

Analysis of Gadget Use at Home on Children's Concentration Aisyiyah Dibal Boyolali Kindergarten

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Abstract

Purpose: The use of gadgets among children is increasing, including in the home environment, which can affect their ability to concentrate at school. This study aims to identify the causes of Aisyiyah Kindergarten children in Dibal Village using gadgets at home and describe the impact on their concentration at school.

Methodology: This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The data was analyzed with a thematic analysis approach in accordance with the Miles and Huberman model, which involved three main stages, namely data reduction, data presentation, and drawing conclusions and verification, namely integrated learning that uses themes to relate several subjects so that they can provide meaningful experiences to students, this is to find patterns in children's behavior related to the use of gadgets and their impact on concentration at school.

Results: The results of the study show that the main causes of children using gadgets at home are for entertainment, following the habits of parents, and lack of alternative activities. Excessive use of gadgets leads to a decrease in children's concentration levels while studying at school.

Applications/Originality/Value: In conclusion, the use of gadgets at home has a significant negative impact on children's concentration in Aisyiyah Kindergarten, so it is necessary to supervise and time the use of gadgets to minimize these negative impacts.

Introduction Section

Technological developments in the last decade have experienced a very rapid increase, and one of the real impacts of this development is the use of gadgets in various circles, including children. Gadgets, such as smartphones, tablets, and other electronic devices, are now not only used by adults but have also become a part of children's lives. In the home environment, gadgets are often used for various activities, ranging from watching videos, playing games, to interacting through social media. This trend is also supported by the increasingly easy internet access available, making gadgets an inseparable part of children's daily lives (Hidayat & Maesyaroh, 2020).

This phenomenon attracts attention because at an early age, children are at a very important stage of development, both physically, cognitively, and social-emotionally (Oktaviani et al., 2019). The impact of uncontrolled and excessive use of gadgets at home can cause various developmental problems in children, one of which is related to their ability to concentrate while studying at school. Early childhood, such as kindergarten students, urgently needs positive and varied stimuli to support the growth of their thinking, language, and social skills. However, too early exposure to gadgets and over a long period of time can interfere with this process (Sapardi, 2018).

At Aisyiyah 1 Kindergarten in Dibal Boyolali Village, the use of gadgets by children while at home is one of the important concerns for teachers and parents. A number of reports and observations show a decrease in children's concentration when participating in classroom learning activities. Teachers often face challenges in keeping children's attention during the learning process. They suspect that one of the main causes of this decrease in concentration is the children's habit of using gadgets while at home. At home, gadgets are often used as a means of entertainment or a means to calm children, but the impact can continue to school, where children become more difficult to focus on lessons.

The use of gadgets at home may be affected by various factors. Parents, who are often busy with work or daily activities, tend to give gadgets to children as a practical solution to fill the time or keep the child calm. In addition, many parents feel that giving gadgets to their children can improve their technological abilities from an early age, even though they often do not pay attention to the long-term negative impact on children's development (Vitrianingsih et al., 2018). Therefore, it is important to identify the specific cause why children in Aisyiyah Kindergarten in Dibal Village tend to use gadgets while at home.

On the other hand, the impact of the use of this gadget on children's concentration in school is also an important aspect that needs to be researched. Concentration is an important ability for early childhood to absorb information and participate in learning activities. When children are unable to concentrate properly, their learning process will be disrupted.

They may become more easily distracted, less active in learning activities, and have difficulty completing assigned tasks. This will certainly have an impact on their academic achievement as well as their ability to interact with their peers and the school environment effectively (Mayenti & Sunita, 2018).

Therefore, this study aims to analyze the main causes of children in Aisyiyah 1 Kindergarten Dibal Village using gadgets when at home and describe the impact of gadget use on their concentration while studying at school. By understanding the factors that encourage children to use gadgets at home, it is hoped that parents and schools can develop better strategies in regulating the use of gadgets for early childhood. In addition, the description of the impact of concentration from the use of gadgets is also expected to provide new insights for teachers and parents in creating a more conducive learning environment at school.

Through this research, it is hoped that the solutions and recommendations produced can help in efforts to reduce the negative impact of excessive use of gadgets on children's concentration on learning. Thus, children can optimize their learning process at school, which will ultimately have a positive impact on their overall development, both cognitively, emotionally, and socially.

