

Influence of Screen Time on Elementary Students' Social Activities: A Quantitative Study on Grade 6 Students' Participation in Sports and Scouting

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Abstract: This quantitative study investigates the impact of screen time on social activities among primary school students, specifically focusing on Grade 6 students' participation in sports and scouting. In an era dominated by digital technology, concerns have been raised regarding the potential effects of increased screen time on the physical and social development of children. To address this issue, the study employs a quantitative research approach, examining the relationship between screen time duration and involvement in traditional extracurricular activities. A sample of 116 Grade 6 pupils is selected for the study from the Philippines, Indonesia, and Malaysia, using a quota sampling method. A survey questions is utilized for data collection. Through rigorous data analysis, the study aims to draw evidence-based conclusions regarding the influence of screen time on social activities. The findings are can provide insights for parents, educators, and policymakers, shedding light on the complex relationship between digital technology usage and traditional extracurricular involvement. In the end, the study ultimately seeks to contribute practical recommendations to promote a balanced and healthy lifestyle for young learners in the digital age. By addressing potential negative effects of excessive screen time on students' participation in essential social and physical activities, the research aims to guide strategies for a more wholesome educational experience during their school years.

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INTRODUCTION

Background of the Study

In the digital age, screens are becoming an essential part of early elementary school students lives. Children have been more active on screens for a variety of activities, ranging from education to entertainment, as a result of the growing popularity of mobile phones, tablets and computers. This shift in behavior has raised concerns among parents, educators, and researchers about the potential impact of increased screen time on children's social activities and overall development. In an attempt to shed light on the possible negative effects of screen-related behaviors on children's social life, this study aims to look into the influence of screen time on Grade 6 students' participation in sports and scouting activities.

Internationally, the study conducted by Nguyen and Yu (2023) highlighted the need to comprehend how screen time affects various facets of children's well-being. Their literature review provides a thorough analysis, illustrating the connections between increased screen time and issues such as sleep disturbances, academic performance challenges, mental health issues, and a decline in physical activity. Delving deeper into the specific relationship between screen time and children's activity preferences, their

perceived significance of daily tasks, and their engagement in school-based activities. The study reveals a negative correlation between social screen time and children's reported preferences for self-improvement activities. This suggests that more time spent on social media might result in a decrease in enthusiasm for educational or self-improvement activities. The discussion then emphasizes the potential impact of social screen time on academic achievement and learning development by connecting the results to previous studies. In general, this study contributes important knowledge to the literature on children's screen time and its links to activity preferences and participation.

In national setting the Philippines has a high rate of media usage, with 73.91 million internet users in January 2021. This includes 92% on smartphone users, 74% on laptop/desktop users, and 38% on tablet users. The increasing availability of technology has led to higher screen media exposure for Filipino children, ranging from 10% to 98% with 0.1 to 5 hours of daily screen time, notably during the COVID-19 pandemic. As a result, there are developmental risks, attention problems and educational difficulties associated with excessive screen time in young children (Dy, A. B., Dy, A. B., & Santos, S. K., 2023). Furthermore, the role of media in children's lives has become prominent not only in Europe and North America but also in Indonesia. In Indonesia, a new middle class, marked by increased purchasing power that extends beyond basic needs to include technological gadgets and leisure preferences, is notably characterized by children influenced by the economic growth in Asia. On the contrary, numerous studies conducted by communication scholars and psychologists have examined the impact of media on children, primarily aiming to explore potential negative effects arising from excessive screen time. Besides, concerns have emerged over the fear that prolonged exposure to specific media content could influence the attitudes, beliefs, and behavior of young individuals (Hendriyani, Hollander, E., d'Haenens, L., & Beentjes, J. W. J., 2012).

For elementary school students, participation in sports and scouting activities is essential in fostering physical health, social skills, teamwork, and leadership skills. However, the attraction of screens, including video games, social media, and online content, has the potential to take students' focus away from these activities. In this technologically driven world, it is crucial to find out how the interaction of screen time and participation in sport and scouting could provide insight on the factors affecting the social development of primary students. Thus, a quantitative study focusing on the sixth grade is required to determine the precise effect of screen time on students' engagement in traditional social activities like sports and scouting. Through this focused investigation of this particular age group, the study aims to provide valuable insights that can inform parents, educators, and policymakers in navigating a balance and healthy lifestyle for young learners in the digital age.

Statement of the Problem

The widespread use of digital screens among elementary students prompts concerns about its impact on development. This study focuses on Grade 6 students, examining the potential influence of increased screen time on their participation in traditional extracurricular activities like sports and scouting while considering various environmental factors. Given the significance of these activities in social skill development, teamwork, and community engagement, it is crucial to investigate if an increase in screen time corresponds with a decrease in Grade 6 students' participation in these fundamental activities.

The central problem can be articulated through the following questions:

1. What is the correlation between the daily hours of screen time and the frequency of participation in sports and scouting among Grade 6 students in Indonesia and the Philippines?
2. How do family screen time habits and rules influence the participation of Grade 6 students in sports and scouting activities?
3. What role does the school environment play in mediating the relationship between screen time and participation in sports and scouting among elementary students?
4. To what extent do community factors, such as access to technology and extracurricular opportunities, impact the screen time and extracurricular participation of Grade 6 students?
5. How do cultural norms, values, and societal attitudes towards technology, physical activity, and social engagement affect Grade 6 students' screen time and their involvement in sports and scouting?

Hypothesis of the study

Null Hypothesis (H0):

1. There is no significant relationship between screen time and the participation of grade 6 elementary students in sports and Scouting activities.

Alternative Hypothesis (H1):

1. There is a significant relationship between screen time and the participation of grade 6 elementary students in sports and Scouting activities.

Review of Related Literature

Amid the rising prevalence of screen-based activities among children and adolescents, a growing concern has emerged regarding its impact on their social engagement. In today's digital era, where children are increasingly immersed in the use of digital devices, a comprehensive understanding of how screen time influences their participation in traditional social activities is essential. This study aims to combine existing literature in order to shed light on the complex relationship between screen time and the social activities of elementary students.

a. Screen Time

As technology expands, children and teenagers are actively using their smartphones at remarkable rates to access their social media accounts. Social media applications serve various purposes, including connecting with peers, entertainment, education, and creative expression. Moreover, TikTok, Snapchat, and Instagram are widely favored social media platforms among children and teenagers for fulfilling these purposes. Although positive aspects of social media are well documented, the negative impacts of increased screen time and use of social media are also present. Furthermore, when children and teenagers use social media, they are more likely to engage in risky behaviors such as cyberbullying, sexual exploitation, and self-harm (Sood, A., & Modi Avari, J., 2023).

