

Adolescent Lifestyle of Gadget Users in Kudus City

Anik Rahmawati^{1✉}, Ety Soesilowati² & Tjaturahono Budi Sanjoto²

¹ Public Senior High School 1 Jekulo, Kudus, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

The development of modern technology and information that is accompanied by globalization and modernization has had an impact to the citizen of Kudus lifestyle. The changes of Kudus into a cyber-city also affect the lives of adolescents in the Kudus City. It is also affects the use of gadgets in adolescents in the Kudus City because of sufficient parental income levels and demands of the use of technology in educational devices in the Kudus City. This study was conducted in Kudus City because Kudus City is an industrial city which is a religious society and has a program as a cyber City. The purpose of this research is to determine the lifestyle of adolescent users of gadgets in the Kudus City. In addition, this study was also conducted to determine the pattern of family and school education on the lifestyle of adolescents with the development of cyber city in the Kudus City. This type of research is descriptive qualitative research with interactive data analysis. The results of this study is the determination of technology on the adolescent lifestyle of gadget users seen from social interaction, consumption behavior and closely related to the pattern of family and school education in the development of cyber in the Kudus City.

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✉ Correspondence address:
Jekulo, Klaling, Kudus, Jawa Tengah, 59382
E-mail: annyx55@yahoo.co.id

INTRODUCTION

The era of globalization in the field of telecommunications and transportation is characterized by rapid growth of communication media. Developments in the field of communication such as telephone networks, cell phones, internet networks, village entry newspapers, and television into the village. Its advance in transportation such as transportation has an impact on the increasing intensity and quality of social interaction. (Tukidi, 2011). Therefore it can be concluded that technology is a medium of entry of globalization in modern society.

In essence technology can not be separated from the development of human life. The development of technology is always directly proportional to the development of human science. In addition, technological progress becomes the benchmark of progress in modern society so that people's life selalau closely with technology.

Sociologically, technology is one aspect that influences every activity, action, and human behavior. Technology is able to change the pattern of relationships and patterns of interaction between humans. The presence of technology is something that can not be separated from human life. Human activity is more or less influenced by the presence of technology (Ngafifi, 2014).

Technology influences in all aspects of human life including in the field of information and communication. The rapid development of information flow in the global era affects the society's consumption of a technology. High technology consumption contributes to technological innovation in the field of information and communication. Innovation can be seen with the many gadgets such as notebooks, smartphones, tablet computers, I phone in circulation in the community.

The high usage in gadgets and internet in the community provides convenience to the community ranging from communication, information, jobs, to shopping problems. The development of media technology today will

certainly give the impact of social change for the people of Kudus and the target that gets a big influence is adolescents. Based on research data from Muria Kudus University conducted by Raharjo (2009) advances in technology and information such as double-edged sword that has positive and negative impacts for the physical and psychological development of adolescents. One of the most widespread phenomena among high school-age teenagers in Kudus District is the phenomenon of pornographic videos that influence teen sex behavior. High School Students in Kudus District 57% have seen porn videos. Most of the students see and get the porn video via mobile media, internet, VCD and computer.

The phenomenon shows a shift in social-cultural values of the people of Kudus City who have the philosophy and work ethic of "gusjigang" which is interpreted as good, to study and to trade. This philosophy means to adopt a life based on ethics, morals, and spirituality and has extensive knowledge, including in terms of trade as a symbol of entrepreneurship because most of the Kudus community has business in commerce. From the slogan "gusjigang" it appears that Kudus is a religious City and its people have a high work ethic, especially in terms of entrepreneurship or trade.

Concerns about the impact of the use of gadgets and the internet in teenagers is a natural thing for parents, but the use of technology in society is inevitable. After Kota Kudus becomes a cyber city, the school students in Kota Kudus which also include school-aged youth are expected to use the device to access the instructional applications provided by the Kudus City government, so that education containing social and cultural values is expected to become a cultural filter that enters through technological developments which is used in adolescents.

The development of information technology also influenced the change of life style of adolescent in Kudus City. As a cyber city with internet facilities that are easily accessible of all information and culture from outside can affect the lifestyle of adolescents today. Referring from the problem researchers are interested to conduct

research on the lifestyle of adolescents in the Kudus City. This study was conducted to determine the lifestyle of adolescent users of gadgets in the Kudus City, then the pattern of education of parents and teachers with the development of cyber city in the Kudus City.

