

Early Childhood Empathy Ability of Gadget Users

Damalia Aviani¹, Yuli Kurniawati Sugiyo Pranoto³, Mulawarman³

^{1,2,3} Department of Early Childhood Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

DOI: 10.15294/ijeces.v13i1.72724

Submitted: 08/08/2023 Revised: 27/10/2023 Accepted: 08/04/2023

ABSTRACT

The use of early childhood gadgets reaps a lot of attention from various parties because the use of gadgets by early children can adversely affect the ability of early childhood empathy. This study aims of this study is to describe the ability of early childhood empathy gadget users in Banyumanik Village. This study uses qualitative methods using data collection techniques in the form of interviews, observations and documentation. The results of this study explain that excessive use of gadgets by early childhood in Banyumanik village has a negative impact on children's behavior that can be seen from the reaction of children in the form of crying, hitting angry at parents to kick the door when getting a refusal to use gadgets. In addition, early childhood gadget users have less concern. The behavior explains that early childhood gadget users have poor empathy abilities. The role of parents in monitoring the use of early childhood gadgets in Banyumanik village can be said to be lacking. This is because parents are not consistent in supervising and educating early childhood in the use of gadgets so that children have less empathic abilities, for example, children cannot read other people's messages well and are selfish. However, in Banyumanik village there are also parents who are consistent and have a firm stance against the use of early childhood gadgets because they hope their children who are still early can have good empathy skills such as not being selfish. Constraints parents in improving the ability of early childhood empathy gadget users include the availability of time parents supervise the use of gadgets, care and attention to the low early childhood, knowledge of parents related to early childhood empathy skills, video content on social media that set a bad example and the consistent level of parents in supervising as well as educating early childhood gadget users.

Keywords: Early Childhood, Empathy Ability, Gadgets.

Copyright (c) 2024 Damalia Aviani, et al

Corresponding Author:

Damalia Aviani

Department of Childhood Education, Faculty of Education and Psychology, Universitas Negeri Semarang

Email: aviani2622@gmail.com

1. INTRODUCTION

The age range of 0-6 years is included in early childhood which is a very critical age for children, because changes in the growth and development of the child's brain occur significantly in that period range. Parents and the surrounding environment that will be a major factor in the growth and development of the child's brain (Annisa et al., 2022). From the results of research that has been done previously, it was found that in the field of Neurology there are 50% of children's intelligence is formed in the first four years of a child's life, children's brain development reaches 80% after the child is eight years old, and brain development reaches 100% when the child is 18 years old (Fitriani & Adawiyah, 2018).

Early childhood in various aspects experienced a very rapid process during the Golden Age of Child Development (Ariyanti, 2016). Every aspect of development will experience differences so that it takes the right stimuli from an early age to optimize the development of intelligence, emotions, and spiritual children can also develop optimally (Nugraha et al., 2018).

The role of a good social environment is needed, will be able to have a positive influence on children so that children have a tendency to socialize more and are able to adjust to family, friends and other social environments can influence and form good behavior towards themselves and others (Limarga, 2017). Salsabila (2021) argues that the ability to empathy should be developed during Early Childhood Development and education. The ability to empathize enters the field of Social Development which is an emotional feeling in children that allows them to feel the distress of others, understand others, tolerate and give attention to others (Hartati & Astriningsih, 2020).

Every child's emotional relationship is related to the effort to adjust the emotional self and others, empathy being the root of caring and compassion in every child's emotional relationship (Gare et al., 2021). When children learn to empathize, it will foster a sense of caring so that they can control their emotions to give and receive apologies and have a desire to play together and share with their friends. In the process of getting along and socializing in society, the ability to empathize is the key to success. If a person is able to understand the condition (feelings) of others and give proper treatment as expected then the person will be accepted by others (Limarga, 2017).

Currently, Children's daily lives are already attached to various kinds of gadget devices such as smartphones, PC laptops, tablets, televisions, and playstation. In fact, the use of gadgets related to the development of early childhood behavior and character has a bad influence. Research conducted by Kurniawati and Sutharjana (2023) reveals that excess in the use of gadgets has a negative impact on the development of children's behavior and character to become closed individuals, lack of interaction with others, do not care about the environment, do not know the ethics of socializing, and are irritable. Based on the results of the above research, the use of gadgets in children has a negative impact on the development of children's ability to socialize well with the environment.



