

THE INFLUENCE OF GADGET USE ON EARLY CHILDREN'S EMOTIONAL DEVELOPMENT

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ABSTRACT

Many parents think that gadgets can be easy playmates for children without supervision. But it turns out that excessive use of gadgets will have a negative impact on children's social and emotional development. Seeing this, this study aims to examine the effect of using gadgets on the emotional development of early childhood. This type of research is a non-experimental quantitative research using a correlational research design, namely research that examines the influence between variables. Correlational research aims to reveal the correlative relationship between variables. The approach used in this research is cross sectional. All Littlecare PAUD students. The sampling technique used total sampling and obtained a total of 50 respondents. The research was conducted on Littlecare PAUD students. The measurement instrument uses a questionnaire. Research processing techniques using Microsoft Excel and SPSS. Data analysis used the chi square test. This research will be tested for validity and reliability and has been declared feasible at the STIKES Surya Global Yogyakarta ethical commission with number 3.28/KEPK/SSG/VII/2023. The results of the study show that the majority of children who have positive emotional status are children who have never used gadgets. While the majority of the two negative emotional statuses of children actually sometimes see gadgets. The results of the chi-square test obtained a p-value of 0.000, which means that there is a significant relationship between the use of gadgets and the emotional status of children in Littlecare PAUD.

Keywords: early children's; emotional development; gadget

INTRODUCTION

Technological developments are now increasingly rapid and increasingly sophisticated. So many uses are offered in technology, especially in gadgets. From the beginning of the emergence of gadgets that were only limited to communication tools for telephones, now gadgets have turned into a primary need for every human being (Putra, 2017). Gadgets will continue to develop to make it easier for humans to carry out their daily activities (Setyaningsih & Setyowatie, 2023). Currently, the use of gadgets is not only among adults, but many young and school-age children, of course, also teenagers, this is felt to make it easier for the activities they do every day. There are several positive and negative impacts caused by gadgets, especially for early childhood (Saniyyah, Setiawan, & Ismaya, 2021). Seeing this, the task of parents besides educating parents must pay attention to their children's activities, so that their education does not lead to damage (Damsy, Supriadi, & Rivaei, 2020). As conveyed in QS Al-Qasas Verse 77:77: "And seek (reward) the land of the hereafter with what Allah has bestowed upon you, but do not forget your share in the world and do good (to others) as Allah has done good to you, and do not do mischief on earth."

Now the social life of children is more affected by gadgets. The use of gadgets can help children's creativity if their use is balanced with children's interactions with the surrounding environment (Saputri & Pambudi, 2018). However, most of the use of these gadgets has more negative impacts, although most of the children use gadgets for communication, doing school work, or for entertainment. In fact, we often find the use of gadgets to be one of the shortcuts

for parents in raising their children (Arini, Rizqi, & Harahap, 2022). With a variety of interesting features and applications, parents use it to accompany their children so they can carry out activities in peace, without worrying about their children running out, playing dirty, and making a mess in the house which ultimately adds to the parents' work (Yumarni, 2022). Many parents lately think that gadgets can be easy playmates for children without supervision (Untari, Dini Qurrata Ayuni, & Dielsa, 2021). Seeing this, the role of parents has now been replaced by gadgets (Hidayatuladkia, Kanzunnudin, & Ardianti, 2021). Because if parents are negligent with children who can play gadgets for a long time, then the child can only play gadgets and cannot communicate with the surrounding environment.

In addition, other negative impacts arising from the use of gadgets in children include addiction to online games in children, making children slow to understand lessons, and can also cause the risk of radiation exposure because too often playing gadgets that are too close to the eyes (Sugiarti & Andyanto, 2022). Therefore, parents also play an important role in supervising children while at home, for example, such as always accompanying children when playing gadgets and limiting children's time playing games, so that children know when to play and study, always teach children to use gadgets. what is right is according to their needs, so that they don't use it wrong, always ensure that children use gadgets only for positive things, for example to search for material on the internet and communicate with teachers or friends to discuss lessons (Pradika & Roesmaningsih, 2022). Teachers also play an important role in supervising children while at school, for example choosing good games for children (educational games), giving duration when playing games, inviting children to do activities without using gadgets (Wardhani & Krisnani, 2020).

Seeing the existing background regarding the use of gadgets for children can provide a positive side if used properly. The use of gadgets to stimulate children's creativity can be one of the positive effects of gadgets, especially when balanced with a piece of work. So it can be seen that excessive use of gadgets will have a negative impact on children's social and emotional development. Meanwhile, the negative effects of using gadgets on children include children becoming private individuals, sleep disturbances, being alone, violent behavior, fading creativity, and threats of cyberbullying. Based on the existing background, the researcher is interested in conducting research with the title of the effect of using gadgets on the emotional development of early childhood.

METHOD

This type of research is a non-experimental quantitative research using a correlational research design, namely research that examines the influence between variables. Correlational research aims to reveal the correlative relationship between variables. The approach used in this research is cross sectional. All Littlecare PAUD students. The sampling technique used total sampling and obtained a total of 50 respondents. The research was conducted on Littlecare PAUD students. The measurement instrument uses a questionnaire. Research processing techniques using Microsoft Excel and SPSS. Data analysis used the chi square test. This research will be tested for validity and reliability and has been declared feasible at the STIKES Surya Global Yogyakarta ethical commission with number 3.28/KEPK/SSG/VII/2023.