Research Methods

This research uses a qualitative approach. Qualitative research methods are used with the aim of researching the natural condition of objects, where the researcher is the key instrument, the data collection technique is carried out by accumulating meaning rather than generalizing (Abdussamad, 2021). In this study, which is a comparison for parents and children who use gadgets for an average of more than two hours a day, previously the researcher conducted a preliminary study on children aged 5-6 years in Wangkis Dibal Hamlet, Nemplak Boyolali District and there was one child who used gadgets on average for more than two hours per day. For this reason, researchers conducted a study on children with an average of more than two hours of gadget use per day. The data collection technique in this study is carried out by collecting data, namely interviews, observations and documentation. The data used are primary and secondary data. The primary data in this study are several parents who have early childhood (age 1-5 years) at Aisyiyah Kindergarten, Dibal Boyolali Village. Secondary data in the study also included interviews with teachers who observed children during learning activities at school, especially in terms of their concentration and behavior. This is expected to provide additional perspective on the impact of gadget use on children's social development. Then there is additional information from reference books on early childhood social development (1-6 years old). The data collection techniques are in the form of interviews, observations, and documentation.

Research Results

Research Results

This study aims to find out the causes of children in Aisyiyah Kindergarten, Dibal Village using gadgets at home and the impact on their concentration at school. Based on interviews conducted with various sources, namely teachers, parents, and school principals, insights were obtained about the factors that affect the use of gadgets by children and their effects on their learning process. This interview provides a more in-depth picture of the phenomenon of gadget use which is now increasingly common among early childhood.

Causes of Aisyiyah Kindergarten Children in Dibal Village Using Gadgets at Home

The main cause of children using gadgets at home is closely related to family habits and parenting. From the results of the interviews, it was found that gadgets are often given to children by parents as a means of entertainment or distraction, especially when parents are busy or unable to supervise children directly. Teachers at Aisyiyah Kindergarten stated that the use of gadgets at home by children has become a common habit, which often starts because parents feel that gadgets are a quick and practical solution to calm children. The teacher explained:

"Most of the children we met often use gadgets at home due to habitual factors. Their parents give gadgets as a tool to calm the child or as entertainment. Children are also often seen playing games or watching videos on gadgets, especially when parents are busy." (Aisyiyah Kindergarten Teacher 1)

This explanation reflects that the role of parents is very dominant in the habit of using gadgets in children. Parents feel that gadgets can help keep children calm when they need time to complete homework or other activities. This habit slowly takes root and becomes part of the child's routine at home.

One of the parents interviewed admitted that he often gives gadgets to his child, especially when he is busy with household chores. The mother feels that giving gadgets is an effective way to make the child calm and not disturb him while he is doing other tasks. He says:

"I gave my son a gadget because he often whined to watch cartoons on YouTube. Sometimes I also let him play educational games while I am working at home. It helps to calm him down and not get bored." (Mother of one of the children)

From these interviews, it can be seen that gadgets are considered a practical solution by many parents to deal with children who are bored or want entertainment. Another underlying reason for giving gadgets is the belief that educational games or videos can help fill children's time in a positive way, even though the long-term impact of using these gadgets is often not considered.

The principal of Aisiyyah Kindergarten also highlighted the lack of alternative activities at home as one of the reasons why children prefer to play gadgets. He emphasized that a family environment that lacks creative or interactive activities tends to make children more interested in gadgets. The principal explained:

"We see a big influence from the family environment. Many parents here use gadgets as a tool to calm their children. In addition, the lack of alternative activities at home makes children tend to choose gadgets as the main entertainment." (Principal of Aisiyyah Kindergarten)

The Impact of Gadget Use on Children's Concentration at School

Excessive use of gadgets at home is not only a habit, but also has a real impact on children's ability to concentrate at school. Aisiyyah Kindergarten teacher revealed that children who often use gadgets at home tend to have difficulty concentrating during lessons. They are easily distracted by small things and find it more difficult to adapt to learning activities in the classroom. The teacher explained:

"We see a decrease in focus on some children who often use gadgets at home. They look more difficult to follow the lesson and get distracted easily. Even when learning activities involve physical activity, these children tend to be less active and daydream more often." (Aisiyyah Kindergarten Teacher 1)

Children who are too often exposed to gadgets at home show symptoms of decreased attention. While in school, they tend to be slower to respond to instructions and participate less in group activities. This suggests that minimal interaction with people around them as well as reliance on entertainment from gadgets leads to a decline in their social and cognitive abilities in the school environment.