Figure 1 use of gadgets and the internet in early childhood in 2022

Source: Katadata (2023)

Based on a report by the Central Statistics Agency (BPS), there are 33.44% of early childhood aged 0-6 years in Indonesia can already operate a mobile phone in 2022. Meanwhile, 24.96% of early childhood in the country are also able to access the internet. In detail, 52.76% of 5-6 year olds have used a mobile phone. Meanwhile, the proportion in children with an age range of 0-4 years was recorded at 25.5%. On the other hand, 39.97% of children aged 5-6 years can already access the internet. Meanwhile, only 18.79% of children aged 0-4 in Indonesia access the internet (Santika, 2022).

Children's empathy with their social environment can decrease as a result of the influence of children's addiction to Gadgets (Pradevi, 2020). A sensitivity to a sense that is emotionally related can be interpreted as a "sensitivity" related to empathy. If empathy is reduced or lost in children, it will affect adaptation to the environment of children who have difficulties. Because it will be a disadvantage if the child's lack of interaction with the environment is caused by excessive use of gadgets without supervision from parents. This is necessary for the role of parents to supervise related to the use of children's gadgets in order to avoid and minimize bad influences that will occur, especially related to the child's empathy ability (Supriyanti & Maryam, 2021).

Researchers conducted preliminary interviews whose results stated that the reason parents give gadgets is an attempt to calm the child so that parents can continue their work again. However, the child becomes difficult to tell parents. Researchers conducted initial observations in early childhood in Banyumanik. Related to this, early children who are addicted to gadgets in Banyumanik village when asked by parents to stop playing gadgets will react angrily to hitting parents. These things are said that the use of gadgets has an impact on reducing the ability of empathy in early childhood in Banyumanik Village.

Parents need to be consistent in maintaining gadget supervision in children so that it can have a positive influence on growth and development through the use of educational content related to tolerance, understanding, and caring for others. Based on the description of the background above, researchers are motivated to conduct research related to "the ability of Early Childhood empathy Gadget users in Banyumanik Village".

2. METHOD

This study uses a qualitative approach. Qualitative approach in this study aims to understand the meaning of the symptoms that are less visible in the ability of early childhood empathy gadget users. This is in line with the opinion (Murdiyanto, 2020) that a qualitative approach can be used to understand less visible symptoms.

Research design using literature review is a description of the theory, findings, and other research materials obtained from reference materials to be the basis of research activities. Literature review is a research method to identify, evaluate and interpret all relevant research results related to a particular research question, specific topic, or phenomenon of concern.

Qualitative approach in literature review is used to synthesize (summarize) the results of qualitative descriptive research. The method of synthesizing (summarizing) the results of qualitative research is called meta-synthesis, a technique for integrating data to obtain new theories or concepts or a deeper and more thorough level of understanding (Perry & Hammond, 2002).

The focus of research taken is the ability of early childhood empathy gadget users by looking at several factors such as:

1. Empathic abilities in Early Childhood
2. The role of parents in monitoring the use of gadgets
3. Constraints in improving early childhood empathy

Methods of searching for articles in the database of research journals and searching via the internet. The database search used is Google Scholar from 2018 to 2023. For Article Search, the keyword used is also included in the data collection is “Early Childhood empathy ability”. . The inclusion criteria table can be seen in the following table.

Table 1 Inclusion Criteria

Criteria	Inclusion
Term	Maximum issuance period of 5 years
year	2018-2023
Language	English and Bahasa Indonesia
Subject	AUD empathy ability
Types Of Journals	Original Research Articles
Text Availability	<i>Full Text</i>

Source: Processed Data, 2023.

Sources used to obtain answers to problems that are used as supporting the deepening of research is secondary data. The selection method in this review is based on the preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. This method was developed in accordance with the guidelines published by the Enhancing Quality and Transparency of Health Research (EQUATOR) Network for the development of reporting guidelines.

