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# The Effectiveness of Plasticine and Collage Play Therapy in Preschool Children Against Gadget Addiction in Gondosuli Village

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**Abstract**
*This study aims to find out how effective plasticine and collage play therapy methods are for children who are addicted to gadgets. Where the continuous use of gadgets in children will have a negative impact on children's behavior patterns in their daily lives, children who tend to constantly use gadgets will be very dependent and become activities that children must and routinely do in their daily activities. With plasticine play therapy and collage, it is a good activity to reduce the use of gadgets. The goal of plasticine and collage play therapy is to divert children from excessive playing with gadgets. In providing play therapy, it must be adjusted to the age and developmental stage of the child. The method used in this study is a quantitative method. The design used is a two group pre-post test design. The instrument used is a questionnaire (questionnaire). Determination of the sample in this study using a sampling technique with purposive sampling technique. Data analysis in this study used the Friedman test. The results showed that there was an effect of giving Plasticine, Collage, Plasticine and Collage play therapy to preschool children with a p-value of 0.000 (p <0.05) where H0 was rejected and Ha was accepted. Researchers' suggestions that can be given to the community and parents with this research are expected to provide limits for children not to play gadgets too often.*



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## 1. INTRODUCTION

Continuous use of gadgets in children will have a negative impact on children's behavior patterns in their daily lives, children who tend to continuously use gadgets will be very dependent and become activities that children must and routinely do in their daily activities (Rahayu, 2021). It is undeniable that currently children play with gadgets more often than studying and interacting with their surrounding environment. This is worrying, because when they were children, they were still unstable, had a very high sense of curiosity, this had an impact on increasing consumerism, which is why the use of gadgets in Children need special attention from parents (Pudyastuti, 2023)

Various studies from medicine and psychology have been carried out regarding the impact of gadgets. From a psychological perspective, childhood is a golden age where children learn to know what they don't know. If gadgets have been addicted to and negatively impacted by gadgets in childhood, the child's development will be hampered, especially in terms of achievement. If the child has been given a gadget as a toy, this will affect the language acquisition process. It's not just the effect of language, what is more worrying is the disruption to children's emotional development. They will become individuals who are impatient and quick to anger and have difficulty controlling their emotions, even unable to regulate their emotions (Pudyastuti, 2023)

According to WHO, the incidence of gadget addiction ranges from 40% to 90%. WHO also added that 285 million people or 4.24% of the total population in the world

experience visual impairment in the form of low vision or low visual acuity and blindness with a distribution of 246 million people or 65% of the population experiences low vision (Nurliana, 2022). Meanwhile, in Indonesia it is estimated that 3 million people have vision problems. Based on Riskesdas, the prevalence of severe low vision in Indonesia in the productive age group (15-64 years) reaches 1.49% of the total population (Krisna, 2022).

Based on data from the World Health Organization (WHO) in 2016, it shows that children with gadget addiction experience eye fatigue ranging from 40% to 90%. Two-thirds of people with blindness worldwide are women and children. Every minute a child becomes blind and 60% of blind children die within one year. In the WHO report there is worrying data, namely that as many as 19 million children under 15 years old have their sense of sight damaged. In large part, around 12 million children suffer from refractive errors. "Gadgets can affect children's health, due to radiation from gadget signals, it is a factor that triggers the risk of brain cancer" (Habibah, 2020)

Based on 2021 Central Statistics Agency (BPS) data in Indonesia, the majority of children aged 5 years and over have accessed the internet for social media. The percentage reached 88.99%. These children access the internet for various purposes including 63.08% to access social media, as entertainment, 33.04% to do schoolwork, use the internet to buy goods or services and 13.13% to get information related to goods or services. services as well as 13% for sending or receiving emails (Rahayu, 2021).

For all these purposes, the majority of children aged 5 years and over (98.70%) access the internet using smartphones. This has an impact on the high number of gadget users which can increase the number of gadget addictions, especially in children. Unnecessary or excessive use of gadgets (addiction) will certainly increase the risk of concentration problems and hyperactivity (Novianti, 2020). Based on the results of a preliminary study conducted on November 10 2022 at three RAs in Gondosuli Village, Pakuniran District, Probolinggo Regency, the results of interviews with several parents and teachers. Children or students often play with gadgets at home and at school, they play for more than 2 hours. They also said that when they played with gadgets, they often said harsh words, such as: dog. cockfighting, and so on. Some of these students even experienced damage to their eyes (experiencing redness and frequently blinking unusually). And after playing they said that they were too lazy to do other activities.

According to WHO, the definition of a child is counted from when a person is in the womb until the age of 19 years. According to Law of the Republic of Indonesia number 23 of 2002 article 1 paragraph 1 concerning child protection, a child is someone who is not yet 18 years old, including those who are still in the womb. Children are a national asset that will continue the struggle of a nation, so their growth and development must be paid attention to (Krisna¸ 2022).

