

CHAPTER I

INTRODUCTION

1.1 Background Problem

In the current era of digitalization and the millennial era, many various groups use technology for needs in certain fields, even in the world of education. In the digital age, social media has become an integral part of our everyday lives. Social media contains content or sites that can be watched by all groups, both children and adults. The use of social media by children requires supervision and guidance from parents to prevent them from being led into the negative aspects of social media. Most children aged 8 to 11 years have at least 1 social media account (Ofcom (UK's Communication Regulator), 2022). The study found 33% of parents of children aged 5 to 7 said their children have at least one social media account. And around 60% of children aged 8 to 11 years have social media accounts. Every social media has a restricted age range from 13 to above. According to a research by Ofcom, one in three children lie about their age to access adult content on social media. The Ofcom-commissioned research found that 60% of children under the age of 13 who use social media accounts have their own profiles, despite not being old enough. And this is where their parents hold a huge role in allowing their children to freely access on social media as they please. There are also some cases where parents let their children use social media because they thought it could be useful or insightful for their children while not considering there are inappropriate or suitable content on social media.

With the use of social media among children, the development influenced by social media will also shape the child's character and personality. In some cases there are children who behave nothing like their age such as engaging in negative behaviours that children below 13 years still do not understand or should not have been taught, following inappropriate language or words and use them on daily life. Children under the age of 11 who use Instagram and Snapchat are more likely to exhibiting problematic digital behaviours such as befriending only online acquaintances, accessing websites disapproved by parents, and engaging in online harassment.

(Lynch Research Associates, 2021) “Most people put on social media what they want you to see. And by using social media, all of us have the ability to access endless information anytime we want to, and that can be very hard for kids.” (Kate Eshleman, PsyD, 2022). It is also possible triggering their negative emotions and making children easily angered is a problem affecting their emotional well-being. As children increasingly engage with these platforms, there is a growing need to understand and address the negative consequences on their well-being, mental health, and overall development.

The urgency of social media influence to children is evident from the negative impact it has on their behaviour and development. Exposure to adult content can lead to the establishment of careless behaviour in children, increasing their likelihood of engaging in inappropriate activities in the long term. Exposure to social media content is one of the factors that contribute to children displaying inappropriate behaviour, potential risk from doing something harmful, and risk of dangerous content. The tendency of young children to be captivated by digital media is quite powerful, causing them to focus on the rapidly changing features of digital media, including videos, sounds, and other interactive features said (Rothbark MK, Posner MI, 2015). However, these features could potentially decrease young children's comprehension on real life information said (Goodrich SA, Pempek TA, Calvert SL, 2009). Overall, the urgent need is to protect children from the negative influence of media exposure to ensure their well-being and healthy development remains a top priority.

One of the references used in conducting research with title "Pengaruh Penggunaan Media Sosial terhadap Perkembangan Anak Usia Sekolah Dasar" Handayani, F. ., Maharani, R. A., Desyandri, D., & Irdamurni, I. (2022). is a research that has been conducted previously. The research that has been conducted previously will be compared with this research. In this research, the topic raised is The Negative Impact of Social Media on Children. From the results of previous research, there are similarities such as the theme addressed and the methods used, but it has different objectives compared to this research. This research aim is to introduce children to the proper and correct use of social media in an effort to teach children

while also providing an educational book for parents to raise awareness and getting their children engage more in informative illustration book. While the research conducted by Handayani, F. ., Maharani, R. A., Desyandri, D., & Irdamurni, I. (2022) aims to describe the impact of post-learning courage (using social media as an alternative learning) that students experience over 2 years on their internal development. Some similarities on both research involving a topic about the negative impact social media has on children such as children's inappropriate behavior with teachers and others, and the decreasing of children's knowledge. Parents involvement also discussed on both of these topics as a way to encourage parents to share this information on their children.

The writer decided to choose an educational illustration book involving teaching, guiding, providing information, and raising awareness among children and their parents. This way, children can engage in reading and learning about social media introduction, while parents can learn not to allow their children on social media under the age of 13 and guide them in the appropriate use of social media. By designing an educated illustration book related to the topic of social media on children, parents can provide education and introduce children to the proper and correct use of social media in an effort to teach children not to imitate negative behaviours found on social media and, at the same time, teach children to develop good behaviour through engaging and educational illustrated books. The urgency of creating an educative illustration book for children regarding social media lies in the necessity to equip them with the knowledge and skills necessary to explore the social media landscape safely and responsibly. it's crucial to provide them with age-appropriate resources that teach them about online privacy, inappropriate contents and the potential risks of addiction to social media. And hoping that children can learn and understand educational content about social media usage through engaging visuals to enhance cognitive skills and teach children to develop better behaviour and emotions through educational illustrated books.