3. RESULTS AND DISCUSSION

1. Empathic abilities in Early Childhood

The ability to empathize is basically naturally owned by children from an early age, but still needs to be given guidance and direction in order to develop properly (Nugraha et al., 2018). The results of the analysis of several research journals explain that the ability of empathy in children aged 5-6 years consists of caring attitudes, attitudes of tolerance and tolerance (Nugraha et al., 2018). The ability of empathy in caring aspects began to develop in children aged 4-5 years and accompanied by criteria that also began to develop (Nugraha et al., 2018; Irma et al., 2020; Nurfazrina et al., 2020; Meilani & Izzati, 2019; Rahmawati, 2020). Empathic reactions to other people's conditions are often based on past experiences, because a person will usually respond more empathetically if they have had a similar experience (Ursula, 2021).

The growth of tolerance in early childhood will go hand in hand with the process of cultural identity of the child, namely the diversity of cultures and backgrounds found in the environment

around early childhood, so that the attitude of tolerance or action that respects the differences (religion, tribe, ethnicity, opinions, attitudes and actions) of others with themselves (Irma et al., 2020). It is believed to build the ability of empathy from the aspect of tolerance in early childhood (Irma et al., 2020; Nugraha et al., 2018; Nurfazrina et al., 2020; Meilani & Izzati, 2019). Tolerance will grow if the child grows up in an environment that instills tolerance in the community. Therefore, children also need a model or example to be imitated in order to develop an attitude of tolerance (Devianti et al., 2020).

Tolerance is included in one aspect of the ability of empathy in which the aspect of tolerance is an attitude of respect and respect for the feelings of others and put themselves in situations experienced by others so that they can feel it (Nurfazrina et al., 2020; Meilani & Izzati, 2019; Nugraha et al., 2018). Tolerance behavior can be seen from the attitude of children being able to appreciate the opinions of their friends and being able to appreciate the work of their friends in their success in doing something (Zahroh, 2019).

Children who have empathy tend to be sensitive, show sensitivity to the needs and feelings of others, read other people's non-verbal cues appropriately and react appropriately, show understanding of other people's feelings, behave to show concern when someone is treated unfairly, show the ability to understand other people's points of view, able to verbally identify other people's feelings (Pranotoa & Khamiduna, 2019). Early childhood has empathy abilities consisting of cooperation aspects, solidarity aspects, tolerance aspects, helping aspects, compassion aspects, caring aspects and tolerance aspects (Meilani & Izzati, 2019; Rahmawati; 2020).

2. The role of parents in monitoring the use of gadgets

The role of parents in supervising the use of gadgets can be done in various ways, for example, giving time to early childhood in the use of gadgets, talent development can be done by parents to provide activities to early childhood so that early childhood distracts them, and parents also need to take the time to play with their early children so that children do not feel lonely and less attention so that early childhood depends only on gadgets (Sunita & Mayasar, 2018; Lubis et al., 2020, Fatimah & Effendi, 2022). Parents must accompany early childhood so that in using gadgets, early childhood gain control and supervision or monitoring from parents who better understand which is good and which is bad for early childhood (Lubis et al., 2020).

Mazdalifah and Moulita (2021) stated that the role of parents in early childhood supervision of gadget users can be done in the form of active supervision that parents do for their children is to teach and direct their children to use digital media. Providing gadgets to children without supervision from parents will tend to have a negative impact (Sahriana & Pranoto, 2018). The form of active supervision that parents do is to teach using gadgets and give directions on how to behave when using digital media. In essence, this supervision is not much different from providing education to early childhood as explained by Novianti and Garzia (2020) the use of gadgets in early childhood requires rules and assistance by parents so that children avoid the negative impact of gadgets and of course parents need to have knowledge about the positive and negative impacts of gadgets and the right way and time to give children access to Gadgets.

Parenting styles do not always produce a less good impact on children, it is just that children have a higher less good impact compared to children with positive parenting (Aviani & Mulawarman, 2020). The direction or assistance of parents so that children do not get addicted to gadgets can start from choosing the right time to communicate well with children, providing an explanation of the risks and positive and negative impacts, such as determining what applications are allowed to be used

by children, providing time limits on their use, always being supervised or monitored when children are using them, balancing the use of gadgets with other activities (Fatimah & Effendi, 2022; Lubis et al., 2020; Novianti & Garzia, 2020).

