Analysis of Parenting Patterns for Early Childhood with Gadget Addiction

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Abstrak

This study aims to analyze the parenting style of parents towards early childhood with gadget addiction in Kerisik Tuo Village, Kayu Aro. The research method used is qualitative with a case study approach. Data was collected through in-depth interviews with five parents who had early childhood addiction to gadgets, as well as direct observation of parent-child interactions. Data analysis was carried out using thematic analysis techniques. The results of the study showed that the parenting pattern of parents for early childhood with gadget addiction in Kersik Tuo Village, Kayu Aro, tended to vary. Some parents adopt an authoritative approach, trying to limit the time spent on gadgets and provide strict supervision over their children's online activities. Meanwhile, some parents tend to give their children full freedom to use gadgets without adequate supervision. These findings identify the importance of the role of parents in controlling the use of early childhood gadgets and the need for education about the negative impact of gadget addiction on child development. This research is expected to contribute to increasing parents' awareness of the importance of healthy parenting in this digital era.

Keywords: Parenting, Gadget Addiction, Early Childhood

Introduction

The relatively consistent pattern of behavior used in children is called a parenting style. Children's perception of this behavior pattern can be both positive and negative. The way parents and children interact and communicate during parenting activities is referred to as their parenting style. Each parent has a unique parenting style, meaning that each child will get different results or have a different personality from each other (Badriah & Fitriana, 2018).

The process of interaction between parents and children is childcare. This collaboration includes concerns, for example from meeting food needs, improving achievement and security, and mixing, specifically showing general behavior that is recognized by the community. Education on how parents educate their children is one way that parents can assist. The way guardians teach their children is called parenting style (Muslima, 2015). The right parenting style for children can facilitate the development and progress of children so that children become strong and free individuals who do not depend on others (Sary, 2018).

Authoritarian parenting, in which parents set strict boundaries and rules for their children, is the most common type of parenting. Children have no choice or other option to choose their attitude. They must follow their parents' instructions. Democratic parenting, especially parents have clear limits and assumptions about how children behave, they try to provide direction by using reasons and decisions of rewards and discipline related to how children behave, of course. And permissive parenting, where parents tend to give their children the freedom to choose their own activities and behaviors, educate them based on logic, and encourage them to be independent (Adnan, 2020).

Likewise, in Islamic religious law, it has been taught that educating and guiding children is an obligation for a Muslim because children are a mandate that must be accounted for by parents This statement is in accordance with the hadith Rasulullah SAW: "*Tiap bayi dilahirkan dalam keadaan suci (fitrah Islami). Ayah dan ibunyalah kelak yang menjadikanya yahudi, nasrani atau majusi (penyembahan api berhala)*" (HR. Bukhari). "Every baby is born in a state

of purity (Islamic fitrah). His father and mother will later become Jews, Christians or Magi" (HR. Bukhari).

The above hadith contains the understanding that actually the success or even the future of a child depends on how parents educate and guide them. Thus, the task of parents is not just to be a mother who raises children and then releases them to live independently. However, choosing a very grand and heavy mission, namely educating and nurturing children to have the character of heavenly experts (Adnan, 2020).

Children as a mandate from Allah, form 3 dimensions of the relationship with parents as the center. First, the relationship between his parents and Allah which is motivated by the presence of children. Second, the relationship between the child (who still needs a lot of guidance) and God through his parents. Third, the relationship between the child and his parents is under the guidance and demands of Allah. In developing this noble mandate from Allah, in the form of children whose religious nature of monotheism must be fostered and developed, parents must make Islam, as the basis for the development and education of children, to become devout human beings and always live on the path that is pleasing to Allah SWT (Jannah, 2015).

Therefore, in relation to the maintenance and nurturing of this child, the Islamic teachings written in the Qur'an, Hadith, and ijtihad to scholars (Islamic intellectuals) have explained in detail, both regarding the pattern of parenting before the birth of the child, and after the birth. Allah SWT views children as the jewels of the world. This is as affirmed in the Qur'an, surah Al-Kahfi verse 46; Meaning: "Wealth and children are the ornaments of the life of the world, but the deeds that are eternal and righteous are better in the sight of your Lord and better to be hope." (QS. Al-Khafi: 46).

This verse tells us all that children are jewelry that must be used as a way for parents to do righteous deeds that will bring to the pleasure of Allah SWT. If parents are not able to treat children in a bad way, such as jewelry that does not invite rewards and the pleasure of Allah swt, then the presence of children will turn into a trial. Al-Qur'an and translation, Department of Religion of the Republic of Indonesia (Lihat M. 2002: 14-19).

