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EDUCATION ON GADGET USE FOR SCHOOL-AGE CHILDREN IN THE KALIRUNGKUT VILLAGE, RUNGKUT DISTRICT, SURABAYA CITY

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ABSTRACT

The use of gadgets among school children in Indonesia continues to increase in line with the development of digital technology. Although gadgets can provide benefits as a medium for learning and communication, excessive use without supervision can have negative effects, such as decreased concentration on learning, health problems, and the risk of addiction. Based on these conditions, an educational activity on the healthy and wise use of gadgets was held in Kalirungkut Village, Rungkut District, Surabaya City. The method used was interactive counseling combined with question and answer sessions. There were 30 participants aged 5-10 years old. Evaluation was carried out through pre-test and post-test questionnaires. The method used was interactive counseling combined with a question and answer session. There were 30 participants aged 5-10 years old. Evaluation was carried out through pre-test and post-test questionnaires to measure the increase in knowledge. The results of the activity showed an increase in understanding of knowledge by 60%, with the initial percentage of 25% (pre-test) to 85% (post-test). This activity proves that interactive education is effective in increasing children's awareness of healthy and responsible gadget use. Parental guidance remains necessary to ensure that these positive habits can be consistently applied in daily life.

Keywords: Education; Gadgets; Kalirungkut; School Children; Surabaya.

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INTRODUCTION

The development of digital technology has had a significant impact on everyday life, including among school children. Gadgets such as smartphones and tablets have become an integral part of learning and entertainment activities. On the one hand, gadgets provide benefits such as access to a wide range of information, interactive learning media, and means of communication. However, on the other hand, excessive use of gadgets without supervision can have negative effects, such as decreased concentration in learning, reduced social interaction, sleep disturbances, and the risk of addiction.

Supporting data includes the 2024 State of Mobile Report by Data.ai, which shows that Indonesians are the world's longest mobile device users, at 6.05 hours per day. Six hours of screen time indicates high exposure to gadgets in the daily lives of children and adults alike (AI, 2024). In 2020, the Indonesian Child Protection Commission conducted a survey which found that more than 71.3% of school-age children own gadgets, and around 55% of them spend a considerable amount of time playing games (online and offline) on their gadgets every day (Isni, 2021). Data from the Central Statistics Agency (BPS) adds to the picture that around 33.44% of early childhood (0–6 years) in Indonesia have used cell phones, where 25.5% in the 0–4 age range and 52.76% in the 5–6 age range have been exposed to gadget use (Putri, 2024).

Fitri (2022) found that more than 50% of gadget users are under the age of 25, with children (aged 7–11 years) accounting for 17% and toddlers (aged 3–6 years) accounting for around 9%. Purwadi (2023) conducted a study showing that 69.3% of

children aged 1–6 years use gadgets for more than 1 hour per day, and the majority of them show low personal-social development (52.7%). A descriptive study conducted by Rahmawati (2021) also showed that 53.3% of school-age children are addicted to gadgets, with usage durations ranging from 1–2 hours per day, the majority using their parents' gadgets.

This phenomenon is also evident in the Kalirungkut neighborhood, Rungkut subdistrict, Surabaya, where many school-aged children have become accustomed to using gadgets from an early age. This situation has created a need for appropriate education on the wise use of gadgets, both for children and their parents as guardians. Education is expected to enhance children's understanding of time limits for gadget use, appropriate content selection, and the importance of maintaining a balance between digital activities and physical and social activities.

Based on this background, this educational activity was carried out with the aim of providing knowledge and practical skills to school children in Kalirungkut Village so that they can use gadgets in a healthy, productive, and responsible manner.

METHOD

Educational activities on gadget use for school children in Kalirungkut Village, Rungkut District, Surabaya City were carried out using a participatory outreach approach that combined interactive lectures, group discussions, and practical simulations. This method was chosen so that children would not only receive information passively, but also be able to understand, discuss, and practice the material provided.

Target Participants

Early childhood to elementary school children, with a total of 30 participants. Participants must meet the inclusion criteria, namely children who reside in Kalirungkut Village, are able to participate in the activity from start to finish, and have obtained permission from their parents.

Educational Materials

Educational materials are designed according to the level of understanding of school children. The materials are presented in the form of presentations, educational videos, and illustrated leaflets to make them easier to understand. The scope of educational materials includes:

1. Understanding gadgets and their benefits.
2. Risks of excessive gadget use (health problems, decline in academic performance, social-emotional impacts).
3. Rules for healthy gadget use (e.g., daily time limits, choosing educational content, using gadgets in open spaces under supervision).
4. The importance of balance between digital activities, studying, physical play, and social interaction.