1.2 Problem Identification

From the background written above about the issues related to the negative impact of social media for children, some problems could be defined as written below:

1. **Underage Access:** Despite age limits on social media, many children under 13 have accounts, risking exposure to inappropriate content and harming their development.
2. **Parental Neglect:** Parents often fail to supervise their children's online activities, increasing the chance of exposure to harmful content and inappropriate behaviour.
3. **Harmful Influence:** Social media can negatively impact children's behaviour and understanding, potentially leading to careless actions and slow down children's understanding of information in the real world.

1.3 Research Question

With the problem identified above, a research question is then formulated. This question will then be discussed in this paper to reach its answer. This formulation in the form of a question is written below:

How to create an illustration book design as an educational media that could be used for children to learn and develop better their behaviour, and a media that could be used for parents to teach their children the appropriate way to use social media.

1.4 Research Scope

This paper will discuss the negative impact of social media for children as well as an illustration book that will be designed as a learning and practice media for children age 9 to 13 years old to enhance cognitive skills and teach them to develop better behaviour and emotions. The focus of the problem and discussion of this paper is designing an illustration book as a learning media for

children between the ages of 9 to 13 years old. The result of discussion in this paper, which is an illustration book, is designed for children between 9 to 13 years old who actively use social media platforms and engage in online activities. The illustration book that will be designed is for children all over Indonesia. Research process for designing this illustration book will begin in March 2024 and is expected to be completed by August 2024 also conducted to gather data for designing an illustration book that will be a learning media about social media and its bad influence to children. This research and design will help them raise awareness about the use of social media.

1.5 Research Purpose

The purpose of the research will be to reach the answers or solution for the problem formulated as questions above. Thus, the purpose of this research would be:

1. To serve as a platform or educational tool for teaching the appropriate use of social media to children, also to encourage parents to guide or assist their children on the use of social media.
2. Creating and developing the concept of Visual Communication Design in the process of designing an educational illustration book about social media's impact on children.

1.6 Research Benefit

A. Theoretical Benefit

The results of the research, writing, and design of the illustrated book on the proper and correct use of social media as an educational tool for children aged between 7 to 13 years old in Indonesia can serve as a reference for future research, writing, and design of similar illustrated books.

B. Practical Benefit

1. For Target User

Users (mentors; parents) can provide education and introduce children to the proper and correct use of social media in an effort to teach children not to imitate negative behaviours found on social media and, at the same time, teach children to develop good behaviours through engaging and educational illustrated books.

2. For Target Audience

The audience (children aged between 7 to 13 years old) can learn and understand educational content about social media usage through engaging visuals to enhance cognitive skills and teach children to develop better behaviour and emotions through educational illustrated books.

3. For Researcher

Training the researchers directly involved in the creation of a publication medium, in the form of a storybook containing illustrations, by imparting a series of skills that align with the researchers' expertise in the field of graphic design.

1.7 Research Method

The method that will be used in this research would be qualitative research method. Qualitative data consist of information and ideas that cannot be quantified. These types of data are frequently collected through interviews and group discussions, personal journals and laboratory notes, visual materials like maps and photographs, as well as printed materials and observations. A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (Cresswell, 1994). It emphasizes detailed observations that draw upon existing theories as supportive evidence, emphasizing the importance of data in this research.

1.7.1 Data Collection Method

This research will use a method called observation method, case studies, and secondary research. Here are for more explanation;