Early childhood itself is a group of humans who are in the process of growth and development The definition of early childhood has various age limits and understandings, depending on the viewpoint used by Priyanto (2014: 42). Early age is a golden age, a time when children experience rapid growth and development. At this age children are most sensitive and have the potential to learn something, the child's curiosity is very large. We can see this from children often asking about what they see. If the child's question has not been answered, then they will continue to ask until the child knows what he means. Besides that, each child has its own uniqueness which comes from genetic factors or it can also be from environmental factors. Genetic factors are for example in terms of children's intelligence, while environmental factors can be in terms of children's learning styles (Pebriana, 2017).

However, in the digital era which is marked by the development of communication and information technology, which is currently television media, smart phones have become a daily cooking menu, which no longer considers age, this also affects children's daily life or activities. Where in the era of increasingly rapid technological development has an influence on children's lives, children who are usually active in various things outside the home but what is happening at this time is that children's daily lives are only dwelling on small screens with various types of applications provided in their gadgets, even many of early childhood have been given their own gadgets Gadgets themselves are one type of electronic device that can be used for communication both online and offline. It can be a computer, laptop, tablet, smartphone, or other similar device that makes it easy to do everything (Elfiadi, 2018).

Gadgets provide aspects of movement, variation, sound, and tone at the same time in gadgets for various purposes such as gaming, watching recordings, listening to music, talking, and other activities that can be done with gadgets. To make children more immersed and curious about these moving images, the child's emphasis on the outside world will be diverted in the long run, the child will often be shown to the screen of his device and in the long run the child will find it. challenging to control with respect to the use of gadgets Gadgets have a great influence on human development, as well as on children. Psychologically, childhood is a golden age when children learn to know what they are learning. If childhood is already addictive and negatively affected by gadgets, then the child's development is hampered, because childhood experiences have a strong influence on subsequent development (Mayenti & Sunita, 2018).

Based on the initial observations made by the author on August 21, 2022, the author found various phenomena or problems that occurred in the field, the author found a lot of parental errors in the parenting of their children in Kersik Tuo Village. Where there are still a lot of parents who use technology addiction for their children's pleasure. Many gadgets are introduced to children by their parents before they can speak or read. Many parents give interesting spectacles to their children because they feel that the content is suitable for their children or when children cry, parents calm them down by giving them props so that if they are seen repeatedly, children are increasingly dependent on watching it only once. again.

The majority of parents also give electronic devices to their children so as not to interfere with their parents' activities or playtime outside the home. The most interesting thing, according to the author, is the fact that technological advances have made it increasingly difficult for parents and children to interact with each other. As a result, parents are increasingly trapped in their own world as well as in the world of their children. Parents are not fully aware of the provisions on family filters, internet site selection, and channel selection on television. As a result, children are often exposed to the harmful effects of these ingredients. The child becomes lazy, inactive and more aggressive. They are addicted to video games which often contain material that is extreme in nature. Tender childish emotions have been replaced by rudeness and defiance (Bhattacharyya, 2021).

Therefore, parents, family, and the environment play a very important role in children's growth and development so that they can complete the development process successfully. Since the improvement of children occurs gradually and has different rates of improvement, parenting must be changed according to the phases of the child's own eventual transition (Apriastuti, 2013). Parents are expected to be more imaginative in educating children, providing games, learning and various media that are better and in accordance with the development and progress of their children, especially in the bright times of youth, considering that the task of parents is very important in the advancement of technology for children, parents must be careful in directing children in using tools because the functions provided by the tools are not only positive effects but also have a positive effect. Harm. Parents really need to do something for their beloved children as parents. Parents who are too indulgent will have a bad impact on their children. As a result, children become dependent on their parents and are unable to perform independently (Apriastuti, 2013).

Methods

This study uses a qualitative research method with a phenomenological approach. Qualitative research emphasizes observation and dialogue research methods (in-depth interviews) in the field and the data is analyzed in a non-statistical way, qualitative research

emphasizes more on meaning and understanding than reasoning, the definition of a certain situation (in a certain context) researches more things related to daily life (Fadli, 2021). Research that examines the quality of a relationship, activity, situation, or various materials is called qualitative research. This suggests that, rather than comparing the effects of different treatments or explaining people's attitudes or behaviors, qualitative research emphasizes more on holistic descriptions, which can explain in detail what activities or situations are taking place (Fadli, 2021). Personal experiences, including the parts played by individuals who share experiences, are the main focus of phenomenology. Phenomenology is basically a school of thought that studies human experience. In this context, it is assumed that humans actively understand and interpret their life experiences and the world around them (Suyanto, 2019:28).