3. Constraints in improving early childhood empathy

Efforts to increase early childhood empathy is not easy to do because in its implementation will face various obstacles. The obstacles to the process of increasing empathy are that it takes a relatively long time and also the emotions of children who are not yet stable (Meidina, 2018). The solution in this case is to train children to do habituation and also be a good example for children. By doing a good habit and example or example so that children can receive and follow what is given by parents or family in their daily lives both by action and speech (Sanusi et al., 2020). Involvement of parents and one of them is the father in parenting is very necessary for the good of child development (Syafiqoh & Pranoto, 2022).

Muzzamil et al (2021) explained that a child's learning environment whether it is a home environment even in a bad elementary school will result in the empathy that children of that age have become constrained. Such early childhood will be selfish, aggressive, angry, every whim should be followed, opposed to even withdraw from their environment and do not want to get along with his peers. This is in line with the statement by Mardliyah et al (2021) fostering empathy in early childhood must still pay attention to a safe learning environment for early children, namely a healthy environment, an environment that maintains democracy, an environment of Tolerance, an environment of anti-bullying and discrimination of gender, religion, and ethnicity. A positive social environment can form a personality and early childhood empathy ability (Mustabsiyah & Formen, 2020).

Excessive use of gadgets can also have an effect on the behavior and empathy of early children who are still in the golden phase, the curiosity is great (Kurniawati & Sutharjana, 2023). This is supported by Mayestika and Hasmira (2021) the tendency to use gadgets excessively and inappropriately will make children behave indifferent or apathetic towards their family and social environment, which means that children have low empathy abilities. As a solution to this, parents should make an agreement with their children in using gadgets instead of directly taking gadgets out of children's hands without any agreement (Nuhla et al., 2018).

The last obstacle that researchers found based on an analysis of several studies is social media. In social media there are many exposures about sex, murder, violence, to mutilation are packaged in the form of child impressions (Veronika et al., 2022). From the negative impact that occurs in social interactions when children too often watch content on social media that is bad or negative, children become more individual and less sensitive to the environment. If faced with videos too often, children will forget their manners and empathy skills (Palupi, 2020). Children identify the model of content in electronic media such as television, gadgets, and others so that children will imitate the attitudes and behaviors of figures in the media (Pranoto, 2020).

4. CONCLUSION

Based on the results of research and discussion that researchers have done about the ability of early childhood empathy gadget users, it can be concluded that:

1. The ability of empathy that exists in early childhood consists of caring aspects, tolerance aspects and tolerance aspects. Children who have empathy tend to be sensitive, show sensitivity to the needs and feelings of others, read other people's non-verbal cues appropriately and react appropriately, show understanding of other people's feelings, behave to show concern when someone is treated unfairly, show the ability to understand other people's points of view, able to verbally identify other people's feelings.
2. The role of parents in supervising the use of early childhood gadgets can be done in various ways, including giving time to use gadgets, developing children's talents, people making time for children, conducting active supervision, providing assistance, regulations and educating early childhood.
3. Obstacles in improving early childhood empathy include limited time needed, early childhood emotions are still unstable, poor environmental conditions, early children have used gadgets excessively and social media content that tends to be negative for early childhood role models.