METHODS

This research is conducted with qualitative approach. Qualitative research is done on natural objects that develop as they are, there is no manipulation from the researchers. Instruments in qualitative research are the researchers themselves (Rachman, 2011). This study was conducted in Kudus City. Sources of data in this study were obtained from in-depth interviews of 13 teenagers as main informants, teachers and parents as supporting informants. Observations conducted by researchers during the study took place. Adolescents in this study selected age-school adolescents aged 13-18 years. This refers to the limits of juvenile age according to Hurlocks (1998) divided into two parts or stages namely, early adolescence that lasted around the age of 13-16 or 17 years and ahir adolescence that starts from 16 or 17-18 years, ie legal age.

The focus of the issues raised in this study included: (1) the gadget adolescent lifestyle in the Kudus City observed from the social interaction of gadget users and consumer behavior of gadget users (2) the pattern of family and school education on adolescent gadget users in Kudus City.

The selection of informants in this study was done by purposive sampling technique. Sources of supporting data used in this study is the data in the form of documents that are books, journals, and archives that discuss about lifestyle, adolescents, education and gadgets. To complement this study also included data from BPS Kota Kudus and previous research relevant to the research theme. The validity of research data using triangulation technique of source and triangulation theory. While data analysis, using an interactive data analysis that includes data reduction activities, data presentation and data verification.

RESULTS AND DISCUSSION

The development of internet (cyberspace) in Kudus City is marked with easy to find place to access internet either free or paid. According to Ratnasari (2008) William Gibson is named as the first person to use the term cyberspace in his science fiction novel. In his work, Gibson describes cyberspace as "the hallucination or simulation of the real world to the virtual world." Related to Halim (2015) states that, various forms of new media have sprung up with the base of internet technology, also referred to as new media.

Table 1. Ratio "*Wartel/Warnet*" per 1000
Population Year 2011-2014

| Description | 2011 | 2012 | 2013 | 2014 |
|--------------------------------|---------|---------|---------|---------|
| Number of " <i>warnet</i> " | 180 | 187 | 187 | 129 |
| Total population | 769,904 | 780,051 | 800,670 | 821,136 |
| Ratio " <i>warnet/wartel</i> " | 0.234 | 0.240 | 0.234 | 0.157 |

Source: Department of Transportation, Communication and Informatics of Kudus Regency Year 2014 in RKPDP Regency Kudus Year 2016.

Decrease in the number of cybercalls inversely proportional to gadget gadgets in the Kudus City. Gadgets owned by teenagers make them free to move places in accessing the internet without having to go to the "*warnet*". Easy use of gadgets also facilitate information obtained teens from various parts of the world. Kaparang (2013) said that the development of science and technology in the context of communication science finally provides an opportunity for the world community to show and show their culture to others through the medium internet and television (Table 1). In the era of globalization any information quickly spreads economically, socially, and culturally from around the world. The more information the youth of the Kudus City absorbs, it will affect the social and cultural changes reflected in the adolescent's lifestyle.

Gadget User Social Interaction in Kudus City

Teenagers are the most productive users of social networking. The teenagers spend their daily lives to interact through social media (Ahn, 2011). The form of social interaction of adolescent users of gadgets in cyberspace in life is

certainly different from social interaction in the real world. The social interaction of adolescent users of gadgets in cyberspace has a wider reach though through the media and no direct interaction takes place.

The interaction of gadget users in cyberspace has resulted in these teenagers becoming an individualized personality in their social life in real society, so there is a tendency of adolescents who use these gadgets like to be alone. According to Harfianto, Cahyo, & Tjatur (2015) loneliness can be a more lively and lively atmosphere. Using a sophisticated gadget can listen to music, play games, internet, photographs, watch videos, and more even if you are in a room alone without anything.

The study also states that technology as a social networking site allows users to communicate, interact and socialize to their fellow users easily, but the use of social networks has a time-consuming and online threat that exposes user profiles (Alassiri, Muda & Ghazali, 2014). This illustrates that the use of gadgets in adolescents affect the daily life. ranging from communication, information seeking and disseminating information, looking for entertainment and determine also what kind of fashion will be imitated because the information and knowledge of adolescent culture of the gadget user is wider with memanfaatkan gadget as a medium for social networking.

