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Dengan ini menyatakan (bersedia/~~tidak bersedia~~ *) menjadi pembimbing (Utama/~~pendamping~~ *) Skripsi bagi mahasiswa :

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Judul Skripsi : Pengaruh Penggunaan Gadget terhadap Perkembangan Mental Emosional pada Anak Prasekolah

*) Coret yang tidak dipilih.

Malang,2 Februari 2021

Herawati Mansur,SST.,M.Pd.,M.Psi
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*) Coret yang tidak dipilih.

Malang, 2 Februari 2021

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Lampiran 3 (Lembar Konsultasi)

LEMBAR KONSULTASI

NAMA MAHASISWA : SURYANI PRATIWI
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 PEMBIMBING I : HERAWATI MANSUR, S.S.T., M.Pd., M.Psi
 PEMBIMBING II : WAHYU SETYANINGSIH, S.S.T., M.Kes
 JUDUL SKRIPSI : PENGARUH PENGGUNAAN GAGDET TERHADAP PERKEMBANGAN MENTAL EMOSIONAL PADA ANAK PRASEKOLAH

PEMBIMBING UTAMA				PEMBIMBING PENDAMPING			
Bimbingan Ke	TGL	SARAN	TTD	Bimbingan Ke	TGL	SARAN	TTD
1.	Minggu, 30-08-2020	Konsultasi Mengenai topik Saran : Membuat kerangka konseptual terlebih dahulu dan menganalisis situasi		1.	Minggu, 30-08-2020	Konsultasi Mengenai topik Saran : Pembimbing memberikan saran agar hasil konsul dengan pembimbing 1 di kerjakan dulu agar dapat gambaran spesifik topiknya	
2.	Minggu, 06-09-2020	Konsultasi mengenai kerangka konsep Saran : Dipelajari lagi mengenai kerangka konsep		2.	Minggu, 06-09-2020	Konsultasi mengenai kerangka konsep Saran : Rencana akan ikut roadmap penelitian pembimbing 1	
3.	Kamis, 24-09-2020	Konsultasi revisi kerangka konsep Saran : perlu melakukan perlakuan dan memerlukan waktu lama untuk penelitian ini sebaiknya di ganti		3.	Senin, 14-09-2020	Konsultasi rencana penelitian Saran : Dilanjutkan membuat bab 1 untuk menentukan judul	
4.	08-10-2020	Konsultasi mengenai topik baru Saran : Topik di terima, mencari jurnal		4.	Selasa, 22-09-2020	Penjelasan sistematika penggunaan Google Drive sebagai media konsultasi	

5.	14- 11-2020	Konsultasi mengenai kerangka konsep dan judul Saran : 1.Dilanjutkan bab -3 2. Membuat rancangan program kerja		5.	Minggu 18 – 10- 2020	Konsultasi mengganti topik dan judul baru Saran :Judul ACC. Dilanjutkan membuat bab 1	
6.	Selasa, 15-11-2020	Mengirim rancangan kerja		6.	Senin 28-10-2010	Mengirim BAB 1, dan tabel elaborasi Saran : 1.Cek buku pedoman 2.Lampirkan jurnal	
7	Senin, 21-11-2020	Mengirimkan bab 1 dan 2		7	Kamis 24-12-2020	Mengirimkan revisi bab 1, revisi tabel elaborasi dan bab 2, 3, prisma chart Saran : Bab 1 1.Masalah belum muncul dalam paragraf awal 2.Ditambahkan dampak penggunaan gadget terhadap mental emosional 3.Dicantumkan penelitian sebelumnya 4.Ditambahkan data dalam skala besar (riskesdas dan SDKI)dapat menggunakan hasil penelitian sebelumnya Bab 2	

						<p>1. Penulisan poin-poin</p> <p>2. Ditambahkan faktor yang mempengaruhi perkembangan pada anak</p> <p>Tabel Elaborasi</p> <p>1. Ditambahkan nama jurnal</p> <p>2. Ditambahkan Variabel, Instrumen, dan analisis</p> <p>3. Ditambahkan URL dan hasil analisis</p>	
8	24-12-2020	Mengirimkan revisi bab 1-2 yang sudah di revisi pembimbing pendamping		8	Sabtu 26-12-2020	Mengirimkan revisi Prisma Chart dan tabel elaborasi	
9	27-12-2020	Mengirimkan revisi bab 1-3 dan prisma chart yang telah di revisi pembimbing pendamping Saran : 1. Pelajari tujuan, rumusan masalah 2. Ditambahkan pemberdayaan		9	Kamis, 31-12-2020	Mengirimkan revisi bab 1 dan 2 Saran : Bab 1 1. Ditambahkan pemberdayaan perempuan sesuai visi prodi di dalam manfaat	

