



Impact of Gadget Use on Emotional Development of Children Aged 5-6 Years in Khairunnisa Kindergarten

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Abstract

The problems in this research were backgrounded by preliminary observations results on the use of gadgets which caused inhibition of emotional development of children aged 5-6 years in Khairunnisa kindergarten in Lubuk Sikaping district, Pasaman regency. The purpose of this study was to determine the effect of gadget use on the emotional development of children aged 5-6 years in Khairunnisa kindergarten. This research method is quantitative with a descriptive approach. The population of this study was 25 children aged 5-6 years in Khairunnisa Kindergarten divided into 2 study groups, namely group B1 (13 children) and group B2 (12 children). The data was gained with a questionnaire and was analyzed using quantitative descriptive techniques including frequency and percentage. The results of this research showed that the influence of gadget use on the emotional development of children aged 5-6 years in Khairunnisa kindergarten had a percentage of 72.2% in the influential category. The influence of gadget use on the emotional development of children aged 5-6 years can be seen through 4 sub-variables: (1) self-awareness, (2) responsibility, (3) prosocial behavior, and (4) duration of gadget use. These four variables had different percentages in which indicator 1 had 77.5%, indicator 2 had 74.3%, indicator 3 had 71.5 %, and indicator 4 had 65.5%. This result suggested that parents need to supervise more their children regarding their gadget use since specifically more than 2 hours per day of use tend to cause some aspects of children's emotional development to be hampered incorrectly.

Keywords:

Gadget Use, Emotional Development, Early Childhood Education

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Abstrak

Permasalahan dalam penelitian ini dilatarbelakangi oleh hasil observasi awal penggunaan gadget yang menyebabkan terhambatnya perkembangan emosi anak usia 5-6 tahun di TK Khairunnisa Kecamatan Lubuk Sikaping Kabupaten Pasaman. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan gadget terhadap perkembangan emosi anak usia 5-6 tahun di TK Khairunnisa. Metode penelitian ini adalah kuantitatif dengan pendekatan deskriptif. Populasi penelitian ini adalah 25 anak usia 5-6 tahun di TK Khairunnisa yang dibagi menjadi 2 kelompok penelitian yaitu kelompok B1 (13 anak) dan kelompok B2 (12 anak). Data diperoleh dengan kuesioner dan dianalisis menggunakan teknik deskriptif kuantitatif meliputi jumlah frekuensi dan persentase. Hasil penelitian ini menunjukkan bahwa pengaruh penggunaan gadget terhadap perkembangan emosi anak usia 5-6 tahun di TK Khairunnisa memiliki persentase sebesar 72,2% dengan kategori berpengaruh. Pengaruh penggunaan gadget terhadap perkembangan emosi anak usia 5-6 tahun dapat dilihat melalui 4 sub variabel yaitu: (1) kesadaran diri, (2) tanggung jawab, (3) perilaku prososial, dan (4) lama penggunaan gadget. Keempat variabel tersebut memiliki persentase yang berbeda yaitu indikator 1 sebesar 77,5%, indikator 2 sebesar 74,3%, indikator 3 sebesar 71,5%, dan indikator 4 sebesar 65,5%. Hasil ini menyarankan bahwa orang tua perlu lebih mengawasi anak-anak mereka mengenai penggunaan gadget karena penggunaan lebih dari 2 jam per hari cenderung menyebabkan beberapa aspek perkembangan emosional anak terhambat.

Kata Kunci:

Penggunaan Gawai, Perkembangan Emosi, Pendidikan Anak Usia Dini

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INTRODUCTION

Education is an effort that aims to realize the learning atmosphere and learning process. Learners actively develop their potential to have religious spiritual power, self-control, personality moral intelligence, as well as other skills necessary to develop the nation and state that is carried out consciously and planned. Education is an indispensable process, which is very much needed to get balance and perfection in life (Nurkholis, 2013). Early childhood education is part of education. According to NAEYC (National Association for The Education of Young Children), early childhood is a child aged from 0 to 8 years who will get educational services in kindergarten, family day care, public and private preschool education, elementary school, and others (Suryana in Syahrul & Nurhafizah, 2021). In the Regulation of the Minister of Government and Culture number 146 of 2014 article 2 paragraph 1 explains that early childhood education is held based on age, namely: 0-2 years for Day Care, 2-4 years for playgroups, and 4-6 years for Kindergarten.