Play is an important element for children's physical, emotional, mental, intellectual, creative and social development. Children who have enough opportunities to play will become adults who make friends easily, are creative and intelligent, when compared to those whose childhood did not have enough opportunities to play (Nuliana, 2022).

Playing with plasticine was chosen, apart from functioning as therapy for children, it is also useful in improving children's fine motor skills, developing children's imagination and creativity abilities because preschool age children experience rapid gross and fine motor development and can introduce children to colors. One of the benefits of playing Plasticine and Collage is that it is a game of soft objects that can be pressed, crumpled, shaped and molded according to your wishes and imagination, so that it can hone and train the development of children's fine motor skills, creativity and imagination so that they can develop everything. aspects of child development (Permatasari, 2019).

Plasticine play therapy and college are good activities to reduce the use of gadgets. The aim of plasticine and collage play therapy is to divert children from playing with gadgets excessively. When providing play therapy, you must adjust the child's age and developmental stage. Generally, suitable games for preschool aged children are construction games. Plasticine and college are suitable for use as play therapy for children. Playing with plasticine and college does not require a lot of energy because it can be done anywhere (Nuliana, 2022).

## 2. RESEARCH METHOD

The design used in this research is a three *group pra-posttest design*. The population in this study were all preschool children (3-6 years) in three RAs in Gondosuli Village. RA Miftahul Islam as many as 102 children, RA Miftahul Hasanah as many as 95 children, RA Raudlatul Hidayah as many as 74 children with a sample of preschool children (3-6 years) who are addicted to gadgets as many as 90 preschool children (3-6 years) in three RAs in Gondosuli village. Where the 90 respondents were divided into 3 groups, the first 30 respondents were for the plasticine play group at RA Miftahul Hasanah, the second 30 respondents were for the college play group at RA Miftahul Islam, and the third 30 respondents were for the plasticine and college group at RA Raudlatul Hidayah using the Purposive technique. Sampling. The independent variable in this research is plasticine and collage play therapy and the dependent variable in this research is gadget addiction. The instrument used in this research was a questionnaire. Analysis using *Friedman Two Way Anova* (Friedman Two Way Analysis of Variance)

## 3. RESEARCH RESULTS AND DISCUSSION

### Univariate Results

**Table 1 Characteristics of respondents based on age and gender**

| Age and gender variables | *Plasticine* | | *Collage* | | *Plasticine and Collage* | |
|---|---|---|---|---|---|---|
| | **F** | **%** | **F** | **%** | **F** | **%** |
| 3 | 8 | 27 % | 7 | 23 % | 5 | 17 % |
| 4 | 9 | 30 % | 13 | 43 % | 7 | 23 % |
| 5 | 7 | 23 % | 6 | 20 % | 10 | 33 % |
| 6 | 6 | 20 % | 4 | 13 % | 8 | 27 % |
| Man | 11 | 37 % | 14 | 47 % | 12 | 40 % |
| Woman | 19 | 63 % | 16 | 53 % | 18 | 60 % |
| Total | 30 | 100 % | 30 | 100 % | 30 | 100 % |

Based on table 1 above, it shows that child respondents addicted to gadgets received the highest scores. For the plasticine group, there were 9 children aged 4 years with a percentage of 30%, while for minority respondents in this group there were 6 children aged 6 years with a percentage of 20%. For the college group, the results showed that the majority of respondents were 4-year-old children, namely 13 children with a percentage of 43% and the minority of respondents in this group were 6-year-old children, namely 4

children with a percentage of 13%. Meanwhile, for the plasticine and collage group, the results showed that the majority of respondents were 5-year-old children, namely 10 children with a percentage of 33% and the minority of respondents in this group were 3-year-old children, namely 5 children with a percentage of 17%.

Based on table 1, it was found that the number of males in the plasticine group was 11 children (37%), and the female gender was 19 children (63%). For the college group, the results showed that the gender of the respondents was 14 children (47%) male, and 16 children (53%) were female. Meanwhile, for the plasticine and collage group, the gender results showed that 12 children (40%) were male respondents and 18 children (60%) were female respondents.

