

THE CONTROL OF GADGET USE AT GAGAS CERIA BANDUNG ELEMENTARY SCHOOL INDONESIA AS AN ANTICIPATION TOWARD NEGATIVE IMPACTS OF SOCIAL MEDIA

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Abstract

The existence of gadget is like the two sides of a coin. On one side, it brings benefits to our life, but on the other side, it facilitates negative impacts to its users. The adults have at least been wise in their use of gadgets, children are on the contrary. Children are generally at their age of exploring the world beyond themselves, regardless their lack of knowledge and wisdom to sort the positive instead of the negative ones. In this research, the author presents an incident occurred at one of the private schools in Bandung, Indonesia, that is Gagas Ceria Elementary School. Gagas Ceria Elementary School is a modern school supported by technology media in its daily learning process. An incident has made a rule to emerge at this school. The rule says “Gadget Use is Strictly Controlled.”

As the trend of chatting-room groups and social media is growing children at elementary school age follows this trend as well. From 54 fourth-grader students, 34 of them joined ‘Line’, a social media chatting-room. They intended to make social-media chatrooms as a medium to communicate with each other, but in fact, the chatrooms are contaminated by bullying content from some particular children to the others.

The school and Parents Union, then made an agreement to control and limit the use of gadgets to the fourth graders, especially after parents found the content labelled ‘adult’ in the chatroom. Through a series of rules agreed by parents and teachers, control and limitation program on the use of gadgets among the fourth graders has been applied. The school subsequently plans to cooperate with Microsoft to apply Microsoft for Education Program that can access educational sites and is adult-content-free.

To make the children recover from the negative impacts of the chatroom group, the school has established a team consisting of the headmaster, school psychologist and class teachers. Recovery at home has been conducted by parents based on the agreement between parents and children as well as the agreed rules made by the school and parents.

The result upon conducting this program for about more or less two months is that the use of gadgets by fourth-grade students of Gagas Ceria Elementary School can be limited and controlled well. Bullying issue can gradually be handled. Therefore Gagas Ceria Elementary School can still apply information technology in the learning process to students with minimum negative impacts of it.

Keywords: Bullying, Gadgets, Elementary School Four-graders, Chatroom, Negative Impacts of Social Media

Introduction

The existence of gadget is like the two sides of a coin. It brings benefits on one side, but on the other side, it facilitates negative impacts to the life of its users. Adults are at least wise enough in using gadget, but students are not so. At their age, they generally explore the world outside themselves, with lack of knowledge and wisdom to sort out the positive information from cyber world out of the negative.

Gagas Ceria elementary school is a national private elementary school accredited A (very good) in Bandung, West Java, Indonesia. By applying Gagas Ceria's local curriculum, combined with international syllabus for subjects such as physics, mathematics, *Health Education*, and English, this modern school has long queue of its prospective students hoping to be enrolled by this school every year, although the monthly admission fee and tuition fee is quite costly.

Gagas Ceria applies learning pattern with high level of discipline in every school activity. Intensive communication is not only conducted between teachers and students, but also with their parents, through various media, either through their monthly meeting, email, regular personal parents-teachers meeting, or regular family day held to strengthen the relationship between schools, students, and parents.

The use of gadget by students is managed by Gagas Ceria. Student-parent communication at school is facilitated well by SD Gagas Ceria. Students can use telephone facility, if necessary, at the school *front office*. Students are not allowed to bring gadgets (cellphones, tablets or laptops) into school area. Exception prevails for students of the fifth and sixth grades to be allowed to bring cellphones with written permit. The letter is written by their parents for some certain reasons and approved by school authority. This permit letter, however, is not so easy to obtain. Cellphones are allowed to be activated only if students are outside school areas and after school hours. Cellphones are strictly prohibited to be activated in classrooms and should be under each owner's supervision.

It was started from a chatroom group "Line" made by four graders. From 54 students of the fourth grade, 34 of them joined the chat room "line". At the beginning, they made the chatroom to communicate with each other. However, the chatroom subsequently became contaminated with bullying content from some particular students. The chatroom used to be conversation about school subjects or homework, but some students started to do *text bullying* (bullying through text sending) to other students. The content of the message was insults and provocations to other students to unfriend the others. Finally, this chatroom activity was found out by a teacher upon incidentally seeing a student's cellphone and as the follow up of parents' report.

