

## **SOCIAL CAPITAL TO CONTROL GENERATION Z'S SCREEN TIME BEHAVIOR**

*Jurnal Analisa Sosiologi*

*Juli 2021, 10 (Edisi Khusus*

*ICOSAPS): 261-274*

**Addin Kurnia Putri<sup>1</sup>, Supriyadi<sup>2</sup>, Mahendra Wijaya<sup>3</sup>, Sri Hilmi Pujihartati<sup>4</sup>**

### ***Abstract***

*The rise of technology has an impact on social behavior. One of them is the use of digital media devices, especially in Generation Z. Unrestricted screen time has an impact on Gen Z's physical, mental and social disorders. This study analyzes the tendency for screen time devices to be used more for entertainment, less for social communication, and even learning media. The behavioral pattern of excessive screen time device usage indicates addictive behavior. It has an impact on learning difficulties, reduces learning achievement, and even causes deviant behavior. The purpose of this study was to determine the strength of social capital in controlling screen time behavior in Generation Z. The method used in this study was a mixed-method, a research approach that combines qualitative research with quantitative research. The concept of social capital is used to analyze social control over screen time behavior. Social capital is an ability that arises from trust in a community. The results showed that social capital can control the negative impact of screen time behavior on Generation Z, which is divided into three forms, namely ties: family, relatives, and neighbors; bridging: community leaders, communities; and linking: Schools, Education Offices, Youth Social Organizations. Social capital has the function of controlling the use of screen time on the device, selective time control, access to education, and motivation to prepare for a better future for Generation Z.*

***Keywords: Generation Z; Screen Time; Social Capital***

### ***Abstrak***

Maraknya teknologi berdampak pada perilaku sosial. Salah satunya adalah penggunaan perangkat media digital, khususnya pada Generasi Z. Screen time yang tidak dibatasi berdampak pada gangguan fisik, mental dan sosial. Studi ini menganalisis kecenderungan waktu layar lebih banyak digunakan untuk hiburan, bukan untuk aktivitas sosial komunikasi dan bahkan media pembelajaran. Pola perilaku penggunaan perangkat waktu layar yang berlebihan menunjukkan perilaku adiktif. Hal tersebut berdampak pada

<sup>1,2,3,4</sup> Fakultas Ilmu Sosial dan Politik, Universitas Sebelas Maret, Surakarta, Indonesia

<sup>1</sup> addinkurniaputri@staff.uns.ac.id

*Artikel yang diterbitkan Jurnal Analisa Sosiologi pada edisi khusus ICOSAPS ini telah memenuhi syarat-syarat karya ilmiah, diproses sama seperti pada penerbitan non edisi khusus (terbitan normal), dipresentasikan di International Conference on Social and Political Sciences (ICOSAPS) "Strengthening Resilient Society in the Disruptive Era" yang diselenggarakan oleh Fakultas Ilmu Sosial dan Politik Universitas Sebelas Maret Surakarta pada tanggal 7-8 Oktober 2020.*

kesulitan belajar, menurunkan prestasi belajar, bahkan menimbulkan perilaku menyimpang. Tujuan penelitian ini adalah untuk mengetahui kekuatan modal sosial dalam mengendalikan perilaku screen time pada Generasi Z. Metode yang digunakan dalam penelitian ini adalah metode campuran, yaitu pendekatan penelitian yang menggabungkan penelitian kualitatif dengan penelitian kuantitatif. Konsep modal sosial digunakan untuk menganalisis kontrol sosial atas perilaku waktu layar. Modal sosial adalah kemampuan yang muncul dari kepercayaan dalam suatu komunitas. Hasil penelitian menunjukkan bahwa modal sosial dapat berpengaruh terhadap pengendalian dampak negatif dari perilaku waktu layar pada Generasi Z yang terbagi menjadi tiga bentuk, yaitu *bonding*: keluarga, kerabat, dan tetangga; *bridging*: tokoh masyarakat, komunitas; dan *linking*: Sekolah, Lembaga Pendidikan, Organisasi Sosial Pemuda. Modal sosial memiliki fungsi kontrol terhadap penggunaan waktu layar pada perangkat, kontrol waktu selektif, akses edukasi, dan motivasi dalam mempersiapkan masa depan yang lebih baik pada Generasi Z.