Results/Findings

The author found an informant based on the observations and suggestions of the author's family. At first, the author found as many as eight people, four of whom were the results of observation while five of them were the result of recommendations from the author's family. But after the authors approached and tried to explain the purpose of the study, two informants did not meet the research criteria, one was not willing to be interviewed and five people were willing and had criteria as parents with children addicted to gadgets.

Based on the results obtained from interviews conducted on the five informants, it was found that the informants had problems with children addicted *to gadgets*. The parenting style of parents for children with gadget addiction assesses the author that children who tend to play with *gadgets* constantly have their own factors and impacts. The data of the five informants showed that the factors that caused children to start playing *gadgets* were the busyness of their parents with their work, gadgets being used as a tool to calm crying children, and the influence of parents themselves who often played *gadgets* in front of their children. The impact caused by children who often play *gadgets* is quite diverse, there are those whose children are irritable and mood-changing, affecting children's sleep hours, children become restless when not playing *gadgets*, children rarely socialize with the surrounding environment or their peers, and children become insensitive and slow to respond when talked to.

The five informants have different parenting patterns, some are firm, some are not firm, some are pampering and some are not pampering children. However, based on the results of the interviews, the five informants have their own problems in the care applied. The YP resource person said that the parenting style applied is a firm pattern in order to be a good and disciplined child by getting used to children talking politely to others, teaching children to say the word "Please" when asking for something, cleaning toys after playing. This statement was seen in a direct interview with YP informants, as follows:

> *"If I educate my child firmly because I think educating the child firmly has an effect, I think a strict parenting style must be applied in daily parenting, such as if talking to parents should not use a high tone or yelling, the parenting style that I do to a child if he asks for something must begin with the word "Please", and if he is wrong, he must apologize, I teach him cleanliness, so that he is more disciplined, such as throwing garbage on his desk, putting dirty clothes in his place, always cleaning his toys after playing, I do that so that later the child will become a good and disciplined person."*

However, YP is also a parent who pampers children by giving everything they want. This statement was seen in a direct interview with YP informant, as follows: *"If I am a mother who always pampers her child, such as always giving what she wants, giving without thinking"*. According to YP, by educating children firmly, they can make children disciplined and have a good personality and by pampering children so that everything they want will be fulfilled.

In contrast to YP Informant SI said that the parenting style he applied was not very firm, according to him a firm parenting style can educate children's discipline but children can also be depressed and will rebel. This is in accordance with the SI's statement, as follows:

> *"Too firm is afraid of making children even more depressed and continue to rebel, but if they are too weak, they are afraid that the child will not listen. The firm parenting style is actually to educate discipline for children. But if the child is different, it can usually be hardened. If my son's model usually can't be harsh, the more he gets harder, the more he becomes, the angrier, the more rebellious, slow down sometimes he doesn't hear."*

SI informants include parents who do not spoil their children too much, this is in accordance with the results of the interview with SI, as follows: *"No, it's not too much of a point, it's not too much pampering every day. Sometimes spoiled, sometimes not too pampered."* According to SI, educating children is different, there are children who must be affirmed and there are those who do not have to be affirmed because children who are educated firmly will instead make children depressed and rebellious, and of course this becomes a bad behavior for children. And pampering children also has a time when children do not always have to be pampered, there are losers, children must be spoiled and not.

Then EK said that educating children firmly can educate children's mentality and attitudes, but it is adjusted to the situation where children in certain situations sometimes have to be affirmed, sometimes they also do not have to be firm in educating. This is in accordance with the results of the interview with EK, as follows:

> *"It can educate children's mentality and attitude. Because we as parents want children who have a good attitude and discipline in their lives. Sometimes yes, sometimes no, like depending on the situation, sometimes the child can be affirmed, but sometimes the child can't even if he is affirmed, sometimes he will become more and more in action."*

However, EK is a parent who pampers children because according to him, his child is only one, so the needs of the child must be met first. This is in accordance with the results of the interview with EK, as follows: *"If I am the one child, because the child is still one, so as much as possible if he wants to do anything as long as it is positive and can stimulate the child's development. If he has a younger brother or something, then his needs have been fulfilled first."* According to EK, a strict parenting style can educate children's mentality and discipline but must be adjusted to the situation or circumstances, children do not always have to be affirmed. EK is also a parent who pampers children because that way the child's needs will be met.

