

Jurnal arina Maret 2023

by Turnitin_Syaif 0813 3641 8032

Submission date: 09-februari-2023 05:30PM (UTC-0400)

Submission ID: 2112405210

File name: jurnal_arina_maret_2023.pdf (224K)

Word count: 3240

Character count: 17425

Original Research

THE INFLUENCE OF GADGET MEDIA ON EARLY CHILDHOOD DEVELOPMENT: LITERATURE REVIEW

Fianelda Lake¹, Arina Chusnatayaini²

^{1,2}Midwifery Study Program, Faculty of Nursing and Midwifery Strada Indonesia Institute of Health Sciences, Kediri, Indonesia

*Email: 1vhanielake@gmail.com, 2arinachusnatayaini88@gmail.com

ABSTRACT

Background: The use of gadgets has a detrimental effect on children's interpersonal skills if they are used too often. The influence of gadgets on children's learning processes has an effect on children's learning processes so that children become more dependent on cellphones rather than choosing to study .Destination. Identifying the use of gadget media, Identifying early childhood development, Analyzing the relationship between gadget media use and early childhood development

Method: The process carried out in this literature review is to review and look for several research journal articles published through an electronic database. The data base used to do the search is: Google Scholar, The keyword used to do the search is "The influence of gadget use on early childhood develop" for International articles used to search is "gadgets OR early childhood development",

Result: The results of the literature review and discussion of journals can show that there is an influence on the use of gadget media with early childhood development, it is said that Gadgets can affect aspects of cognitive, social-emotional development, religious and moral values, language and physical-motor aspects of children. The use of gadgets appropriately and correctly can be a stimulating medium that is able to develop all aspects of children's development optimally according to their age stages. Vice versa, excessive and unsupervised use of gadgets will also have bad consequences for children's development in the future

Conclusion: Now children's social lives are more affected by technology. More often early childhood interacts with gadgets and also cyberspace affects the child's thinking power towards something outside of this, he will also feel unfamiliar with the surrounding environment due to lack of social interaction. However, technological advances can also help children's creativity if their use is balanced with children's interaction with the surrounding environment. They know how to leverage technology to satisfy their desire to play. Parents should supervise when their children play gadgets so that they are not too dependent on gadgets and do not forget to socialize with the surrounding environment.

Keywords : Gadgets

1. INTRODUCTION

The development of technology in today's era has made a lot of progress. This development is characterized by the emergence of an item called a gadget so that it facilitates human activities, for example, being able to find information quickly. According to (Syahudin, 2019)'gadget is an electronic object that is used as communication by humans such as cellphones, computers and others. At first the use of gadgets was only used by adults, but in this modern era, gadgets are also widely used in children.

At this time the world is experiencing a disaster with the emergence of the 'corona virus which is very scary, this virus is invisible to the human eye because its size is very small if infected with the corona virus will experience shortness of breath to the worst death. Many people are affected by this virus both in terms of economic, social and also educational.' The impact of the corona virus' in the social field is that humans are prohibited from carrying out activities that are group / restricted so that in the field of education is also affected, namely many elementary schools, covering all their students to prevent Covid-19 from becoming more widespread, then learning that was originally face-to-face 'but now uses online learning using gadgets using gadgets.

2. METHODS

The process carried out in this literature review is to review and look for several research journal articles published through an electronic database. The data base used to do the search is: Google Scholar, The keyword used to do the search is "The influence of gadget use on early childhood develop" for International articles used to search is "gadgets OR early childhood development", Reference search is limited to articles available in full text that can be accessed by researchers, using Indonesian and English and the year of publication between 2016-2021.

The types of studies analyzed are all kinds of research that, The effect of gadget use on early childhood development. The literature sources used are at least 3 data bases (Pubmed, Wiley, Springer Link, Proquest, Science Direct, Clinical Key, Research Gate, CINAHL, SCOPUS, Sage, Medline, EBSCO, Google Scholar, and others). Describes what keywords are used in article searches by using boolean operators (AND, OR, NOT, NEST, Quotation Mark).

3. RESULTS

The results of the literature review and discussion of journals can show that there is an influence on the use of gadget media with early childhood development, it is said that Gadgets can affect aspects of cognitive, social-emotional development, religious and moral values, language and physical-motor aspects of children. The use of gadgets appropriately and correctly can be a stimulating medium that is able to develop all aspects of children's development optimally according to their age stages. Vice versa, excessive and unsupervised use of gadgets will also have bad consequences for children's development in the future

4. DISCUSSION

A. Identifying the use of gadget media

According to research conducted by Titik mukarromah (2019) on the impact of gadget use on the social development of early childhood in the faithful hamlet of the earth in seputih sub-district, the results of the study explained that based on the results of interviews from 5 parents and 5 early childhood that giving directions to children is indeed very necessary because early childhood does not have a limit of good reasoning ability and can distinguish which is good and which is not good for used as much as his curiosity was still very high. This is where the role of parents as givers of directions and monitor the use of children's gadgets is very necessary.