Teenage Consumption Behavior of Gadget Users

The concept of community behavior is difficult to find, because it is very varied and depends on the environment in which people live. In principle behavior is the behavior, behavior, and actions of a person to the surrounding environment (Setyowati, 2008). The amount of conformity and the influence given by the surrounding environment to a person, especially the peers will affect the behavior patterns of the person is no exception in terms of consumption (Oktafikasari & Amir, 2017)

Lifestyle does not directly affect the desire to adopt high-tech products but through perceptions of usefulness. The ease of use of

technology has contributed to the perception of usefulness (Simanjuntak, 2016).

Consumption of gadgets is an activity that teens do to meet their needs based on value and use of a communication technology, while for some teenagers of Kudus consumption gadgets become a symbol of identity and prestige. The use of gadgets such as mobile phones, iPhone, laptop, iPad, Tablet and others can increase the prestige of its users. Branded gadgets and higher prices make users confident and indirectly show the teen's social status.

Consumption for teens gadget users in the Kudus City is not solely to meet the needs of his life because the consumption of this gadget can also be a means for entertainment, how to enjoy free time or just see something interesting and unique through the existing applications in their gadgets. Triyaningsih (2011) states that the more advanced technology encourages trade innovation through online or online shop that is now popular with the community including teenagers. According to Himawati, Suchatarningsih, & Wijang (2017) the Kudus community has a tendency to shop in department stores or online shops rather than to Kliwon Kudus market. Factors that affect, among others, because department store or online shop more fun, feel proud and happy, can shop while refreshing and better service because no need to bother.

Sophistication of gadgets as a medium to facilitate adolescents to communicate and seek information wherever and whenever. Information gained from information technology is very big influence on teen association group. Knowledge gained teen through cyberspace has a picture of what is the trend in adolescents his age and can adapt to the group play. The existence of the flow of globalization, information and culture from the outside easy accessible this teenager will also affect the consumption of gadgets by teenagers who will also affect the lifestyle of teenagers to consume other objects through information that can from the gadget

According to McLuhan Media is the message (the medium is the message) in the use of the media people tend to be only concerned

with the content of the message only and people often do not realize that the media that convey the message also affects his life. The media shaped and influenced the messages and information conveyed (Morissan, Wardhani & Hamid, 2010). This explains that the gadget media by its users in this case teenagers in particular, the important thing is the information but teenagers do not realize that he is affected by information or advertising in the media through their gadgets.

Youth Education Pattern of Gadget Users in Kudus City

Modern technology has a positive and negative impact on learning. It can be used as a recommendation to parents of educators, media, and policymakers to improve technology and rearrange harmful technology for adolescents (Simuforosa, 2013). One of the connoisseurs of technological developments that are feared negatively affected is teenagers (Riffaudin, 2016).

The influence of communication technology is so broad, to touch the dimensions of everyday life, that is affect the intimacy of personal identity (Suharko, 1997). In addition, every advance of science and technology raises new problems that are more complex and more difficult to overcome (Nasution, 2010). Thus the great responsibility of schools in entering the era of globalization is to prepare students to face the challenges of very rapid change (Nugroho, 2014)

The use of gadgets in adolescents in the Kudus City must be balanced with social progress through education. Great teenage curiosity must be accompanied by social control through the cultivation of social values. The cultivation of social values starts from the nearest social institution ie the family, especially the parents. This is reinforced by Sunarjan, Hamdan, & Romadi (2017) assertions that for parents, children are their economic future. They are policies and product savings.

Educational Pattern of Adolescent Family of Gadget Users in Kudus City

The adolescent lifestyle is the result of an ongoing education within the school, family, and

community environment that are interconnected. The education that takes place inside the house is the planting of social values and norms that will be stocked when the child is outside the home (Wahyuni, Ety, & Eva, 2016)

Education of adolescent family of gadget users generally in a democratic way. For parents of teenagers in Kudus City, the use of gadgets is commonplace in today's era, so many parents are facilitating their children with gadgets whose function not only communicates but also as a means of learning in school.

For some parents of gadget users in Kudus, gadgets are an important thing for teenagers, although sometimes parents are not too familiar with the technology today. Giving freedom in using gadgets for parents is a form of practice to be responsible. But to avoid the negative things of his children's activities in the use of gadgets in the parents of parents to give the cultivation of moral values that exist in the community and religious values and direct supervision.

Every parent has a different way of monitoring the use of gadgets in adolescents. The difference is due to differences in knowledge of parents with the use of gadgets and the level of education will also affect the way each parent. Sadani (2017) argues that the level of education that has been taken by parents, can be a barometer of the ability to think and the ability to act as a parent who gives care to their children.