Parents also feel the impact of gadget use on their child's concentration. One parent admitted that after his child spends a lot of time playing gadgets, he often becomes less focused when doing school assignments. This can be seen from how their children get bored easily and want to go back to playing with gadgets instead of completing the tasks given. The father stated:

"I also noticed that after playing old gadgets at home, my child sometimes lacks concentration when doing assignments. He got bored quickly and asked to play with gadgets again." (Father of one of the children)

The principal also emphasized that children who often use gadgets at home show changes in the way they interact in the classroom. They are slower to respond to commands, less enthusiastic about learning activities, and often appear to lose interest in activities that are usually interesting. The principal argued that parental involvement in managing time for gadgets is essential to help children refocus on lessons. He explained:

"Excessive use of gadgets clearly affects children's concentration at school. Some children who play with gadgets at home too often tend to be slower in responding to instructions and less enthusiastic in learning. This is our concern to work with parents in limiting the time spent using gadgets at home." (Principal of Aisiyyah Kindergarten)

Discussion

Causes of Children Using Gadgets at Home

Based on the results of interviews with teachers, parents, and principals of Aisiyyah Kindergarten in Dibal Village, it is known that the main causes of children using gadgets at home are related to parental habits and the limitation of alternative activities for children. The habit of giving gadgets to children as a means of entertainment has become commonplace in many families, especially when parents need time to complete work or organize the household. This

phenomenon can be understood in the context of modern life, where technology is an integral part of daily life. (Blyznyuk, 2020)

According to the results of the interviews, parents tend to use gadgets as a quick solution to calm children. This is driven by parents' desire to ensure children stay entertained or occupied while they complete homework or other tasks. This condition is in line with the opinion of the teacher at Aisyiyah Kindergarten who revealed that children use gadgets at home mainly because of the influence of the family environment. Parents often feel that giving gadgets is a practical solution to a situation where children feel bored or want entertainment. (Dela, 2023).

From the perspective of child psychology, the provision of gadgets as a distraction tool has long-term consequences for children's habits. Children begin to associate the use of gadgets with a sense of convenience or instant entertainment. This pattern influenced their preference for activities involving gadgets compared to other activities that stimulated creativity and social interaction more. The principal of Aisyiyah Kindergarten also emphasized that the lack of alternative activities at home makes children more likely to rely on gadgets to spend their time. This shows the dependence on gadgets as the main means of entertaining children, not as a structured learning medium (Arif Firmansyah, 2023).

Furthermore, the role of parents as timers and children's activities are very crucial in forming the habit of using gadgets. Many parents consider gadgets to be harmless media because they provide educational games or learning videos, but they often ignore the duration and frequency of gadget use. As a result, children develop the habit of using gadgets for an uncontrolled period of time, which in the long run affects the balance of their activities, especially related to physical and social activities that should be more dominant at an early age. (Noorshahira Mohd Fadzil, 2016).

In addition, interviews with parents confirmed that the main reason for giving gadgets is because of the convenience that the technology offers in keeping children calm and entertained. In some cases, parents also believe that the use of gadgets has a positive impact, such as increasing children's knowledge through educational games or learning videos. However, the reality is that, without proper supervision, the use of gadgets more often functions as a mere means of entertainment than a learning tool.

In the context of the social environment, the role of parents in introducing various forms of creative and educational activities is very important to reduce children's dependence on gadgets. Early childhood requires variety in the form of play that involves physical, sensory, and social interaction. This lack of interaction has the potential to narrow children's experiences and limit the development of their social skills. Therefore, restrictions on the use of gadgets and the introduction of alternative activities such as physical games, art, or activities outside the home should be a major concern in early childhood parenting. (Zazkia, 2021).

So, the cause of children in Aisyiyah Kindergarten in Dibal Village using gadgets at home is mostly influenced by the habits of parents and the family environment that does not provide alternative creative activities. Gadgets are used as a practical tool to calm and entertain children, which in the long run creates a pattern of dependence on technology. This study shows the importance of the active role of parents in regulating the duration and type of children's activities at home to ensure a more balanced and directed development of children.

The results of the interviews showed that the habit of parents giving gadgets to children for short-term convenience can be attributed to the theory Bandura Social Learning. In this theory, children learn behavior through observation of their parents as their primary model. When parents consistently use gadgets as a way to entertain or calm children, the pattern is replicated by children and becomes a habit that is difficult to change (Sumianto et al., 2022). This is relevant to field data that reveals that parents in Dibal Village tend not to have other alternatives to activities that are more creative for their children. In addition, the limited time and resources of parents to accompany their children are in line with the views of Bronfenbrenner's Theory of Ecological Systems, where the micro environment (family) has a direct influence on the development of children. When these environments are less supportive of social or physical activities, the dependence on technology increases. This phenomenon is a challenge, especially in the context of modern society where gadgets have become an inseparable part of daily life (Rohayati et al., 2018).