In addition to the cyberbullying visible in the group Line, apparently, one student uploaded adult pictures and sent them to some of his friends through private chatroom. A more surprising thing is that the one who did text bullying was a so-called "popular" student in the class.

Generally, verbal bullying at school can be solved well. Students who get unpleasant conduct from most of their friends can communicate it with their teachers or their class teachers so that the ongoing conflict can be solved immediately.

More-complicated bullying to solve is the case of bullying through media or gadgets they own.

This is harder to control by the school authority as gadgets use is certainly difficult to supervise by the school authority. Bullying problems at school are not yet overcome in the last few years, whereas conflicts have been growing as fast as the development of technology. In traditional bullying (as some experts refer to face-to-face bullying), bullying is still controllable since it is limited to face-to-face interactions. Nowadays, cellphones, social media sites, *chat room* and other forms of technology advancement enable bullying to spread worldwide in cyber world. Bullying in internet or *mobile media* is well known as “cyber bullying”.

In this paper, author would discuss the negative impacts of gadgets use by students and how students of SD Gagasceria anticipate those impacts.

Research Focus

This research would discuss what has been done by students of SD Gagasceria to anticipate the negative impacts of gadgets use. Researcher studies the cases happened to students of SD Gagasceria as the impacts of gadget use. Translation has been conducted by making participatory observation. Researcher has involved in parents community of students using gadgets at SD Gagasceria. The result expected from this research is a recommendation for other party about the control of gadget use in schools as done at this school.

The Research Purposes are to find out

1. Whether or not there is bullying as the impact of gadget use
2. Whether or not there is adult content in the daily conversation among students as the impact of gadget use.
3. The anticipation conducted by the school authority toward the negative impacts of gadget use.
4. The prevention conducted by the school authority toward the negative impacts of gadget use.
5. Activities conducted by SD Gagasceria so that gadget use can bring positive impacts.

Research Significance

Theoretical Significance

This research is expected to be a significant contribution to the field of communication. This research is also expected to be a foundation for the development of communication science, especially in the context of the use of new media.

Practical Significance

1. To provide description about the need of control toward the use of gadget to avoid negative impacts.
2. To provide suggestion, consideration as well as evaluation to other schools on how to overcome negative impacts of gadget use.
3. To provide suggestion of what activities schools can do to make gadgets use bring positive impacts.

Research Method

In a research, method used determines how researcher conducts the research. This research applies qualitative method.

Methodology is a process, principle, and procedure applied in finding out the answer of a problem. In other words, it can be defined as a general approach in discussing research topic (Mulyana, 2002:145).

Qualitative Research Method

Qualitative approach is expected to have an in-depth explanation of utterance, writing, and act of certain individuals, groups, society, and organization in specific context which can be analysed using a comprehensive holistic perspective (Bogdan dan Taylor, 1992:22).

Qualitative research is aimed to attain a general understanding towards social realities from participants' perspective. Despite having an initial conclusion, the understanding is attained after the analysis of social realities which can be concluded as their general comprehension

The Case Study Research Design

This research is a case study which enables the researcher to get the important points and comprehensive picture of the research field. The researcher has analysed as much data as possible with optimally learning a specific case of the chatroom impact as the use of gadget.

According to Yin (2005:1), the application of case study is generally appropriate in these following situations. First, it is best applied in investigating how and why of an issue. Second, it is sufficient if researcher has a limited opportunity in controlling the studied data. The last one is the study which emphasized in contemporary phenomenon in real life context.

The researcher applied the approach which aimed at comprehending the negative impact of students' use of gadget and its correlation with people in the circle such as students themselves, teachers, and parents. The research was executed in one private elementary school, Gagas Ceria, which happened to be the school of researcher's child. In addition, interview was utilized to the principal, vice principal, and students' parents. It aims at

investigating how bullying happened, what the effect is, how to prevent it, and how social media can develop its' positive effect.

Case Uniqueness

The uniqueness of a case is generally related with the case itself, historical background, physical setting, case context, (economy, politic, law and aesthetic), other cases learnt and information about the case's existence (Salim, 2001:97).

In this research, the uniqueness of the research is about the fact that negative impacts of gadget use to children are unavoidable. The impacts can lead to wider scope and require serious treatment. In the case of SD GagasCeria, the negative impacts of gadget use are cyberbullying done by a group of students to other students and the appearance of adult content uploaded by a small number of students to chatroom group 'Line'. To solve the problem, the school provides counseling for six semesters for the children and training for teachers on how to give good comprehension to students.