		perempuan sesuai visi prodi di dalam manfaat 3.Dicari angka kejadian kasus mental emosional 4.Hasil peneitian terdahulu				2.Ditambahkan upaya mengatasi kecanduan gadget Bab 2 1.Ditambahkan gadget terhadap perkembangan mental emosional	
10	17-01-2021	Mengirimkan revisi bab 1-3 Saran : 1. Penulisan di sesuaikan dengan pedoman 2. Manfaat di tambahkan pemberdayaan perempuan 3. Menentukan Keyword di buat narasi agar memudahkan untuk di baca 4. Ditambahkan lampiran		10	Kamis 7-01-2020	Mengirimkan revisi bab 1 dan bab 2 Saran : 1. Penulisan di sesuaikan dengan pedoman 2. Manfaat ditambahkan pemberdayaan 3. Ditambahkan kriteria inklusi dan ekslusi	
11.	Selasa 19-01-2021	Mengirimkan Revisi Proposal Saran :		11.	30 -01-2021	Mengirimkan Revisi Proposal Saran : 1.Pada populasi di tambahkan rentang usia 2.Pada keyword di pilih keyword yg relevan	
12	Rabu,2 7-01-2021	Cek kembali penulisan dan pengetikan Acc seminar proposal		12.	31-01-2021	Mengirimkan revisi proposal Saran : 1.Di isi tanggal saat rencana ujian 2.tahun disesuaikan Daftar isi di rapikan 3.pada prisma flow chart untuk yang di	

						identifikasi keyword harus muncul fungsi 4.cek daftar pustaka	
13.				13.	2-02-2021	Mengirim revisi proposal Saran : 1.ACC seminar proposal	

Jurnal 1

OKSITOSIN, KEBIDANAN, VOL. V, NO. 1, FEBRUARI 2018: 1-6

**FREKUENSI PENGGUNAAN GADGET TERHADAP
PERKEMBANGAN SOSIAL DAN KEMANDIRIAN PADA ANAK
USIA 3-5 TAHUN**

***FREQUENCY OF GADGETS USE ON SOCIAL DEVELOPMENT
AND INDEPENDENCE IN CHILDREN AGED 3 TO 5 YEARS***

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ABSTRAK

Golden age atau periode emas merupakan istilah bagi anak berusia 0-5 tahun. Pada masa ini hampir seluruh waktu yang dimiliki digunakan untuk bermain, karena bermain merupakan suatu aktivitas menyenangkan serta kebutuhan yang sudah melekat pada setiap anak. Permainan tradisional lebih dulu dikenal sebelum adanya gadget, yang sekarang gadget menjadi permainan alternative pada era saat ini. Keberadaan gadget, menjadikan ketertarikan anak menikmati sensasi permainan baru di dalam gadget. Hal ini menghambat optimalisasi anak. Tujuan penelitian ini mengetahui pengaruh penggunaan frekuensi gadget terhadap perkembangan sosial dan kemandirian pada anak usia 3-5 tahun. Penelitian ini menggunakan desain *cross sectional*. Populasi sebanyak 175 anak, dengan sampel sebanyak 63 anak dengan teknik menggunakan *simple random sampling*. Data setelah diuji menggunakan *spearman rank* diperoleh nilai ρ value = 0.48 > 0.05 maka H_0 diterima, sehingga tidak terdapat pengaruh penggunaan frekuensi gadget terhadap perkembangan sosial dan kemandirian pada anak usia 3-5 tahun.

Kata kunci : *Golden Age, Gadget, Perkembangan.*

ABSTRACT

Golden age or golden period is the term for children aged 0-5 years. At this time almost all have time used to play because playing is fun activity and inherent needs for every children. Before appeared gadget as new game alternative media for children, children have been know about traditional games, but appeared gadget, children more often used gadget to play new games in gadget. This has a negative impact on the optimization of children. This research aims was to understand the influence of the frequency of gadgets use on social development and independence children aged 3 to 5 years. The research design was used cross sectional. Population in this study amount 175 children, with sample amount 63 children were taken used simple random sampling . From the data that has been tested using spearman rank obtained the ρ value = 0.48 > 0,05, then H_0 is received . So that there isn't influence of frequency of gadgets use on social development and independence in children aged 3 to 5 years.

Keywords : *Golden Age , Gadgets, Development.*

Jurnal 2

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FREKUENSI PENGGUNAAN GADGET TERHADAP PERKEMBANGAN SOSIAL DAN KEMANDIRIAN PADA ANAK USIA 3-5 TAHUN

FREQUENCY OF GADGETS USE ON SOCIAL DEVELOPMENT AND INDEPENDENCE IN CHILDREN AGED 3 TO 5 YEARS

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ABSTRAK

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Keywords : *Golden Age, Gadgets, Development.*

HUBUNGAN PENGGUNAAN GADGET DENGAN PERKEMBANGAN ANAK USIA PRASEKOLAH DI PAUD/TK ISLAM BUDI MULIA

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ABSTRAK

Anak usia prasekolah mengalami proses perkembangan fisik, motorik, intelektual, emosional, bahasa dan sosial dengan cepat. *Gadget* dilengkapi fitur-fitur seperti sosial media, video, audio, gambar dan *game* sehingga anak kecanduan dan menjadi malas bergerak/beraktivitas. Keadaan ini mempengaruhi perkembangan anak. Tujuan penelitian ini untuk mengetahui hubungan penggunaan *gadget* dengan perkembangan anak usia prasekolah di PAUD/TK Islam Budi Mulia Kecamatan Padang Timur tahun 2017. Penelitian ini menggunakan desain Survey Analitik dengan pendekatan *Cross Sectional*. Pengumpulan data dilakukan di PAUD/TK Islam Budi Mulia Kecamatan Padang Timur tanggal 22 Maret sampai 2 April 2017 dengan jumlah sampel 47 orang. Teknik pengambilan sampel yaitu *total sampling* dengan menggunakan instrumen penelitian kuesioner dan format KPSP. Pengolahan data menggunakan uji statistik *chi-square*. Hasil penelitian didapatkan 63,8% responden tidak normal dalam menggunakan *gadget*, 40,4% responden perkembangannya menyimpang. Hasil analisa bivariat didapatkan $p\text{ value}=0,017$, artinya terdapat hubungan bermakna antara penggunaan *gadget* dengan perkembangan anak usia prasekolah. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat hubungan bermakna antara penggunaan *gadget* dengan perkembangan anak usia prasekolah. Diharapkan pihak sekolah terus memperhatikan perkembangan anak dan memberikan stimulus untuk mencapai perkembangan yang sesuai. Bagi orang tua agar membatasi penggunaan *gadget* 30 menit seminggu pada anak.