**Kata Kunci: Generasi Z; Waktu Layar; Modal Sosial**

## INTRODUCTION

The progress of information technology cannot be denied. Nowadays there are changes in the use of communication technology, from the use of conventional communication technologies such as radio, TV, newspapers to communication using the internet. One of the great inventions in technology and information is the internet. Globally, in early 2016 the world's internet users had reached 3.4 billion of the totals 7.4 billion human population. WeAreSocial data shows that in early 2016 88.1 million Indonesians were using the internet out of a total population of 259 million. Based on data from the Digital, Social, and Mobile Report 2016, active users in Indonesia in 2016 increased by 15 percent since January 2015. This shows that internet penetration in 2016 had reached 34 percent one year earlier which was still 28 percent. If accumulated, the average Indonesian uses the internet for 4 hours 42 minutes via a PC or tablet, and via smartphone for 3 hours 33 minutes per day (Noviadhista, 2016).

In using a smartphone, there is a gap between what should be and what is in fact. What should be the use of smartphones for communication and as a learning medium? The content of using smartphones or digital media is objective or true based on social data or facts. But smartphones tend to be used for entertainment and social media content is dysfunctional based on subjective truth or truth depending on who provided the information or message. Using smartphones is generally consumed by teenagers.

There is a tendency towards teenagers to use smartphones, namely on access, game features, and pornography. Teenagers tend not to control the time they use their devices. Teens tend to use subjective content. The function of smartphones is mostly used for temporary entertainment. This tendency fosters addictive behavior on Android phones in adolescents.

According to the Kompas Research Team, the negative effects of using smartphones include addiction to pornography, health problems, mental disorders, difficulty concentrating in studying, decreased learning achievement, and even the desire to commit suicide. This shows that smartphone addiction is a threat to the future of children and adolescents in Indonesia (Sinombor, 2018).

For this reason, this study aims to analyze strategies to control screen time behavior in Generation Z through social capital. Based on the literature review, a study of screen time has been carried out during the last year. However, the study still focuses on psychological studies (Ryding & Kuss, 2020; Montag & Elhai, 2020; Manniko, et al, 2020), educational studies (Jan, 2020), health studies (Hatzler, et al, 2021).

To overcome addiction to smartphones, involvement in all parties consisting of family, neighbors, RT / RW, schools, and others are required. Therefore, strong social capital is needed in controlling the behavior of adolescents in using smartphones with the characteristics of objective social media content, access to productive and educational information, controlling the time to use smartphones, meaning that it does not interfere with teaching and learning time, and youth motivation to use it. smartphones to prepare for the good future.

## **RESEARCH METHOD**

This study uses a mixed research method that combines qualitative research with quantitative research. Descriptive quantitative research was chosen to see changes in screen time-intensity between before and after the Covid-19 pandemic through a questionnaire. While qualitative research uses a blended netnography approach to see the culture of social control in the real and virtual community in overcoming high screen time-intensity, especially in generation Z. Furthermore, the research leads to a model solution, namely social capital as a screen time control in generation Z. Primary and secondary data that have been obtained will be analyzed according to the strategy in using mixed methods.

## **RESULT & DISCUSSION**

### **Screen Time Behavior in Generation Z**

Based on the Indonesia digital report (2020), active smartphone users in Indonesia grew from 55 million people in 2015 to 170 million people in 2020. Current smartphone users in Indonesia are dominated by the production age known as the millennial and Z generation (15–35 years). As in 2019, more than 93% of internet users aged 16 to 64 surveyed in Indonesia visited social networks in the previous month, according to GlobalWebIndex. The average time spent using the internet was 7 hours 59 minutes per day. These numbers include the highest GlobalWebIndex recorded globally.