Data Collection and Sampling

Data Collection

Several data is collected such as

1. Observation which focus on the background of the case. Researcher is one of the members of fourth grade's Parents Union
2. In Depth Interview which executed to parents, students, psychologist, and principal.
3. Document Analysis deals with researcher's note and experience.

Sampling

In order to collect the data, the sampling was applied not only for observation but also interview which involved parents, students, vice principal, principal, and resident psychologist.

The Validity of The Data

Data validity can be achieved through the use of triangulation which enables the data comparison and checking presented as follow:

1. To compare the data from observation to interview.
2. To compare things that had been said in public to the personal's statement.
3. To compare someone's perspective and background to others'.
4. To compare the interview result to related document (Moleong, 2007:331).

Additionally, researcher used not only the perspective from several theorist and other researchers but also the data and documentation from Gagas Ceria.

The Site

The research was executed in Gagas Ceria, Bandung, Jawa Barat, Indonesia. This private elementary school has accredited A (excellent).

Related Studies

1. The Impact of Social Media on Children, Adolescents, and Families (Gwenn Schurgin O'Keeffe, MD, Kathleen Clarke-Pearson, MD)
It is important that parents become aware of the nature of social media sites, given that not unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyberbullying, "Facebook depression," sexting, and exposure to inappropriate content. *Jurnal of the American Academy of Pediatric*, 2011
2. The discussion paper by Don & Patricia Edgar (2008). The title is *Television, Digital Media and Children's Learning*. This paper was discussed about the important issue of children's learning and development through electronic media and new technologies.

The School Analysis of Bullying Status

As previously mentioned, Gagas Ceria created several Standard Operation Procedures specifically dealing with bullying. This SOP was made as a means of comprehensive bullying solver applied from counseling stage and parents' involvement. As the issue was intricate, the SOP assembly was done judiciously. Several teachers' meetings, a number of discussions involving related parties, and comprehensive data collection had been conducted. These activities were arranged by the school's counselors who executed students' growth-development program. This SOP consists of complete regulations started from various types of bullying to counseling stages. The types of bullying are categorized into three as presented in figure 1.1.

Bullying

Nowadays, bullying at school occurs across the countries. It is the representation of one's repetitive aggressive behavior towards another which causes the victim's unpleasant feeling and violated state. Furthermore, it can be defined as conscious, repetitive, intended act which aims at violating, creating fear through threat, and generating intimidation based on power imbalance and violating intention as this act inevitably escalates (Coloroso, 2007:92). In short, bullying can be literally described as "*the use of strength and influence to intimidate someone*".

Students go to school not only to study and get the valuable skills from the teachers but also to interact with their friends. However, the increasing number of bullying cases can disturb the students' development to better stage. The enormous number of both verbal and physical bullying cases has happened in every stage of educational level from elementary to high school especially which has resulted in death.

Bullying is caused by several factors. First, the different background leads to the initiation of stereotype. This can be defined as generalization of group of people. According to Hogg (1988:65), certain group of people is believed to have particular attitude which set difference from any other groups. Initially, the difference of culture (race, status, financial background, religion, habits, and language) combined with negative stereotype had potentially created misunderstanding, conflict, and bullying.

As for the bullying at school, students intimidate others not only based on cultural differences (race, language, and religion) but also social gap which is created within the school environment such as junior and senior students, ingroup and outgroup students and physical standard difference. This often triggers the insult of others' pride and dignity. As a consequence, the minority students had been challenged as they tried to overcome their self-acceptance of being different from the majority.

Second, students are not equipped with the knowledge of positive values which result in their incapability in identifying the good and the bad. As the society develops to be more hectic, the initiation of good value in family is commonly abandoned. Many parents fully delegate their responsibility to school. They neglect the fact that students spend less time in school than they do at home. Unfortunately, this opportunity is rarely utilized by the parents to have their quality time teaching their children moral value.

The third is the mass media effect. A lot of scenes intended for children and teenagers in television expose inappropriate behavior such as violation. For example, the bullying at school scene performed by students to another frequently appears. This can be considered by teenagers who are mostly emotionally unstable as a bad example of how to act as more superiors to others. They can unpredictably apply it to their friends. Even the animation and cartoon which are mainly intended for children can contain violence. One example is Tom and Jerry which sometimes shows the act of torturing each other. It seems funny for the kids since they still do not realize the effect of applying the act to others.

