

THE IMPACT OF GADGET USE ON THE SOCIAL EMOTIONAL DEVELOPMENT OF EARLY CHILDREN

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Abstrak

Keywords:

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The use of gadgets has become an inseparable part of everyday life, including in the context of early childhood education. This research aims to determine the impact of gadget use, both positive and negative, on the social emotional development of children aged 4-5 years at PAUD Efata Liliba. The method used in this research is descriptive qualitative. The subjects of this research were two teachers and two parents of students at PAUD Efata Liliba. The results of this research are that the use of gadgets has an impact on the social emotional development of children aged 4-5 years at PAUD Efata Liliba. From the results of this research, the impact of using gadgets on children's social emotional development has a positive impact, children become more skilled at playing and imagining, children become smarter in recognizing letters and numbers, children become more confident and active. However, the negative impact caused by gadgets has an impact on children's personalities, children tend to be introverted and easily offended, children's social interactions are hampered, children's behavior and language development can also be problematic due to excessive use of gadgets, which is called gadget addiction. Therefore, special attention is needed from parents and teachers at school to limit excessive use of gadgets in children.

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INTRODUCTION

Humans have the mind and imagination to develop science and create the desired technology. Science and technology are closely related because without science there is



no new application for technology and without technology no one will enjoy the discovery of science. Current technology is the result of rapidly developing science and technology (Pardede & Watini, 2021). This can be seen from the many innovations and inventions that are simple to complex. Technological development is also the basis for developing a country. Where the progress of a country is based on how much science and technology is mastered.

Gadgets are one of the technological tools that are in great demand from various circles, ranging from the elderly, young to children. In gadgets, there are interesting features, for example in terms of socializing there are applications called WhatsApp, twitter, instagram, facebook and others. Where with this application users can send text messages, voice messages and can even see each other or what is commonly called videocall (Laily & Chandra, 2021).

In addition to various social service applications and touchscreen features, gadgets are now also equipped with a variety of games that are very popular with school-age children. The games provided are very varied, ranging from adventure-themed games to lesson-themed games. The presentation is also very interesting starting from the colors and characters, no wonder now children feel at home lingering in front of the gadget, causing excessive use for children (Hamdani, 2023).

The use of gadgets or gadgets has a negative impact on early childhood, including with bad content, affecting physical health (vision problems, stiffness, spinal injuries due to sitting position), experiencing dependence and even inhibiting children's social development. In addition, gadgets also have an impact on children's social interactions, such as children's social interactions with their immediate environment (Miranti & Putri, 2021).

Children who start to be addicted to gadgets will cause adverse effects such as a crisis of confidence, irritability, disobedience, and like to talk to gadgets alone, lack of discipline, children become lazy, leave worship obligations, and reduced study time due to gadgets. In addition, the most obvious impact is the lack of time for children to socialize. Children become reluctant to play with friends their age (Mahendra, 2023).

To provide a broader context of the impact of gadget use on early childhood, it is important to refer to previous studies that have examined this issue. The impact of gadget use on children's development has both positive and negative impacts. The positive impacts include helping the development of a child's adaptive function, increasing children's knowledge, expanding friendship networks, facilitating communication, and building children's creativity (Pardede & Watini, 2021).

Based on the results of interviews with two teachers (NB & SH) and two parents (M & NK) at PAUD Efata Liliba said that children who use gadgets in playing and learning with no restrictions or supervision from parents at home or teachers at school have a big impact on the child's social emotional development, both positive and negative impacts.

LITERATURE REVIEW

THEORETICAL REVIEW

Technology in the form of gadgets can be owned by anyone including early childhood so that in using gadgets it is no less intelligent than teenagers and adults. Gadget is an electronic device or instrument that has practical purposes and functions, especially to help humans (Widiawati, 2014). The practical function of gadgets as

technological assistance that facilitates human activities so as not to take a long time.

Gadget is one of the real forms of the development of science and technology today, this greatly affects the pattern of human life both in terms of mindset and behavior. Influence on human mindset because through gadgets can find information very quickly for children. The use of gadgets in everyday life can affect children's cognitive intelligence, because gadgets can be used properly as a tool that complements children's learning process. Researchers have shown that young children's use of technology contributes to cognition. Young children's use of technology in preschool initially depends on the equipment provided by their settings and the level of access (Dong, 2016). The use of information and communication technology (ICT) in gadgets in particular and the internet generally in early childhood has been a controversial topic for decades. Rigorous debates have centered on the impact of new technologies on children at large. Children's experiences of gadget use in the classroom were observed to address aspects including children's level of agency, participation, competence and involvement in learning activities; the way gadgets are used by young children, and children's interactions in learning activities.

The use of gadgets requires restrictions and supervision of parents or adults when children use gadgets anytime and anywhere. The form of gadget use in children is on average limited to playing games and watching videos or YouTube. This is what distinguishes the form of gadget use in adults. When viewed in terms of place, most children use gadgets at home after school, during meals, and sometimes before going to bed. Based on this description, it is clear that most children use gadgets only as entertainment media such as playing games and watching YouTube, rather than with other things. Therefore, YouTube should fill useful content in order to maximize the positive impact on children when they watch animated video content or cartoons.