1. Observation Method

A psychologist of behaviourist thought, who was considered to be the father of observation method, was that the behaviors of humans and other organisms is what should be focused on in psychology rather than internal processes, such as thoughts and feelings (John Broadus Watson, 1878 - 1958). The theory that he approached was by doing an observation and controlling behavior that came to be known as behaviorism. Observational research is a research approach where a researcher observes individuals in their real-life settings without interfering or altering variables. It includes the process of witnessing and documenting behaviours, activities, and interactions, and can be employed to collect insights on attitudes, convictions, and patterns. Observational data can encompass a wide range of formats, such as text, numerical figures, videos, or visuals. Through the collection and examination of observational data, the researcher can discern customer behaviours in specific circumstances and identify the factors that impact their choices. At times, observational research can assist in depicting a particular phenomenon. For this research, observation can be carried out on parents and children aged 7 to 13 years in order to get the information on whether they children behaving inappropriately that might be caused by social media. Observation is done in order to obtain valid and additional data to support the design of the visual work. Direct observation occurs when researchers either directly observe the subject performing a task or engage them in direct questioning. For instance, in a study on the behaviour of young children, researchers witness their interactions with peers while on a playground. Author can observe children in their immediate surroundings to study their behaviour, which can be incorporated into the research. While Indirect Observation examines the outcomes of an action. For instance, researchers can gauge the content that resonates with customers by looking at

metrics like the quantity of likes or views on a video. Author can observe by examining news on cases related to children misbehaving caused by social media.

2. Case Study

Introducing the case-study method to social science, initially as a complementary tool to statistics, during his investigations into family budgeting (Frederic Le Play, 1829. Two hundred years following Frederic Le Play research, various social sciences has continue to produce numerous case studies. A case study is a thorough examination of a particular subject, which can encompass an individual, group, location, occurrence, institution, or concept. These investigations find wide application in the fields of social science, education, clinical research, and business studies. Case studies serve as effective tools for describing, comparing, evaluating, and comprehending various facets of a research issue. This research design is particularly suitable when the aim is to acquire tangible, context-rich, and extensive insights about a specific real-world topic. It allows you to explore the key characteristics, interpretations, and implications of the case.

In contrast to quantitative or experimental research, a strong case study does not require a random or representative sample. Instead, case studies frequently intentionally concentrate on unusual, neglected, or exceptional instances that have the potential to offer fresh insights into the research issue. Case study can be conduct on phenomenon, children community, and parents community. It allows author to collect a great deal of information and a chance to collect information on rare or unusual cases.

3. Secondary Research

Secondary research, also known as desk research, has been practiced for centuries as scholars and researchers have consulted existing sources of information to gather data and insights. It's difficult to attribute its invention to a single individual, as secondary research methods evolved over time with the advancement of scholarship and technology. Secondary research is a research approach that relies on data collected by another party. Essentially, when you engage in research using pre-

existing data, you are engaging in secondary research. In contrast, any research you initiate personally is termed primary research. Secondary research is a very common research method, often used the need to gather your own primary data. It is commonly used in research designs or serves as an initial step in the research process, especially if there are intentions to conduct primary research.

Utilizing data from external sources enables you to demonstrate the ability to reproduce and replicate findings, strengthening existing research and positioning your own work within your study field.

4. Interview

When there were enough educated individual entering the workforce that employers started to realize they could be a bit more selective on choosing an employee, created a "test" that would require an employees to answer questions related to the applicant position (Thomas Edison, 1920). Over time, the process of applicants has evolved into a system of job hiring that the modern world have today. The interview method is a process of obtaining information for research purposes through a question-and-answer interaction between the interviewer and the respondent/person being interviewed, with or without the use of an interview guide. This method allows researchers to obtain in-depth information, insights, and perspectives from individuals on a particular topic. Interviews can be structured, semi-structured, or unstructured, depending on the level of guidance provided by the researcher. Interviews are commonly used in qualitative research, providing rich, detailed, and context-specific data. By having an interview with the children's parents, parents can offer a comprehensive view of their children's interactions with social media, including the duration, content, and emotional impact. Interviewing children's parents adds depth and context to the study, providing a more holistic understanding of how social media impacts children's lives.