Table 1. Child's Behavior

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Teasing friend • Hiding others' belonging • Insulting friend • Complaining for doing the task assigned • Threatening teachers in a whisper but still doing the task assigned • Teasing Friends • Refusing to do the task but doing it eventually • Poking friends and 	<ul style="list-style-type: none"> • Taking friend's money by force • Speaking in high pitch • Commenting and provoking others • Giving negative comment towards teachers' explanation • Swearing at others using the following expression "stupid" "autism" "crazy" "slow" "lame" • Turning down 	<ul style="list-style-type: none"> • Taking friend's money by force both verbally or physically. • Touching with sexual intention • Swearing directly or indirectly such as using the word "fuck" in social media. • Insulting friend with a racist utterance. • Filling others' mouth with socks • Stabbing friend

<p>acting innocent</p> <ul style="list-style-type: none"> • Taking other's food for fun. The repetitive act will lead to the next level. • Interrupting teacher and student' discussion. • Not returning sport equipments to where they belong • Arguing the teacher for the warning "It's ok Ma'am. Don't be mad." • Taking advantage for personal reason 	<p>others'</p> <ul style="list-style-type: none"> • Refusing and arguing to do assignment • Insulting fat friends for example " you cant even do simple thing, shorty" • Leaving out to ignore the teacher. It's considered as the next level when it's done intentionally, • Refusing to do the down-graded assignment • Walking around as the teacher is explaining, including for autistic students • Kicking and breaking lunch box or school equipment for fun • Bargaining during lesson with inappropriate manner • Doing vandalism to others' or school equipment. • Pushing others even for fun • Running aound in class during lesson • Snacking in class before the lesson • Commenting negatively towards other's success 	<p>using pencil</p> <ul style="list-style-type: none"> • Making bad comments on teachers on twitter, especially to provoke friends widely • Expressing anger by kicking out things → agressions can be done to things or people and there is an element of self and other-destruction • Accusing friends for provocation • Yelling at the teacher for refusing to do the task. • Intentionnaly hitting, kicking, slapping, and pushing others. Spitting on friend • Blaming, accusing, and deceiving friend. • Insulting teacher using song • Insisting and threatening friend • Speaking ill about teachers • Racism-based insult, such as 'You Sundanese..!' • Talking and commenting while the teacher is explaining the
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	<ul style="list-style-type: none"> • Do not say <i>magic word</i>: thankyou, excuse me, please. • Avoiding classmates • Arguing the teacher for the warning in high pitch and annoyed expression. For example, “It’s ok Ma’am. Don’t be mad.” • Staying out of classmates. • Yelling at friends • Refusing others’ advice by making gestures such as rolling the eyes • Manipulating the situation and lying or making up stories. • Escaping from the teacher during lunch and making the teacher chase him/her • Making refusal gestures as refusing, eyes rolling, and folding hands. • Vandalism on friend’s desk 	<p>lesson.</p> <ul style="list-style-type: none"> • Insulting and scolding friends • Throwing things at teacher when annoyed. • Taking other’s belonging/deceiving others, such as making debt to the food seller
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Source: SD GagasCeria (2009)

When there are students committing physical, mental and verbal violence, it needs to be considered whether they did the violence by chance (unintentionally) or indeed they did it on purpose from one student to another student. Sometimes at the level 1, the student committing the violence has the desire for revenge due to repetitive bullying he/she got.

The barriers often faced by the school of Gagas Ceria is in terms of processing or analyzing whether the student has certain objectives, reasons, or an element of deliberateness in doing the violence, or it was just a joke. Bullying is most prevalent occurred in grades 4,5 and 6. Students who committed the offense come from different ethnic, economic level (although most of the students of Gagas Ceria come from the upper middle economy), or academic achievement of students from moderate to high achievent. However, the victims of bullying in grade 6 and 5 are children with special needs of dyslexia. Children with dyslexia have limited cognition to perceive problems. Generally they have problems in reading the situation. The utterance spoken by their friends or teachers may be perceived differently by them. Such condition is considered fun by their friends and they often make it as a joke. Sometimes they do not realize that it is one of the offenses of violence.

So far, no bullying actions occurred based on gender. There is not intimidation found for example from a group of male students to female students due to gender issues. However, if there are bullying actions or someone is bullied, female students more easily talk to their their teacher than the boys.