Many studies have been conducted on the effects of screen time on various aspects of children's development, including socialization skills, cognitive abilities, and more. A study conducted by Joseph, G. V., Thomas, A. M., Elizabeth, S., Vargheese, S., & Thomas, J. (2022) suggests excessive screen time is related to impaired social skills because it tends to discourage children from engaging in essential real-world interactions, which is crucial for nurturing their social development. Besides, Lowery's (2023) literature study, explores the complex connection between children and digital technology. Examining the widespread use of smartphones, tablets, and social media platforms, the study delves into the increasing concern over how digital technology affects children's social development. By strategically applying communication theories, particularly the Socio-Technical Interaction Networks (STIN) model, the review portrays digital technology not merely as a communication tool but as a strong force shaping social norms, relationships, and behavior. The STIN model emphasizes how social and technological factors interact in complex ways, highlighting digital technology as both a facilitator and a constraint on social interaction. Recognizing the rapid growth of digital technology and its influence on various aspects of children's lives, the study contextualizes the impact resulting from broader societal and technological changes.

Furthermore, it investigates changes in family relations, local dispersion, and educational changes brought about by technological improvements. This comprehensive evaluation provides a critical assessment of the benefits and drawbacks of digital technologies, emphasizing its potential to connect children globally while acknowledging the risks of social isolation and mental health issues resulting from too much screen time. Advocating for a balanced approach to the use of digital media, aiming to make use of its benefits while lowering possible downsides in order to promote healthy social development among children and adolescents (Lowery's, 2023).

b. Social Activities

According to Balıkcı, A. (2019) he stated that social activities in schools are an important part of education, which go beyond traditional teaching. These activities, whether planned or unplanned aim to reduce the probability of children engaging in negative activities. Meanwhile, these activities include those associated with completing formal education, various social activities, and extracurricular activities. Moreover, education isn't just about textbooks, it's about shaping well-rounded individuals. Therefore, social activities play a key role in achieving broader educational goals. And in doing so, the aim is not

simply to impart academic knowledge but also to foster mental, physical and social development, ultimately preparing students to be responsible citizens.

In addition, at every level in the school system there are extracurricular activities. They include but are not limited to activities like debates, athletics, music, drama, school publications, student council, school clubs, contests, and various social events. Extracurricular activities are generally optional, authorized and supported by school administrators, and no academic credit is given toward graduation. And this plays an important role in boosting learning, enhancing the curriculum, and promoting a comprehensive education (Lunenb urg, F., 2010). As indicated by the study of Pol and Prakash (2023) it reveals a worrying trend among youth, wherein the widespread impact of social media and the internet has replaced traditional methods of social contact and outdoor activities. The study highlights how switching to virtual interaction promotes emotional detachment, reduced in-person conversation, and a reduction in the development of a robust and integrated personality. According to the study, teenagers from particular types of families are more likely to get addicted to the internet, which can have major effects on their academic performance, increase emotional problems, and lead to social isolation.

c. Sports and Scouting

Sport is a complex process that improves movement quality, strengthens the muscles of the body, and builds physical endurance through its positive influence on all organs and systems. Sports have beneficial effects on the brain development and personality of teenagers, defining them as the primary component in maintaining, conserving, and improving health, as well as promoting a healthy lifestyle. Besides a healthy lifestyle is an important indicator of good health behavior. In addition, physical activity is a basic need for every child and serves as a crucial preventative strategy to improve their overall health. Unfortunately, an increasing number of children and students spend their free time in front of the TV or computer instead of engaging in outdoor play and sports. All of these factors are contributing to immobility, and the health of a child's developing body is negatively affected (Vakrilova Becheva, M.S., Kirkova-Bogdanova, A., Kazalakova, K.M., & Ivanova, S.A, 2023).

Based on the study conducted by Ivaniushina, V., & Zapletina, O. (2015) they mentioned that there is a correlation between specific activities and the development of unique personal and interpersonal abilities among adolescents. Engaging in individual sports and martial arts actively enhances the development of essential skills such as time management and goal-setting. Meanwhile, participation in team sports and performing arts, including dance and theater, fosters teamwork and plays a significant role in building social connections. Besides, individual sports and martial arts provide an especially conducive environment for the development of various skills and competencies. Simultaneously, participation in any extracurricular activities, be it sports, fine arts, or academic clubs, aids youth in constructing their identities. While all extracurricular activities have a favorable influence on personality and interpersonal skill development, each type has its own distinct characteristics.

Moreover, the study of Pol and Prakash (2023) emphasizes the beneficial role of structured extracurricular activities, particularly music and sports, in enhancing academic performance and fostering a stronger sense of identity among youth. Advocating for parental and educational support for young people's involvement in such activities, by pointing out the benefits to their physical health, team spirit, family relations, and peer attachment. In summary, the study seeks to increase awareness of the numerous benefits of structured activities and analyzes whether such participation might serve as a barrier to youth's excessive use of technology (Pol and Prakash, 2023). Additionally, Meredith, J. (2018) discusses how screen time has an impact on motivation, concentration, sleep and overall well-being of young athletes, highlighting the negative effects for those factors in relation to social activity such as sports. These findings may help to better understand the potential connection between screen time and a decrease in social activity among primary school pupils, particularly when it comes to sports and scouting.

Theoretical and Conceptual Framework

This study is anchored on the theory of Ecological Systems developed by Urie Bronfenbrenner (1979). Ecological Systems Theory otherwise known as the Human Ecology Theory states that human development is influenced by the different types of environmental systems (Sincero, 2012). In this stage, Bronfenbrenner's research from 1979 shown that a developing individual is contained within four systems.

These systems are the microsystem, mesosystem, exosystem, and macrosystem (El Zaatari & Maalouf, 2022).

The microsystem is defined as the innermost level, composed of an individual's immediate environment. It includes the people the person interacts with daily, including their family members, friends, classmates, teachers, and others. Followed by the mesosystem it is comprised of all the relationships and interactions between the microsystems. Examples of mesosystems in a child's life include the interactions between their family and school or between their friends and family. While the exosystem refers to environments in which the individual is not an active participant but still impacts development. This level encompasses the social context in which a person lives and other aspects of the environment, including government policies, social services, community resources, and mass media. Lastly, the macrosystem it involves the broader society and cultural forces that contribute to individual development. Important components of this level include values, social norms, customs, traditions, ideology, and cultural beliefs (Kendra Cherry, 2023).