The report "10 Consumer Lab Trends" in 2016 showed that the results of interviews for 4,000 respondents spread across 24 countries showed special attention to the behavior of the millennial generation. In the report, it was noted that technology products followed the lifestyle of the millennial community. New technological products emerge as accommodation of technological changes. One of them is native streaming behavior which is now increasingly popular among millennials.

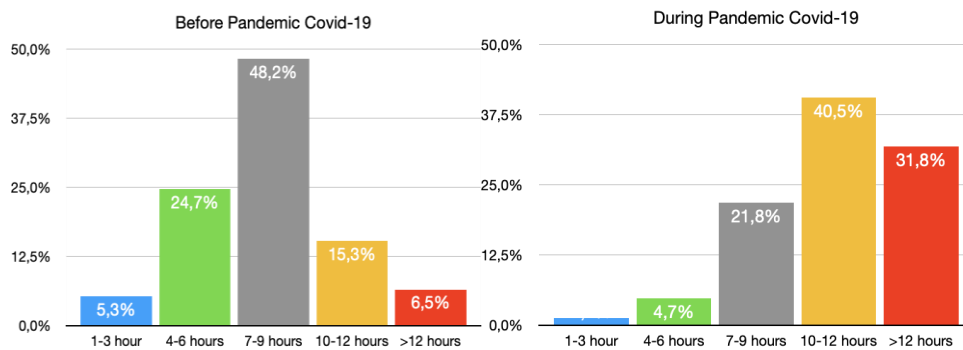
This shows that the behavior of the millennial generation cannot be separated from watching videos online. Technology also makes the internet generation rely on social media as a place to get information. Today, social media has become the main news reporting platform and source of news for the public.

According to the 2014 Alvara Research Center, millennials aged 15-24 years prefer topics of conversation related to music and films, sports, and technology. Meanwhile, the generation aged 25-34 years has more varied themes and likes social, political, economic, and religious topics.

Alvara's data is also in accordance with CSIS research findings in 2017 that the millennial generation, or the generation of young people "nowadays", as much as 30.8 percent prefer sports activities. In addition, 19 percent liked entertainment activities such as music, and 13.7 percent watching movies.

The pattern of using an Android smartphone includes aspects of the time of use, access, benefits, and motivation. According to a Kompas 23 July 2018 survey, the portion of teenagers' time using Android phones was uncontrollable, and there were even teenagers that used Android phones for three days. Apart from being a means of communication and a source of information, adolescents and children tend to access social media, games, and other features online that are not yet age-appropriate. The impact of using an Android smartphone excessively tends to be deviant, such as addiction to pornography, decreased health quality, decreased learning achievement, and aggressive behavior. Mass communication has social power that can move social processes of a predetermined goal (Elvinaro, 2015). Teenagers tend to like Android phones with access to social media such as Facebook, Twitter, and Instagram.

The motivation for teenagers to use smartphones to prepare for a better future is to seek information, to connect with friends (old and new), and for entertainment. Teenagers should use smartphones as needed, not excessive.



**Figure 1: Screen time Behaviour before and during Pandemic Covid 19**

*Source: primary data (2020)*

The diagram above is quantitative data obtained from 170 respondents with criteria belonging to the Z's Generation category. This data shows that there has been a significant increase in screentime from before and during the Covid-19 pandemic. Before the Covid 19 pandemic, the highest screen time was at 7-9 hours, which was 48.2%. However, during the Covid-19 pandemic, the intensity of the screen time increased, namely, the highest data was at 10-12 hours. From these data, it can be concluded that the Covid 19 pandemic conditions have increased generation Z's screen time.

The widespread use of the internet in digital media has made changes in various things that have caught the attention of the public. The negative social and public health impacts of screen time, which is measured as the amount of timing a person spends engaging with various digital media, have received attention in public health research. The screen time concept considers digital media to be an interchangeable unit of time for an equally sinister effect. Much of the text is devoted to warning parents of young children to limit screen time.