Bullying and sexual content as one of the negative impacts of technological evolution

The use of gadgets by students is arranged properly by the school of GagasCeria. The communication activities between students and their parents while they are in school are facilitated by SD GagasCeria. The school provides a telephone available in the school's front office to be used by students when they need to contact their parents. Students of GagasCeria are not allowed to carry the gadget (phone, tablet or laptop) to the school area. However, exceptions are applied to upper-class students (grades 5 and 6) who get permission to carry cell phones to school with written permission. The permit is proposed by parents containing specific reason to obtain approval from the principal. The principal does not easily give his/her permission. Mobile phones are allowed to be activated if the students are outside the school area and out of school hours. Students can bring their inactivated mobile phones and their mobile phones become the responsibility of each.

Verbal bullying that happens at school can generally be resolved. Many students receiving unpleasant treatment from their friends can communicate the event well to their teacher or homeroom teacher, so that the conflict can be directly resolved quickly.

The more difficult bullying to overcome is the bullying through media or gadgets they have. It is more difficult to be controlled by the school because the school cannot certainly monitor them when they use their gadget outside of school.

It was started from a chatroom group of "Line" formed by students of grade 4. 34 students of the 54 students in grade 4 were members of the chat room of social media "line". Initially, they were intended to make the chatroom in social media to ease their communication among students of the class. But after a while, this chatroom was contaminated by the bullying content of some students against other students. At the beginning, the conversation in the group ranged from about lessons or homework. But then some of the students began to do a text bullying (bullying done via text messages) to other students. Such messages contained taunts, insults, even a provocation asking other students to not accompany the other students. Finally, teacher acknowledged this Line chatroom activity based on reports from parents who accidentally saw it in their children's mobile.

In addition to cyberbullying actions that could be seen in the Line group, there was a student uploading adult pictures and sending them to some of his friends by a private network. The interesting facts were found and it was surprising, the students sharing text bullying were students who is actually "popular", while students uploading and sending adult content were known to be very quiet on a daily basis in the classroom. This is very dangerous. Sexual content dissemination through the media can affect children quickly. One thing that children learn from the media are gender roles. Comstock (1991) review a research and the result is the role of gender socialization influenced by the media (Baran & Davis, 240)

The handling of bullying and sexual content

Each level of violence has its own handling. At the beginning of violations, the school gives warning, but if the incident are repeated then we come to the level of timeout. Learning treatment given by the school on bullying is punishments consisting of: timeout, isolation and suspension. The timeout is conducted when a teacher sees the situation of violence on students. The teacher will separate the students in conflict then invite them to think and have discussions. If the violation occurs repeatedly, the teacher will rise it into the level of insulation in the following day (after 1 day). A timeout is decided by those at the level of the teacher and vice-principal. When there should be an isolation with students separated on one day, it must be a decision made by the school. Teachers will report the violation to school, then the school will analyze the problem. The right of teachers is only to decide the timeout, and it is the right of the school to grant the insulation.

The cyberbullying and sexting case made the entire 4th grade parents to be collected by the school. The school together with the parents discussed and formulated policies to handle bullying and sexting that had occurred as a result of cyberbullying. The line group of 4th grade was dissolved. Moreover, the use of gadget by students must be under parental supervision.

The students sharing sexting were placed in isolation penalty level. They were 4 students and all of them had a quiet character. Parents of these students, their teachers and school psychologists provided counseling and guidance as well as direction to the children. Furthermore, the school provided supervision for 3 months. At the level of grade 4, 5, and 6 are now permitted again to form a chatroom group, and teachers also become members of the chatroom group.

SD GagasCeria has a program of GagasCeria Season (GCS) which is held three times a week for 30 minutes. At GCS activities, the theme of self-improvement to build student's character is applied. GagasCeria includes the learning of media literacy, sex education, and self-development. At that time, GagasCeria continually educates students about the negative effects of media technology relating mainly to the bullying and sexual harassment. At the activity of GCS, SOP of violence is socialized, in addition to the Student Orientation (MOS), which is usually done at the beginning of the semester at each grade level. After the 5 months of enforcing strict surveillance of gadgets usage, cases of bullying have never occurred again in the SD GagasCeria.

The 4th grade students of GagasCeria were as many as 53 people. At that time they formed a chat group of "line". Only about 10 students did not join the chatroom group. Initially they talked about school's tasks, examination, and other school activities.

In the process, there were some problems with the use of gadgets, especially as the effect of the chatroom.

