

ABSTRAK

Hubungan Antara *Screen Time* dengan Fungsi Kognitif Siswa SMP Atisa Dipamkara Selama Pembelajaran Daring

Andraina¹, Pricilla Yani Gunawan²

¹Fakultas Kedokteran, Universitas Pelita Harapan, Tangerang

(xiii + 84 halaman: 17 tabel, 5 bagan, 4 lampiran)

Latar belakang : Fungsi kognitif adalah proses mental yang memberi kemampuan untuk menerima, memilih, menyimpan, mengubah, mengembangkan, dan memulihkan informasi yang diterima dari lingkungan eksternal. Fungsi kognitif dinilai menggunakan Montreal Cognitive Assessment versi Indonesia (MoCA-INA). Pada masa remaja, perkembangan otak belum sempurna sehingga fungsi eksekutif dan kontrol kognitif remaja masih belum matang sehingga lebih rentan terhadap pengaruh lingkungan seperti *screen time*. Pada tanggal 24 Maret 2020 diterbitkan Surat Edaran Nomor 4 Tahun 2020 yang menginstruksikan sekolah untuk melakukan pembelajaran daring, salah satunya Atisa Dipamkara. Regulasi ini dapat meningkatkan penggunaan *screen time* aktif dan *screen time* pasif siswa.

Tujuan penelitian : Untuk mengetahui hubungan antara *screen time* terhadap fungsi kognitif pada siswa SMP Atisa Dipamkara selama pembelajaran daring.

Metode : Studi potong lintang terhadap sampel siswa SMP Atisa Dipamkara yang dipilih dengan metode *random non-purposive sampling*. Kuesioner *screen time*, dan wawancara MoCA-INA dilakukan pada 68 responden terpilih. Data dianalisa menggunakan uji multivariat regresi logistik.

Hasil : Hubungan signifikan antara *screen time* yaitu laptop / komputer dengan fungsi kognitif (OR = 5.35, 95% CI: 1.16 - 10.16; Nilai P = 0.02) namun tidak ditemukan hubungan signifikan antara *screen time* aktif dengan fungsi kognitif (nilai P>0.05).

Kesimpulan : Terdapat hubungan signifikan antara *screen time* laptop / komputer dengan fungsi kognitif.

Kata kunci : *screen time*; kognitif; anak

Referensi : 73 (1997 – 2022)

ABSTRACT

Association Between Screen Time and Cognitive Function in Atisa Dipamkara Middle High School Students During Online Learning

Andraina¹, Pricilla Yani Gunawan²

¹Faculty of Medicine, Universitas Pelita Harapan, Tangerang

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Background : Cognitive function is a mental process that gives the ability to receive, select, store, modify, develop, and perceive the information received from the external environment. Cognitive function assessed using the Indonesian version of the Montreal Cognitive Assessment (MoCA-INA). Adolescence brain is still developing, hence executive and cognitive control is still immature, causing vulnerability to external influences such as screen time. The Government has issued Circular Letter No. 4 2020, dated 24 March 2020, which instructs Atisa Dipamkara school to conduct online learning. Online learning may increase students active and passive screen time.

Objective : To analyze the association between screen time and cognitive function in Atisa Dipamkara middle school students during online learning.

Methods : This cross-sectional study was conducted on Atisa Dipamkara middle school students. Samples were selected by random non-purposive sampling method. Screen time questionnaires, and MoCA-INA interviews were conducted on 68 selected respondents and analyzed by multivariate logistic regression.

Results : Screen time laptop / computer were significantly associated with cognitive function (OR = 5.35, 95% CI: 1.16 - 10.16; P value = 0.02), while non-significant association between active screen time on cognitive function (P value > 0.05).

Conclusions : Significant association between laptop / computer screen time and cognitive function.

Keywords : screen time; cognitive; children

References : 73 (1997 – 2022)