Meanwhile, according to research conducted by Nurhaeda (2018) on the impact of gadget use in early childhood in Islamic pan-dangan in integrated paud mutiara hati palu, the results of the study showed that the impact of gadget influence on child development is very much. The impact given in terms of education in Indonesia is a positive impact and a negative impact.

Then according to research conducted by Putri hana pebriana (2017) on the analysis of gadget use on social interaction ability In early childhood, the results of the study showed that dependence on gadgets in children is due to the length of duration in using gadgets. From the discussion above, the researcher assumes that the development process occurs continuously and is interrelated between components and other components. So, when a child grows older, indirectly the child's personality also matures. This development is determined by the process of maturation of the organs of the body and occurs in every normal human being so that we can take into account beforehand. Thus, we can estimate at what age a person will begin to speak, at what age a person will begin to stop growing.

B. Identifying early childhood development

According to research conducted by Vira anggraini (2018) on the analysis of the development of social aspects through the use of gadgets in early childhood 4-6 years, the results of the study show that optimal development, children need to get stimulation from the environment. The provision of stimulation must be given in the right time with an adequate amount, for which parents must know correctly about the child's situation as well as be sensitive to his needs. The opportunity to play with other children results in them having many opportunities to work together and understand the perspectives and feelings of others. In the event of a problem, they will learn how to cope with feelings of frustration, anger and disappointment, meaning that the child will learn to control the emotions of the problem and find a

Solution or a way out with other friends.

According to research conducted by Fitra mayenti (2018) on the impact of gadget use on early childhood development in early childhood and kindergarten of Islamic cadets in Pekanbaru, the results of the study showed that the percentage of child development in kindergarten and paud Taruna Islama according to their age was 95 percent greater than the development of children who did not match their age, namely 5 percent. This shows that kindergarten and paud taruna Islam children camping according to age are very good, but there are still a small percentage of children who experience developmental disorders according to the age of the child.

According to research conducted by Salis khoiriyati, saripah (2018) on the influence of social media on the development of cognitive intelligence in early childhood, the results of the study show that the family environment is very influential on the development of children, one of which is on the cognitive development of children. Giving social media in the form of YouTube can have a bad influence if children watch it alone without being accompanied by their parents. Because YouTube can be easily accessed online, which includes Universal videos that can be reached by anyone. Thus the provision of stimulus, the child must be accompanied by parents, so that the child does not model the ugliness of what they see.

Gadgets are a very practical communication medium both among children and adults. The use of gadgets in early childhood is something that has an impact on its users, both positive and negative impacts. Thus the use of gadgets in early childhood should be within a certain period of time and with good supervision by parents. The role of parents is very important as a figure to accompany, supervise, and direct the use of gadgets to be beneficial for the growth and development of early childhood.

From the discussion above, researchers assume that using gadgets with a duration of more than 2 hours per day has

children easily find information about learning, and make it easier to communicate with friends.

However, the negative impact caused by gadgets, has an effect on the development of child psychology, especially aspects of emotional growth and moral development. In emotional growth, children who use gadgets become irritable, like to disobey, imitate behavior in gadgets and talk to themselves on gadgets. Meanwhile, its influence on moral development, has an impact on discipline, children become lazy to do anything, abandon their obligation to worship, and reduce learning time due to playing games too often.

C. Analyzing the relationship between gadget media use and early childhood development

According to research conducted by Putri hana pebriana (2017) on the analysis of gadget use on social interaction ability in early childhood, the results of the study showed that dependence on gadgets in children is due to the length of duration in using gadgets. Playing gadgets with a fairly long duration and carried out every day, can make children develop in an antisocial personal direction. The impact caused by this is actually to make children more individualistic because over time it causes forgetting to communicate and interact with the surrounding environment, it can cause social interaction between children and the community, the surrounding environment decreases, and even fades.

According to research conducted by Titik mukarromah (2019) on the impact of gadget use on the social development of early childhood in the hamlet of setia bumi sub-district as white as a lot, the results of the study explained that Gadgets are objects with unique characteristics, have units with high performance and are related to size and cost. Meanwhile, social development is a condition of a person's ability to have an adventure according to social demands. Social development in children is intended as the development of children's behavior in adjusting to the rules that apply in the

changed behavior. The impact is a positive impact, society where they live.