1. The existence of a gap among them that led to bullying asking not to be friends with a particular student.
2. The entry of "adult" content committed by a student.

The problems are known by:

1. Report of parents who often check their children's mobile.
2. The emergence of conversation between students heard by his teacher at school.

The teacher heard the conversation of 3 boys from class 4A and two students from class 4B.

There was a discussion with the students asking where the adult contents came from. In the chatroom group teachers did not become members of the group.

In GagasCeria, children are not allowed to bring mobilephone or other gadgets. Only students in grade 5 and 6 who have permission from the principal are allowed to carry the gadget. Students allowed to bring their gadgets to school are usually those who go to and fro between school and home by themselves. They need to take mobile phone to communicate with their parents. The proposal to bring gadget to school is conducted along with the permission request in writing from the parents submitted to the principal. However, the use of mobile phone is permitted when students are out of the school area. In the area of school and learning-hours, the mobile phone must always be kept in class and in a state of non-active, including at breaking time. In GagasCeria, students can use fixed phone of the school to contact their parents when it is important, and parents are allowed to call their children when there is something urgent through the fixed phone.

Cases

Some cases are found. Some students who are still waiting for being fetched or want to play first in school after the school hours, often use their mobile at certain places(still at school area). The mobiles of the students are usually given by their driver or baby sitter (nurse), then the students will use the mobiles with his friends in cluster.

It is not allowed and the student will be immediately reprimanded.

Current state:

1. No more students use their mobile phones in the school area despite learning hours are over. In contrast to the most of the elementary schools in Bandung, which allow students to bring and freely use their gadgets at schools, the school of GagasCeria imposes a ban on carrying and using mobile phone in the school area.
2. In some events, in the context of learning the school allows students to bring their mobile phones. For example, in the interview activities students may require a gadget. A student have a task to interview informants and others should record it. In

accordance with the learning-activity, students are allowed to bring their gadget with a notice to their parents.

3. The school allows students to activate the mobile only when they are in the time of particular lesson requiring such gadgets. Before the mobiles are needed in particular lesson, the homeroom will collect the mobiles and give the mobile back when the lesson begins. Now every class the same grade has already created a group of line with their homeroom teachers as watchdogs of the group. The group creation is to communicate learning activities.
4. Parents with classroom teachers and vice-principal create a Whatsup group. It is worthed because through the group the school can be intensely communicate with parents.
5. Gagasceria has never performed gadget raid, but as long as the supervision we have never seen students use their gadgets during school hours or in the school area.
6. Intense communication between teachers and students is done through the media of a line group.

School activities to bring out the positive effects of the new media

Now the government of Bandung is designing digital schools. The initial program, students of Grade 6 have already started doing online examination exercises using Edmodo program (SEAMEO program of Southeast Asia). Some schools in Bandung have started being appointed by the mayor to apply the Edmodo program, including SD Gagasceria. In January 2015, in Gagasceria, at the beginning of semester II, several principals who have the ability according to diknas to be the digital schools were invited by the educational department of Bandung. Not all elementary schools would be appointed to run the program. The Edmodo programs of SEAMEO have good programs for students. It has led to an international program. Students can have their pen friends who are located in the region of Southeast Asia.

Starting from 2014 SD Gagasceria has been introduced to the program Edmodo. The program is designed to be accessed by students anywhere either in the classroom or outside the school. In the exam training activities, the school allows students to bring their gadgets. With one condition, they only use their gadget out of school hours and out of the area of SD Gagasceria. Edmodo is a free learning website that can be used by teachers/lecturers, pupils/ students, schools / universities and so on.

The purpose of Edmodo program is to use online examination in school entrance. SEAMEO works with the mayor (national education department) to create a digital city. The mayor adopts SEAMEO. There are only some schools directed to be the digital schools. The additional value to be digital schools is dedicated to students. Support given by the school regarding the facilities to support the fulfillment of Edmodo is the development of an excellent computer laboratory.

Media literacy is given in ICT lessons. In grade 4, students begin to discuss how to use the Internet wisely. The theory will be given in about one hour, but the learning process will continue during the learning hour of ICT. So far, the Edmodo program does not have negative effects despite it brings positive value for students. The Edmodo program can be accessed through a regular mobile phone.

The exam practice is performed once a week for one hour once in 1 year ahead of the national exam. In addition, students can do the exam practice at home and it is checked by their parents.