RESULTS

The majority of respondents were male students aged 3 years. The results of the analysis test related to the emotional status of the majority have positive or appropriate emotional status, but the results for negative emotional status also do not have much different values, namely 2 students are linked. Information from parents of the majority of students said that they

sometimes gave gadgets to their children and some stated that they had never given gadgets for their children to watch.

Table 1.
Respondent Frequency Distribution

Characteristics	Category	f	%
Gender	Male	30	60.0
	Female	20	40.0
Age	1	4	8.0
	2	9	18.0
	3	17	34.0
	4	2	4.0
	5	5	10.0
	6	13	26.0
Status Emotional	Positive	26	52.0
	Negative	24	48.0
Gadget Use	Never	24	48.0
	Sometimes	26	52.0
	Often	0	0,0

Table 2.
Cross Tabulation and Chi Square Test Results

Characteristics		Penggunaan Gadget			Total	Chi Square
		Never	Sometimes	Often		
Status	Positive	20	6	0	26	0,000
Emotional	Negative	4	20	0	24	

The results of cross tabulation stated that children who have positive emotional status are children who have never used gadgets. While the majority of the two negative emotional statuses of children actually sometimes see gadgets. The results of the chi-square test obtained a p-value of 0.000, which means that there is a significant relationship between gadget use and the emotional status of children at Littlecare PAUD.

DISCUSSION

Child development is the development that occurs in various aspects that exist in a child. Aspects that exist in child development include cognitive, motor, physical, language and psychosexual aspects (Murni, 2017). In its development, children are divided into age periods starting from the pre-birth period to the age before adolescence (Aprilia, 2020). There are 6 aspects of early childhood development, namely the development of religious and moral values, physical-motor development, cognitive development, language development, as well as social-emotional development and artistic development (Nurvitasari, 2016). This first aspect of development is the most important aspect to be taught to children. The focus of this aspect is in instilling basic values, norms that apply to awareness. Activities that can be done is to carry out worship so that they better understand the direction to their goals well from an early age. In addition, in the aspect of religious and moral values, good attitudes need to be instilled, such as helping others, being honest, polite, respecting older people, and tolerance with adherents of different religions (Khaironi, 2017). With a good understanding of religion, it is hoped that children will grow up with the right and correct perceptions. Therefore, parents have an important role in starting it early. In the first aspect this will also affect the language aspect. Children will be able to understand various things intended by parents such as stories, rules,

orders and also appreciate reading. So that children will answer well and will clearly affect social-emotional development.

The emotional development of children at an early age is something that needs attention because it plays an important role and is closely related to self-knowledge of the people around them. Various kinds of things that are included in this aspect are children will be happier if they play with their peers, understand feelings, respond to conversations, various toys with them, listen to their words, to learn to respect the rights and opinions of others so that they will still be polite. This aspect of emotional development teaches children responsibility, rights, and rules for themselves and others. In addition to relationships with other people and peers, this will help children to show their own abilities, recognize their feelings, control themselves, and adapt to interact with other people (Nurhayati et al., 2023).

In the current era, many factors affect the emotional development of children, one of which is the use of gadgets. Gadget is a form of technological development that is being used by everyone. The development of the benefits of technological developments also has a negative impact, one of which is gadget addiction (Saniyyah et al., 2021). There have been many studies that refer to the emotional problems of children in Indonesia, one of which is the impact of gadget addiction which is a negative impact received from technological developments. Gadget addiction has an impact on the development of children, they will be preoccupied with themselves so that they ignore the surrounding environment, can ignore sleeping hours and reduce learning achievement (Untari et al., 2021).

In this study it turns out that gadgets also have a negative impact on early childhood. In line with research Untari et al., (2021) found (52%) adolescents use gadgets, (72%) adolescents have abnormal nutritional status and (56.3%) adolescents have abnormal emotions. There is a significant relationship between the use of gadgets and adolescent nutrition which turns out to have a significant relationship between the use of gadgets and adolescent emotions. In research conducted by Asif & Rahmadi, (2020) significant results were obtained between the level of gadget addiction and emotional disturbances. On the results of research conducted by Imron, (2017) shows that there is an effect of using gadgets on children's emotional development. The use of gadgets is usually used to continue playing games. It is said that gadget addiction is not only used for existing games or content, but also in certain activities that are carried out repeatedly by children and has a negative impact as well as addiction to gadgets. This activity will hinder the child's socialization process and will lead to dependence on these gadgets. The level of parental education influences the risk of emotional and behavioral disorders occurring in children (Haryanti, Pamela, & Susanti, 2016).

Even though it has a negative impact, worrying about gadgets is a technological advancement that we cannot avoid. The existence of technological innovations created by humans with the intention of facilitating human activities and applied in everyday human life is now a necessity to have or master technology, as a means of supporting all human activities from children to adults. There are also many educational media for children, such as applications that hone creativity and intelligence. Existing applications such as coloring applications, learning to read, and writing letters certainly have a positive impact on children's brain development (Nerpi, 2023). According to the researcher's analysis, there are gadgets that can have both positive and negative impacts as parents must always monitor their children's activities.

CONCLUSION

The results of the study show that the majority of children who have positive emotional status are children who have never used gadgets. While the majority of the two negative emotional statuses of children actually sometimes see gadgets. The results of the chi-square test obtained a p-value of 0.000, which means that there is a significant relationship between the use of gadgets and the emotional status of children in Littlecare PAUD.

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