ANALYZING THE PHENOMENON OF INTERNET USE DURING COVID 19

Hifizah NUR[1]* and Dhani IRMAWAN[2]
[1,2]*Universitas Mercu Buana, Indonesia*
*hifizah.nur@mercubuana.ac.id

ABSTRACT

Based on a decree from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 17, 2020, the government issued a policy on Online Learning and Working from Home in order to prevent the spread of Corona Virus Disease (COVID-19). The effects of distance learning and work from home, as well as the closure of various entertainment and tourism industries, there has been a fairly large spike in internet usage during this pandemic. According to Alvara data (Alvara Research Center, 2020), 15.8% of Indonesians use the internet more than 13 hours in one day. The high use of the internet during this pandemic is a phenomenon that needs to be taken seriously, because the high level of internet usage is an indication of internet addiction. The individual's inability to control his internet use, which is a hallmark of internet addiction, will cause a person to experience psychological, social, school or work difficulties. Psycho-education about healthy internet usage is an important activity to increase public understanding of internet use in order to avoid addictive behavior. In addition, it is also necessary to explain the importance of the role of the family in preventing the formation of internet addiction.

Keywords: internet addiction, healthy internet psycho-education, family roles

1.   BACKGROUND

The rapid spread of COVID-19 throughout the world has a huge impact on health, economic, environmental and social conditions for all of humanity (Chakraborty et al, 2020). From the health side, the following problems arise; The challenges of diagnosis, quarantine and treatment of suspected or confirmed cases of Corona infection, very high burden of medical needs, doctors, nurses and health facilities, neglect of patients suffering from diseases and other health problems, high risks faced by doctors and other health workers, the need for high self-protection, and disruption to the medical supply chain (Haleem, Javaid & Vaishya, 2020).

From an economic perspective, in almost all countries affected by COVID-19, all educational, commercial, sporting and spiritual institutions are closed. Industry suffers greatly because many of them, except those relating to essential facilities, are closed for long periods of time in many countries. People belonging to the tourism and transportation industries also face the greatest difficulties. Production levels are already very low. The economies of many so-called strong countries are now facing the threat of high inflation and rising unemployment as a result of a lack of productivity and excessive spending on the care and rehabilitation of COVID-19 victims and their families (OECD, 2 March 2020). Lockdown will also directly affect the GDP of each country, especially in the most important economic sectors (Chakraborty et al, 2020).

In addition to these serious health and economic problems, social issues are also one of the most talked about. For example, the cancellation or postponement of large-scale sporting tournaments, bans on national and international travel and travel service cancellations, disruption of celebrations of cultural and religious events, social distancing with peers and family members, closure of hotels, restaurants and places of worship, closure of entertainment venues such as cinemas and theaters, sports clubs, gyms, swimming pools, postponing exams, etc., (Haleem, Javaid & Vaisya, 2020).

In the early days of the pandemic, governments around the world have closed all educational institutions, in order to control the spread of the disease with the safety of students, educators and everyone involved in mind. Home education has brought many surprises not only to students but also to the productivity of their parents (Burges and Sievertsen, 2020). Indonesia is one of the countries that make policies to study and work online. This is based on a decree from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 17, 2020 regarding Online Learning and Working from Home in the context of preventing the spread of Corona Virus Disease (COVID-19) (Kemendikbud, 2020). Online learning is an online learning system, using distance learning methods or more commonly referred to as PJJ. In the study of Firman and Rahman (2020) it was stated that online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information (internet) anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011).

Apart from PJJ, another effect of the spread of the COVID-19 virus is that many offices, both government and private, have implemented a working from home (WFH) scheme. The term Working from Home is another term for the word

telecommuting or telework which was known in the 80s, which means, workers are given the opportunity to complete their office tasks at home, not required to come to the office (Potter in Mungkasa, 2020). In Indonesia, the WFH concept before the pandemic had been considered by the government in order to overcome the level of congestion in big cities, even in early 2020 the Ministry of National Development/BAPENAS had planned a trial of this remote work under the name Flexi Work. When the Covid-19 outbreak hit, this was the right moment to carry out these trials. As an effect of the implementation of PSBB (Large-Scale Social Restrictions) in big cities in Indonesia, this WFH concept must be implemented by educational institutions and in many companies. Working away from the office also requires supporting devices ranging from portable computers or desk computers, mobile phones, printers, and other gadgets (Mungkasa, 2020).