Generation Z's smartphone habits or screen time are like two blades. On the one hand, smartphones can be useful as a means of supporting productivity, however, on the other hand, smartphones can have negative consequences if they are not used wisely. The impact on the internet has changed the behavior of Generation Z to like something instant and viral. Information, lifestyle, or something that is trending - they even become role models, regardless of whether it has a positive or negative impact on them if their parents are not good at filtering it out. As parents, they should also be wiser in using their devices.

Many parents that have recently known technology are more engaged in playing online games, Instagram, Tik-Tok, Facebook, Whatsapp, and other applications. So that their children feel neglected and eventually vent their boredom through gadgets.

The chat application also makes Generation Z's behavior sometimes less direct (verbal). They prefer to talk through social media which results in the reduced intensity of physical encounters and even worse they are dependent on devices.

A concern as parents is when their child likes to be alone in the room and play with their smartphone. Because that could be where the various possibilities for them to interact with the “evil of the world” in the internet universe (starting from a hedonistic lifestyle, cyberbullying, pornographic images, and videos to predatory pedophiles) can occur. Gadgets can also take care of their parents because they are more entertained by online games and other smartphone applications.

The estrangement between families or called Big Disconnection can also be triggered by the frequent use of a family in gadgets. In her book, *The Big Disconnect: Protecting Childhood and Family Relationship in the Digital Age* (2013), Catherine Steiner-Adair warns of the greatest "family tragedy" of this century, namely what she calls the "big disconnection".

This tragedy can already be seen in most of the families around us, when asked every member, ranging from children to parents, must have a gadget, and they use gadgets more often when they are at family events, such as at breakfast, gathering, or family gathering.

We interviewed one of the Education Foundation about how they control the child's screen time. According to them, gadgets have become one of the main things preventing students from learning. In addition, according to the principal of one of the senior secondary schools who had been interviewed, devices are an obstacle. However, for him, the strength of the parent community or school committee is an important social capital force in overcoming these problems.

### **Social Capital to Control Screen Time Behaviour**

There have been several studies with screen time review focus (Ryding & Kuss, 2020; Montag & Elhai, 2020; Manniko, et al, 2020; Jan, 2020; Hatzler, et al, 2021). (Ryding & Kuss, 2020) analyzed problematic smartphone use. Overall, passive objective monitoring has great potential for the main function of problematic smartphone use, enabling the ability to collect ecologically correct and valid data on real-time smartphone behavior. As presented in this review, the applications for the smartphone provide multiple functions, which can run in the background to capture both checks and usage behavior and patterns over time.

The Montag & Elhai (2020) study shows that during the 2020 COVID-19 pandemic and the associated social lockdown/distancing, many scientists point to the problem of the increasing overuse of digital

technology in children and adolescents. his results suggest that it is an opportune time for more comprehensively discussing why children spend too much screen time and also highlight the indirect media effects of using screen time (eg neglecting parents).

Manniko et al (2020) analyzed that the socio-economic status of parents is reportedly closely related to the use of digital screens and the level of physical inactivity of children and adolescents. The characteristics of internalizing and externalizing behavior can be related to these associations and explain them. This study aimed to investigate the effect of parental socioeconomic status (SES) on adolescent total screen time along with physical inactivity through internalizing and externalizing behavioral characteristics. The results of her study indicate that the socioeconomic status of parents is a risk factor in relation to exposure to media screens only for young girls. The implications of the findings are discussed.

Jan (2020) analyzed these phenomenological case studies exploring some of the problems faced by parents and students at the elementary level students during synchronous teaching. The results showed that continuous parental supervision and guidance were needed in addition to teacher mentoring and direction when teaching online. Furthermore, the data show that one of the problems in distance teaching is the lack of social skills development of students because they cannot interact with their classmates in 'real-time'. Synchronous teaching increases students' screen time which parents dislike. The interviews revealed that students also preferred face-to-face learning in class over synchronous learning.