In this study, we will use the Ecological Systems Theory as it provides a valuable framework for understanding the influence of screen time on elementary students' social activities, particularly in the context of Grade 6 students' participation in sports and scouting. In the context of this study, it is within the microsystem that family plays a pivotal role in shaping a child's behavior and preferences. The family's screen time habits, rules, and values regarding extracurricular activities can significantly influence a child's choices and participation. While in mesosystem we can examine how screen time impacts the relationships and collaborations between family, school, peers, and the community, influencing children's participation in sports and scouting. In the context of screen time, the exosystem may encompass media advertising, government policies on screen time, and technology availability within the community. These factors can influence the availability and attractiveness of screens in children's lives and, by extension, their participation in physical and social activities. Moreover, in the macrosystem the norms, values, and societal attitudes toward technology, physical activity, and social engagement can play a significant role in shaping children's screen time and participation in sports and scouting. Understanding how these broader cultural factors influence individual choices is essential in the context of this research.

A holistic assessment of the complex interaction between screen time and social activities for elementary students is provided by the ecological systems framework. It acknowledges that the influence of screen time is not isolated but is deeply interconnected with various environmental systems. Using this theoretical framework, researchers can investigate a wide range of links and dynamics across children, within their normal surroundings as well as in the wider context of culture and society in which they are located. This approach can help provide a more comprehensive understanding of how screen time impacts Grade 6 students' participation in sports and scouting and guide interventions aimed at promoting healthy and balanced development.

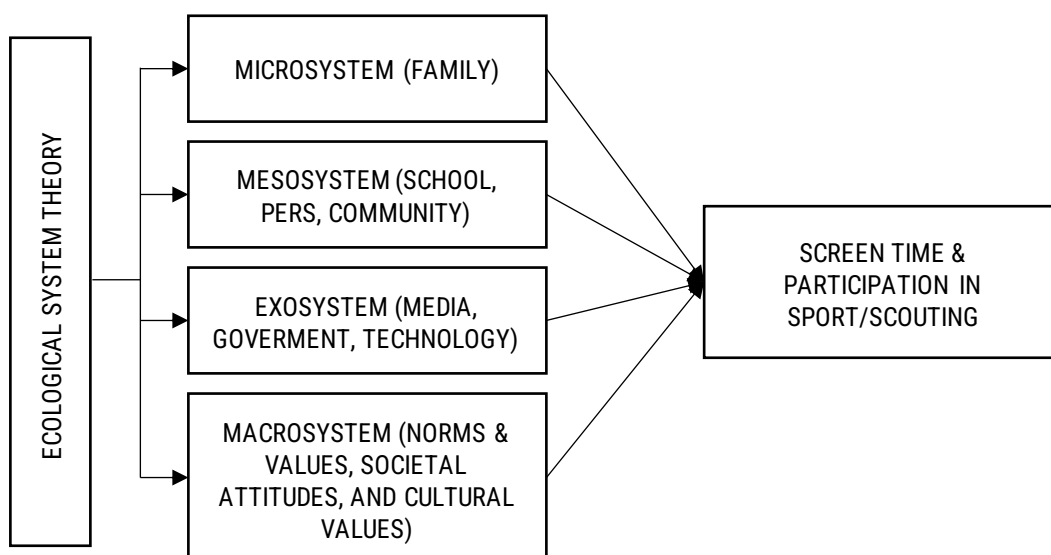


Figure 1. Conceptual Framework of the Study

Definition of Terms

To facilitate understanding of the study, important terms were defined contextually and operationally:

- a. **Screen Time:** The time spent using digital screens for activities like entertainment, learning, and communication.
- b. **Social Activities:** Interactions and engagements with peers, family, or the community, including participation in sports and scouting.
- c. **Sports:** Organized physical activities involving competition and teamwork, such as soccer or basketball.
- d. **Scouting:** Youth organization promoting personal development through outdoor activities and life skills.
- e. **Ecological Systems Theory:** A framework by Urie Bronfenbrenner examining the impact of environmental systems on human development, including microsystem, mesosystem, exosystem, and macrosystem.
- f. **Microsystem:** The child's immediate surroundings, which include his or her family and school.
- g. **Mesosystem:** Interactions and connections between family and school influencing screen time and participation in sports and scouting.
- h. **Exosystem:** External factors indirectly influencing the child, such as societal and community influences.
- i. **Macrosystem:** Broader cultural and social environments shaping students' development, including screen time and participation in extracurricular activities.

METHOD

This chapter provides a comprehensive overview of the research design, data collection methods, and statistical techniques used to investigate the impact of screen time on elementary students' social activities, with a specific focus on Grade 6 students' participation in sports and scouting. The combination of quantitative data collection and statistical analysis aims to uncover meaningful patterns and associations within the study variables.

Research Design:

This study utilizes a quantitative research design to investigate the influence of screen time on Grade 6 students' participation in sports and scouting. In dealing with a diverse sample from three different countries (Philippines, Indonesia, and Malaysia), a cross-sectional survey approach is employed to collect data at a specific point in time. Meanwhile, we used correlation design to examine the relationships between screen time and extracurricular participation.

According to Neuman (2013), Cross-sectional quantitative research is a research design that involves the collection and analysis of numerical data from a sample of participants or subjects at a single point in time. This approach is typically used to examine the prevalence of specific characteristics, attitudes, or behaviors within a population, without following the same individuals over an extended period. Cross-sectional quantitative research provides a snapshot of the studied variables at a particular moment, allowing researchers to draw inferences about the population from the collected data.

Furthermore, Creswell (2012) states that Correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis. This degree of association, expressed as a number, indicates whether the two variables are related or whether one can predict another. To accomplish this, you study a single group of individuals rather than two or more groups as in an experiment.

Research Respondents and Sampling:

The research respondents consist of Grade 6 students from the Philippines, Indonesia, and Malaysia. A quota sampling method is employed to ensure representation from each country. The target sample size is 116 participants. Schools are randomly selected, and all Grade 6 students within the

selected schools are invited to participate in the study. As explained by Akpan (2023) quota sampling, a non-probability sampling approach, is frequently used in research and surveys. It entails setting quotas or fixed targets for various population segments according to attributes like age, gender, occupation, or geography.