Amseke (2023) stated social emotional development is the ability of early childhood to manage emotions, and express a variety of positive and negative emotions and develop the ability to establish close relationships with friends and people who are older than him actively to explore and learn in interacting with the surrounding environment.

RESEARCH METHOD

The method used in this research is descriptive qualitative research method. In this study, researchers applied descriptive qualitative which will provide data or documents in a complete, organized, gradual, and continuous manner so as to provide valid, reliable, authentic and verifiable information (Pardede & Watini, 2021). Data collection techniques use interviews, observation and documentation. Interview or interview which is often known as an oral interview is a dialog conducted by the interviewer to obtain information from the interviewee (two teachers NB & SH and two parents of students with the initials M & NK), this research is located at Eata Liliba PAUD. The data analysis technique in this research is the data that has been collected neatly given coding in order to facilitate grouping or identification.

RESEARCH RESULTS

The implementation of research on the use of gadgets for the socio-emotional development of children aged 4-5 years was carried out at PAUD Efata Liliba. Actually, gadgets have many benefits if their use can be controlled and balanced, the

benefits include increasing knowledge, facilitating communication, and expanding the network of friends. And vice versa, it will have a negative impact if its use is uncontrolled and unbalanced. The most negative impacts conveyed by parents are a) children do not know time, because every time is always used for gadget access, b) children get eye pain, because children rarely blink and exposure to gadget light is quite strong, c) children lose self-control and emotional control when reduced, let alone eliminated time to play gadgets, d) children interact less with friends or the surrounding environment because they prefer to use gadgets (Situmorang et al., 2021). The purpose of this study is to determine the impact, as well as the role of parents at home and teachers at school related to the use of gadgets in children aged 4-5 years at PAUD Efata Liliba. The procedure or flow of research implementation at PAUD Efata Liliba, are: (1) conducting interviews with teachers, (2) conducting interviews with parents, and (3) documentation.

Keeping children away from using gadgets is difficult and somewhat impossible. Daily life issues using gadgets such as parents working using gadgets, communicating with relatives using gadgets and so on. On the other hand, children are always around parents, therefore keeping children away from gadgets has a high level of difficulty.

Parents play a role in providing care to children are required to be more innovative, provide time to guide children in learning and playing gadgets, parents not only provide facilities for children in using gadgets but also need direction or control from parents in playing (Yustina & Setyowati, 2021). The issue of the impact of gadget use on early childhood social-emotional development has positive and negative impacts.

1. Some positive impacts of using gadgets are as follows:
 - a) Making it easier for children to hone their creativity and intelligence, such as the existence of coloring, drawing and writing applications
 - b) Children do not need to need books to learn because the gadget is facilitated by the internet which can help children to find various problems.
 - c) Increase children's knowledge through social media that can provide information.
2. Some negative impacts will have a more unfavorable effect on the use of gadgets as follows:
 - a) Children imitate more scenes from the videos they will watch.
 - b) Being less interacting with other people because children are more concerned with their gadgets
 - c) Becoming addicted to playing games so that they forget to do other things.

These things become a supervision for parents so that children are not addicted to gadgets and are reluctant to interact socially. At an early age, children experience a golden age, which means that children are more sensitive to stimuli. The sensitive period is the period of maturity of physical and psychological functions that are ready to respond to stimulation provided by cognitive, motor, language, socio-emotional, religious and moral.

Thus, the use of gadgets for early childhood must be within a certain period and must be supervised by the family, especially the role of parents. The role of parents is very important as a figure to accompany children in supervising, and directing the use of gadgets to benefit the growth and development of early childhood. In the end, the use of gadgets does not affect the behavior of early childhood life when they are adults and can

affect the behavior of early childhood when they are adults and can be an informative and communicative medium for children's learning which is certainly beneficial for the child's next life.

DISCUSSION

The discussion in the research results can be described as follows:

Table 1. Impact of Gadget Use on Social Emotional Development of 4-5 Years Old Children at PAUD Efata Liliba

Aspects	Indicator	Results
Positive Impact	Skills	<ol style="list-style-type: none"> 1. By playing gadgets, the development of children's imagination is growing so that children can be more active and able to develop their imagination in playing with peers and retelling to parents. 2. After playing or watching gadgets, children can express what they see from the gadget, whether it is describing what they see or imitating what they watch.
	Intelligence	<ol style="list-style-type: none"> 1. By playing gadgets, children's intelligence is honed, children are able to remember well what they see or hear. 2. If children are given space to learn to use gadgets with parental supervision, it is possible that the child can understand letters and numbers. 3. Children are able to retell what they see from the gadget they use to play or watch. Children can tell stories to teachers, peers and parents.
	Confident	<ol style="list-style-type: none"> 1. By playing gadgets, children also hone their mentality in this case when children play a game and it turns out that children experience defeat, children do not give up but have curiosity and try again to be able to win the game. 2. If the child is given the opportunity to perform in front, he does not feel shy or feel awkward with the people around him, but the child is more confident because he often

		sees/watches his peers who perform confidently.
	Information	<ol style="list-style-type: none"> 1. Children's knowledge can develop if the shows or games they watch and play are shows and games that can add insight. For example, watching fairy tales that have moral messages or games that emphasize children's thinking skills. 2. By playing / watching children can find new information or trends that make children able to imitate and even tell the people around them 3. After playing or watching, children will often ask questions related to what they see and hear to parents, teachers and people around them. Children tend to be more active in playing with their peers.