According to research conducted by Fitra mayenti (2018) on the Impact of gadget use on early childhood development in early childhood and islamic cadets in Pekanbaru, the results of the study show that Gadgets have the potential to make children quickly satisfied with the knowledge they have gained so that they consider what they get from the internet or other technologies is the most complete and final knowledge. In fact, there are so many things that must be explored through the traditional learning process and the internet cannot replace the depth of knowledge. If you don't pay attention, then there will be a tendency for future generations to become a generation that is quickly satisfied and tends to think shallowly. .

From the discussion above, researchers assume that the introduction of gadgets in children from an early age can have a meaningful impact and influence on early childhood both physically and mentally. The impact and influence caused can be in the form of both positive and negative influences on the development of a child. Therefore, the parental / teacher supervision factor is very necessary in protecting children from the influence of gadgets. Gadgets can influence aspects of cognitive, social-emotional development, religious and moral values, language as well as the physical-motor aspects of the child. The use of gadgets appropriately and correctly can be a stimulating medium that is able to develop all aspects of children's development optimally according to their age stages. Vice versa, excessive and unsupervised use of gadgets will also have bad consequences for children's development in the future.

5. CONCLUSION

Now children's social lives are more affected by technology. More often early childhood interacts with gadgets and also cyberspace affects the child's thinking

power towards something outside of this, he will also feel unfamiliar with the surrounding environment due to lack of social interaction. However, technological advances can also help children's creativity if their use is balanced with children's interaction with the surrounding environment. They know how to leverage technology to satisfy their desire to play. Parents should supervise when their children play gadgets so that they are not too dependent on gadgets and do not forget to socialize with the surrounding environment

REFERENCE

- Alia, T. & Irwansyah. (2018). Parental Assistance in Early Childhood in the Use of Digital Technology. *A Journal of Language, Literature, Culture and Education*, 14(1), 65-78.
- Anggrahini, S. A. (2013). *The dynamics of the family communication of gadget users.* Sunan Kalijaga State Islamic University, Faculty of Social Sciences and Humanities. Yogyakarta.
- Annisa, A., Marlina, S., & Zulminiati, Z. (2019). The Relationship between Parents' Perceptions of the Impact of Smartphones on Social Development in Children in Group I Playgroup I, Nanggalo District, Padang City. *Scientific Journal of Potenta*, 3(1), 59-66.
- Arriandi, C. (2014). *Adolescent perceptions of healthy courtship socialization as sex education by the crisis center of the sun.* VOL.2 NO.1.
- Chusna, P. A. (2017). *The influence of gadget media on the character development of children.* Research Dynamics: Communication Media of Religious Social Research 17.2. 315-350.
- Devianti, R., Sari, S. L., & Bangsawan, I. (2020). Character Education for Early Childhood. *ASH-SHIBYAN PARTNERS: Journal of Education And Counseling*, 3(02), 67-78.
- Dharma, Yokie Prasetya, Sijono Sijono, and Y. S. (2018). "Peran Orang Old Medngontro Children's Behavior In The Use Of Gadgets. 113-131.
- Dwiyudha Nugraha, Hanggara, Ameliola, S. (2010). The development of Information Media and Technology towards Children . *Ethnicity and Globalization*, 362-371.
- Fajrin, O. R. (2015). *His the Level of Use of Mobile Gadget Technology and the Existence of Traditional Games in Elementary School Children.* Jurnal Idea Sociate VOL.2 NO.6.
- Hapsari, A. A. (2021). Pola Communication of
- lis, Hendra, E. (2014). *The effect of the use of gaded on the development power of children (Proceedings of the National Seminar on Multidisciplinary Sciences).* Jakarta : Budi Luhur University.
- Khadijah, S. (2019). The relationship of the role of parents with the dependence of the child on the use of gadgets. *Husada's Journal of Health*, 1(7), 99-109.
- Lani, Ti. (2019). *Parents' attitudes towards the use of gadgets towards children.* Vol.10
- Lestari, I., Riana, A. W., & Taftazani, B. M. (2015). The Influence of Gadgets On Social Interactions In The Family. *Proceedings of Research and Community Service*, 2(2), 204-209.
- Manumpil, Beauty, Amatus Yudi Ismanto, and F. O. (2015). "The relationship between the use of gadgets and the level of student achievement at SMA Negeri 9 Manado." *Journal of Nursing.* VOL.3.2.
- MORRISON. (2012). *Survey Research Methods First Edition.* Jakarta:Kecana prenamedia Group.
- Maulida, O. H. (2013). Examining the Effect of Gadget Application Use on Early Childhood Psychological Development. *Scientific Journals*, 1-7. Jurnalilmiahtp2013.blogspot.com
- Muh.F. (2013). *The influence of gadgget on early childhood camping.* Surabaya: Informatics engineering, Universitas Brawijaya PTIIK.
- Nature, D. S., & Herdinata, C. (2009). *Financial Management : Based on Empirical Research.* Dialogue, 273
- Novitasari, Wahyu, and N. K. (2016). "The impact of gadget use on the social interaction of children aged 5-6 years. VOL.5.3.
- Pratiwi, D. S., Widiastuti, A. A., & Rahardjo, M. M. (2018). Parents' perceptions of early childhood education in the RW 01 Dukuh Krajan Neighborhood, Salatiga City. *Satya Widya Journal*, 34(1), 39-49.
- RI, D. (2009). *Prinsip kia program: JAKARTA*
- Sainah, F. (2013). *Pengaruh Use of Computer Technology In Early Childhood*, November 1, 2015.
- Salis Hijriyani, Y., & Astuti, R. (2020). The Use of Gadgets in Early Childhood in facing the Era of the Industrial Revolution 4.0.ThufuLA: Raudhatul Athfal *Journal of Teacher Education Innovation*, 8(1), 015.
- Sary, Yessy Nur Endah, Tutik Hidayati, and I. H. (2020). *Minimize the Use of Gadgets in Preschool Children.* . VOL. 4.1.
- Silalahi, U. (n.d.). *Social Research*