Kata kunci : *gadget*, perkembangan, usia prasekolah

ABSTRACT

The process of development of physical, motor, intellectual, emotional, and social language in preschoolers run quickly. Gadgets include features such as social media, video, audio, pictures and games, so that children become addicted and lazy to move / move. This situation affects the development of children. The purpose of this study to determine the relationship of the use of the gadget with the development of preschool children in early childhood / kindergarten Islam Budi Mulia East Padang District in 2017. This study uses Analytical Survey design with cross sectional approach. This research was conducted in early childhood / kindergarten Islam Budi Mulia East Padang District on 22 March to 2 April 2017 with a sample of 47 people. The sampling technique is total sampling using a questionnaire and other research instrument KPSP format. Processing data using chi-square statistic test. The result showed 63.8% of respondents are not normally in use gadgets, 40.4% of respondents development diverge. Results of bivariate analysis $p\text{ value} = 0.017$, meaning that there is a significant relationship between the use of gadgets with the development of preschoolers. It is expected that the school continues to pay attention to the development of children and provide stimulus to development that are appropriate. For parents to limit the use of gadgets 30 minutes a week in children.

Keywords: *gadget, development, preschool*

PENDAHULUAN

Perkembangan ilmu pengetahuan dan teknologi saat ini telah berkembang dengan sangat pesat, hal ini ditandai dengan kemajuan di bidang media informasi dan teknologi. Indonesia sebagai

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PENGARUH PENGGUNAAN *SMARTPHONE* TERHADAP PERKEMBANGAN PERSONAL SOSIAL ANAK USIA PRA-SEKOLAH

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ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh penggunaan *smartphone* terhadap perkembangan personal sosial anak usia pra sekolah di TK Al-Marhamah. Penelitian ini menggunakan metode penelitian *kuantitatif* dengan desain *cross sectional*. Hasil penelitian menunjukkan lebih dari setengahnya anak usia pra sekolah adalah pengguna *smartphone* dengan frekuensi sering dengan jumlah sebanyak 24 anak (72.7%). Kurang dari setengahnya anak usia pra sekolah mengalami perkembangan yang meragukan dengan jumlah sebanyak 15 anak (45.5%). Hasil uji statistik diperoleh nilai p 0,017. Simpulan, ada hubungan yang signifikan antara penggunaan *smartphone* dengan perkembangan personal sosial anak pra sekolah di Al-Marhamah Kabupaten Majalengka Tahun 2017.

Kata Kunci: Anak Usia Pra-Sekolah, Perkembangan Personal, *Smartphone*

ABSTRACT

The purpose of this study was to determine the effect of the use of smartphones on the personal social development of pre-school age children in Al-Marhamah Kindergarten. This research uses quantitative research methods with cross sectional design. The results showed more than half of pre-school age children are smartphone users with frequent frequency with 24 children (72.7%). Less than half of pre-school-aged children experience doubtful development with a total of 15 children (45.5%). Statistical test results obtained p value of 0.017. Conclusion, there is a significant relationship between smartphone usage and the personal social development of preschool children in Al-Marhamah, Majalengka Regency, 2017.

Keywords: Pre-School Age Children, Personal Development, Smartphones

**HUBUNGAN LAMA DAN FREKUENSI PENGGUNAAN GADGET
DENGAN PERKEMBANGAN SOSIAL ANAK PRA SEKOLAH
DI TK ISLAM AL IRSYAD 01 CILACAP**

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ABSTRACT

The use of gadgets among children is increasingly alarming and certainly has a negative impact on growth and development. The ease of accessing various information and technology media causes children to become lazy to move and move. They prefer to sit quietly in front of the gadget and enjoy the world in the gadget. Gradually forget the pleasure of playing with family members. This certainly has a negative impact on children's social development.

This study aims to determine the relationship between the duration and frequency of gadget use with the social development of preschool children. The design of this study was descriptive correlative with a cross sectional approach to 53 mothers who had preschool aged children (5-6 years) in Al Irsyad Islamic Kindergarten 01 Cilacap with simple random sampling technique. The type of primary data uses children's social development questionnaire. Data were analyzed by univariate and bivariate with Chi Square test.