The effects of Distance Education and WFH as well as the closure of various entertainment and tourism industries, there has been a fairly large spike in internet usage during this pandemic. Several national media reported an increase in internet use due to the PSBB policy and the government's appeal to stay at home (Media Indonesia, May 2020) (iNews.id, July, 2020) (Republika, July 2020). According to Alvara data (Alvara Research Center, 2020), among internet users during the pandemic, the most heavy users who use the internet for 4-6 hours as much as 29%, followed by people who have shown symptoms of addiction who use the internet for 7 -10 hours per day as much as 20.8%. 11-13 hours a day as much as 12.1% and over 13 hours as much as 15.1%.

The high use of the internet during this pandemic is a phenomenon that needs to be taken seriously, because the high level of internet usage is an indication of internet addiction. As Young (1996) puts it, he characterizes internet addiction as staying online for pleasurable things for an average of 38 hours or more per week, mostly in chat rooms, and he also concludes that internet addiction can destroy families, relationships, and careers (Mustafa, 2011).

Internet addiction, also described as pathological internet use, is defined as an individual's inability to control his internet use, which ultimately causes psychological, social, school or work difficulties in one's life (Davis 2001; Young & Rogers, 1998). Addictive Internet use is defined as an "impulse control disorder that does not involve alcohol" and is similar to pathological gambling (Young, 1998). Young further categorizes five types of internet addiction: (1) cyber sexual addiction to adult chat rooms or cyber pornography; (2) addiction to relationships in cyberspace in online friendships or infidelities that replace real-life situations; (3) pressured desire to engage in online gambling, auctions, or trading obsessively; (4) information overload and compulsive use of the internet (Mustafa, 2011).

This pathological disorder whose diagnosis is included in the DSM-5 has four symptoms, namely: (1) Excessive use, which is often associated with a loss of sense of time or neglect of basic impulses; (2) withdrawal, including feelings of anger, tension, and/or depression when a computer (or smartphone) is not accessible; (3) tolerance, including the need for a better computer (or smartphone), more software, or longer hours of use; and (4) negative repercussions, including arguments, lying, poor performance, social isolation and burnout (Young et al., 2017).

Seeing the dangers posed by the pathological use of the internet above, the public needs to be made aware of internet addiction, its characteristics, the effects of internet addiction and how to prevent people from drowning in the addictive use of the internet. In addition, it is necessary to explain the importance of the role of the family in preventing the formation of internet addiction.

Problem statement

Based on the description above, it is illustrated that the phenomenon of School From Home, Work From Home and restrictions on the operation of entertainment and tourism suggestions have made internet usage soar. Based on Alvara's research in August 2020, it was found that there were 15.8% of internet users who surfed cyberspace more than 13 hours per day during the pandemic.

This needs serious attention, because one of the characteristics of internet addiction is excessive internet use. Although internet use is important for learning for SFH and working for WFH, but if the use of the internet is more for the entertainment element, it is feared that it will have an impact on pathological disorders in the form of internet addiction with four symptoms, namely, excessive use, withdrawal, tolerance for individuals to get more satisfying internet access, and the emergence of negative behaviors that tend to damage individuals who have experienced addiction.

Psychoeducation about healthy internet use is an important activity, to increase public understanding of internet use during pandemic, and also to avoid addictive behavior. In addition, it is also necessary to explain the importance of the role of the family in preventing the formation of internet addiction.

2. METHOD

Population and Sample

This community service activity is carried out for the people of Jakarta and its surroundings in collaboration with the Hikari Community which the member teachers and parents from various area in Indonesia. In addition, this psycho-education is also open to the public for the people of Jakarta and its surroundings.