- Children and Parents (Case Study of Communication Openness of Students of SMA Batik 1 Surakarta Who Live a Secret Relationship Dating Style towards Parents). *Journal*, 4(1), 1-18
- I'annah, N. (2017). Birr al-Walidain The Concept of Parent-Child Relationship in Islam. *Bulletin of Psychology*, 25(2), 114-123.
- Suntoro, and Y. N. (2016). Parents' perception of the impact of gadget use on children of primary education age. vol.4.6.
- Sugiyono, 2016) Sugiyono. (2016). *Qualitative Quantitative Research Methods and R&D*. Bandung. Alfabeta CV. Pustaka Setia, p.1.2.
- Trinika, Y. (2015). The Effect of Gadget Use on the Psychosocial Development of Preschool-Aged Children (3-6 Years Old) in Immanuel Christian Private Kindergarten for the 2014-2015 School Year. *Manuscript*
- Warisyah, Y. (2019). Pentingnya "Pendampingan Dialogis" Orang Tua Dnature Penggunaan Gadget Pada Ason Usia Dini. *Publications*, 12(June), 1-11.
- Widya, R. (2020). Negative Impact of Gadget Addiction on Children's Behavior. *Journal of Science*, 13(1), 29-34.
- Widya Saputri, A. T., & Mawardi, M. (2018). Development of Integrative Thematic Learning Design Based on Contextual Teaching and Learning (Ctl) Approach grade 4 Elementary School. *Scientific Journal of Basic Education*, 4(2), 104.
- Methods. Bandung, Refika Aditama. 2009.
- Simamora, Antonius Selamat Maruli Tua, Irawan Suntoro, and Y. N. (2016). *Parents' perception of the impact of gadget use on children of primary education age*. vol.4.6.
- Sugiyono, 2016) Sugiyono. (2016). *Qualitative Quantitative Research Methods and R&D*. Bandung. Alfabeta CV. Pustaka Setia, p.1.2.
- Trinika, Y. (2015). The Effect of Gadget Use on the Psychosocial Development of Preschool-Aged Children (3-6 Years Old) in Immanuel Christian Private Kindergarten for the 2014-2015 School Year. *Manuscript*
- Warisyah, Y. (2019). *Pentingnya "Pendampingan Dialogis" Orang Tua Dnature Penggunaan Gadget Pada Ason Usia Dini*. *Publications*, 12(June), 1-11.
- Widya, R. (2020). Negative Impact of Gadget Addiction on Children's Behavior. *Journal of Science*, 13(1), 29-34.
- Widya Saputri, A. T., & Mawardi, M. (2018). Development of Integrative Thematic Learning Design Based on Contextual Teaching and Learning (Ctl) Approach grade 4 Elementary School. *Scientific Journal of Basic Education*, 4(2), 104.

Jurnal arina Maret 2023

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCE

1%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCE

1

jqph.org
Internet Source

6%

2

Submitted to Badan PPSDM Kesehatan
Kementerian Kesehatan
Internet Source

4%

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off