From 53 respondents, the most normal gadget usage time (<60 ' / day) 33 (62.3%), the most normal frequency 44 (83.1%), the best social development 27 (50.9 %). There is no relationship between the duration of using gadgets and the social development of preschoolers.(p:0.577). There is no relationship between frequency of using gadgets and the social development of preschoolers.(p:1.000)

Keywords: duration and frequency; social development; gadget; preschool

¹⁾STIKES Al-Irsyad Al-Islamiyyah Cilacap

I. Pendahuluan

Perkembangan teknologi *gadget/ smartphone* menunjukkan perkembangan jaringan internet yang sangat cepat dimulai dari jaringan 2G, 3G, bahkan sekarang sudah diterapkan 4G *Long Term Evolution* (LTE). Secara teoritis LTE memiliki kemampuan memberikan kecepatan dalam hal transfer data, sehingga kecepatan akses yang tinggi memberikan kemudahan kepada

pengguna *smarphone* dalam mendapatkennyamanan berinternet. (Marsal A & Hidayati F, 2017)

Dalam era globalisasi ini, anak-anak lebih banyak menggunakan waktunya untuk bermain gadget dibandingkan dengan melakukan kegiatan fisik bersama teman. (Lisiswanti R & Nabila SI, 2017). Penggunaan gadget pada anak sudah menjadi hal yang biasa, bahkan Indonesia adalah salah satu negara



Dampak Penggunaan *Gadget* terhadap Perkembangan Psikologi pada Anak Sekolah Dasar

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ABSTRAK

Latar belakang dalam penelitian ini adalah Untuk mengetahui apakah terdapat dampak yang ditimbulkan terhadap penggunaan gadget (dampak positif maupun dampak negatif) terhadap perkembangan mental anak usia sekolah dasar di SD terutama di kelas V. Tujuan yang ingin dicapai pada penelitian ini adalah untuk mendeskripsikan dampak penggunaan *gadget* terhadap perkembangan psikologi anak usia sekolah dasar. Metode penelitian ini menggunakan pendekatan kualitatif, sehingga data yang dihasilkan berupa kata dan kalimat. Metode kualitatif digunakan untuk meneliti suatu kondisi obyek yang bersifat alamiah, peneliti sebagai instrumen kunci, teknik pengumpulan data dilakukan secara triangulasi (observasi, wawancara, dokumentasi), dan hasil penelitian kualitatif bersifat memahami makna, keunikan, mengkonstruksi fenomena, dan menemukan hipotesis. Hasil dari penelitian ini adalah penggunaan *gadget* berdampak pada perkembangan psikologi anak sekolah dasar. Dalam penelitian ini 10

anak di kelas V (lima) yang menggunakan *gadget* dengan durasi lebih dari 2 jam perhari mengalami perubahan perilaku. Dampak yang ditimbulkan yaitu dampak positif, anak mudah mencari informasi tentang pembelajaran, dan memudahkan untuk berkomunikasi dengan teman. Namun, dampak negatif yang ditimbulkan dari *gadget*, berpengaruh pada perkembangan psikologi anak, terutama aspek pertumbuhan emosi dan perkembangan moral. Dalam pertumbuhan emosi, anak yang menggunakan *gadget* menjadi mudah marah, suka membangkang, menirukan tingkah laku dalam *gadget* serta berbicara sendiri pada *gadget*. Sedangkan pengaruhnya terhadap perkembangan moral, berdampak pada kedisiplinan, anak menjadi malas melakukan apapun, meninggalkan kewajibannya untuk beribadah, dan berkurangnya waktu belajar akibat terlalu sering bermain *game* dan menonton *youtube*.

ABSTRACT

The background in this research is to find out whether there is an impact on the use of gadgets (both positive and negative impacts) on the mental development of elementary school-age children at SD Muhammadiyah 11 Semarang, especially in class V. The purpose of this study is to describe the impact of the use of gadgets on the psychological development of elementary school age children at SD Muhammadiyah 11 Semarang. This research method uses a qualitative approach, so that the data generated in the form of words and sentences. Therefore the role of parents towards their children must always be done. Do not let parents rely on gadgets to accompany their children, and parents let children prioritize more on gadgets so that they do not bother parents. By controlling every piece of content in their children's gadgets. Parents should be able to invite discussion in the sense of question and answer about the contents of all the gadgets that their children have. This means playing time is a useful time. Children can learn through play time. During that time children can imitate adult behavior, develop their imagination and creativity. So it can be concluded that giving gadgets to children without adult supervision or older people will indeed tend to cause some negative impacts.

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PENGGUNAAN GAWAI, INTERAKSI IBU-ANAK, DAN PERKEMBANGAN SOSIAL-EMOSIONAL ANAK PRASEKOLAH

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Abstrak

Di era digital seperti saat ini, lingkungan anak dihadapkan dengan teknologi yang dapat memengaruhi perkembangannya. Tujuan penelitian ini adalah menganalisis pengaruh karakteristik anak, karakteristik keluarga, penggunaan gawai, dan interaksi ibu-anak terhadap perkembangan sosial-emosional anak. Penelitian ini melibatkan 122 keluarga yang memiliki anak usia prasekolah yang dipilih secara acak. Lokasi penelitian dipilih secara *purposive*, yaitu di Kelurahan Kedung Badak, Kecamatan Tanah Sareal, Kota Bogor. Data dikumpulkan melalui wawancara dengan alat bantu kuesioner dan selanjutnya dianalisis dengan analisis deskriptif dan uji regresi linear berganda. Penggunaan gawai anak terdiri dari durasi penggunaan, tingkat ketergantungan, dan kontrol orang tua. Hasil uji regresi linear berganda menunjukkan bahwa meningkatnya tingkat ketergantungan anak pada gawai dapat menurunkan perkembangan sosial-emosional anak, sedangkan meningkatnya interaksi ibu-anak dapat meningkatkan perkembangan sosial-emosional anak. Sementara itu, usia anak dan besar keluarga berpengaruh positif terhadap perkembangan sosial-emosional anak tetapi pendidikan ibu berpengaruh negatif terhadap perkembangan sosial-emosional anak. Untuk itu, orang tua hendaknya mengupayakan agar anak tidak menggunakan gawai terlalu sering dan lebih banyak memberikan kesempatan anak untuk bermain dan bersosialisasi. Pemerintah juga diharapkan dapat memanfaatkan program yang Posyandu dan Bina Keluarga Balita (BKB) untuk mengedukasi orang tua terkait pengasuhan di era digital, khususnya pengasuhan untuk anak usia prasekolah.