Request permission to equipped their children with mobiles tends to increase, especially from students in grade 4,5,6. Their parents believe that their children are able to keep their gadgets.

Since 2014, GagasCeria has already started to improve its Internet system. So in every room, there is a hot spot area. It is dedicated for teachers and students. The system is provided for students in their learning process. The school does not provide computers in classrooms, and the subject of Information and Computer Technology (ICT) take place in Computer Laboratorium. The computer lab of GagasCeria is certainly designed to make students comfortable learning computer. During the ICT lessons, students have no chance to play games or open another website.

Until now, SD GagasCeria begins to use Microsoft of 365 as a special education software. The program is dedicated for students to be used as a source of learning and to upload the work that can be assessed immediately by teacher. Parents can also access into the program so they can see the results of their children's work, wherever and whenever they want. The space and time are unlimited. Previously, teachers can upload work only if their students were at school. The microsoft program is applicable to all the levels of grade from grade 1 to 6.

1. Commonly, the well-known Microsoft Office Professional Plus has already included the original package and it can be updated because it a part of Office 365. For example: Microsoft Word, Excel, Access, etc.
2. Exchange Online, a package of Office 365, is a medium of information exchange and has a size of 50 Gb of storage containing works and works to be completed, which can be collected together according to the needs and users. In the learning process, lecturers and teachers can prepare their assignments being able to be accessed, completed, and collected, as information exchange learning.
3. Lync Online is a program for communicating among users who have added to the contact. In Lync Online, users can also exchange information and come together into a group that are able to share their work or any information required. It is quite similar to chat media but the program directly connected with other programs in the package.
4. SharePoint Online is the place where we do work together, share and facilitate the work of the group that can be accessed anywhere we want. We get the advantage of the program when we work on a package of work together using the program.

So it can be concluded that the 365 Office program is a complete program package allowing its users to access information anywhere and anytime. Moreover, it can be stored in a cloud and can be shared with other users who have already become friends. This package is also similar to social media among users of Office 365, and

can make it easier to do things together. Office 365 is a package of some useful and complete programs for learning in schools as well as in business companies.

Handling the negative effects of gadgets usage

The ownership of mobile phone by students: 10 students do not have their own mobile phone. Meanwhile, not all students bring their mobile phone to school. After the violence happened, the parents of 4 grade students were invited exclusively by the school through a letter sent via email. Parents must attend the meeting due to the importance of the perceived situation.

At the end of the semester the students were evaluated by teachers and presented by homeroom teacher to their parents at the end of the first semester of 2015.

There are students who are still in mentoring the use of gadgets in their home, and there are also students who have passed from mentoring the use of gadgets in their home by their parents.

The school provides counseling from a psychologist for one semester for handling the problems. Teachers receive trainings how to cope with a growing influence among students, for example, how to tell students not to utter and share words relating to sexual content. Parents to come to school, made an agreement with principal, psychologist. The agreement being evaluated in one term and at the end of the term, parents were asked about the agreement. Who got teaching training about digital school are teachers and students of grades 4,5, and 6.

Conclusion

1. Besides having positive effects, new media also have negative effects on students. Children have not had a powerful filter to choose which information is acceptable and which are not. Likewise, children are still not able to filter out which information should be shared and which one should not.
2. SD GagasCeria performs rapid action to combat the negative effects caused by the use of gadgets among its students. However, the school realizes that in the present situation it is difficult to be separated from new media.
3. To prevent and mitigate the negative effects of the problem at school, a good and intensive cooperation between the school and parents are needed. A guidance of full attention and affection, without judging the child, will bring confidence and precious to the child. Children who grow up with full appreciation will become the children who respect themselves and others.
4. If people use the gadget wisely, it will bring positive benefits to them. School of Gagasceria realizes that it is difficult for people not to use the gadget. Fortunately school can make use of the gadget into a positive by applying Edmodo and Microsoft applications 365 which bring many benefits for students .

Recommendation

1. Elementary school age children should not given the gadget into the teenage years on. If the children want to find the information or the source material from internet, then it is better children use the personal computer and accompanied by parents at home .
2. Elementary school age children should not carry the gadget to their school. That makes student won't focus on learning and cause jealousy.
3. Applications which have the function of " parental control " is necessary to assist children who use internet media .
4. At school, students, teacher, school management and parents should not only be introduced on the progress of communication technology, but must also be taught how to use the media wisely .
5. Media literacy should be held more frequently in schools with audience target are students, teachers, school management and parents .

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