**Bivariate Results**

**Table 2 Distribution of reduction in gadget addiction before and after being given plasticine play therapy**

| Plasticine group | Mean Ranks | N | Asymp. Say |
|---|---|---|---|
| Pre-test | 33.1333 | 30 | 0.000 |
| Post-test | 13.7333 | 30 | |

Based on table 2 above, it can be seen that the average score for respondents' gadget addiction before being given plasticine play therapy was 33.1333. After being given therapy in the plasticine group, an average score of 13.7333 was obtained, namely that children's gadget addiction decreased, which means that after being given therapy, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. From this result, the Asymp value is obtained. Sig 0.00 <0.05 which means H0 is rejected and HA is accepted, namely there is an influence of gadget addiction before and after being given plasticine play therapy to preschool age children in Gondosuli Village, so it can be concluded that plasticine play therapy can improve reduce gadget addiction

**Table 3 Distribution of reduction in gadget addiction before and after being given collage play therapy**

| Collage group | Mean Ranks | N | Asymp. Say |
|---|---|---|---|
| Pre-test | 34.1333 | 30 | 0.000 |
| Post-test | 15.7333 | 30 | |

Based on table 3 above, it can be seen that the average score for respondents' gadget addiction before being given college play therapy was 34.1333. After being given therapy in the collage group, an average score of 15.7333 was obtained, namely that children's gadget addiction decreased, which means that after being given therapy, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. This result obtained an Asymp.Sig value of 0.00<0.05, which means that H0 was rejected and HA was accepted, namely that there was an influence of gadget addiction before and after being given collage play therapy to preschool aged children in Gondosuli Village, so it can be concluded that collage play therapy can reduce gadget addiction.

**Table 4 Distribution of reduction in gadget addiction before and after being given plasticine and collage play therapy**

| Plasticine and collage groups | Mean Ranks | N | Asymp. Say |
|---|---|---|---|
| Pre-test | 33.5667 | 30 | 0.000 |
| Post-test | 12.3333 | 30 | |

Based on table 4 above, it can be seen that the average score for respondents' gadget addiction before being given plasticine and collage playing therapy was 33.5667. After being given therapy in the plasticine and collage group, an average score of 12.3333 was obtained, namely that children's gadget addiction decreased, which means that after being given therapy, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. This result obtained an Asymp.Sig value of 0.00<0.05, which means that H0 was rejected and HA was accepted, that is, there was an influence of gadget addiction before and after being given plasticine and collage play therapy to preschool children in Gondosuli Village, so it can be concluded that plasticine and collage play therapy can reduce gadget addiction.

**Table 5 Distribution of differences in the administration of plasticine, collage, plasticine and collage therapy**

| Independent Variable | Mean Ranks | N | Asymp. Say |
|---|---|---|---|
| Plasticine | 29.1221 | 30 | 0.833 |
| Collage | 28.3946 | 30 | |
| Plasticine and Collage | 28.0524 | 30 | |

Based on table 5 above, it can be seen that the average score in the plasticine playing group is 29.1221 or a higher rating scale than the collage rating scale, namely 28.3946 and the plasticine and collage group, namely 28.0524, but the Asymp.Sig result is 0.833 so it can be concluded that P- Value > 0.05 which means there is no significant difference in the level of effectiveness of play therapy using plasticine, collage, plasticine and collage on gadget addiction in preschool children.

**Discussion**

**Gadget addiction before and after being given plasticine play therapy**

Based on the research results above, it can be seen in table 2 that the average score for respondents' gadget addiction before being given plasticine play therapy was 33.1333. After being given therapy in the plasticine group, an average score of 13.7333 was obtained, namely that children's gadget addiction decreased, which means that after being given plasticine play therapy, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. From this result, the Asymp value is obtained. Sig 0.00 <0.05, which means that H0 is rejected and HA is accepted, that is, there is an influence of gadget addiction before and after being given plasticine play therapy to preschool children in Gondosuli Village, so it can be concluded that plasticine play therapy can reduce gadget addiction.

According to researchers, the application of plasticine play therapy is very effective for preschool children to reduce gadget addiction. Apart from that, play therapy can also help children's psychosocial and creative development.

Other research conducted by Marasaoly (2014) on the effect of plasticine play therapy on gadget addiction in school-age children showed that there was a significant influence between plasticine play therapy intervention on gadget addiction.

Playing with plasticine was chosen, apart from functioning as therapy for children, it is also useful in improving children's fine motor skills, developing children's imagination and creativity abilities because preschool age children experience rapid gross and fine motor development and can introduce children to colors (Nurlaila, 2018)

Plasticine play therapy can be an effective tool in developing fine motor skills, creativity, and the ability to deal with stress. This activity can help stimulate the brain, improve hand-eye coordination, and provide a sense of relaxation. However, like all forms of therapy. Additionally, it is important to remember that plasticine play therapy is best used as part of a broader approach to treating a person's mental and emotional health.

**Gadget addiction before and after being given collage play therapy**

Based on the research results above, it can be seen in table 3 that the average score for respondents' gadget addiction before being given college play therapy was 34.1333. After being given therapy in the collage group, an average score of 15.7333 was obtained, namely that children's gadget addiction decreased, which means that after being given collage playing therapy, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. This result obtained an Asymp.Sig value of 0.00<0.05, which means that H0 was rejected and HA was accepted, namely that there was an influence of gadget addiction before and after being given collage play therapy to preschool aged children in Gondosuli Village, so it can be concluded that collage play therapy can reduce gadget addiction.