Research Instruments:

The primary data collection instrument is a structured survey questionnaire. The questionnaire comprises sections on demographic information, screen time habits, participation in sports and scouting activities, family screen time habits and rules, school environment, community and cultural influence, and overall impact. The survey questions are designed to gather both quantitative and categorical data, allowing for statistical analysis.

Data Gathering Procedures:

The data for this research will be collected through structured surveys distributed to selected Grade 6 students in identified schools in the Philippines, Indonesia, and Malaysia. The researcher will follow a series of steps to collect data for the study. To begin, the researcher will send a formal letter explaining the study's purpose, procedures, and confidentiality measures to the principal of selected schools, seeking permission to conduct the study. Once permission is granted, the study will commence, and questionnaires will be personally delivered to the respondents. When the participants complete the survey during a designated time at their schools, uniformity in the data collection process will be ensured. The data will then be retrieved, collected, tallied, tabulated, analyzed, and interpreted with the aid of a statistician. Statistical tools, including correlation analysis, chi-square tests, and regression analysis, will be employed to examine relationships and patterns within the data.

Statistical Tools:

Descriptive Statistics: Descriptive statistics, such as mean is used to summarize and present the demographic characteristics, screen time habits, and participation in extracurricular activities.

RESULTS

This chapter presents the findings of the study, analyzing the data collected through the survey questionnaire. The research aimed to investigate the influence of screen time on Grade 6 students' participation in sports and scouting activities, considering various environmental factors. The data analysis is framed within the Ecological Systems Theory, providing a comprehensive understanding of the complex interaction between screen time and social activities for elementary students.

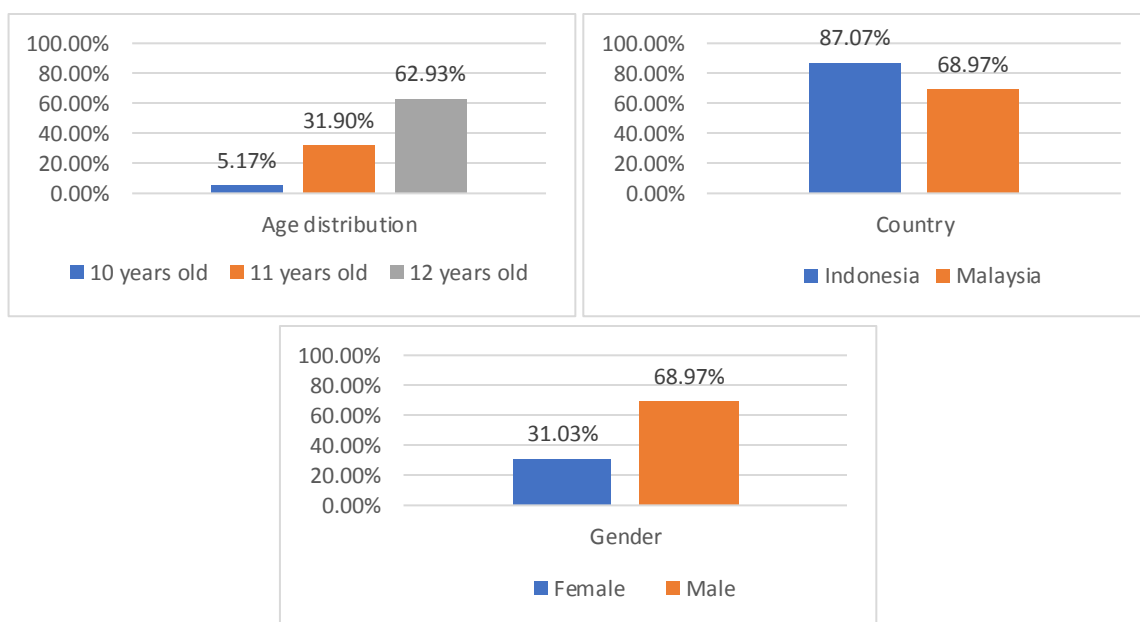


Figure 2. Demographic Information

The gathered demographic information reveals a diverse distribution among the respondents. In terms of age, the majority fall into the 12-year-old category, constituting 73 respondents, followed by 37 individuals who are 11 years old, and 6 respondents at the age of 10. The gender distribution shows a slight skew towards females, with 80 respondents identifying as female and 36 as male. Geographically, the majority of participants come from Indonesia, totaling 101 respondents, while 15 respondents hail from Malaysia. This demographic snapshot provides insights into the age, gender, and regional diversity of the surveyed population.

Screen Time Habits:

1. On a typical weekday (Monday to Friday), how many hours do you spend using screens in a day (e.g., smartphones, tablets, computers, TV)?
2. On a typical weekend day (Saturday and Sunday), how many hours do you spend using screens in a day?

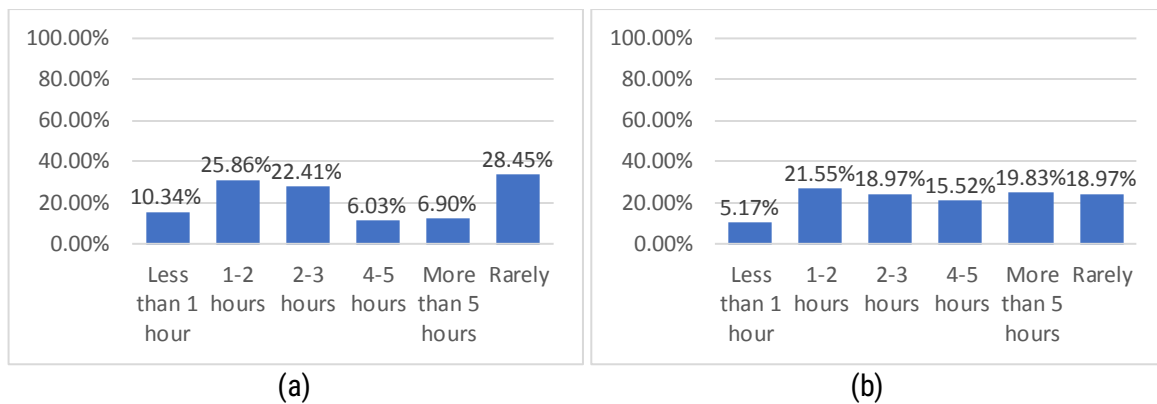


Figure 2. Screen Time Habits during Weekdays (a) and weekends (b)

The data on screen time habits during weekdays and weekends provides a glimpse into the digital engagement of the surveyed group. On weekdays, a considerable number, 33 students, spend 3-4 hours on screens, suggesting a significant portion allocating a moderate amount of time to digital activities. Another 30 students use screens for 1-2 hours, and 26 students for 2-3 hours. Surprisingly, only 12 students reported spending less than 1 hour on screens during weekdays. The data indicates a more varied distribution on weekends, with 23 students reporting more than 5 hours of screen time, possibly due to increased leisure or entertainment activities. Additionally, 22 students each spend 2-3 hours and 3-4 hours on screens during weekends, suggesting a balanced engagement. Notably, fewer students (6) spend less than 1 hour on screens on weekends. This data highlights the need for a balanced approach to screen time management, considering both weekdays and weekends, to foster a healthy digital lifestyle among students.