Kata kunci : anak prasekolah, gawai, interaksi ibu-anak, perkembangan sosial-emosional, tingkat ketergantungan gawai

Gadget Usage, Mother-Child Interaction, and Social-Emotional Development among Preschool Children

Abstract

In the digital era, the child environment is faced with technology that can influence child development. The aims of this research were to analyze the influence of child and family characteristics, gadget usage, and mother-child interaction on social-emotional development among preschool children. The research involved 122 families of preschool and selected randomly. The research location was chosen purposively that is Kedung Badak Village, Tanah Sareal Sub-district, Bogor City. Data was collected through interviews with questionnaires and then analyzed by descriptive and multiple linear regression test. The gadget usage consists of the duration of child's gadget usage, child's gadget addiction, and parental control. The results of multiple linear regression test shows that increasing the level of child's gadget addiction can decrease social-emotional development, whereas the increasing mother-child interaction can increase social-emotional development. Meanwhile, child age and family size positively influence social-emotional development but mother's education negatively affects social-emotional development. So, parents should strive for children not to use gadgets too often and to provide more opportunities for children to play and socialize. The government is also expected can educate parents about parenting in the digital age especially for early childhood parenting.

Keyword: gadget, gadget addiction, mother-child interaction, preschool, social-emotional development

PENDAHULUAN

Dewasa ini, teknologi gadget (gawai) telah dikenal luas oleh masyarakat Indonesia. Hal tersebut ditunjang oleh perkembangan teknologi digital dan internet yang semakin massif. Saat ini, pengguna gawai dan internet

di Indonesia cukup tinggi. Berdasarkan data riset United Nations Children's Fund (UNICEF) dan Kementerian Komunikasi dan Informasi (Kominfo) menyebutkan bahwa 84 persen masyarakat Indonesia memiliki *smartphone* (Kominfo, 2014). Sementara itu, Asosiasi Pengguna Jasa Internet Indonesia (APJII) tahun 2018 melaporkan penetrasi pengguna

**Hubungan Durasi dan Intensitas Penggunaan Gadget dengan
Perkembangan Personal Sosial Anak Usia Prasekolah (3-5 Tahun)
di TK Cendikia Desa Lingsar Tahun 2019**

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ABSTRAK

Sekitar 5 hingga 10% anak diperkirakan mengalami keterlambatan perkembangan. Data angka kejadian keterlambatan perkembangan umum belum diketahui dengan pasti, namun diperkirakan sekitar 1-3% anak di bawah usia 5 tahun mengalami keterlambatan perkembangan umum. Pengenalan atau penggunaan gadget sejak dini kepada anak akan berdampak terhadap perkembangan anak. Tujuan penelitian ini adalah untuk mengetahui hubungan durasi dan intensitas penggunaan gadget dengan perkembangan personal sosial anak usia 3-5 tahun di TK Cendikia Lingsar. Desain penelitian yang digunakan pada penelitian ini adalah cross sectional, dan menggunakan DDST sebagai instrumen. Pengambilan sampel dalam penelitian ini menggunakan teknik total sampling yaitu teknik pengambilan sampel dengan jumlah sample 34 orang. Hasil penelitian ini menunjukkan bahwa anak yang bermain gadget dengan intensitas penggunaan gadget > 3 kali/hari yaitu sebanyak 15 orang (43,1 %) dengan durasi sedang yaitu 40-60 menit yaitu sebanyak 15 orang (44,1 %). Hasil uji korelasi Chi-Square didapatkan p-value menunjukkan bahwa untuk intensitas penggunaan gadget ($p = 0,032 \alpha = 0,005$) dan untuk durasi penggunaan gadget ($p = 0,004 \alpha = 0,005$) maka dapat disimpulkan bahwa ada hubungan antara durasi dan intensitas penggunaan gadget dengan perkembangan personal sosial anak usia 3-5 tahun. Berdasarkan hasil penelitian, disarankan bagi orang tua untuk lebih selektif lagi dalam memberikan mainan kepada anak dan perlu adanya pengawasan serta ketegasan dalam memberikan batasan kepada anak dalam bermain gadget.

Kata Kunci: Gadget, Perkembangan Personal Sosial, Anak Usia 3-5 tahun.