Broadly speaking, the activities consist of three stages: preparation, implementation, and evaluation. The preparation stage involves coordinating with the sub-district office, schools, and community leaders to determine the participants and schedule of activities, compiling materials and evaluation instruments in the form of pre-tests and post-tests, and preparing media such as LCDs, speakers, and educational videos. The second stage, implementation, consists of administering a pre-test on basic

knowledge of healthy gadget use, followed by interactive counseling in the form of material delivery using slides, videos, and question and answer sessions, as well as administering a post-test containing the same questions to see the improvement in participants' understanding. The final stage is evaluation, which analyzes the results of the pre-test and post-test and documents the activity in the form of photos.

RESULTS AND DISCUSSION

An educational activity on gadget use for school children in Kalirungkut Village, Rungkut District, Surabaya City, was held with 30 participants consisting of preschool and elementary school students. The activity was carried out with great enthusiasm, as seen from the children's active participation in the question and answer session. The enthusiasm of the participants who took part in the activity is shown in Figure 1.

The pre-test results show that children's understanding of healthy gadget use is still low. Only 25% of participants know the ideal time limit for gadget use according to age (≤ 2 hours/day for school children). As many as 65% of participants use gadgets more often to play online games or watch videos, while only 15% use them for learning. Meanwhile, 70% of participants do not understand the risks of excessive gadget use on health (eye strain, lack of sleep, decreased concentration in learning). Figure 2 shows the pre-test questionnaire completed by participants.



Figure 1. Enthusiasm of activity participants



Figure 2. Participants filling out the pre-test questionnaire

The counseling process was interactive. The children looked enthusiastic when they watched educational videos about the positive and negative impacts of gadgets. During the question and answer session, most of the children admitted that it was difficult for them to limit their time playing games because they found it “exciting” and “didn't feel like time

was passing.” Documentation of the activities during the question and answer session is shown in Figure 3. After the counseling session, the post-test results showed an increase in knowledge, with 85% of participants able to correctly answer questions about the rules for healthy gadget use, 80% of participants able to name at least 3 negative impacts of excessive gadget use, and able to name tips for maintaining a balance between digital and physical activities. The increase in the average score from the pre-test (25%) to the post-test (85%) indicates a positive impact of education on children's understanding. Visually, the increase in knowledge understanding is shown in Figure 4. Figure 5 shows a group photo taken after the activity was carried out.



Figure 3. Question and answer session with participants

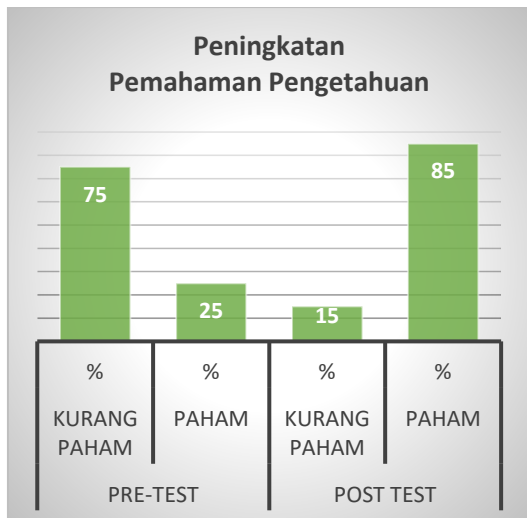


Figure 4. Graph of increased understanding of knowledge



Figure 5. Group photo with participants

CONCLUSION

Education on gadget use among school children in Kalirungkut Village, Rungkut District, Surabaya City, successfully improved children's knowledge and skills regarding healthy and responsible gadget use. Participants' knowledge increased by 60%, from 25% before the intervention to 85% after the intervention, as demonstrated by the pre-test and post-test results. These findings indicate that interactive educational approaches, including counseling and group discussions, are effective in increasing children's awareness of both the benefits and potential risks of gadget use.

To sustain these positive outcomes, schools are encouraged to integrate digital literacy and healthy gadget use education into regular learning activities and school

health programs. Schools may also establish guidelines for appropriate gadget use during school hours and collaborate with parents to monitor students' digital behavior. In addition, parents are encouraged to provide consistent supervision, set clear rules regarding screen time, promote balanced daily activities, and serve as positive role models in responsible gadget use. Continuous collaboration between schools and parents is essential to reinforce healthy digital habits and prevent excessive gadget use among children.

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