Participation in Sports and Scouting:

1. Do you participate in sports activities (e.g., soccer, basketball, swimming, etc.) outside of school?

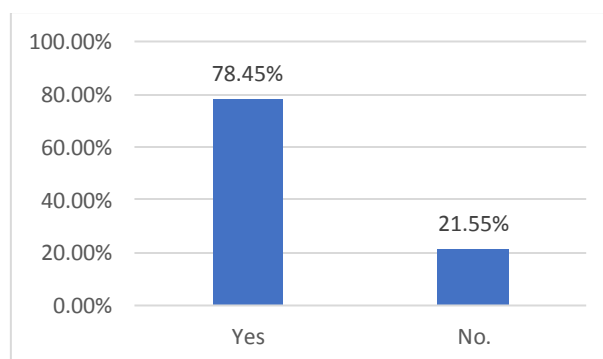


Figure 3. The Answer of Participation in Sports Activities Outside of School

If yes, please answer the following:

2. How many days a week do you participate in sports activities?
3. Select the sports activity you participate in!

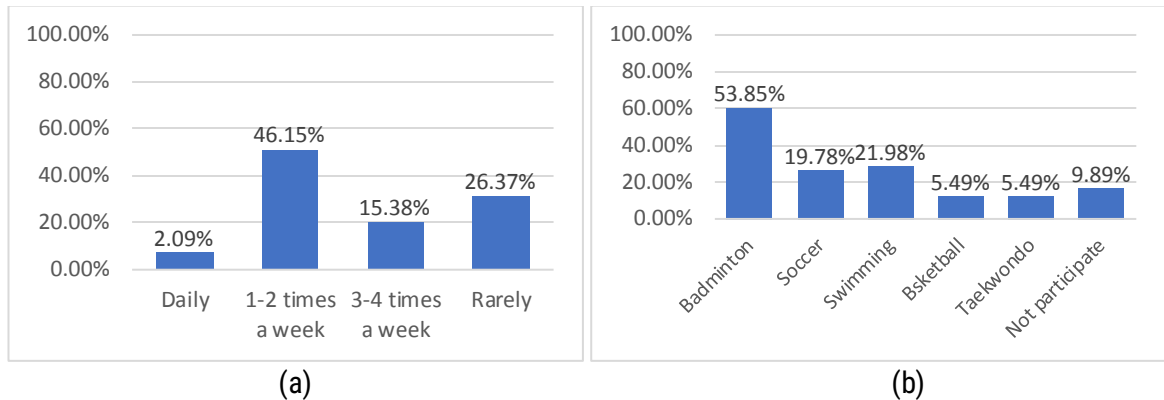


Figure 4. (a) Participate in Sports Activities during A Week and (b) Sports Activities to Participate in

4. If not, please choose the reason:

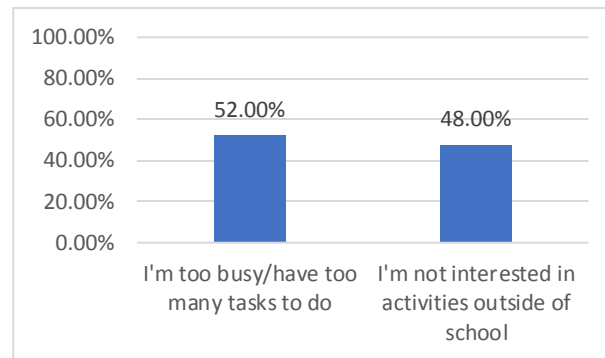


Figure 5. The Reason of Do Not Participation in Sports Activities

5. Do you participate in scouting activities (e.g., Boy Scouts, Girl Scouts) outside of school hours?
6. If yes, how many days a week do you participate in scouting activities?

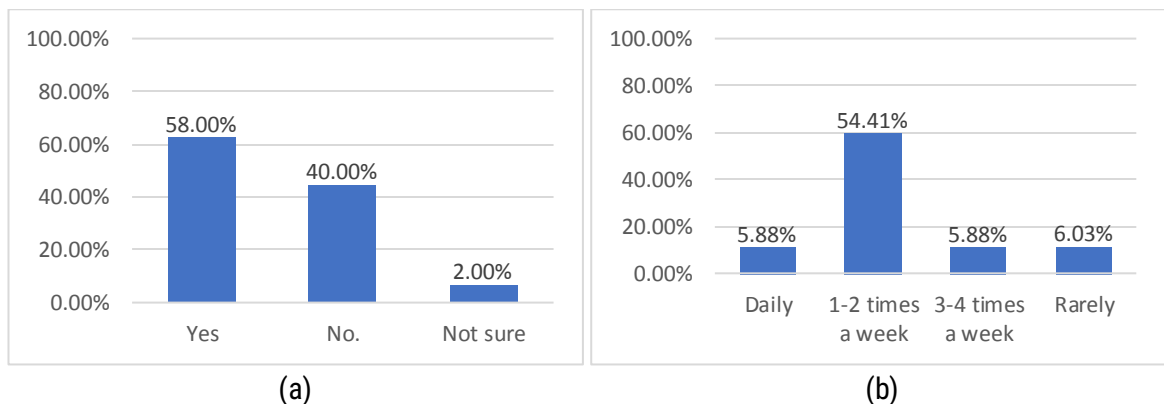


Figure 6. (a) The Answer of Participation in Scouting Activities Outside of School Hours and (b) Participate in Scouting Activities during A Week

The data on participation in sports and scouting activities among Grade 6 students provides valuable insights into their extracurricular engagement. The majority of respondents (91) actively participate in sports activities outside of school hours, with varying frequency. Notably, 42 students engage 1-2 times a week, indicating a balanced involvement for many. The most popular sports include badminton (49 participants), followed by soccer (18) and swimming (20). On the other hand, a significant portion (25 students) does not participate in sports, citing reasons such as being too busy or lacking

interest. The findings suggest that time constraints and individual preferences play a role in determining students' participation in sports. Regarding scouting activities, a substantial number (68) are involved outside of school hours, with 37 participating 1-2 times a week. However, 46 students do not engage in scouting, possibly influenced by factors similar to those affecting sports participation, such as time constraints and personal interest. These results highlight the multifaceted nature of extracurricular involvement, with both positive engagement and barriers that educators and parents should consider when promoting holistic development among elementary students.