ABSTRACT

There were 5 to 10% of children estimated to experience developmental delays. Data on the incidence of general developmental delays was not known with certainty, but it is estimated that around 1-3% of toddlers experience general developmental delays. The use of gadgets early on children will have an impact on children's development. The purpose of this study is to determine the correlation of duration and intensity of gadget use with social personal development of toddlers in TK Cendikia Lingsar. The research design used in this study was cross sectional, and DDST as an instrument. Sampling in this study used was total sampling technique that numbers of samples used were 34 people. The results of this study indicate that children who play gadgets with intensity of gadget usage > 3 times / day as many as 15 people (43.1%) with a moderate duration of 40-60 minutes, namely as many as 15 people (44.1%). Chi-Square correlation test results obtained p-value shows that for the intensity of gadget use ($p = 0.032 \alpha = 0.005$) and for the duration of gadget use ($p = 0.004 \alpha = 0.005$), it can be concluded that there is a correlation between the duration and intensity of gadget usage with the personal social development of children aged 3-5 years. Based on the results of the study, it is recommended for parents to be more selective in giving toys to children and the need for supervision and firmness in providing limits to children in playing gadgets.

Keywords: Gadgets, Social Personal Development, 3-5 Year Old Children.

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DURASI DAN FREKUENSI PENGGUNAAN GAWAI TERHADAP PERKEMBANGAN SOSIAL ANAK PRA SEKOLAH DI TK ISLAM PERMATA HATI KELAPA DUA KABUPATEN TANGERANG TAHUN 2019

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ABSTRACT

Background: In 2011 there were 38% of gadget users in children aged 5 years in Indonesia and in 2013 increased to 72%. The use of devices makes children lazy to move and activities. This situation will affect the child's development both in terms of physical, motor, psychological, and social child.

Objective: To identify the relationship between the duration and frequency of using a device to the social development of preschool children in the Permata Hati Hati Dua Islamic Kindergarten, Tangerang Regency in 2019.

Methodology: This research is an analytic epidemiological study with cross sectional study design. The population in this study were all parents of students at the Permata Hati Kindergarten, totaling 54 people. Sampling uses total sampling. Primary data were collected using a questionnaire. Data analysis through two stages, namely univariate and bivariate using the Chi-Square test.

Results: The majority of pre-school children had poor social development (55.6%), with duration of playing devices > 1 hour / day (53.7%), and frequency of use of devices > 3 days a week (55.6 %). The results of this study indicate that there is a significant relationship between the duration and frequency of use of the device to the social development of children.

Conclusions : There is a relationship between the duration and frequency of the use of the device to the social development of pre-school children.

Suggestion : It is hoped that parents will be more selective in giving toys to children, especially granting permission to play devices. It is necessary to be firm and mentor from parents in providing limitations on the duration and frequency of device use by children

Keywords: Duration, frequency, device, social development, preschool children

ABSTRAK

Latar Belakang : Tahun 2011 terdapat 38% pengguna gawai pada anak usia 5 tahun di Indonesia dan pada tahun 2013 meningkat menjadi 72%. Penggunaan gawai membuat anak menjadi malas bergerak dan beraktifitas. Keadaan seperti ini akan mempengaruhi perkembangan anak baik dari segi fisik, motorik, psikologis, dan sosial anak.

Tujuan : Untuk mengidentifikasi hubungan durasi dan frekuensi penggunaan gawai terhadap perkembangan sosial anak prasekolah di TK Islam Permata Hati Kelapa Dua Kabupaten Tangerang Tahun 2019.

Metodologi : Penelitian ini merupakan penelitian epidemiologi analitik dengan desain studi *cross sectional*. Populasi dalam penelitian yaitu seluruh orang tua siswa di TK Islam Permata Hati yang berjumlah 54 orang. Pengambilan sampel menggunakan *total sampling*. Data primer dikumpulkan dengan menggunakan kuesioner. Analisis data melalui dua tahapan yaitu univariat dan bivariat dengan menggunakan uji *Chi-Square*.

Hasil Penelitian : Sebagian besar anak pra sekolah memiliki perkembangan sosial yang kurang baik (55,6%), dengan durasi bermain gawai > 1 jam/hari (53,7%), dan frekuensi penggunaan gawai > 3 hari dalam seminggu (55,6%). Hasil penelitian ini menunjukkan bahwa terdapat hubungan yang signifikan antara durasi dan frekuensi penggunaan gawai terhadap perkembangan sosial anak.

Simpulan : Ada hubungan durasi dan frekuensi penggunaan gawai terhadap perkembangan sosial anak pra sekolah.

**PENGARUH PENGGUNAAN SMARTPHONE TERHADAP
PERKEMBANGAN ANAK USIA PRA SEKOLAH
DI TK DAN PAUD PERMATA HATI**

***THE INFLUENCE OF USING SMARTPHONE TO THE
DEVELOPMENT OF PRESCHOOL AGED CHILDREN***

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ABSTRACT

One of the developments of information technology and communication is the development of telecommunication technology of smartphones. The smartphone has the ability of functions and uses similarly like a computer. The impacts of using smartphones to childhood cause worries because they are unstable enough, they have very high curiosity and influence on the effect of increasing their consumptive character. This research aimed to analyze the influence of using smartphones to the development of pre-school-aged children at Kindergarten School and Early Childhood Education of Permata Hati Cijelag, Tomo Village, Subdistrict Tomo, Sumedang Regency. This research used a quantitative method. Sampling taking in this research used nonprobability sampling by using total sampling, the respondents in this research were pre-school-aged children in Kindergarten School and Early Childhood Education Permata Hati Cijelag, Tomo Village, Subdistrict Tomo, Sumedang Regency in 2019. The research subjects were pre-school-aged children in Kindergarten School and Early Childhood Education Permata Hati Cijelag, Tomo Village, Subdistrict Tomo, Sumedang Regency as many as 30 children. Statistic testing before data analysis gained made a normality test by Shapiro Wilk, then data distributed normally thus the next test did independent t-test with significance $p < 0,05$. The research result showed that there are influences of using smartphones to the development of pre-school-aged children with a significant score (r) = $0,02 < 0,05$. The research result showed that there are influences of using smartphones to the development of pre-school-aged children.