Otu et al (2021) analyzed mobile health tools (mhealth) delivered via wireless technology to emerge as an effective strategy for providing quality training, ensuring rapid clinical decision making, and monitoring the implementation of simple and effective interventions in resource-scarce environments. Hutzler et., Al. (2021) analyzed the prevalence of sedentary screen-time behavior and physical activity participation (PA), and their relationship to environmental (socioeconomic status, bullying behavior) and personal factors (age, gender). In contrast to previous studies, this study examines screen time control through social capital.

First, social capital is an ability that arises from trust in a community. The development of social capital in society will create a tolerant society situation, and stimulate the growth of empathy and sympathy for community groups outside the group (Fukuyama, 1995).

The social capital of broiler breeders is divided into three, namely bonding, bridging, and linking. Social bonding capital refers to the

relationship between breeders and relatives/neighbors and other breeders in the same village. Bridging social capital refers to the relationship between the farmer and the company or PPL, other breeders outside the village, workers, collectors, and stable owners. Meanwhile, social linking capital refers to the relationship between breeders and other breeders from various regions in Indonesia who are members of a broiler breeder community on social media (Wulandari, 2018).

Hooghe & Osher (2015) study that The development of social capital theory assumes that face-to-face interaction is an essential prerequisite for the development of common beliefs and other pro-social attitudes and behaviors. The development of electronic media is considered to have a potential negative impact on the formation of social capital. The results show that watching television is not related or negatively related to various indicators of social capital, usually, there is a positive relationship between internet users and indicators of social capital. Direct comparisons of the impact of internet and television use on social capital indicators in nationally representative studies challenge expectations that television and other digital technologies will have a similar negative impact on social capital. The findings suggest that internet-based activities clearly play a role in social capital development despite the lack of direct interaction, and the concluding discussion reviews avenues for future research to find causal mechanisms in the production of social capital in the digital world.

Media literacy is the ability to understand, analyze, and deconstruct media. Objective media literacy is "correct" digital content based on data or facts. Objective media literacy objectively functional content. Content accessed by teens is encompassing and dysfunctional. We recommend that functional content is chosen for the future of adolescents. Likewise, content that is both productive and consumptives. We recommend that teenagers choose content that is productive for the future of their youth career. Content that is dysfunctional such as online games, while content that is functional looks for learning materials on the internet for school assignments. Consumptive content such as the fast-food lifestyle, while utilizing content, for example, uses social media to write.

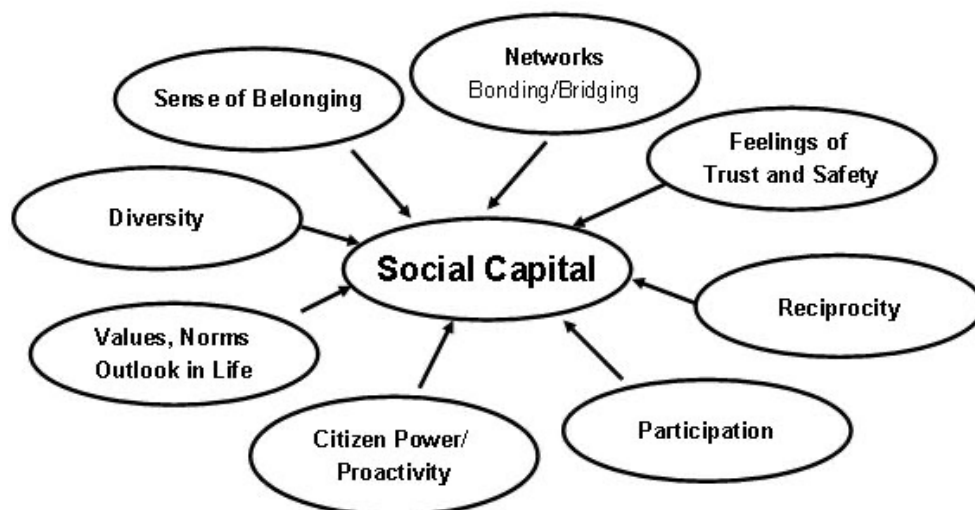
Social control or social control is an effort made by the community to prevent social deviations by inviting and directing people to behave and behave by prevailing norms and values. Social control can also be interpreted as a process of supervision carried out by each community group by inviting, cajoling, and forcing someone or other groups to follow the social norms that apply in society. The main purpose of social control and surveillance efforts is to create/maintain peace and order in society. With control and supervision, a social order in society can be realized. According



to Bruce J. Cohen (2002), the meaning of social control is any means or method used to encourage someone in a group to behave by the will of the community group.