Then the NM informant also said that by providing strict education, children can distinguish between good and bad and dangerous. According to NM, a strict parenting style is a parenting style that does not fall into violence or negative things, which of course is not good for children. This is in accordance with the results of the interview with NM as follows: *"Yes,*

the point is that it provides a strict education to children because children can firmly distinguish between what is wrong and what is dangerous. If you are firm, while being positive is good, but if for example you have fallen into violence or something negative like that, it is certainly not good."

The DA informant said that the parenting style applied was a parenting style that was not too firm, the child was treated firmly if he made a mistake by scolding and giving advice to the child. This is in accordance with the results of the interview with the DA. As follows: *"If the person is not too firm, I am firm that it is appropriate like a child must be affirmed, for example, when he makes a mistake like mischievously with his friends, like until his parents complain about it, then I can usually be more firm like scolding him while advising him not to do it again".* According to the DA, the parenting style applied is not too firm, it must be adjusted to the situation and circumstances, the child must be affirmed if he really does something wrong by giving advice to the child.

Based on the results of interviews from the five informants on the parenting styles applied are quite diverse, there are parents who educate their children firmly to become good and disciplined children, there are parents who educate their children not too firmly because educating children firmly can make children depressed. Strict parenting while in a positive context and not referring to negative and violent things will have a good impact on children. There are also parents who always pamper their children because they think that with this their children's needs will be met. However, there are parents who do not spoil their children too much because it can have a bad impact on their children.

Forms of gadget use in early childhood in Kersik Tuo Village

Gadgets can be used by anyone and for anything depending on the needs of the gadget owner. The use of *gadgets* in this day and age has been used from children to adults. Use by adults is usually used for communication tools, playing games and so on. In contrast to early childhood use, it is usually limited to its use only as a medium for learning, playing games, and watching videos. The total total use of *gadgets* in early childhood is the use of *gadgets* to watch animations or children's cartoon series. Interviews conducted with the five informants said that children use *gadgets* to just watch videos on *youtube* or also to play *games* available on *gadgets*. As the results of the interview with YP informant who said that he took his child to use *gadgets* to watch videos on *youtube* as seen in the following interview results: *"My son uses a cellphone to watch videos on youtube and the things he watches are like doctors, children's songs and I think there are lessons that can be taken, Because I don't think learning has to come from me directly."* According to YP, watching videos provided on *gadgets* can provide lessons for children, according to him, the lessons given to children do not have to be from parents directly but can also be from other things such as videos on *gadgets*.

Figure 1. Interview with Parents

The same opinion was also conveyed by SI that children use *gadgets* to watch videos and play *games* that they like, as shown in the following interview: *"If the cellphone is actually just to watch youtube often, what is it for? If you study, yes, for that you know colors, know numbers, or know the usual letters. What kind of game is it usually? What is it? I don't know the name, the cherry blossoms play wars."*According to SI, children use gadgets to watch videos and play *games* provided in their *gadget* applications, besides that children also use *gadgets* to learn such as recognizing numbers, recognizing letters.

Then EK also said that his child uses *gadgets* to watch videos on *youtube* such as cartoons or animations, and for children's learning is to watch videos provided on *gadgets* such as videos recognizing numbers, letters and others that can provide learning for children, this can be seen from the following interview results:*"If my son is he only uses it to watch videos on youtube and what he often sees is the most upin ipin, sometimes it's also children's videos, sometimes it's also videos that can give him lessons such as numbers, letters and others."*

Furthermore, NM said that his youngest child uses *gadgets* to watch videos and for his older child usually to play *games*, this is in accordance with the following interview results: *"Yes, if some of them say Sae can't play games yet so he plays his cellphone, he usually watches, watching includes things that can give him knowledge like learning colors, learn about animals and others. If Saka is playing games, the games are also children's games that can give him learning."* According to NM, his child uses *gadgets* to watch videos and play *games* that can provide learning for children because the videos and *games* that are watched or played can provide good knowledge for children such as colors, learning to recognize animals and so on.