In educational process, early childhood is a critical period that can affect children's learning outcomes. At this stage, the teacher also seeks to support the children's growth and development in various abilities. It is also an individual figure of a sociocultural being who is undergoing a process of fundamental development for the next life and has many certain characteristics (Rambe & Muryanti, 2019). Montessori, as cited by Britton in *Montessori Play and Learn*, explained that there are six characteristics of early childhood: (1) having a mind that easily absorbs information, (2) experiencing a sensitive period, (3) having a high sense of desire to learn, (4) learning will become more effective through play activities, (5) undergoing a process of development in all aspects, and (6) all children desire to be independent. John Dewey said that education is the general theory of education and philosophy is a general theory of education (Pidarta in Arnadi et al., 2020).

Early childhood development is referred to as the golden age. The golden age is the most appropriate age to stimulate the individual development of children. To provide proper stimulation, parents need to

know about aspects of child development, knowing this aspect can help children develop in all aspects of their development following the needs of children at the stage of development at the right age (Yuningsih et al., 2021). Aspects of child development according to the Government Ordinance of Indonesia number 57 of 2021 concerning National Standards of Education are religious and moral values, cognitive, motor physique, language, and social emotions (Setiyawati et al., 2021). Aspects of early childhood development according to Government Ordinance of Indonesia number 4 of 2022 to the Amendment of Government Ordinance of Indonesia number 57 of 2021 there are six aspects of early childhood development, religious and moral values, Pancasila values, motor physique, cognitive, language, and emotional social. From some of the above statements, it can be concluded that several aspects are very important to stimulate, one of which is the aspect of emotional development (Kaffa et al., 2021).

Meanwhile, according to Daniel Goleman, emotion refers to a feeling or thought typical of a biological and psychological state and a series of tendencies to act (Susanto in Jatmikowati, 2018). It is a complex atmosphere that affects and occurs before and after the occurrence of a behavior (Sumanto in Tameon, 2018). Crow & Crow gives its thoughts about emotions, emotions are affective experiences accompanied by individual self-adjustment about mental and physical states that will later be expressed as an apparent behavior. Glatt explained that emotional need to be developed for children because it has benefits, namely: control conflicts and differences in a more constructive manner, where children practice controlling their emotions, provide a more effective response against undesired behavior, make better decisions good, and develop healthy relationships with others (Nurhafizah & Kosnin, 2017). Emotion relates to mood, temperament, personality, disposition, and motivation. This feeling greatly affects the behavior of an individual and is usually influenced by stimulation, whether it is internal or external stimulation (Mashar in Hairani et al., 2021). Motivation directs and gives energy to behavior, whereas emotion

gives affective, motivation, and positive and negative components (Suhana, 2018).

The emotional development aspect is one of the most important aspects of child development. Emotional development is an aspect of development where children will interact and learn to express emotions (Yaswinda et al., 2020; Sofyan et al., 2021). Aspects of a child's emotional development are the child's ability to manage feelings and express them either through direct or indirect actions, with the intention that others know the emotional state that is being felt by the child (Khaironi, 2017). Emotions are a complex state and can be in the form of vibrations of the soul or feelings that occur due to biological changes that arise accompanied by the occurrence of a behavior (Dewi, 2020). Functions and roles of emotions in the child's environment: (1) As a form of behavior that is acceptable to the environment, as a habit-forming, and as an effort to develop themselves, (2) As a form of personality and assessment of himself as a form of communication with his environment know (Suryana in Rahmi, 2020). While the roles of emotions in early childhood are: (1) emotions are an overflow of feelings (2) emotions help the body maintain balance (3) emotions affect aspects of motor development (Mahyuddin in Harahap et al., 2021).