According to Pardede and Watini (2021), the impact of Gadget influence on child development is very much. The impact given in terms of education in Indonesia is divided into two, namely, positive impact and negative impact.

Positive impact:

1. Increase Knowledge and Creativity

By using technologically advanced gadgets, children can easily and quickly get information about their assignments at school. For example, we want to browse the internet anywhere and anytime that we want to know. Thus from the internet we can increase knowledge. Technology can also be used with new things and support triggering children's creativity to think creatively. According to the author, early childhood should be kept away from Gadgets and online games because they can trigger dependence so that children will have unstable emotions and dependence, it is better for children to play directly with their environment so that they get to know the environment where they are and the people in their environment.

2. Friendship and Communication Network.

Gadgets can expand our friendship network as we can easily and quickly join social media. So, we can easily share information with our friends. Gadgets are one of the tools that have sophisticated technology. So everyone can easily communicate with other people from all over the world. But friendships on social media are not suitable for early childhood, where children need real friends and directly interact with many people directly in order to create children's social and emotional relationships with others.



Table 2. Impact of Gadget Use on Social Emotional Development of 4-5 Years Old Children at PAUD Efata Liliba

Aspects	Indicator	Results
Negative impact	Closed	<ol style="list-style-type: none"> 1. When playing gadgets, children often do not care about the surrounding environment, it is possible that children can become a closed person and even do not socialize with their peers. 2. Children tend to be less active / quiet individuals and are more often busy watching or playing gadgets so that children do not interact with other children their age.
	Mental problems	<ol style="list-style-type: none"> 1. When children are often given gadgets by parents and children feel accustomed and have the right to use gadgets, children will have the thought that children have the right to use gadgets so that if at a certain time parents limit them to use gadgets, children will generally cry and even not want to eat or so on in the hope that children can get gadgets back to use either watching or just playing. 2. When children are addicted to playing gadgets, every activity that children do must have gadgets. Even when eating, sleeping, playing and so on.
	Social interaction is inhibited	<ol style="list-style-type: none"> 1. Children often have problems with social interaction, children are more likely to play gadgets than to play with their peers. 2. Children tend to choose to stay silent for hours with their gadgets compared to their peers.
	Child behavior	<ol style="list-style-type: none"> 1. With the tendency to play/watch on gadgets can make children become individuals who do not care about others. Even if the spectacles watched by children are negative content in this case such as bullying, it does not rule out the possibility that the child will do the same thing to his peers. 2. If children are accustomed to their gadgets, when children use other people's gadgets, they tend not to follow the rules that should be done, such as taking turns

		with friends or obeying the time given.
	Language development	<ol style="list-style-type: none"> 1. Children's language development tends to get better if the child's ability continues to be honed by being given shows/games that can also help children to think and speak. 2. Children tend to prefer to watch/play gadgets compared to telling stories or playing with their peers, making it difficult for children to interact with their peers.

According to Pardede and Watini (2021), the impact of Gadget influence on child development is very much. The impact given in terms of education in Indonesia is divided into two, namely, positive impact and negative impact.

Negative impact

1. Disrupt Health

Gadgets can disrupt human health because the radiation effect of technology is very dangerous for human health, especially in children aged 12 years and under. Excessive radiation effects can cause cancer, and also disrupt children's mental health when they watch features that they don't deserve to watch.

2. Can Disrupt Children's Emotional Development

Gadgets have sophisticated features such as cameras, videos, games and others. These features can interfere with the learning process at school. For example, at home a child is playing with his gadget and the parent calls his child.

CONCLUSION

The conclusion of this study is that the use of gadgets for children's socio-emotional development has a positive impact, namely children are more skilled in playing and imagining, children become smarter in recognizing letters and numbers, children become more confident and active. However, the negative impact caused by gadgets, affects the child's personality, children tend to be closed and irritable and even the child's social interaction is hampered, in addition, children's behavior and language development can also be problematic as a result of excessive gadget use or what is commonly called gadget addiction.

Parents are expected to be more active in supervising and guiding their children in the use of gadgets. It is important to set clear time limits so that children do not spend too much time in front of the screen. In addition, parents should be involved in screen time activities with their children, so that they can select appropriate content and provide explanations about the things they see. With this approach, children will be able to utilize gadgets positively without neglecting the social interaction and physical activities that are important for their development.

For teachers, it is recommended to integrate the wise use of gadgets in the classroom learning process. Teachers need to provide clear guidelines on the use of gadgets for educational purposes and limit access to inappropriate content. In addition, it is important for teachers to educate parents on the benefits and risks of gadget use, so that synergy between home and school can be well established. Thus, children can learn to use technology in a way that supports their social-emotional development.

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