The distribution of flyers to promote psychoeducation was carried out on January 18, 2021 through Facebook and WA groups, as well as by opening registration until January 29, 2021. About 64 participants registered for this event and there were several people who lived outside JABODETABEK.

Figure 1. Activity Brochure Announcement

Activity Models of Community Services

Psycho-education of analyzing the phenomenon of internet use during the COVID-19 pandemic is carried out online using the zoom room facility. The success of the implementation of psycho-education will be achieved if the participants have a good understanding of the difference between addiction and non-addiction. In addition, participants can understand the role of families on healthy internet use, especially for children. For this reason, socialization is presented through: knowledge aspects, using material delivery (classical).

Because we live in the digital era, we need efficient, effective, dynamic, fast and interactive learning patterns. The term 'interactive' can be interpreted in two different ways in educational research: the first is about pedagogy and the second is about new technologies in education. In this psycho-education, an interactive method is used which is the key to an effective and efficient teaching and learning process where the teacher or speaker can attract the attention of the audience and the audience can learn more than traditional methods (Pradono, at.al., 2013).

3. RESULTS AND DISCUSSION

Results

Psycho-education analyzing the phenomenon of internet use during the covid-19 pandemic could run well. Of the 64 participants who registered, on the day, there were 32 people who attended the activity.

The 1st session starts from 09.30 WIB until 10.15 WIB. In session 1, the Speaker explained about Internet addiction, its characteristics and its effects on individuals and society. In the middle of the session, participants were asked to be willing to work on a measuring tool for internet addiction by filling out a questionnaire through a form using their initials. After that, there was a discussion about the high, medium and low score criteria of the internet addiction scale that had been filled in general, and detail explanation related to the internet addiction.
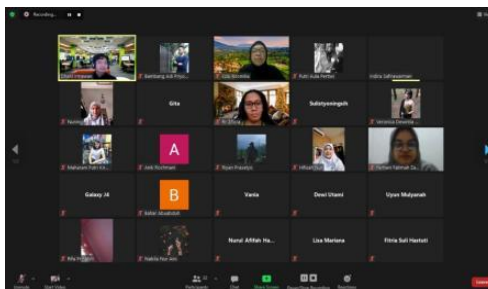
Figure 2. Activity Implementation

After that, we continued with the presentation of session 2 from 10.15 WIB to 11.00 WIB. This session was conducted interactively, where the speaker invited participants to discuss the role of the family in preventing and overcoming internet addiction. After the two sessions were over, a brief rest was held, then followed by a question and answer session directly to the two presenters until 11.45 WIB.
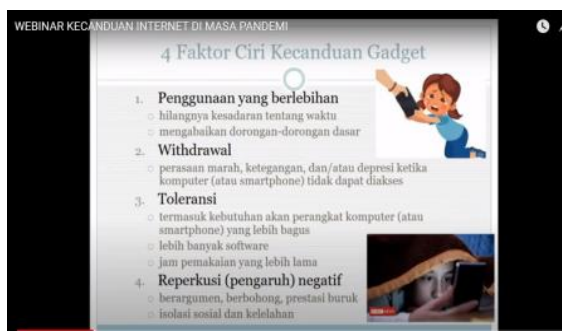

Figure 3. Internet Addiction Explanation

The participants were quite enthusiastic about listening to the presentation of the material from the two speakers. Participants were also enthusiastic in working on an internet addiction measurement tool, to get better understanding of the criteria for internet addiction. Furthermore, participants also actively discussing the role of families in preventing and overcoming internet addiction. At 11.45 the participants filled out the event evaluation questionnaire and the event was over.
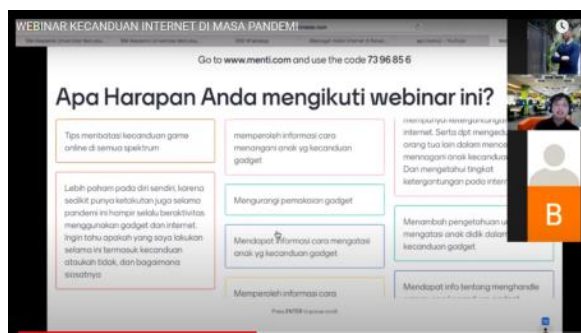