DA also said that children use *gadgets* to watch videos and to play *games* and sometimes also to learn such as learning to sing, count and recognize letters, this is in accordance with the following interview results: *"If my child is to watch it, if it is to play, it is usually like a cooking game and there is a cat game. If you want to learn the most for singing that teaches counting, know the letters."*

Based on the results of the interview above, it can be concluded that almost all of the children of the five informants use *gadgets* to just watch videos available on *YouTube,* there are also those who use *gadgets* to play *games* available on children's *gadgets*, but few children use *gadgets* to learn so that children only use *gadgets* to watch or just play *games*.

The impact of technology use in early childhood in Kersik Tuo Village

Gadgets are indeed needed for communication advice on everything, but parental

supervision and guidance for children must always be done, because if parents are complacent with children who can play *gadgets* for a long time, children can only play *gadgets* and do not communicate with the surrounding environment. Depending on how they are used, all technologies have both positive and negative effects. If children use gadgets to access sites that educate them will benefit, but if children use gadgets to access sites that do not educate them or display violence, for example, they will suffer.

The following are the results of interviews regarding the impact of gadget use on early childhood in Kersik Tuo Village. YP informant said that the impact caused by the use of *gadgets* is that children become too often playing *gadgets*, the level of emotion where YP children are easily angry and even children sometimes yell when talking to be allowed to play *gadgets*. YP's child also showed anxiety when not playing *gadgets* where the child became restless or could be said to be restless, this is in accordance with the following interview results: *"Yes every day, he plays cellphone for a while but often. When he is not playing cellphones, he is usually anxious, like there is something missing, sometimes he is even more emotional if he is not playing cellphones.* Have your child ever yelled or said something rude? *If he yells often, but if he says rudely, he never because usually small children don't know these things.*

From the explanation above, it can be concluded that YP children show anxiety when not playing *gadgets*, and make children irritable when they are not allowed to play *gadgets*. Lack of sleep time also occurs in YP children, another impact is that the use of *gadgets* can change the child's posture where the child becomes lowered and makes the child too close to *the gadget* his. Another thing is that children have the potential to imitate negative things that children see on *their gadgets*.

Figure 2. Children's Activities with Gadgets

Another informant, Mrs. SI said that the impact is a problem on children's emotions, seen in children when they are not allowed to play *gadgets,* children are more easily emotional, angry, anxious, screaming, and crying, this is in accordance with the following interview: *"The level of emotion is very high, especially if it is disturbed, it must be angry."* Basically, children's eyes are still classified as sensitive, especially to light, and will continue to develop until adulthood. Playing *gadgets* also has an impact on children's eyes which become easily tired and red, this happens to SI children where children often rub their eyes and even get red when playing *gadgets*. This is in accordance with the results of the interview: *"Yes, I like to scratch my eyes.* His eyes were red or what was that? *Once, it was usually red if it was compressed because maybe I often played cellphones, so my eyes were red."*

From the explanation above, it can be concluded that the impact of the use of *gadgets* on SI children is that the child's emotional problems arise that are easily angered, screaming, restless and crying. In addition, it also makes children dishonest by playing *gadgets* secretly, children's eyes also become easily tired and even red when playing gadgets.

Then EK said that the impact caused is the child's emotional level is uncertain, restless, the child becomes unsettled, more easily angered even when the child is talking sometimes even yells if he is not allowed to play *gadgets*, this is in accordance with the following interview results: *"If he plays cellphone, he seems to be calmer, but if he doesn't play cellphone, he is even more emotional, fussy anyway. If you yell yes, it's usually right if he asks for a cellphone, but we don't love him."* From the results of the explanation above, it can be concluded that the impact caused by the use *of gadgets* is an erratic level of children's emotions, children also often play *gadgets* too close so that children tend to bend over and children rarely socialize with their peers.

Then the NM informant said that the impact experienced by NM children is a change in the child's emotional level when or not playing *gadgets*, where children tend to be more angry when playing *gadgets*. Sometimes children also have tantrums, angry when they are prohibited from playing *gadgets*. *"If you play cellphone, you tend to be grumpy, if you don't play cellphone, you tend to be calmer. Eh, sometimes I want him to be banned, sometimes he just wants to be ordinary, sometimes he has tantrums or gets angry if he is forbidden to play cellphones."* Playing *gadgets* also has an impact on the sleep pattern of NM children where children's sleep hours become irregular, children tend to sleep too late, this is in accordance with the following interview results: *"If you pay attention since he is playing this cellphone, it is very difficult if he is invited to sleep early, and if he is angry, he says he wants to play cellphone first."* From the explanation above, it can be concluded that the impact of gadget use on children NM is a change in children's emotions when or not playing *gadgets*, another impact caused is the lack of sleep time for children.