Family Screen Time Habits and Rules:

1. Do your parents or guardians set rules about how much time you can spend on screens?
2. If yes, please briefly describe some of the rules or guidelines your family has about screen time.

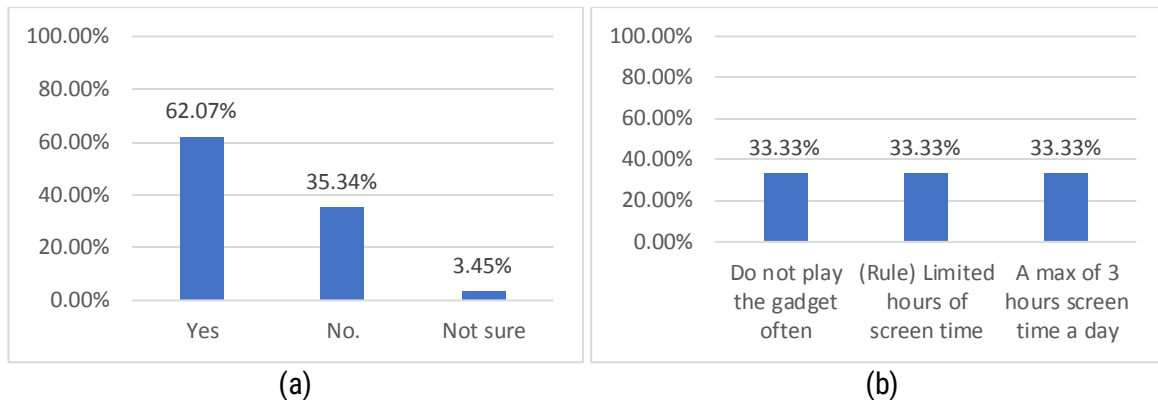


Figure 7. (a) The Answer about Parents or Guardian Set Rules and (b) Some of The Rules or Guidelines by Family about Screen Time

The data on family screen time habits and rules reveals that a significant number of Grade 6 students (72) have parents or guardians who set rules regarding their screen time. The majority of these families enforce restrictions, with common guidelines such as limiting screen time, discouraging frequent gadget use, and implementing a maximum of 3 hours per day. This indicates a proactive approach by parents in managing their children's screen time, reflecting a recognition of the potential impact of excessive screen exposure on their overall well-being. It emphasizes the importance of parental guidance in establishing healthy technology habits at an early age, contributing to a balanced and mindful use of digital devices among elementary students.

School Environment:

1. Does your school promote or offer opportunities for sports and scouting activities?
2. If yes, do you feel encouraged by your school to participate in sports and scouting activities?

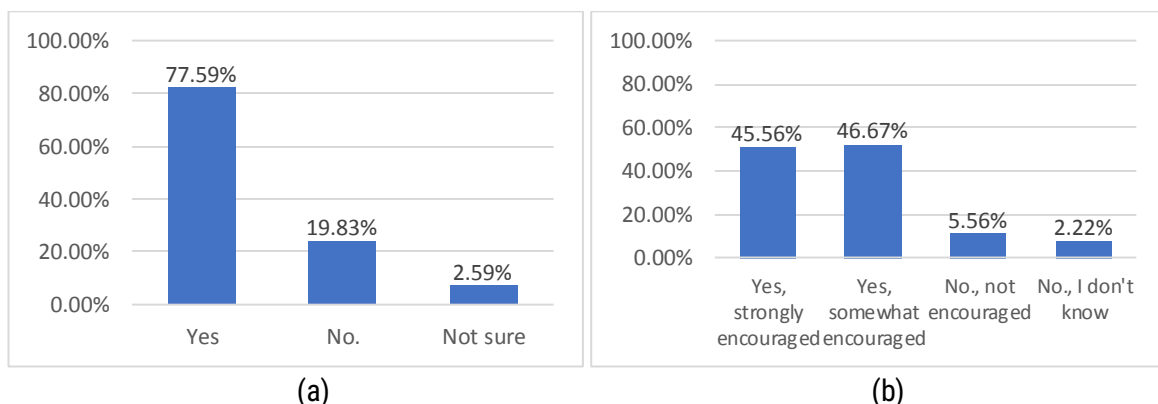


Figure 8. (a) The Answer about School Promote or Offer Opportunities and (b) about Feel Encouraged by Their Schools to Participate in Sports and Scouting Activities

The data on the school environment indicates that the majority of Grade 6 students (90) affirm that their schools promote or provide opportunities for sports and scouting activities. Moreover, a considerable number of students (83) feel encouraged by their schools to participate in these extracurricular activities, with 41 reporting strong encouragement and 42 noting a somewhat encouraging atmosphere. However, a smaller group (7) expressed feeling either not encouraged or uncertain about the level of encouragement. These findings underscore the positive role schools play in fostering a supportive environment for students to engage in sports and scouting, emphasizing the potential impact of school encouragement on students' willingness to participate in these developmental activities. It also suggests that efforts to enhance school support and encouragement may further contribute to increased student involvement in extracurricular pursuits.

Community and Cultural Influence:

1. Do you have easy access to digital devices (e.g., smartphones, computers) at home?
2. Do you think it's more popular or common for kids your age to spend a lot of time on screens, or to be involved in sports and scouting activities?