Based on the description, it can be concluded emotions are a person's inner feelings such as happiness, sadness, upset, anger, agitating, affection and desire. According to Peter Salovey and John Mayer, the types of emotions that are very important to develop at an early age are (1) empathy, (2) expressing and understanding feelings, (3) controlling anger, (4) independence, (5) ability to control oneself, (6) liked, (7) ability to solve personal problems, (8) perseverance, (9) flock loyalty, (10) hospitality, and (11) respect (Syahrul & Nurhafizah, 2021).

Khairunnisa Kindergarten is a kindergarten shaded by PKK (Family Welfare Program) member Lubuk Sikaping district, Pasaman district, Indonesia. Khairunnisa kindergarten has 4 classes, namely: Class B1, B2, A1, and A2 with a total number of students is 55 students. Based on preliminary surveys that researchers have conducted at Khairunnisa Kindergarten from 13 students in class B1 and

12 students in class B2, 25 students have used gadgets even 20 of them almost every day, from the initial data 6 students who have somewhat deviant behavior and almost the same, namely reluctant to follow activities, quickly bored, and don't want to be friends. In addition, in Khairunnisa Kindergarten parental supervision of the use of gadgets is still very low.

Gadget is a small technological tool that has many benefits (Febriati & Fauziah, 2020). A gadget is a small technological object (such as a device or an appliance) that has a particular function but is often thought of as a novelty. The various interesting features created using sophisticated technologies make gadget use is increasing in early childhood (Yuniarni, 2019). Gadget is a product of technological development formed and designed specifically to help humans solve their problems such as making it easier to communicate, find information, and also as a means of entertainment, even with the advancement of gadgets technology began to propagate more specific things, reportedly by using artificial intelligent (AI) gadgets can provide even greater assistance. The gadget is a term in English for a superior product that has unique characteristics and is related to calculation and cost (Fajrin, 2015). According to Osland, there are several types of gadgets including computers or laptops, tablet PCs, and also mobile phones or smartphones (Radliya et al., 2017). Excessive behavior in using the gadget can make a person become isolated from their social environment, including their family. Family is where a person's first social interaction takes place and is built through togetherness. In the family, parents are the role model and set an example, and also have a responsibility to establish good communication (Ariani & Permana, 2018).

Based on the results of observations, several phenomena occur in society related to the use of gadgets. For instance, in research conducted by Pardede & Watini, 10 children are addicted to gadgets and 10 children are not too addicted, with a total number of 20 people. Research conducted at Pandewa Kindergarten in the South Tangerang area on 40 samples had the result that the cultivation of gadgets in early childhood had a negative impact (Pardede & Watini, 2021). Children who are

addicted to gadgets will affect the development of the child's brains. Impaired brain development will interfere with a child's emotional development because PFC or Pre Frontal Cortex is the part of the brain that affects emotions, self-control, responsibility, decision-making, and other moral values (Sari & Nurjanah, 2020).

A study conducted in the Sabah area of Kinabalu District, Malaysia explained that the use of gadgets without parental supervision will have a negative influence on children's emotional development including hyperactive behavior, inattention, and problems with peers (Ling & Yee, 2021). The result of another study conducted in Turkey was the use of gadgets harms the child's emotional development. This was caused by excessive use of gadgets will take the attention of children so that the time to socialize and stimulate aspects of children's language is reduced. This would cause delays in speaking in children and when children experience delays in speaking then children find it difficult to express their emotions properly (Mustafaoğlu et al., 2018). Almost the same research was also conducted in the Binjai area of Medan city of North Sumatra indicating that children who use gadgets for more than 3 hours per day will cause emotional explosions in children (Marif, 2021). The use of gadgets was also studied at Al Huda kindergarten. The result of this study is that excessive use of gadgets can inhibit several aspects of children's development, including physical-motor, language, and social-emotional (Ali & Agustina, 2021).