Keywords: *Pre school aged children, Using Smartphone, Development*

ABSTRAK

Salah satu perkembangan teknologi informasi dan komunikasi tersebut adalah berkembangnya teknologi telekomunikasi *SmartPhone*. *SmartPhone* mempunyai kemampuan fungsi dan penggunaan yang menyerupai komputer. Dampak penggunaan *SmartPhone* mengkhawatirkan pada masa anak-anak mereka masih tidak stabil, memiliki rasa keingintahuan yang sangat tinggi, dan berpengaruh pada meningkatnya sifat konsumtif pada anak-anak. Tujuan penelitian ini adalah menganalisis pengaruh penggunaan smart phone terhadap perkembangan anak usia prasekolah di TK dan Paud Permata Hati Cijelag, Desa Tomo, Kecamatan Tomo, Kabupaten Sumedang. Penelitian ini menggunakan Kuantitatif. Pengambilan sampel pada penelitian ini menggunakan

**HUBUNGAN LAMA DAN FREKUENSI PENGGUNAAN GADGET
DENGAN PERKEMBANGAN SOSIAL ANAK PRA SEKOLAH
DI TK ISLAM AL IRSYAD 01 CILACAP**

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ABSTRACT

The use of gadgets among children is increasingly alarming and certainly has a negative impact on growth and development. The ease of accessing various information and technology media causes children to become lazy to move and move. They prefer to sit quietly in front of the gadget and enjoy the world in the gadget. Gradually forget the pleasure of playing with family members. This certainly has a negative impact on children's social development.

This study aims to determine the relationship between the duration and frequency of gadget use with the social development of preschool children.

The design of this study was descriptive correlative with a cross sectional approach to 53 mothers who had preschool aged children (5-6 years) in Al Irsyad Islamic Kindergarten 01 Cilacap with simple random sampling technique. The type of primary data uses children's social development questionnaire. Data were analyzed by univariate and bivariate with Chi Square test..

From 53 respondents, the most normal gadget usage time (<60 / day) 33 (62.3%), the most normal frequency 44 (83.1%), the best social development 27 (50.9 %).

There is no relationship between the duration of using gadgets and the social development of preschoolers.(p:0.577). There is no relationship between frequency of using gadgets and the social development of preschoolers.(p:1.000)

Keywords: duration and frequency; social development; gadget; preschool

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I. Pendahuluan

Perkembangan teknologi *gadget/ smartphone* menunjukkan perkembangan jaringan internet yang sangat cepat dimulai dari jaringan 2G, 3G, bahkan sekarang sudah diterapkan 4G *Long Term Evolution* (LTE). Secara teoritis LTE memiliki kemampuan memberikan kecepatan dalam hal transfer data, sehingga kecepatan akses yang tinggi memberikan kemudahan kepada

pengguna *smarphone* dalam mendapatkankenyamanan berinternet. (Marsal A & Hidayati F, 2017)

Dalam era globalisasi ini, anak-anak lebih banyak menggunakan waktunya untuk bermain gadget dibandingkan dengan melakukan kegiatan fisik bersama teman. (Lisiswanti R & Nabila SI, 2017). Penggunaan gadget pada anak sudah menjadi hal yang biasa, bahkan Indonesia adalah salah satu negara

The Effect of Gadget on Children's Social Capability

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Abstract. Brauner & Stephens argued that around 9.5% to 14.2% of early childhood children have emotional social problems that have a negative impact on the development and readiness of their schools due to children's habits in using gadgets. The purpose of this study was to identify the relationship between the use of gadgets for children's social emotional development in PGRI 2 Rangkasbitung Kindergarten. This research implemented quantitative research approach. This study uses a questionnaire or questionnaire sheet in collecting data, with a total sample of 33 respondents. The results of this study indicate that the majority of children use gadgets with a duration of > 60 minutes per day which is around 60.61%, the type of gadget used in the form of smartphones / mobile phones is 84.85%, and applications that are often used are games (66.67%) and games played in the form of educational games (60.61%). Based on the results of the study there were 60.61% or as many as 20 children have normal / good social emotional development, this is because the majority of children in PGRI 2 Rangkasbitung kindergarten are more utilizing the sophistication of gadgets towards more positive ones such as knowing numbers, getting to know animals, colors, and to communicate while far apart. It is also related to the characteristics of respondents who stated that around 66.67% of respondents did not work which meant that respondents had more time to accompany their children in using gadgets. The result of Chi-Square correlation test between gadget duration and social emotional development obtained p-value 0.011 (p <0.05) which means that there is a significant relationship between the duration of gadget usage on children's social emotional development in PGRI 2 Rangkasbitung Kindergarten. Based on the results of the study, it is advisable for parents to accompany their children in using gadgets as well as providing time limits, checking gadgets and choosing games and spectacle applications that can hone child development.