The Impact of Gadget Use on Children's Concentration at School

The finding that gadget use has an impact on decreased concentration in school can be explained through theory Advantages of Stimulus. Excessive exposure to gadgets results in children experiencing overstimulation of visual and auditory stimulation, so their ability to focus on activities with a slower rhythm becomes impaired (Kurniawati, 2021). The results of interviews with teachers who said that children have difficulty maintaining attention in the long term support this argument. In addition, field data showing children's tendency to prefer gadget-based activities over physical games supports Piaget's theory of cognitive development, especially in the pre-operational stage (2-7 years old). At this stage, children are supposed to learn through direct interaction with their environment. Dependence on gadgets actually reduces children's opportunities to develop symbolic, logical, and social thinking skills. Based on the results of the interview, the impact of gadget use on children's concentration can be classified as follows:

Influence of Family Environment and Parental Supervision

One of the main factors that affect the use of gadgets in children is the role of the family, especially the elderly. Parents, as the closest party to children, should be the guide in forming positive habits related to the use of technology. However, many parents in Dibal Village find it difficult to supervise the use of gadgets due to their busy work and lack of knowledge about the negative effects of gadgets. In these conditions, gadgets are often considered "virtual babysitters" that are easy and quick to calm children, especially when they feel bored or fussy. As a result, children are accustomed to using gadgets as a distraction tool, which reduces their chances of engaging in physical activity or social interactions that are beneficial to their development (Janah & Diana, 2023).

In addition, the lack of strict rules regarding the time of using gadgets is a significant problem. Many parents do not set clear time limits, which leads to children being free to use the device without control. In the long run, these habits can affect the structure of children's mindsets and behaviors. They become accustomed to getting instant and constant entertainment from gadgets, which results in a decreased ability to be patient and maintain attention on tasks that are more difficult or require concentration (Setiadi et al., 2024).

In the long run, the role of parents in limiting the use of gadgets will greatly determine the success of children in maintaining a balance between technology and cognitive development. This study emphasizes the importance of increasing education for parents about the negative impact of excessive gadgets. Schools can also play an active role in providing guidance to parents regarding the management of time spent on gadgets at home, including how to create an environment that is more conducive to children's development.

The Influence of the Social Environment and Trends in the Use of Gadgets

In addition to family factors, the social environment also plays an important role in shaping children's habits related to the use of gadgets. Children in this digital era are growing up in the midst of rapid technological developments. They see people around them, both adults and peers, using gadgets for various purposes. Observation of the behavior of parents and friends who often use gadgets gives a strong incentive for children to imitate and consider gadgets as a normal part of daily life (Saputri & Pambudi, 2018).

Children who grow up in an environment where gadget use is the social norm tend to be more exposed to technology for a longer period of time. This is also influenced by their interaction with friends in the surrounding environment. When they see their friends playing games on gadgets or watching videos, these children feel the need to follow the trend so as not to feel left behind or isolated from their social group. The influence of peers is one of the factors that is often overlooked, but it has a big impact on the habit of using gadgets in children.

Furthermore, children who use gadgets too often tend to be less involved in physical games or direct social activities. They spend more time in front of screens, which in turn reduces their ability to develop important social skills, such as communicating, sharing, or collaborating with peers. In the long run, this can impact their ability to form healthy and deep relationships with others, which is an important aspect of a child's social and emotional development (Astria & Ruwaidah, 2023).

To address these challenges, it is important for schools and parents to work together in creating a social environment that is more supportive of in-person interaction and physical play, as well as limiting the use of gadgets. Clear screen time timings and providing children with engaging alternative activities, such as playing outdoors, participating in art activities, or reading books, will help reduce children's dependence on gadgets.

The Impact of Gadgets on Cognitive Ability and Concentration

One of the important findings of this study is that there is a decrease in the ability to focus and concentrate in children who use gadgets too often at home. Excessive use of gadgets results in a disruption in children's ability to concentrate on tasks that require long-term concentration. Children who are accustomed to rapidly changing visual and auditory patterns in apps or games on gadgets have difficulty adapting to the slower pace of learning at school (Harsela & Qalbi, 2020). For example, teachers at Aisyiyah Kindergarten reported that children who often use gadgets tend to be more easily distracted during teaching and learning activities. They find it difficult to stay focused on one task for longer periods of time and often lose interest in activities that require deep thinking or problem-solving. This condition is closely related to the way the brain works in responding to visual and auditory stimuli. Gadgets, especially game or video apps, often provide intense and constant stimulation, resulting in a decrease in the child's ability to adjust to activities that require more concentration (Setianingsih et al., 2018).

This concentration pattern disorder can also affect children's academic achievement. Children who are unable to concentrate well tend to have difficulties in understanding the material being taught, which can ultimately have an impact on their learning outcomes. Therefore, it is important for schools and parents to create a more conducive learning environment and limit children's access to gadgets during learning time.