The above research explains that giving gadgets to children will influence the emotional development of early childhood, therefore researchers are interested in researching the influence of gadget use on the emotional development of children aged 5-6 years in Khairunnisa Kindergarten. This needs to be done considering that the results of the initial survey that researchers conducted at the location saw that many children who use gadgets and their parents seemed to let them go. In addition, the negative influence of the use of this gadget does need to be minimized, while the positive influence certainly needs to be increased. This research does need to be done because the problems in this study have

never been researched in Pasaman regency. The use of this gadget has never been studied in Pasaman regency previously.

METHODS

This research was quantitative with a descriptive approach that is determined based on the problems studied, namely the impact of gadget use on the emotional development of children aged 5-6 years in Khairunnisa kindergarten. In this study, the population was all Khairunnisa kindergarten students aged 5-6 years with a total of 25 people divided into 2 groups, namely group B1 (13 children) and group B2 (12 children). The technique used in this data collection was to provide closed questionnaires to parents of students aged 5-6 years and structured observation on four aspects: self-awareness, responsibility, prosocial behavior, and duration of using a gadget. The data analysis technique used in this study was a quantitative descriptive technique. The data analysis included the use of simple numbers, namely the frequency and percentage obtained from calculating the data from the questionnaire and observation results. Data analysis was carried out by analyzing the effect of gadget use on the emotional development of children aged 5-6 years in Khairunnisa kindergarten.

RESULTS AND DISCUSSION

The impact of gadget use on the emotional development of children aged 5-6 years in Khairunnisa kindergarten can be seen through 4 sub-variables.

Self-Awareness

The values on questionnaires 1-2 state the influence of the use of gadgets on the emotional development of children aged 5-6 years in Khairunnisa kindergarten about aspects of self-awareness.

Table 1. Result of Questionnaires Items 1-2

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
1	7	28	8	24	10	20	0	0	72	Influential
2	9	36	12	36	4	8	0	0	80	Influential
Average									76	Influential

$$\begin{aligned} \text{Total maximum score} &= \text{Number of Respondents} \times \text{Maximum Score} \\ &= 25 \times 4 \\ &= 100 \end{aligned}$$

This calculation results in an index of the degree of influence can be seen in histogram 1. as follows:

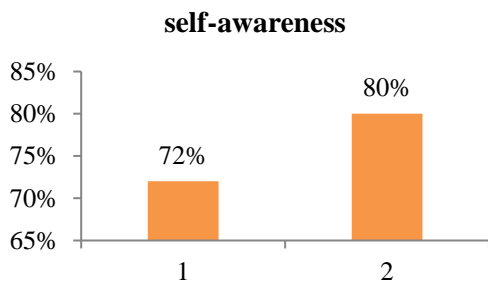


Figure 1. Histogram of the Influence Aspects of Self-Awareness from Questionnaire

Table 1 and Figure 1 showed that the average percentage of influence was 76%. Based on processed data, the score of 76% is in the influential category. So, based on the questionnaire result this aspect is influential.

Thus, the values from observation state the influence of the gadgets use on aspects of self-awareness can be seen in Table 2.

Table 2. Result of Observation on Self-Awareness

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
1	8	32	8	24	9	18	0	0	74	Influential
2	11	44	12	36	2	4	0	0	84	Strongly Influential
Average									79	Influential

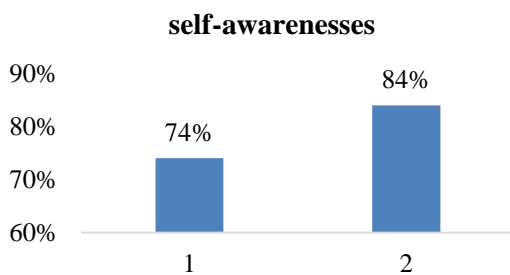


Figure 2. Histogram of the Influence Aspects of Self-Awareness from Observation

Table 2 and Figure 2 showed that the percentage of influence was 79%. Based on processed data, the score of 79% is in the influential category. So, based on observation results this aspect is influential.