1. Introduction

Early childhood education is an effort to provide guidance to children from an early age through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering the next basic education and life stage. "Early childhood is a child who is in the age range of 0-6 years (Sisdiknas, 2003)¹". According to NAEYC (National Association for Education for Young Child) early childhood is "children who are in the age range 0-8 years". Whereas





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Full length article

Influence of smartphone addiction proneness of young children on problematic behaviors and emotional intelligence: Mediating self-assessment effects of parents using smartphones

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ABSTRACT

In this study, we verified the effects of smartphone addiction proneness of young children (ages one to six) on problematic behaviors and emotional intelligence. We investigated whether parental self-assessment of smartphone usage affects the way in which children's smartphone addiction impacts their behaviors and emotional intelligence. Smartphone addiction proneness sub-factors interfere with daily life and compulsory control through voluntary isolation and personality distortion. Differences exist in daily-life interference according to parental ages, voluntary isolation according to parental occupations, and personality distortion according to parental academic backgrounds. Among attributes of young children's smartphone usage, differences exist in compulsory control needs and personality distortion starting from a young age, and compulsory control needs according to the child's daily smartphone usage. Moreover, no correlations exist between independent variables of daily-life interference and the emotional intelligence outcome variable. All addictive tendencies have significant positive effects on problematic behaviors, and significant negative effects on emotional intelligence. The greater the degree to which parents are self-evaluative of their smartphone usage, the lower is the influence of children's smartphone addiction proneness on their problematic behaviors. This study suggests that parents' self-reflective attitude towards smartphone usage can undermine the negative effects of smartphone overuse by young children.

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1. Introduction

The smartphone is convenient to carry and provides not only voice communication, but also information management and various multimedia functions that are no longer limited to specific occupations or classes. Since the launch of the Apple iPhone in June 2007, the smartphone has been widely used by approximately three billion people to date. The number of smartphone users in 2020 is estimated to reach 6.1 billion people, which comprises almost 70% of the global population (Ericsson-LG, 2015, p. 6). In addition, the proliferation of smartphone use has led to new industries of application development and mobile marketing. As a creative business model, it is invigorating the overall global

industry, which has recently been depressed (Chung, 2014, p. 106). Furthermore, the function, design, and various cost aspects of smartphones have become increasingly more customer-oriented such that their practical applications in daily life are expected to even further expand.

Nevertheless, despite the above advancements of smartphones, their detrimental effects are becoming ever more apparent. The related addiction phenomena and side effects have become significant social problems. Smartphone addictions present with direct symptoms of psychological anxiety, communication avoidance, weakening of social adaptations, and withdrawal symptoms that are similar to those of drug or alcohol addiction (Kim, 2013, p. 2). Moreover, smartphone addiction is often a factor in the exacerbation of Internet or online-gaming addictions because of its ease of use. Because smartphones can be frequently used, the related addiction is not easy to control. The addiction symptoms are serious because they are observed not only in adults, but also in adolescents and even elementary school students. According to the

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**The Effect of Gadget Use on Child Development:
A Path Analysis Evidence from Melawi, West Kalimantan**

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ABSTRACT

Background: The use of gadgets in early childhood can affect the mental and physical development of children. The Indonesian Pediatric Association (IDAI) estimates that 5-10% of children experience developmental delays. Children's development is influenced by environmental factors, parents, nutritional status, and the use of gadgets. This study aimed to analyze the effect of gadget use on child development in Melawi, West Kalimantan, using path analysis model.

Subjects and Method: This was a cross sectional study conducted in Melawi, West Kalimantan, Indonesia, from August to September 2019. A total 200 children aged 3 to 5 years old was selected by fixed exposure sampling. The dependent variable was child development. The independent variables were gadget usage, maternal age, maternal education, maternal employment, family income, number of children, and family type. The data were collected by questionnaire. The data were analyzed by path analysis run on Stata 13.

Results: Child development was directly and positively affected by maternal aged ≥ 20 years old ($b = 1.52$; 95% CI= -0.29 to 3.35; $p = 0.101$), high maternal education ($b = 2.53$; 95% CI=1.23 to 3.84; $p < 0.001$), family income \geq Rp 2,288,000 ($b = 1.38$; 95% CI= 0.01 to 2.77; $p = 0.049$), and

core family type ($b = 1.61$; 95% CI= 0.43 to 2.80; $p = 0.008$). Child development was directly and negatively affected by gadget use ($b = -2.74$; 95% CI= -3.99 to -1.49; $p < 0.001$), mother working outside the house ($b = -1.98$; 95% CI= -3.06 to -0.90; $p < 0.001$), and number of children > 2 ($b = -2.48$; 95% CI= -3.67 to -1.29; $p < 0.001$). Child development was indirectly affected by maternal education and maternal employment.

Conclusion: Child development is directly and positively affected by maternal aged ≥ 20 years old, high maternal education, high family income, and core family type. Child development is directly and negatively affected by gadget use, mother working outside the house, and number of children > 2 . Child development is indirectly affected by maternal education and maternal employment.

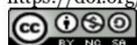
Keywords: gadget use, child development, path analysis

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BACKGROUND

The first five years of life are very sensitive to the environment and this period is very short and cannot be repeated, therefore, the period of toddler is called the "golden period", "window of opportunity" and "critical period"

(Ministry of Health, 2014). The role of mothers, fathers, families and communities as well as the environment becomes important considering that at this time the "golden age" is very dependent on how we fulfill the children's basic rights to compassion, hone