In this research, the nature of social control used tends to be preventive. Preventive, namely social control efforts to prevent disturbances to community harmony. The point is to prevent the use of Android phones that are used dysfunctional or incompatible with their function and have the potential for physically and mentally damaging adolescents.

The tendency towards social control treatment in this study is persuasive. Persuasive, namely a method of social control that is carried out without acts of violence. For example, persuading, guiding, providing advice, and others. This method can effectively control the use of smartphones among adolescents so that the use of smartphones refers to objective content, selective time control, access to educational information, and motivation to prepare for a better youth future.



**Figure 2: Characteristics of Social Capital**

*Source: socialcapitalresearch.com*

Social capital is a resource available at both the individual and community level through their social relationships. This explains that there are two key aspects of social relations. First, structural aspects such as the level and intensity of relationships and activities in society. Second, cognitive aspects such as people's perceptions of trust, reciprocity, and sharing. Characteristics of social capital include community and personal networks; civic engagement and participation; local identity with a sense of belonging, solidarity, and equality with other members; reciprocity and cooperation with a sense of duty to help others and confidence in return for such assistance; and community trust.

Social capital can be considered as an important social resource, because the existence of the trust, a network of interactions, and reciprocal norms allow people to overcome problems of collective action (Putnam, 2000). In his work, Putnam (2000) has put forward various definitions of social capital: “What I mean by social capital are the various specifications of social life. Network, criteria, and confidence allow the participants to have more involvement to find their common goals”. These three factors have not changed, but there is a new one entitled “Participants” who also benefit from social capital.

Putnam has separated two types of social capital, namely bonding social capital and bridge social capital. The former might just link members of a special group and eliminate others. The second may link different sections of society. Of course, any form that is applied to certain needs. The social capital of bonding serves to enrich certain interactions and can lead to more motivation. It is like the glue for maintaining loyalty to the group. Bridging social capital is used for relationships with foreign assets and can lead to broader identities and interactions (Putnam, 2000).

In conjunction with efforts to control the screen time of Generation Z, social capital can serve as a way to strengthen networks. So that this can optimize the benefits of using smartphones in a better direction and minimize the negative impact. Bennett & Segerberg (2012) strongly argued that the internet not only serves as a mobilizing tool for traditional forms of participation but should also be taken seriously as a new 'connecting' form of engagement and community.

### **Screen Time Control with Social Bonding**

Bonding social capital or social bonding is a relationship between adjacent groups that allows interaction to occur in sharing knowledge as well as being used as an adhesive for relationships between groups. In Putnam's discussion, it was concluded that networks and cooperation cannot be separated. Social bonding plays a role in creating a strong shared identity. This is important as one of the conditions for fostering internal group cooperation. In the process of network formation, fostering a climate of cooperation is another requirement besides shared values and Norm (Fukuyama, 2005).

Family communication is social bonding with this study. The function of a family consisting of father, mother, grandfather, grandmother, younger sibling, and brother, especially as parents is as a place for teaching values and norms in the child's personality. If communication is not well established in the family, misunderstandings often occur due to a lack of communication between parents and children, and vice versa.

In the context of screen time control, the family has a big share in children's social control in the use of devices. Among them is increasing the intensity of playing time with children, both at home and outside the home. Also, families can also provide a schedule for using gadgets for children. The schedule in question is so that children have restrictions on using gadgets.