In addition to knowledge factors, economic conditions also affect the pattern of education in adolescent families in the use of gadgets. When parents who can not use gadgets due to economic limitations as well as knowledge then this also limits the supervision of parents to the use of gadgets in their children. Undoubtedly with technological developments and globalization the values of norms grown since childhood can be lost eroded by outside cultures and non-educational spectacle such as bullying, or pornographic spectacle.

Patterns of School Education on Teenage Gadget Users in The Kudus City

School is an educational institution for teenagers after family, the school function not

only provides lessons but educates students to be human beings who have good character and have noble character. In school everything has been engineered in terms of curricula, materials, teaching methods to the existing order to achieve its educational goals. So the role of schools is very important in shaping the character of adolescents. Rachman (2013) argues that to form a character requires a lifelong process because it needs repetition and habituation. According to Astuti, Elly, & Kuncoro (2014) the Indonesian government through the Ministry of National Education has announced the implementation of character education for all levels of education, ranging from early childhood education to Higher Education.

School as a formal educational institution, not only works to develop children's intelligence but also develop personality. It was stated in RI Law No. 20 Year 2003 on the National Education system, National education aims to develop the potential of learners to become human beings who believe and piety to God Almighty, morally good, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible replied (Raharjo, 2014).

The results of the educational process at school can be reflected in the student's learning outcomes. Learning outcomes are a change in behavior acquired learners after experiencing learning activities. Learning outcomes become one indicator of teacher to assess the success of students in understanding the material and made the criteria for achieving education (Rifa'i & Catharina, 2012). The success of student learning in education other than determined by the students themselves also determined the environment and supporting facilities of education itself.

The presence of information technology in the world of education becomes mandatory in the era of globalization. Schools are required to be technologically literate for the advancement of school and students, if not to be considered *gaptek* (technological stuttering). The presence of computers and the internet becomes a must in school to support learning in school. Nurdianti &

Nurkhin (2016) stated that the increasing role of information in various activities as well as life and technology, access to sources and information network becomes very important for anyone. The Internet makes it easier for learners to seek broad insights about both general knowledge and subject matter. The use of computers according to Subrahmanyam, Grenfield, Kraut & Gross, (2001) also has an impact on the growth of school students especially in adolescence. The impact of computer usage affects on cognitive skills and academic development.

Basically the school receives the technology because, it also supports the education system. But with easy access to information this also becomes a dilemma for schools because there is a tendency of adolescents who use gadgets to be lazy to read books. This happens when adolescent users of gadgets at school get the assignment from school to prefer to find answers on the internet rather than reading a literature book. Thresia (2014) argues that the actual development of internet technology can bring an impact on the increasing interest in reading the community because the Internet is disinformasikan with up to date information sources, but this is addressed because the search for the internet in the form of visual imprecise for children's consumption

If in the print era of books became an important source of information, then in the electronic era that occurred is the decentralization of information, where individuals now have become one of the main sources of information. Internet media that provide facilities such as, blogs or social networking tools (Friendster, facebook, etc.) whose content is developed by individual internet users themselves (self-generated content) has made the individual the primary source of information. This is unlikely when the notion of McLuhan Determinism is put forward. (Morissan, Wardhani, & Hamid, 2010)

To face the electronic age with the emergence of various gadgets that can reduce interest in reading, then at school held literacy movement in school. The movement is by giving students activities to read and summarize the

book which in essence has a goal to increase interest in reading books students. The existence of gadgets very helpful adolescents in berkreatifitas, learn, and socialize. But can not be denied the use of gadgets in schools that are not controlled by the rules will bring a bad impact for students, especially youth students who have a very high curiosity.

Government efforts in helping to overcome the concerns of schools and parents in the use of gadgets as a medium for learning, then the Kudus City government with its latest breakthrough as a cyber city to make application learning sipintar. This application is intended to help students learn through gadgets or laptops that connect to this system, while school hours stay the same and the rest of the students can learn online wherever and whenever, and parents can access and control what students learn. This system actually connects the three components of teachers/teachers, parents, and students. But unfortunately not all teachers and students use this application.

CONCLUSION

Lifestyle adolescent users of gadgets can be described by the social interaction of teenagers in both the real world and the virtual world. Social interaction will affect the consumption of adolescent users gadget. While the pattern of education parents aged gadget users in the Kudus City using democratic education. In connection with the use of technology, school education in the Kudus City is equipped with computer and internet technology while the use of gadgets is allowed to adjust the existing school rules.

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