



The Relationship Of Gadget Use On The Psychosocial Development Of Preschool Children Aged 3-6 Years At Ra Raden Rahmat Sumobito

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Article Info	ABSTRACT
Article history: Received Sep 28, 2024 Revised Oct 17, 2024 Accepted Nov 20, 2024 Keywords: Gadgets; Preschool Children; Psychosocial Development;	Background: The increasingly individualistic development of children will result in reduced sensitivity to the environment. So that children's socialization into society will not be well connected. Meanwhile, children's social interactions will continue until they grow up. If children remain amazed by the sophistication of gadgets, then in the end children will have difficulty interacting with people around them. Objective: This study aims to determine the relationship between gadget use and psychosocial development in preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito. Method: The research design used in this study was a cross-sectional analytical survey approach with 35 respondents. The sampling method in this research was carried out using accidental sampling. The data collection tools used were preschool questionnaire sheets, use of Child Psychosocial Development gadgets. Data analysis used the SPSS version 20 test. The univariate test used the Shapiro Wilk assumption test, then the bivariate test used the chi-square test ($p < 0.05$). Results: Research Results The results of the Chi-Square test show that there is no relationship between gadget use and psychosocial development in preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito, $p\text{-value} = 0.625 > 0.05$. The conclusion in this study is that there is no relationship between gadget use and the psychosocial development of preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito

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1. INTRODUCTION

The development of technology and information has progressed very rapidly, which is marked by progress in the field of information and technology (Ismanto, 2015). One example is the increasingly widespread development of gadgets; Almost all individuals, both children and adults, now have cellphones or smartphones. The need for communication and information is very important for all levels of society. Plus, access to information is now easier with various interesting features offered by the gadget or smartphone service itself, so children often become familiar with this technology quickly. In early childhood, giving gadgets is considered okay (Ferliana, 2016).

The World Health Organization (WHO) reports that 5-25% of preschool children suffer from developmental disorders. Various child development problems, such as delays in motor skills, language and social behavior, have increased in recent years. The incidence of developmental problems in children in Indonesia is between 13 - 18%. Braun er & Stephens stated that around 9.5% to 14.2% of preschool children have social emotional problems which have a negative impact on their development and school readiness. Meanwhile, other research shows that around 8 to 9% of preschool children experience psychosocial problems, especially social emotional problems such as anxiety, difficulty adapting, difficulty socializing, difficulty separating from parents, children are difficult to manage, and aggressive behavior is the problem that most often appears in children aged preschool.

Observations made by (Dewi, 2013) on several families in Yogyakarta showed that since using gadgets, children have become difficult to communicate, less attentive and unresponsive when spoken to by their parents. They also tend to have unstable moods and often ignore what their parents say. This is in line with the opinion of (Iswidharmanjaya dan Agency, 2014) who state that the negative impact of using gadgets on children, especially when they are addicted, is that children begin to consider gadgets as an inseparable part of their lives. This situation can disrupt the relationship between children and their parents, environment and peers.

Therefore, the role of parents is very important in accompanying their children. Parents should not depend on gadgets to accompany their children and not let children prioritize gadgets just to avoid hassle. Parents need to control all the information on their children's gadgets and must be able to invite children to discuss, in the sense of asking questions and answers about the content on their gadgets. In this way, playtime becomes a useful time, where children can learn through play activities, imitate adult behavior, and develop their imagination and creativity.

Based on the background above, it can be concluded that the use of gadgets influences children's development. Therefore, researchers are interested in conducting research on "The Relationship between Gadget Use and the Psychosocial Development of Preschool Children Aged 3-6 Years at RA Raden Rahmat Sumobito".

2. RESEARCH METHOD

This research used a cross-sectional design with a total of 35 children as respondents, including parents or guardians of students at RA Raden Rahmat Nglele who were selected by accidental sampling. Data on respondents' characteristics, order/position of children in the family, number of siblings, length of time using gadgets and children's psychosocial development were obtained from a questionnaire adapted from (Dini, 2019) research. The data were then analyzed using the Chi-Square test ($p < 0.05$).

3. RESULTS AND DISCUSSIONS

The majority of children in this study (table 1) were 6 years old (65.7%). Based on gender, it is known that the majority of women are 25 people (71.4%). Apart from that, the highest order/position of children is the last child with 21 children (60%). The highest number of siblings is two, 15 children (42.9%). The highest gadget ownership was gadgets owned by parents, 26 children (74.3%). The highest source of information obtained was from other than gadgets (television, newspapers, magazines, books), namely 21 children (60%). Apart from that, the content that was watched the most was YouTube, namely 29 children (82.9%).

In this study (table 2) it was discovered that 11 children who used gadgets excessively (>1 hour) had healthy psychosocial development. Meanwhile, 9 children with healthy psychosocial development used gadgets normally (<1 hour). As many as 8 children who have psychosocial development are at risk of using gadgets normally (<1 hour), but as many as 7 children who have psychosocial development are at risk of using gadgets excessively (> 1 hour).