Figure 4. Interactive Session 2

The participants of the activity were quite enthusiastic in participating in the psycho-educational series from morning to completion. The results of the internet addiction assessment showed that most of the participants had a low level of internet addiction, meaning that, in addition to using the internet for a long time in daily activities, other symptoms did not appear, such as withdrawal, negative repercussions and greater tolerance for gadget use. . The question and answer session was conducted enthusiastically, some participants asked questions related to materials 1 and 2. Videos of this online activity can be seen at https://youtu.be/qBTy-lqflPU . After psycho-education was held on the understanding of the JABODETABEK community regarding internet use during the covid 19 pandemic, in general the evaluation related to understanding the material was between a scale of 4 or 5 from a scale of 1-5 for both sessions.

The psychoeducation about internet addiction is written in detail and sent to the KPIN Bulletin, then published in March 2021.

Figure 5. Published Article

Discussion

As previously discussed, Internet addiction, also described as pathological internet use, is defined as an individual's inability to control his internet use, which ultimately causes psychological, social, school or work difficulties in one's life (Davis 2001; Young & Rogers, 1998).). This pathological disorder whose diagnosis is included in the DSM-5 has four symptoms, namely: (1) Excessive use, which is often associated with a loss of sense of time or neglect of basic impulses; (2) withdrawal, including feelings of anger, tension, and/or depression when a computer (or smartphone) is not accessible; (3) tolerance, including the need for a better computer (or smartphone), more software, or longer hours of use; and (4) negative repercussions, including arguments, lying, poor performance, social isolation and burnout (Young et al., 2017).

As explained above, in the first session, participants were asked to fill out a questionnaire about internet addiction. This questionnaire consists of 20 questions from the four dimensions above, and uses a Likert scale of 0-5. Examples of questions to measure this Internet addiction include, "How often do you find yourself online longer than you originally intended?" for the overuse dimension. Then, for the withdrawal dimension an example would be, "How often do you feel depressed, your mood is erratic, or nervous when you are offline, and it disappears as soon as you get back online?" In this psychoeducation it was found that in general the participants had a low level of internet addiction.

The explanation in the second session is about the role of parents to prevent children from being addicted to the internet. The suggestions given by the speaker were, to strengthen the warmth, awareness and spirituality of parents, build effective communication with children, instill character and love for science, and present the role of parents as mentors, friends and teachers at the right time.

In a previous study (Nur, 2019) it was found that there was a significant relationship between permissive and authoritarian parenting patterns to smartphone addiction, which of course included internet applications. Therefore, in addition to the characteristics and effects of internet addiction disorder, it is very important for the public to know about the importance of parenting in psycho-education related to the internet use.

4. CONCLUSION

Overall, psycho-education participants observed the phenomenon of internet use during the COVID-19 pandemic and were able to participate in activities well. Participants were able to absorb the material well and were enthusiastic in asking questions to the speakers of session 1 and session 2. The atmosphere of the activity was quite lively and 'lively'.

The participants stated that in psycho-educational activities, many 'new' things were obtained and learned during the activity. Psycho-educational materials are very useful in 'delivering' participants to better understand the phenomenon of internet use during the COVID-19 pandemic. This activity can be used as a means of communication and friendship between Mercu Buana University and the JABODETABEK community, as well as an embodiment of the social responsibility of Higher Education Institutions -- the Tri Dharma of Higher Education.

Suggestion

Psycho-education activities observing the phenomenon of internet use during the covid-19 pandemic can be carried out with a wider target audience, not only JABODETABEK, because apparently there are several people from outside the region asking for permission to be able to participate in these activities. Psycho-education observing the phenomenon of internet use during the COVID-19 pandemic can be done with category restrictions, namely for adults and for teenagers, of course, in a way that is appropriate for their respective ages. It is necessary to involve elements of schools in the JABODETABEK area because many parents are worried about their children's use of gadgets and internet during Long Distance Learning (PJJ).

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