### **Screen Time Control with Social Bridging**

The relationships that exist in organizations that support external relationships that arise from social relationships. This refers to having multiple relationships between different tissue types. Group membership is usually heterogeneous from various socio-cultural backgrounds. The relationships that are built-in cartoons will always be based on mutual interests, beliefs, and norms that have existed and have been built so far. His outstanding ability to bridge or connect relationships between individuals or groups of different identities. Bridging this opens opportunities for information so that the external potential and opportunities for a community can be accessed.

Educational institutions, in this case, schools, become social bridges. Information technology through gadgets is a bridge to strengthen social capital as well as control over the unproductive use of gadgets. Gadgets are used as an online learning system so that students remain productive in using gadgets. Several types of online learning such as subject classes, mentoring, and other learning videos can be used to strengthen social bridging.

### **Screen Time Control with Social Linking**

Social linking allows the management of resources owned by organizations that have different levels of hierarchical structure. In this case, the relationship or network between organizations allows the strengthening of social capital.

In the context of screen time control, the community environment becomes a social linking between generation Z and parents. The community environment plays a role in supporting the creation of control over the use of gadgets in children. The community environment can do this by increasing activities in environment-based communities, routine associations, skills, and other productive activities.

**Table 1. Screen Time Control Model**

No.	Screen Time Control	
	<i>Social Capital</i>	<i>Social Capital Integration</i>
1.	Social Bonding	Family communication
2.	Social Bridging	Educational institution
3.	Social Linking	Community environment

On the one hand, the use of the internet can help consolidate existing networks of ties, most likely with other actors, most of whom have similar background characteristics, for example in relation to the education or professional class. On the other hand, however, it is also likely that the new technology will facilitate the construction of a wider and more diverse network, including interaction partners that are not normally encountered on a regular basis.

The use of the internet can help consolidate existing networks of ties, most likely with other actors, most of whom have similar background characteristics, for example, those related to education, shared interests, talents, or hobbies. On the other hand, however, it is also likely that the new technology is facilitating the building of a wider and more diverse network, including interaction partners that are not normally encountered offline.

## CONCLUSION

The characteristics of social capital consist of 3 aspects, namely social bonding, social bridging, and social linking. These three aspects of social capital are important to be applied for controlling screen-time behavior in Generation Z.

Social capital has an effect on controlling screen time behavior in Generation Z which is divided into three forms, namely ties: family, relatives, and neighbors; bridging: community leaders, communities; and linking: Schools, Education Offices, Youth Social Organizations in controlling the use of screen time on devices, selective time control, access to educational information, and motivation to prepare for a better future for Generation Z.

Strengthening social capital is one of the efforts that can be made to reduce the negative effects of gadget use. Generation Z is very attached to gadgets, we can't force them not to access them at all. The steps that must be taken are to utilize and optimize the use of gadgets for positive things for Generation Z.

## REFERENCES

- Ardianto Elvinaro, Drs., M.Si., Komala, Lukita, Dra, M.Si., 2015. *Komunikasi Massa: Suatu Pengantar*. Bandung: Simbiosis Rekatama Media.
- Bennett, W. Lance & Alexandra Segerberg. 2012. The Logic of Connective Action. *Information, Communication & Society*, 15:5, 739-768.
- Bourdieu, Pierre. 1993. *The Field of Cultural Production: Essays on Art and Leisure*. New York: Columbia University Press.
- Bourdieu, Pierre and Passeron, Jean-Claude. 1970/1990. *Reproduction in Education, Society, and Culture*. London: Sage.
- Bourdieu, Pierre. 1974. *Cultural Reproduction And Social Reproduction dalam R. Brown (ed) Knowledge, Education and Social Change*. London: Taylor and Francis (1974), pp 71-78.
- Cohen, Bruce J. 2002. *Sosiologi Suatu Pengantar*. Terjemahan oleh Simamora. Jakarta: Bina Aksara.
- Djaelani, Aunu Rofiq. 2013. Teknik Pengumpulan Data dalam Penelitian Kualitatif. *Pawiyatan*, 10 (1).
- Etrawati, Fenny. 2014. Perilaku Merokok Pada Remaja: Kajian Faktor Sosio Psikologis. *Jurnal Ilmu Kesehatan Masyarakat*, 5(2).
- Fukuyama, Francis. 1995. *Trust: The Social Virtues And The Creation Of Prosperity*. Free Press.
- Hooghe, Marc, and Jennifer Oser. 2015. Internet, television and social capital: The effect of screen time on social capital. *Information, Communication, and Society*, 18 (10):1175-1199. <http://dx.doi.org/10.1080/1369118X.2015.1022568>.
- Hootsuite & We Are Social. 2020. *Indonesia Digital Report*. <https://datareportal.com/reports/digital-2020-indonesia>
- Hutzler, Yeshayahu, Riki Tesler, Kwok Ng, Sharon Barak, Hadas Kazula & Yossi Harel-Fisch. 2021. Physical activity, sedentary screen time and bullying behaviors: exploring differences between adolescents with and without disabilities. *International Journal Of Adolescence And Youth*, 26 (1): 110–126.
- Jan, Anbareen. 2020. A phenomenological study of synchronous teaching during COVID-19: A case of an international school in Malaysia. *Social Sciences & Humanities Open*, 2.