REFERENCES

- Annisa, N., Padilah, N., Rulita, R., & Yuniar, R. (2022). Dampak Gadget Terhadap Perkembangan Anak Usia Dini. *Jurnal Pendidikan Indonesia*, 3(09), 837-849.
- Ariyanti, T. (2016). Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak The Importance Of Childhood Education For Child Development. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 8(1).
- Aviani, D., & Mulawarman, M. (2020). Dampak Gaya Pengasuhan Permisif Terhadap Penggunaan Gadget Pada Anak. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 3, No. 1, pp. 68-74).
- Devianti, R., Sari, S. L., & Bangsawan, I. (2020). Pendidikan karakter untuk anak usia dini. *Mitra Ash-Shibyan: Jurnal Pendidikan dan Konseling*, 3(02), 67-78.
- Fatimah, S., & Effendi, M. R. (2022). Pendampingan Orangtua dalam Penggunaan Gadget terhadap Siswa DTA Al-Barokah di Perum Bumi Jaya Indah Purwakarta. *SATWIK: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 06-13.
- Fitriani, R., & Adawiyah, R. (2018). Perkembangan fisik motorik anak usia dini. *Jurnal Golden Age*, 2(01), 25-34.
- Gare, T. B., Anggraini, H., & Muntomimah, S. (2021). Pengaruh Metode Bercerita Untuk Pembentukan Empati Anak Usia 5-6 Tahun. *Lentera: Jurnal Kajian Bidang Pendidikan dan Pembelajaran*, 1(2), 41-48.
- Hartati, A., & Astriningsih, N. (2020). Hubungan antara sikap kemandirian belajar dengan empati siswa. *Realita: Jurnal Bimbingan dan Konseling*, 5(1).
- Irma, M. C. N., Harmawati, D., & Fitrianti, H. (2022). Analisis Kemampuan Empati Anak Usia 4-5 Tahun. *Seulanga: Jurnal Pendidikan Anak*, 3(2), 100-108.
- Kurniawati, N. N., & Sutharjana, I. M. (2023). The Influence of Gadgets on The Development of The Early-Age Learners' Behavior and Character. *International Journal of Multidisciplinary Sciences*, 1(2), 159-171.
- Limarga, D. M. (2017). Penerapan metode bercerita dengan media audio visual untuk meningkatkan kemampuan empati anak usia dini. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 3(1), 86-104.

- Lubis, M. A., Azizan, N., & Ikawati, E. (2020). Persepsi orang tua dalam memanfaatkan durasi penggunaan gadget untuk anak usia dini saat situasi pandemi Covid-19. *Jurnal Kajian Gender Dan Anak*, 4(1), 63-82.
- Mardiyah, S., Yulianingsih, W., & Putri, L. S. R. (2020). Sekolah keluarga: Menciptakan lingkungan sosial untuk membangun empati dan kreativitas anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 576.
- Mayestika, P., & Hasmira, M. H. (2021). Artikel Penelitian. *Jurnal Perspektif*, 4(4), 519-530.
- Mazdalifah, M., & Moulita, M. (2021). Model Pengawasan Orang Tua Terhadap Penggunaan Media Digital Anak. *Jurnal Pustaka Komunikasi*, 4(1), 105-116.
- Meilani, F., & Izzati, I. (2019). Gambaran Sikap Empati Anak Kelompok B1 Di Taman Kanak-Kanak Islam Daud Khalifatulloh Padang. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 13-20.
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif (Teori dan Aplikasi) disertai Contoh Proposal*. Lembaga Penelitian dan Pengabdian Pada Masyarakat, UPN "Veteran" Yogyakarta Press.
- Mustabsyiah, L., & Formen, A. (2020). Hubungan pola asuh orangtua terhadap perkembangan sosial emosi anak pada sikap tanggung jawab. In *Prosiding Seminar Nasional Pascasarjana (Prosnampas)* (Vol. 3, No. 1, pp. 537-542).
- Muzzamil, F. (2021). Pengaruh lingkungan terhadap perkembangan sosial emosional anak. *Murangkalih: Jurnal Pendidikan Anak Usia Dini*, 2(02).
- Novianti, R., & Garzia, M. (2020). Penggunaan Gadget pada Anak; Tantangan Baru Orang Tua Milenial. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 1000-1010.
- Nugraha, D., Apriliya, S., & Veronicha, R. K. (2018). Kemampuan empati anak usia dini. *Jurnal PAUD Agapedia*, 1(1), 30-39.
- Nuhla, A., Handayani, S. S. D., Formen, A., & Pranoto, Y. K. S. (2018, November). Exploring Parents' Experience in Guiding Their Children while Using Gadget at Home. In *4th International Conference on Early Childhood Education. Semarang Early Childhood Research and Education Talks (Secret 2018)* (pp. 22-26). Atlantis Press.
- Nurfazrina, S. A., Muslihin, H. Y., & Sumardi, S. (2020). Analisis kemampuan empati anak usia 5-6 tahun (literature review). *Jurnal Paud Agapedia*, 4(2), 285-299.
- Palupi, T. N. (2020). Tingkat stres pada siswa-siswi sekolah dasar dalam menjalankan proses belajar di rumah selama pandemi covid-19. *Jurnal psikologi pendidikan dan pengembangan sdm*, 9(2), 18-29.
- Perry, A., & Hammond, N. (2002). Systematic reviews: The experiences of a PhD student. *Psychology Learning & Teaching*, 2(1), 32-35.
- Pradevi, A. P. (2020). Hubungan pengawasan orang tua dalam penggunaan gadget dengan kemampuan empati anak. *Jurnal Pendidikan Anak*, 9(1), 49-56.
- Pranoto, Y. K. S. (2020). Kecerdasan Moral Anak Usia Prasekolah. *Edukasi*, 14(1).
- Pranoto, Y. K. S., & Khamidun, K. (2019). Kecerdasan Moral: Studi Perbandingan pada Anak Usia 4-6 Tahun. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 2, No. 1, pp. 498-511).
- Putri Meidina, Ari Sofia, Gian Fitria Anggraini. (2018). Pengembangan Empati Anak Usia Dini. *Universitas Lampung*. 1-12
- Rahmawati, S. (2020). Penerapan Metode Pembiasaan Orangtua Dalam Mengembangkan Empati Pada Dua Anak Usia 5-6 Tahun. *Pendidikan Guru Paud S-1*, 9(2), 123-134.