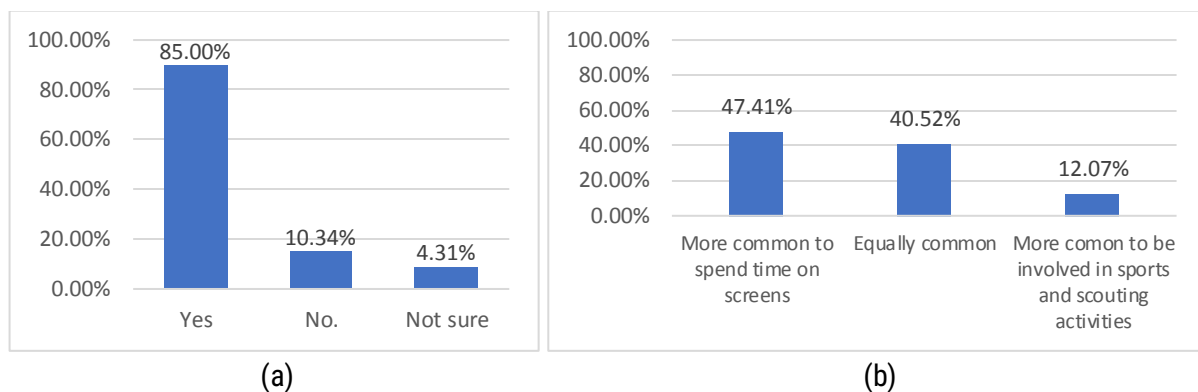


Figure 9. The Answer about (a) have Easy Access to Digital Devices at Home and (b) The Perceived Preferences of Kids Their Age

3. Do your friends often talk about the games or apps they play on screens?
4. If yes, can you list the name of the games or apps they play on screens? (open questions)

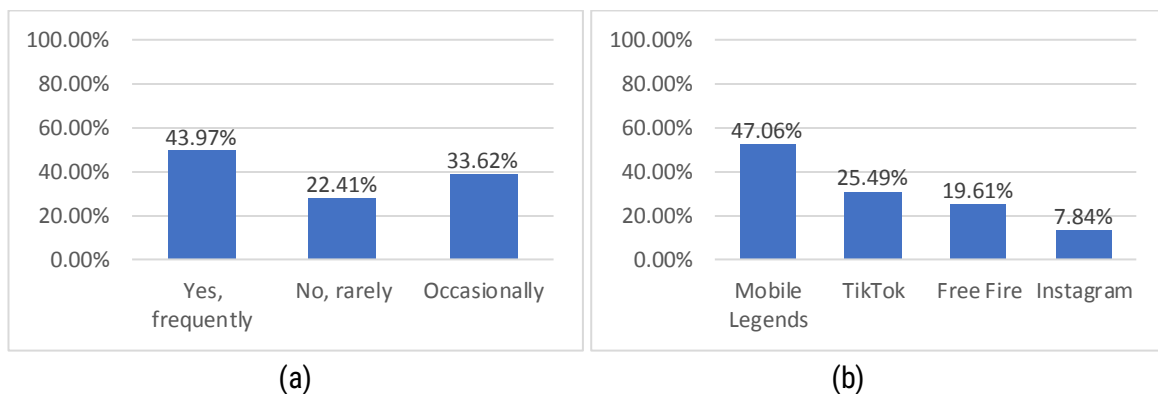


Figure 10. The Answer about (a) Their Friends Talk about The Games or Apps They Play on Screens and (b) List The Name of The Games or Apps They Play on Screen

The data on community and cultural influence sheds light on the digital landscape surrounding Grade 6 students. An overwhelming majority (99) of participants have easy access to digital devices at home, signifying the pervasive presence of technology in their daily lives. However, when asked about the perceived preferences of kids their age, a slight majority (55) believes it's more common to spend time on screens compared to being involved in sports and scouting activities (14). Furthermore, a considerable number (51) of respondent's report that their friends frequently discuss games or apps they play on screens, with popular mentions including Mobile Legends, TikTok, Free Fire, and Instagram. This suggests

a prevalent cultural norm where screen-based activities, particularly gaming and social media, are prominent topics among peers. Understanding these cultural influences is crucial for educators and parents seeking to navigate and positively shape children's engagement with technology in a balanced manner that encourages both digital literacy and physical activity.

Overall Impact:

1. Do you think the time you spend on screens affects your ability to participate in sports and scouting activities?
2. If yes, what kind of ability you got from participating in sports and scouting activities? (You can choose more than one)

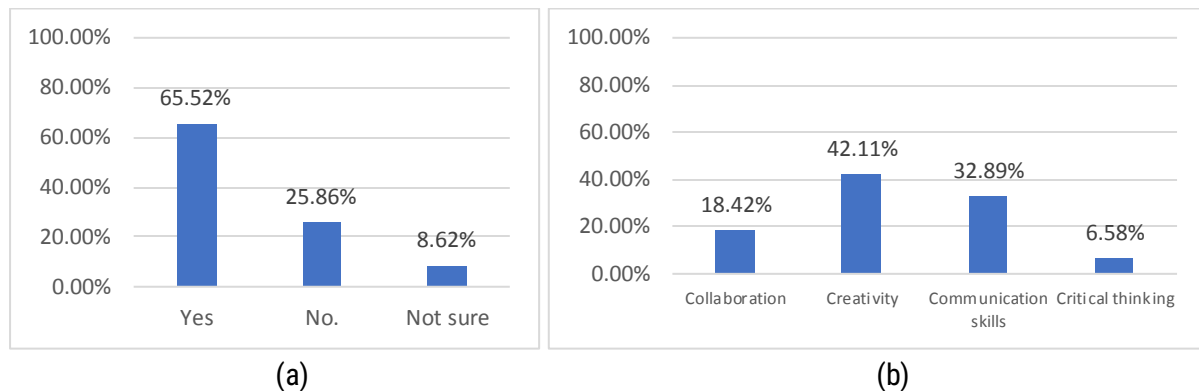


Figure 11. The Answer about (a) The Impact of Screen Time to Participate in Sports and Scouting Activities and (b) Kind of Ability from Participating in Sports and Scouting Activities

The data on the overall impact of screen time on Grade 6 students' ability to participate in sports and scouting activities reveals a notable perception among participants. A substantial majority (76) believes that the time spent on screens does affect their ability to engage in these extracurricular pursuits. When asked about the specific abilities gained from participating in sports and scouting, the responses suggest a recognition of various positive influences. The most frequently chosen abilities include creativity (32 participants), followed by communication skills (25 participants) and collaboration (14 participants). However, a smaller number of participants (5) acknowledged critical thinking as a skill acquired. These findings highlight the self-awareness among students regarding the potential impact of screen time on their active participation in activities, as well as their recognition of the diverse skill set fostered through engagement in sports and scouting. This underscores the importance of promoting a balanced approach to screen time to enhance the overall development of elementary students..

