulate children's speech and language development. Communication can help children increase vocabulary. Another study conducted by Aula (2016) in Surabaya said that there was a significant relationship between the intensity of the use of gadgets and the delay in the development of aspects of speech and language in toddlers in Tambakrejo Village, Surabaya. The gadget application is something new for toddlers and can attract attention because it can make sounds, images, and videos. Stimulation through the visual senses and hearing causes the child's mental becomes unstable and lack of attention to other things. Children who are excessive in using gadgets will become addicted and rarely talk to people around them, so that children become less and even not get stimulation which can ultimately affect the development of speech and language. Barriers to later speech development not only affect children's social and personal adjustments, but can also affect children's academic adjustments. Based on data from the International Congress on Autism in 2006 recorded 1 in 150 children have a tendency for autism. Autism symptoms in terms of communication disorders in the form of being late to talk or even not developing at all and often using strange language (Hastuti, 2014). One of the negative effects of excessive use of gadgets is the disruption of brain development so that it inhibits the ability to speak and speak. Children who are accustomed to using gadgets will tend to be quiet, often imitating the language being heard, shutting down and reluctant to communicate with friends or the environment (Yeni, 2018). Conclusion Excessive use of gadgets in children has a negative impact, one of which is that it can affect the growth and development of children, especially the development of speech and language. Preventive action that can be taken to minimize the influence of gadgets on children is that parents must play an active role in supervising and assisting children in using gadgets in terms of duration of use, frequency, and selection of game and educational applications. In addition, providing stimulation with various kinds of learning and enrichment that are positive are useful so that the child's potential can develop optimally.

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