Based on those two instruments the researcher conclude that the average percentage is 77.5% or the influential category. This is reinforced by the findings of researchers that children aged 5-6 years in Khairunnisa kindergarten often show emotions accordingly, while children who do not express their emotions, as well as their face, are the manifestation of the negative influence of gadget use, but this can still be stimulated by teachers and parents at home. Based on the Regulation of the Minister of Education and Culture number 137 children aged 5-6 years have been able to express their emotions reasonably and should also be able to show caution towards new people.

Responsibility

The attitude of responsibility is an attitude that exists in early childhood that arises after going through the stimulation process (Hutami & Jumiati, 2021). Attitudes of responsibility in children can be stimulated in various ways, one of which is to provide cartoon or animated spectacles that show the attitude of responsibility by using gadget media.

Table 3. Result of Questionnaires Items 3-6

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
3	6	24	13	39	5	10	1	1	74	Influential
4	5	20	11	33	8	16	1	1	70	Influential
5	3	12	9	27	11	22	2	2	63	Influential
6	14	56	8	24	3	6	0	0	86	Very Influential
Average									73.25	Influential

$$\begin{aligned} \text{Total maximum score} &= \text{Number of Respondents} \times \text{Maximum Score} \\ &= 25 \times 4 \\ &= 100 \end{aligned}$$

Based on data from Table 3 about the aspect of responsibility obtained the total

average percentage is 73.25%. According to processed data using Microsoft Excel, the score of 73.25% is in the influential category. This calculation results in an index of the degree of influence can be seen in Figure 3 as follows:

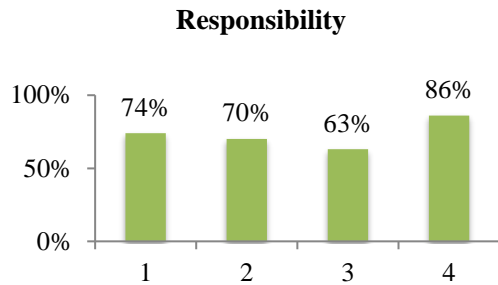


Figure 3. Histogram of the Influence Aspects of Responsibility from Questionnaire

Thus, the values from observation state the influence of the gadgets use on aspects of responsibility can be seen in Table 4.

Table 4. Result of Observation on Responsibility

Q	(4) F	(4) F(x)	(3) F	(3) F(x)	(2) F	(2) F(x)	(1) F	(1) F(x)	%	Criteria
3	6	24	13	39	5	10	1	1	74	Influential
4	6	24	12	36	6	12	1	1	73	Influential
5	3	12	10	33	10	20	2	2	67	Influential
6	15	60	9	27	1	2	0	0	89	Very Influential
Average									75.75	Influential

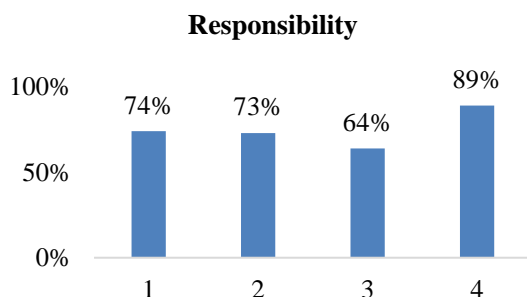


Figure 4. Histogram of the Influence Aspects of Responsibility from Observation

Based on Table 4 and Influence percentage score of 75.75% with influential categories.

The values on questionnaires 3-6 state the influence of gadget use and observation both of them showed the emotional development of children aged 5-6 years in Khairunnisa kindergarten about aspects of responsibility is strong. Based on those two instruments the researcher conclude that the average percentage is 74.5% or the influential category.