The results of the interviews also emphasized the importance of collaboration between schools and parents to create an environment that supports child development. According to Vygotsky's theory of the Praxial Development Zone (ZPD), a child's development can be maximized when an adult or parent provides guidance that suits their needs (Saputra & Suryandi, 2021). In this context, screen time restrictions and the introduction of alternative activities that are more

educational are concrete steps to overcome the negative impact of gadget use. Teachers and school principals can also facilitate training for parents to better understand how to manage children's gadget time at home.

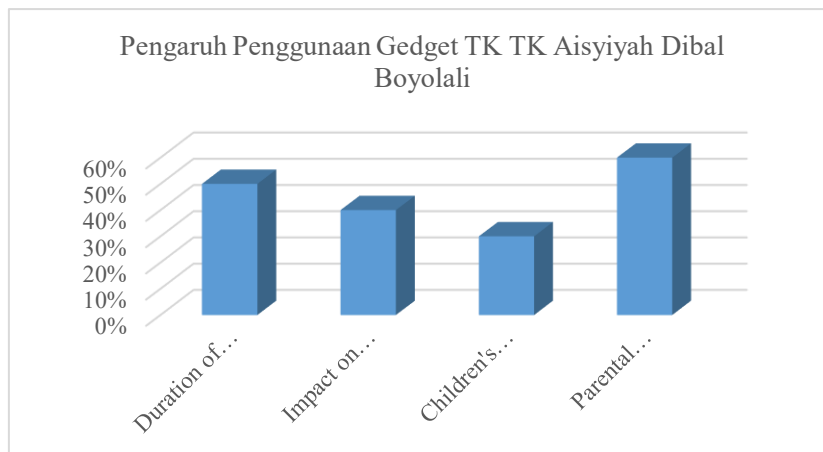


Figure 1. Diagram of the influence of Gadget usage.

Based on the diagram above, it can be seen that the excessive use of gadgets among the children of Aisyiyah Dibal Boyolali Kindergarten affects their concentration at school. The duration of prolonged use of gadgets, more than 60%, is related to a decrease in children's focus on learning activities. In addition, children's preference for gadgets as the primary activity showed a tendency to reduce their involvement in physical games or social interactions that are important for the development of social and cognitive skills. Low levels of parental supervision are also a contributing factor to this negative impact. Although parents are aware of the importance of supervision, many of them do not have other alternatives to more educational activities to replace the time spent using gadgets. This shows the need for collaboration between parents and schools in managing children's screen time and providing more varied activities.

A critical analysis of the data obtained shows that although gadgets provide wide access to a wide range of educational applications, the reality is that many parents are not able to properly supervise the content consumed by their children. Lack of understanding of the importance of screen time restrictions is one of the main causes of uncontrolled use of gadgets. Some parents actually use gadgets as a tool to calm children in certain situations, without considering the long-term effects of the habit. This causes children to become more focused on cyberspace and reduce social and physical interaction with peers. This condition can have an impact on a child's cognitive and social development, which is reflected in a decline in their concentration ability and social skills. In this case, parents' ignorance of the importance of content supervision and limiting the duration of gadget use greatly affects the balance of children's development.

To reduce the negative impact of gadget use, several practical solutions can be implemented. First, it is important for parents to get education about healthy screen time management through seminars or workshops involving child development experts. This can provide a better understanding of the consequences of excessive gadget use as well as practical ways to manage the duration of time children spend in front of screens. In addition, the development of an application that provides daily reports on the type of content that children access and the duration of their use can be an effective tool for parents in supervising their children's activities. Another solution is to provide alternatives to more engaging physical and social activities, both at home and at school, that can reduce children's dependence on gadgets and support their social development. With a more holistic approach, parents can create a healthy balance between gadget use and activities that support children's cognitive and social growth.

Conclusion

This study revealed that the use of gadgets by children in Aisyiyah Kindergarten in Dibal Village was influenced by family parenting, parental habits, and the limitations of alternative activities at home. Parents often provide gadgets as a practical solution to calm children, although without proper supervision, this can have a negative impact on children's development. The impact of excessive use of gadgets is reflected in the decrease in children's ability to concentrate at school, which causes them to be more easily distracted and less engaged in learning activities. These habits also affect their social and cognitive skills. The contribution of this research to the literature shows the importance of stricter time management of gadget use by parents, as well as the need for more varied alternative activities to support children's development in a balanced manner. The results of this study provide new insights into the long-term impact of uncontrolled gadget use, as well as provide practical recommendations to improve parents' understanding of managing technology in children's lives.

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