The college game is one of the interventions that can be given to children who are addicted to gadgets, because the college game can provide benefits to reduce gadget addiction, by playing collage the child's concentration is diverted which was originally only focused on the gadget, by playing collage the child's concentration will be focused on doing and complete the game.

In line with research conducted by Sulistyaningsih, (2010) and Muftichah (2014) who said that collage skills activities can improve fine motor movements in the fingers of mildly mentally retarded hands. In this section, researchers found positive results from using collage activities to develop children's fine motor skills. College activities are very good for developing children's fine motor skills, where children participate in collage activities and children can also develop social emotions to train patience and also train children's concentration.

After being given college treatment, it had a significant effect. The collage activity has many activity processes in it such as applying glue, cutting, tearing, writing and eye coordination with hand movements. Children's fine motor skills will be able to improve if they receive continuous stimulus (Ferasinta, 2021

College play therapy can be an effective tool in developing creative, problem-solving, and self-expression skills in individuals, especially children. Through the process of assembling various materials and visual elements, they can hone their fine motor skills and expand their imagination. This therapy can also help reduce stress and increase self-confidence, while providing space for expressing feelings that are difficult to express verbally. However, the effectiveness of this therapy may vary depending on each individual's goals and needs.

**Gadget addiction before and after being given plasticine and collage play therapy**

Based on the research results above, it can be seen in table 4 that the average score for respondents' gadget addiction before being given plasticine and collage play therapy was 33.5667. After being given therapy in the plasticine and collage group, an average

score of 12.3333 was obtained, namely that children's gadget addiction decreased, which means that after being given therapy playing with plasticine and collage, children's gadget addiction decreased further. The results of data analysis using the Friedman test obtained the Asymp value. Sig is 0.000 and the significant value is 0.05. This result obtained an Asymp.Sig value of 0.00<0.05, which means that H0 was rejected and HA was accepted, that is, there was an influence of gadget addiction before and after being given plasticine and collage play therapy to preschool children in Gondosuli Village, so it can be concluded that plasticine and collage play therapy can reduce gadget addiction.

According to researchers, the application of a combination of plasticine and collage play therapy is very effective for preschool children to reduce gadget addiction. Apart from that, play therapy can also help children's psychosocial and creative development.

The combined therapy of playing with plasticine and collage is a good activity to reduce the use of gadgets, plasticine and college are suitable for use as play therapy for children. Playing with plasticine and college does not require a lot of energy because it can be done anywhere (Neneng, 2022)

This is confirmed by research by Hidayatullah and Permatasari, (2019). The results of this study explain the influence of play plasticine and collage therapy on gadget addiction in children aged 3-6 years at school

A combination of plasticine play therapy and collage can be an effective approach in helping children who are addicted to gadgets. This therapy combines creative and sensory activities that can help divert children's attention from gadgets. Playing with plasticine can stimulate their creativity and fine motor skills, while collage teaches them about visual composition and problem solving. Through this therapy, children can experience the joy of creating something with their own hands, which contrasts with the often-passive use of gadgets. In addition, this therapy can also strengthen the ability to focus and persevere, because they have to spend time and effort in the creative process.

**Level of effectiveness of 3 therapy groups playing with plasticine, collage, plasticine and collage**

From the three interventions, the results have been obtained that the three therapies playing plasticine, collage, plasticine and college are very effective in reducing gadget addiction in preschool children. Based on table 5 above, it is known that the average score in the plasticine playing group is 29.1221 or a higher rating scale than the collage rating scale, namely 28.3946 and the plasticine and collage group, namely 28.0524, but the Asymp.Sig result is 0.833 so it can be concluded that the P-Value > 0.05, which means there is no significant difference in the level of effectiveness of play therapy using plasticine, collage, plasticine and collage on gadget addiction in preschool children. So, it can be concluded that the three play therapies above have the same effectiveness.

## 4. CONCLUSION

This research assesses the effectiveness of plasticine play therapy, collage, and a combination of both in reducing gadget addiction in preschool children. Respondents, consisting of various ages and genders, were divided into three groups according to the therapy they received. Before the intervention, all groups showed high levels of gadget addiction. After one month, there was a significant decrease: the plasticine group fell from 33.1333 to 13.7333, the collage group from 34.1333 to 15.7333, and the combination group from 33.5667 to 12.3333. There is no significant difference in effectiveness between the three therapies (P-Value > 0.05), indicating that all of them are equally effective in reducing gadget addiction. This play therapy offers an alternative activity that is fun and educational and is effective as a non-pharmacological intervention to overcome gadget addiction in

children. Therefore, it is recommended that this method be applied at home and in educational environments to support children's development and well-being.

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