Prosocial Behavior

Prosocial behavior is a foundation in behavior that is very important to be stimulated in early childhood (Dewi et al., 2019).

Table 5. Result of Questionnaires Items 7-12

Q	(4) F	(4) F(x)	(3) F	(3) F(x)	(2) F	(2) F(x)	(1) F	(1) F(x)	%	Criteria
7	4	16	11	33	9	18	1	1	68	Influential
8	10	40	10	30	5	10	0	0	80	Very Influential
9	1	4	11	33	13	26	0	0	63	Influential
10	6	24	7	21	12	24	0	0	69	Influential
11	5	20	6	18	14	28	0	0	66	Influential
12	11	44	11	33	3	6	0	0	83	Very Influential
Average									71.5	Influential

The values on questionnaires 3-6 state the influence of the use of gadgets on the emotional development of children aged 5-6 years in Khairunnisa kindergarten about aspects of self-awareness.

$$\begin{aligned}
 \text{Total maximum score} &= \text{Number of Respondents} \times \text{Maximum Score} \\
 &= 25 \times 4 \\
 &= 100
 \end{aligned}$$

This calculation results in an index of the degree of influence can be seen in Figure 5 as follows:

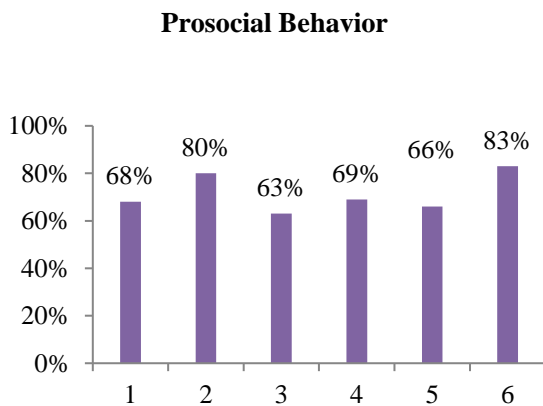


Figure 5. Histogram of the Influence Aspects of Prosocial Behavior from Questionnaire

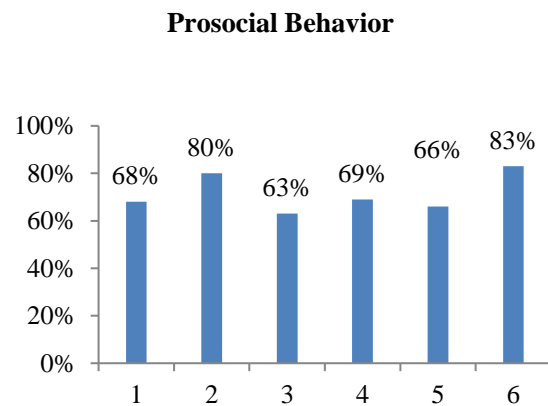


Figure 5. Histogram of the Influence Aspects of Prosocial Behavior from Observation

Based on data from table 5 about the aspect of responsibility obtained the total average percentage is 71.5%. According to processed data using Microsoft Excel, the score of 71.5% is in the influential category.

Thus, the values from observation state the influence of the gadget use on aspects of prosocial behavior can be seen in Table 6.

Table 6. Result of Observation on Prosocial Behavior

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
7	4	16	11	33	9	18	1	1	68	Influential
8	10	40	10	30	5	10	0	0	80	Very Influential
9	1	4	11	33	13	26	0	0	63	Influential
10	6	24	7	21	12	24	0	0	69	Influential
11	5	20	6	18	14	28	0	0	66	Influential
12	11	44	11	33	3	6	0	0	83	Very Influential
Average									71.5	Influential

Based on data from Table 6. About the prosocial aspect obtained the total average percentage score is 71.5% according to the processed results, the score data of 71.5% is in the influential category.

This is reinforced by the findings of researchers that children aged 5-6 years in Khairunnisa kindergarten have many children who show their emotions reasonably after using gadgets.