Table 1. Research Distribution

Characteristics	Frequency	Percentage (%)
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Age (years)

5 years	12	34,3
6 years	23	65,7

Gender

Female	25	71,4
Male	10	28,6

Order/position of children

First child	8	22,9
Second child	6	17,1
Third child	21	60

Number of siblings

Have no siblings	4	11,4
One sibling	13	37,1
Two brothers	15	42,9
Three brothers	1	2,9
More than three people	2	5,7

Gadget ownership

Parents' gadgets	26	74,3
Personally owned gadgets	9	25,7

Resources

Apart from gadgets (television, magazines, newspapers, books)	21	60
From gadgets	14	40

Content watched

Not watching any content	2	5,7
Youtube	29	82,9
Tik tok	4	11,4

Table 2 Distribution of the Relationship between Duration of Gadget Use and Social Development

Use of Gadgets	Psychosocial Development				Total		p
	Risk		Healthy		N	%	
Normal (< 1 hour)	N	%	N	%	N	%	0.625
Excessive (> 1 hour)	8	22,9	9	25,7	17	48,6	
	7	20	11	31,4	18	52,4	
Total	15	42,9	20	57,1	32	100	

a. Age

Based on field research, most of the respondents were 6 years old, namely 23 (65.7%) children and 12 (34.3%) 5 year olds with a tendency to experience risky psychosocial development, namely 12 children and 11 healthy children. Meanwhile, respondents aged 5 years tended to experience healthy psychosocial development, namely 9 children and 3 children at risk.

At this age, children begin to interact with their surrounding environment, have great curiosity, like to fantasize and imagine. Then, at the age of 5-6 years, children are more easily invited to play in a group and also begin to choose their playmates, be they neighbors they have previously known or peers they have just met (Ahmadi, 2012).

The researcher's assumption is that respondents aged 6 years are experiencing risky psychosocial development because at that age they have started formal education and they may face difficulties in adapting to a school environment that is more structured compared to the environment at home. Children by age 6 also begin to show a desire to be more independent, but they may feel unsure about their ability to complete tasks independently. Inability or failure to achieve new tasks can affect their self-confidence.

b. Gender

Based on field research, it shows that the majority of respondents were female, namely 25 (71.4%) children and 10 (28.6%) children were male. Apart from that, it shows that female respondents have healthy psychosocial development, namely 17 children and 8 children at risk, and male respondents tend to have risky psychosocial development, namely 7 children and 3 healthy children.

This is in line with (Darkusno, 2014) who stated that there are several factors that influence a child's development, one of which is the child's gender. Girls will develop and reach maturity more quickly than boys, apart from that, girls also experience faster motor development so that girls can first eat using a spoon and fork, button clothes, and draw straight lines.

The researcher's assumption is that female respondents develop more quickly in accordance with the theory above because girls are more responsive in socializing and solving problems. And girls also tend to develop emotional and empathetic skills more quickly than boys. Boys, on the other hand, may be more likely to display anger and aggression in response to frustration.

c. Order/position of children

Based on field research, it shows that the majority of respondents have the order/position as the last child, namely 21 (60%), as the first child as many as 8 (22.9%) children and as the second child as many as 6 (17.1%) children. Respondents in the order/position as the first child have healthy psychosocial development and the same risk, namely 4 children each, respondents in the order/position as the second child have healthy psychosocial development and the same risk, namely 3 children each and respondents in the order /position as the last child to have healthy psychosocial development, namely 13 children and 8 children at risk.

(Baer et al., 2005) stated that first-born or first-born children are more creative when they have siblings who are relatively closer in age or opposite gender. Birth order position can influence a child's search for identity and the attention of others. The order of birth of children in a family also has an impact on personality, behavior and way of learning. The last born child is often considered the baby of the family, and lives in this role. Sometimes it is difficult for the last born child to find a place in the family, as the first and middle children have left footprints to follow, and carved out their own mark on the family.

The researcher's assumption is that children who have the order/position as the last child tend to have healthy psychosocial development because they receive more attention from their parents, and their parents also have experience in caring for children so that psychosocial development is more focused and when doing something they are willing to admit their mistakes.

d. Number of siblings

Based on research in the field, it can be concluded that the maximum number of siblings is two, namely 15 (42.9%) children with a tendency for healthy psychosocial development, 9 children and 6 children with risky psychosocial development.

This is in line with the results of (Septriana et al., 2009) research, the number of siblings can influence a child's behavior and development. A large number of children will result in a lack of parental attention and love for the children. Apart from attention and affection, children's primary and secondary needs will be divided, especially in families with low income.

The researcher's assumption is that respondents who have two siblings have healthy psychosocial development because they receive emotional support and a greater sense of solidarity from their siblings. This can help them cope better with stress and challenges.

e. Gadget ownership

Based on research in the field, it can be concluded that the respondents who used their parents' gadgets the most were 26 (74.3%) children with balanced psychosocial development tendencies, namely 13 children were healthy and 13 children were at risk.