The change that occurs in children from DA informants is that children show emotional changes when they are not allowed to play *gadgets*, children will get angry easily, children also become bad listeners when called by their parents. As the results of the following interview: *"If you already hold a cellphone, he becomes quiet, like when called, it is very rare to talk to him, if he doesn't play cellphone, yes, he was anxious like a fuss, so he is easily angry and keeps talking about it."* Playing gadgets for too long also makes it more difficult for children to socialize. Playing *gadgets* for a long time makes children stay in one place and causes children to interact less with their peers or other people, this is in accordance with the following interview results: *"It's like seeing him who plays cellphones a lot, it feels like he rarely leaves the house, if you talk to him, it's like he's slow to respond, so I'm scared."* From the explanation above, it can be concluded that the impact of *gadget* use on DA children is a change in emotions in children, children become more rude and do not hesitate to hit their parents, children become less interactive with their peers.

Discussion

Gadgets can be used by anyone, including young children. Most of the time, children use it to play games and watch videos on YouTube, but they rarely use it to watch learning videos. The criteria for using gadgets in early childhood in Kersik Tuo Village are using gadgets every day for a long period of use, and the desire to continuously use gadgets. It is best to give advice and advice to young children gradually. However, according to previous research, if a child uses a device for an excessive amount of time, parents usually ask for it or take it forcibly,

which of course will cause the child to become angry, irritated, and engage in other inappropriate actions. Children in their early years are going through a period of rapid and fundamental growth, so it is important to give advice and advice if they use gadgets for too long.

Gadgets are indeed needed for communication advice on everything, but parental supervision and guidance for children must always be done, because if parents are complacent with children who can play *gadgets* for a long time, children can only play *gadgets* and do not communicate with the surrounding environment. Depending on how they are used, all technologies have both positive and negative effects. If children use *gadgets* to access sites that educate them will benefit, but if children use *gadgets* to access sites that do not educate them or display violence, for example, they will suffer. According to (Fitriana et al., 2021) that excessive use *of gadgets* has a negative impact on children's behavior in the family, such as emotional instability that results in children being irritable, emotional, restless and even confined themselves due to being distracted from *gadgets*.

From the results of research conducted by researchers, it was found that the use of *gadgets* in early childhood has an impact on the level of children's emotions that change, where children will tend to be more angry when they are not allowed to play *with gadgets* such as yelling, slamming objects and often showing anxiety, children become poor listeners or *slow* listenersresponse when talked to by his parents. This is also supported by the results of observations made by Anggrahimi (Mayenti & Sunita, 2018) that observations made to several families in one of the Yogyakarta areas show that since using *gadgets*, when at home children become difficult to communicate with, do not care and lack response when children talk to them.

The findings of the study show that the effect of *gadget use* on children is that children have the potential to imitate the things that children see on *gadgets,* be it words or actions. Such as in YP and DA children where children imitate words that should not be said by children of that age and actions where children become rude because of demonstrating what the child sees on *gadgets*.

In addition, from the results of the study, it was also found that children who play gadgets too often will make children rarely socialize with their surroundings or peers. This is in accordance with the opinion of Romo Dalam (Yumarni, 2022) who also said that playing *gadgets* for a long duration and done every day continuously, can make children develop in an antisocial personal direction. This is also supported by the opinion of Pebriana (Miranti & Putri, 2021) defining children who often use *gadgets,* often forget about their surroundings, they prefer to play using *gadgets* rather than playing with friends in the environment around where they live.

Conclusion

Early childhood device use in Kersik Tuo Village varies widely, with an average of more than an hour per day spent playing *games*, watching cartoon videos, and watching *YouTube*; Factors that affect the use of *gadgets* in early childhood in Kersik Tua Village are the busyness of parents in working both as farmers, teachers and as housewives, besides that since childhood children have also been introduced to *gadgets* with various opinions that are to train children's focus, educate children, prevent children from being fussy and to be calmer when invited by their parents. The impact of gadget use in early childhood in Kersik Tuo Village is that it affects the social development of children and emotions where children will rarely socialize with other people or with friends around them, in addition to that it also affects the level of children's

emotions where children are more easily angered when they are not allowed to play *gadgets* by their parents and sometimes the child will yell or use a high tone when speaking, also affecting the child's sleep hours and health.

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