1.8 Research Framework

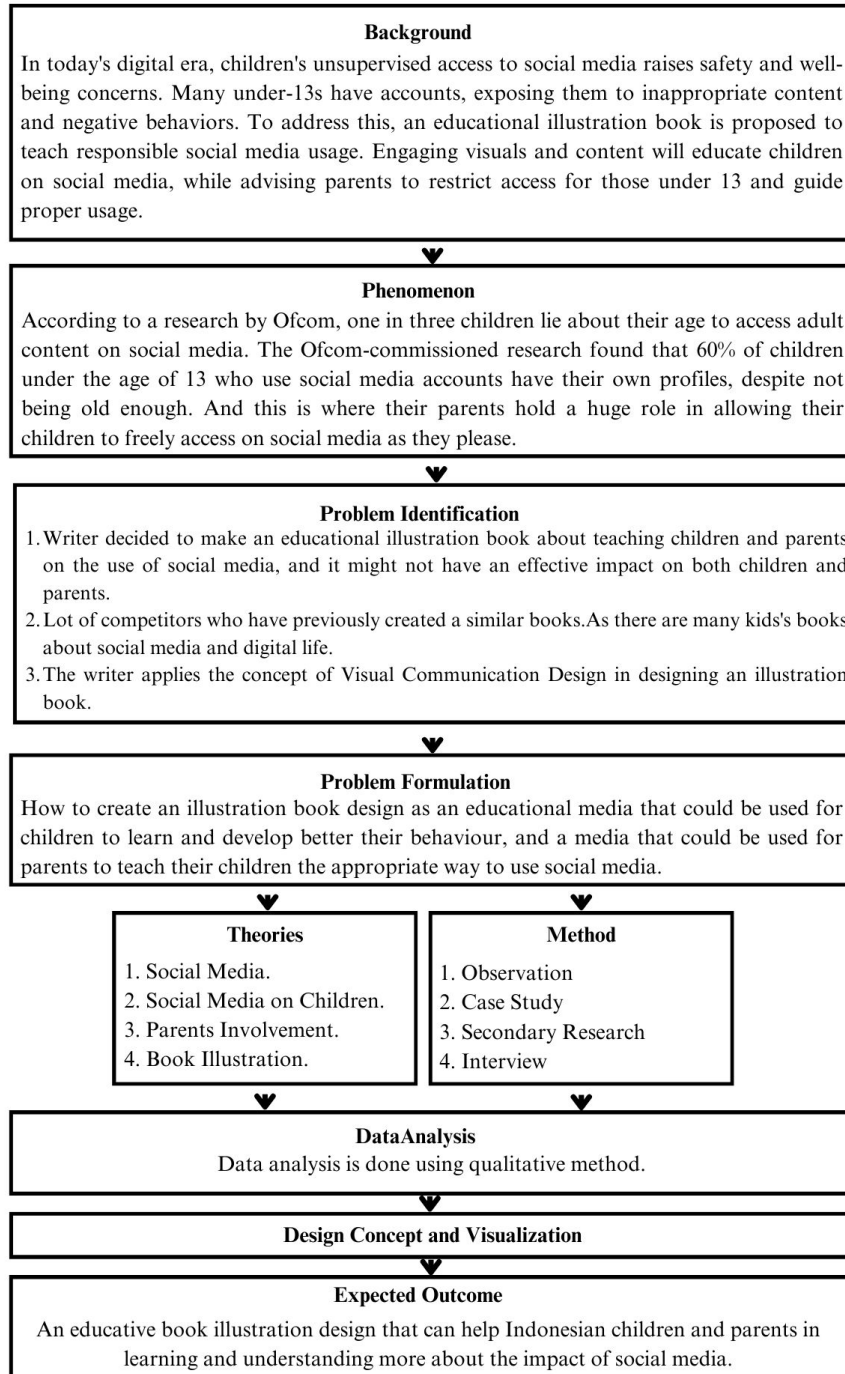


Figure 1.1 Framework

Source: Personal Picture

1.9 Writing Systematic

This research paper will cover five chapters that discuss the designing process of an illustration book about the negative impact of social media on children. The chapters being covered are as follows:

Chapter 1: Introduction

This chapter encompasses an overview of the research's background and design. It outlines the process of problem identification based on the background, followed by the formulation of research questions. It then defines the research scope to narrow down the focus of the study, discusses the research objectives and its benefits, details the research methodology, including data collection and analysis approaches, outlines the research framework and design, and concludes by the writing systematics of this research paper.

Chapter 2: Theories

This chapter delves into the findings derived from the case study that has been done, which serve as the foundational theories and concepts guiding the research and design, ultimately leading to the desired outcomes.

Chapter 3: Data and Analysis

This chapter encompasses the data gathered through various data collection methods and their analysis, utilizing the chosen approach to determine the illustration book's design.

Chapter 4: Concept and Design Results

This chapter explains the principles of illustration book design and its progression based on the gathered and analysed data. It also presents the achieved outcomes of the illustration book design.

Chapter 5: Closing

The concluding chapter of this research paper provides answers to the questions stated in the problem formulation and offers recommendations from the author to the reader.