The research results show that most of the gadgets that parents give their children are based on their children's wishes, for certain purposes such as to introduce technology earlier or just to keep their children from getting bored. For parents like this, they think that using gadgets for early childhood can expand their friendship network because they can easily and quickly join the social media that has been provided (Nurrachmawati, 2014).

Researchers assume that children's ownership of gadgets can influence children's psychosocial development if the gadgets they use belong to their parents, because their parents' gadgets contain applications that are only intended for adults. Meanwhile, when children use personal gadgets, parents can control the gadgets from their gadgets and can fill them with applications intended for children such as YouTube Kids and educational games.

f. Resources

Based on research in the field, it can be concluded that most children get information sources other than gadgets, namely 21 (60%) children with risky psychosocial development tendencies, namely 11 children and respondents who get information from gadgets are 14 (40%) children with tendencies have healthy psychosocial development, namely 10 children.

The influence of information from gadgets (such as tablets, smartphones, and computers) on the psychosocial development of preschool children is an increasingly important area to understand as technology use increases among children. Gadgets can influence various aspects of children's psychosocial development, both positively and negatively

The researcher's assumption is that the influence of information sources on children's psychosocial development must be controlled by parents because of the danger of the content being viewed not being appropriate for the child's age, and information from gadgets that is often less reliable. So children should be advised to seek information from other than gadgets (such as books, magazines, newspapers, radio and television).

g. Content watched

Based on research in the field, it can be concluded that the most children watching YouTube content are 29 (82.9%) children with a tendency for healthy psychosocial development, namely 18 children.

According to (Salehudin, 2020) the main reason children use the YouTube application is because YouTube contains interesting video, audio and visual content which makes children like it. Basically, children use YouTube to find entertainment, but if children receive content and vlogs that are not good for young children, it will certainly have an impact on children's development, so parents need to pay attention to the use of YouTube in controlling the types of YouTube shows that children watch. his son (Kristianus K, 2019).

The researcher's assumption is that watching YouTube can influence children's social interactions. Children may spend more time alone with their gadgets than playing or interacting with peers face to face. But on the other hand, YouTube also has great educational potential if used wisely. The right educational content can help children learn new skills, develop interests, and understand concepts that may be difficult to explain through other media.

h. The Relationship Between Gadget Use and The Psychosocial Development of Preschool Children Aged 3-6 Years at RA Raden Rahmat Nglele Sumobito

The results of research conducted by researchers at RA Raden Rahmat Nglele Sumobito, where the use of gadgets in preschool children aged 3-6 years did not cause the psychosocial development of children at risk, the children still played and studied with their friends as usual. This is because the supervision function of parents is high regarding children's use of gadgets and children also get the most information from other than gadgets, namely television, newspapers, magazines and books.

Based on the results of the Chi Square test analysis, it was found that the p-value was (0.625) > (0.05) so that H_0 was accepted, meaning that there was no relationship between gadget use and the psychosocial development of preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito. The results of the cross tabulation prove that 18 respondents (52.4%) had a duration of gadget use in the excessive category (> 1 hour), and 11 respondents (31.4%) had healthy psychosocial development. This means that not all preschool children aged 3-6 years who have excessive use of gadgets can cause risky development.

The results of this research are in line with research conducted by (Mayenti & Sunita, 2018) which explained that there was no significant relationship between the impact of gadget use and children's development. This is because the majority of children in Taruna Kindergarten use gadgets for less than 2 hours and are still under control and also because the geographical location of the respondents is in the middle of the city of Pekanbaru, access to all information is easy to obtain, so that information relating to the dangers of using gadgets easy to obtain so it has no impact on children's development.

Most preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito, have healthy psychosocial development. The number of children in the risk category was 15 (42.9%) and the number of children in the healthy category was 20 (57.1%) children

Researchers assume that gadget use does not always cause risky psychosocial developments because there are several factors, including parental supervision, duration of use, and type of content watched. Apart from that, the source of information that children get is not only from gadgets but also from other than gadgets such as television, newspapers, magazines and children's books which they read every day and respondents mostly use their parents' cellphones so there is a time limit for them to play with gadgets.

4. CONCLUSION

Based on the results of research on "The Relationship of Gadget Use to the Psychosocial Development of Preschool Children Aged 3-6 Years at RA Raden Rahmat Nglele Sumobito" it can be concluded that: Gadget use at RA Raden Rahmat Nglele Sumobito shows that out of 35 respondents, 18 (51.4%) respondents use gadgets excessively (>1 hour), while 17 (48.6%) respondents use gadgets normally. The psychosocial development of preschool children aged 3-6 years shows that the psychosocial development of preschool children aged 3-6 years is good in the healthy category with a percentage of 20 respondents (57.1%) and the psychosocial development of preschool children aged 3-6 years is not good in the risk category as many as 15 respondents with a percentage of (42.9%). There is no relationship between the use of gadgets and the psychosocial development of preschool children aged 3-6 years at RA Raden Rahmat Nglele Sumobito, as proven by an alternative test using the Chi Square test with a significance level of $\alpha = 0.05$ ($p < \alpha$), obtained a value of $p = 0.625$ so the hypothesis is rejected.

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