DISCUSSION

The findings provide valuable insights into the habits, behaviors, and perceptions of Grade 6 students concerning screen time, extracurricular activities, and their surrounding environments. The research explored various aspects, including family rules, school environments, community influences, and the overall impact on students' abilities. The data indicated a complex interplay between screen time and extracurricular engagement, with a majority of students actively participating in sports and scouting. Family rules and school encouragement played pivotal roles, while community and cultural factors showcased a prevalent influence of digital devices on children's daily lives. Additionally, students recognized the impact of screen time on their abilities, emphasizing the need for a balanced approach to foster holistic development.

Screen Time Habits:

Data on screen time during weekdays and weekends shows that many Grade 6 students spend significant time on digital devices. This raises concerns about the effects of excessive screen use on their physical, mental, and social well-being. One major issue is how screen time reduces physical activity and social interaction. Studies suggest that more time on screens often means less participation in sports, outdoor play, and face-to-face socializing, which are essential for well-rounded development

(Gebremariam et al., 2013; Rocka et al., 2022). Parents and educators should encourage a balance by combining screen use with physical and social activities. Screen time also affects eating habits and sleep. Excessive use has been linked to unhealthy eating patterns, like frequent snacking and fast food consumption, as well as poor sleep quality (Dong, 2023; Peláez et al., 2016). These habits can lead to long-term health problems, such as obesity and mental health issues. Strategies like consistent mealtimes, limiting snacks during screen use, and maintaining regular sleep schedules can help address these challenges. Cultural and peer influences also play a role. Many students discuss games and apps with friends, making screen-focused behavior seem normal and even desirable (Christofaro et al., 2015). To address this, it's important to look at social and cultural influences, not just individual habits, to promote healthier technology use.

Participation in Sports and Scouting:

High levels of sports participation among Grade 6 students are promising, as physical activity supports physical health, social skills, and cognitive development (Helgadóttir et al., 2021; Li et al., 2015). However, some students face barriers that limit their involvement in sports. Time constraints are a common issue, with students balancing academics, family responsibilities, and other activities (Carrasco-Marín et al., 2022). Schools and parents can help by offering flexible schedules or incorporating sports into the school day. Individual preferences also matter. Some students may not enjoy available sports options, emphasizing the need for a variety of activities that appeal to different interests and skill levels (Mathur et al., 2014). Encouraging exploration of new activities can increase participation. In scouting, many students participate after school, gaining character development, leadership, and community service opportunities. However, the significant number of non-participants suggests barriers or lack of awareness that communities could work to address.

Family Screen Time Habits and Rules:

The data on family screen time habits and rules highlights that many parents take a proactive role in managing their children's screen time by setting rules and restrictions. This reflects an awareness of the importance of parental guidance in fostering healthy technology habits and promoting balanced device use among elementary students (Celik et al., 2021). Setting clear rules helps children develop self-regulation skills, balancing screen time with physical, social, and academic activities. Parental awareness of screen time's impact is encouraging, as it motivates families to establish healthy routines, such as regular mealtimes, limited snacking, and consistent sleep schedules (Pérez-Farinós et al., 2017). These practices can reduce the risks of physical, mental, and sleep-related health issues (Kamaleddine et al., 2022).

School Environment:

Schools play a key role in supporting sports and scouting participation. Encouragement from schools has been shown to boost involvement, leading to better physical fitness, social skills, and well-being (Oliva et al., 2021). This is especially important during childhood, when habits formed can benefit lifelong development. However, some students feel schools could do more to foster engagement. Schools should offer diverse extracurricular options and ensure all students feel supported in joining these activities (Bruschwein et al., 2022).

Community and Cultural Influence:

Grade 6 students are surrounded by a digital culture where gaming and social media are common. Peer norms heavily influence screen time behaviors, making these activities seem normal and desirable (Ueno & Yamamoto, 2022). This increases the risk of negative outcomes, such as reduced physical activity and disrupted sleep. Social discussions about games and apps highlight how digital activities shape daily life and relationships. Addressing these cultural influences alongside family and individual interventions is crucial for healthier technology habits. Students recognize the trade-offs between screen time and participation in physical or social activities. Research supports the benefits of sports and scouting, such as improved teamwork, problem-solving, and self-discipline, which contribute to academic success and well-being (Green et al., 2022). Students' awareness of these benefits suggests they value extracurricular activities, but balancing digital engagement and active participation remains a challenge.

This study offers valuable insights but is subject to several limitations. The focus on Grade 6 students within a specific context limits the generalizability of findings to other age groups or regions, and a larger, more diverse sample could provide broader perspectives. The reliance on self-reported data may introduce biases, such as over- or under-reporting screen time or extracurricular engagement due to social desirability. Additionally, the study does not account for contextual factors like socioeconomic status, access to extracurricular facilities, or parental education levels, which may influence behaviors and perceptions. The data represents a snapshot of current habits and perceptions but lacks longitudinal insights that could track changes over time for a more comprehensive understanding of evolving patterns. Lastly, while the study highlights skills gained from extracurricular activities, a more detailed assessment of how these skills translate to academic and social outcomes would further enrich the findings.

CONCLUSION

The study concludes that screen time significantly influences Grade 6 students' participation in sports and scouting activities. The findings underscore the importance of family, school, and community factors in shaping students' extracurricular engagement. The prevalence of digital access at home and the perceived cultural norm of spending time on screens suggest a need for targeted interventions to balance screen time with physical and social activities. The students' self-awareness regarding the impact of screen time on their abilities highlights the potential for educational and awareness initiatives to promote healthier technology habits. Based on the study's conclusions, the following recommendations are proposed:

1. **Parental Guidance Programs:** Implement programs to educate parents on establishing effective screen time rules and guidelines, fostering a balanced approach that encourages both digital literacy and physical activities.
2. **School-Based Initiatives:** Schools should continue promoting and encouraging sports and scouting activities, emphasizing their positive impact on students' overall development. Additionally, schools can integrate digital literacy programs to educate students about responsible screen time habits.
3. **Community Engagement:** Community organizations can collaborate with schools to create awareness campaigns highlighting the importance of a balanced lifestyle, incorporating both screen-based and physical activities.
4. **Educational Interventions:** Develop educational modules for students that emphasize the benefits of extracurricular activities, addressing the perceived barriers and fostering a positive attitude toward sports and scouting.
5. **Research Continuation:** Further studies can explore the long-term impact of screen time on various aspects of child development, providing ongoing insights for educators, parents, and policymakers.

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