Duration of Gadget Use

Based on data from Table 7 And histogram 4 about the aspect of the duration of gadget use obtained the total average percentage score is 65.5%. According to the processed results, the score data of 65.5% is in the influential category. This is reinforced by the findings of researchers that children aged 5-6 years are in Khairunnisa kindergarten.

Table 7. Result of Questionnaires Items 13-14

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
13	10	40	2	6	11	22	2	2	70	Influential
14	4	16	5	15	14	28	2	2	61	Influential
Average									65.5	Influential

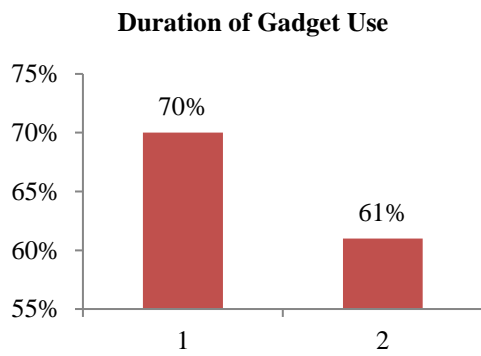


Figure 7. Histogram of the Influence Aspects Duration of Gadget Use from Questionnaire

Thus, the values from observation state the influence of the gadgets use on aspects of the duration of gadget use can be seen in Table 8.

Table 8. Result of Observation on Duration of Gadget Use

Q	(4)		(3)		(2)		(1)		%	Criteria
	F	F(x)	F	F(x)	F	F(x)	F	F(x)		
13	10	40	2	6	11	22	2	2	70	Influential
14	4	16	5	15	14	28	2	2	61	Influential
Average									65.5	Influential

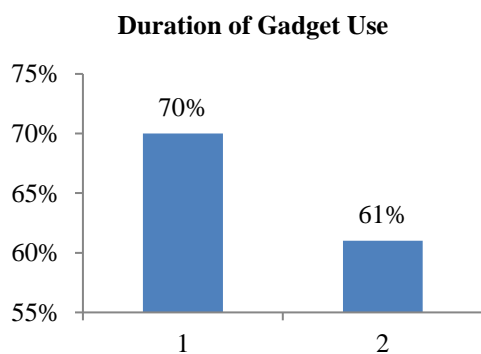


Figure 8. Histogram of the Influence Aspects Duration of Gadget Use from Observation

The values on questionnaires 13-14 state the influence of the use of gadgets on the emotional development of children aged 5-6 years in Khairunnisa kindergarten about

aspects of duration of gadget use showed the same calculation results with questionnaire result.

Discussion

Based on the results of the data processing above, it can be concluded that gadgets are very influential on the emotional development of children aged 5-6 years in Khairunnisa kindergarten. This is reinforced by the researchers' finding that the negative influence of using gadgets for more than 2 hours per day will cause the development of emotions relatively late. While this can meanwhile, a positive influence is the use of gadgets with a duration of fewer than 2 hours per day causing children to become more sensitive to emotional parents or friends. Many children aged 5-6 years in Khairunnisa kindergarten play with gadgets almost every day for different durations of time. The percentage of the total impact is impacted 72,25 % total from the results of the juxtaposition of 4 sub-variables described in the results of the study with the influential category. Children who play more than 2 hours per day are caused by a lack of stimulation and supervision from parents. But this can still be overcome by the way parents provide supervision of the duration of use, screening of the spectacle, and also stimulation at home or school.

CONCLUSION

Based on the results of the data processing above, it can be concluded that gadgets affect the emotional development of children aged 5-6 years in Khairunnisa kindergarten. This is reinforced by the researchers' findings that the negative influence of using gadgets for more than 2 hours per day will cause the development of emotions relatively late. While this can be a positive influence on the use of gadgets with a duration of fewer than 2 hours per day causing the child to be more sensitive to the emotionality of parents or friends, this can be seen from the results of observations and questionnaires contained in the attachment.

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