- Maxmanroe.com *Pengendalian Sosial: Pengertian, Fungsi, Tujuan, Ciri-Ciri, dan Jenisnya*. <http://maxmanroe.com/vid/sosial/pengendalian-sosial.html>
- Moleong, Lexy. J. 2007. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Montag, Christian & Elhai, Jon D. Elhai. 2020. Discussing digital technology overuse in children and adolescents during the COVID-19 pandemic and beyond: On the importance of considering Affective Neuroscience Theory. *Addictive Behaviors Reports*, 12.
- Niko Mannikko, Heidi Ruotsalainen, Jouko Miettunen, Kaisa Marttila-Tornio, Maria Kaariainen. 2020. Parental socioeconomic status, adolescents' screen time, and sports participation through externalizing and internalizing characteristics. *Heliyon*, 6.
- Noviadhista, Ulwan Fakhri. 2016. *Awal Tahun 2016 ini, berapa banyak pengguna internet di Indonesia?*. <http://www.techno.id>
- Otu, Akaninyene, Okey Okuzu, Bassey Ebenso, Emmanuel Effa, Nrip Nihalani, Adebola Olayinka and Sanni Yaya. 2021. Introduction of Mobile Health Tools to Support COVID-19 Training and Surveillance in Ogun State Nigeria. *Frontiers in Sustainable Cities*, 3.
- Pujihartati, Sri Hilmi. 2016. Upaya pelestarian permainan tradisional melalui komunitas anak bawang. Pemakalah dengan judul "Traditional game to educate togetherness by anak bawang community" *proceeding the 4th UPI International Conference*.
- Putnam, R.D. 2000. *Bowling Alone: The Collapse and Revival of American Community*; Simon & Schuster: New York, NY, USA; London, UK.
- Ryding, Francesca C. & Kuss, Daria J. 2020. Passive objective measures in the assessment of problematic smartphone use: A systematic review. *Addictive Behaviors Reports*, 11.
- Sinombor. 2018. *Kecanduan HP Android mengancam anak-anak*. <https://kompas.id>.
- Tzanakis, Michael. 2011. Bourdieu's Social Reproduction Thesis and The Role of Cultural Capital in Educational Attainment: A Critical Review of Key Empirical Studies. *Educate*, 11.
- Wijaya, Mahendra dan Pujihartati, Sri Hilmi. 2018. The Value of Empathy in Javanese Traditional Games as Formation of Social Care in Urban Youth Generation. *Proceeding International Seminar on Recent Language, Literature, and Local Cultural Studies (BASA 2018) published by Atlantis Press*.
- Wulandari, Indah. 2018. Peranan Modal Sosial Dalam Meningkatkan Produktivitas Kerja Peternak (Studi Kasus Pada Peternak Ayam Broiler Pola Kemitraan Di Desa Maliran Kecamatan Pongkok Kabupaten Blitar). *Jurnal Analisa Sosiologi*, 7(1).