-
- Sahriana, N., & Pranoto, Y. K. S. (2018, November). Perception of Preschoolers (3-7 years) on Usage of YouTube in Semarang. In *4th International Conference on Early Childhood Education. Semarang Early Childhood Research and Education Talks (Secret 2018)* (pp. 27-33). Atlantis Press.
- Salsabila, A. T., Astuti, D. Y., Hafidah, R., Nurjanah, N. E., & Jumiarmoko, J. (2021). Pengaruh Storytelling Dalam Meningkatkan Kemampuan Empati Anak Usia Dini. *Jurnal Pendidikan Anak*, *10*(2), 164-171.
- Santika, E., F., (2023). Anak Usia Dini yang Menggunakan HP dan Mengakses Internet. Available from <https://databoks.katadata.co.id/datapublish/2023/02/16/hampir-separuh-anak-usia-dini-sudah-gunakan-hp-dan-mengakses-internet-pada-2022>. (Accessed 20 Juli 2023)
- Sanusi, A., Muqowwim, M., & Munastiwi, E. (2020). Studi kasus lingkungan keluarga di Desa Pejangik: Pola pembiasaan pemecahan masalah bagi anak usia dini. *Jurnal Golden Age*, *4*(01), 201-215.
- Sunita, I., & Mayasari, E. (2018). Pengawasan orangtua terhadap dampak penggunaan gadget pada anak. *Jurnal Endurance: Kajian Ilmiah Problema Kesehatan*, *3*(3), 510-514.
- Sunita, I., & Mayasari, E. (2018). Pengawasan orangtua terhadap dampak penggunaan gadget pada anak. *Jurnal Endurance: Kajian Ilmiah Problema Kesehatan*, *3*(3), 510-514.
- Supriyanti, W., & Maryam, M. (2021). Pelatihan Aplikasi Parental Control Guna Membangun Kebiasaan Penggunaan Gadget Yang Sehat Pada Anak. *Abdi Teknayasa*, 38-45.
- Syafiqoh, I. A., & Pranoto, Y. K. S. (2022, September). Peran Keterlibatan Ayah Terhadap Perkembangan Anak Usia Dini. In *Prosiding Seminar Nasional Pascasarjana (Prosnampas)* (Vol. 5, No. 1, pp. 518-523).
- Ursula, P. A. (2021). Meningkatkan Rasa Empati Siswa Dengan Layanan Konseling Individual. *Jurnal Bimbingan dan Konseling Borneo*, *3*(2).
- Veronika, T., Ali, M., & Lukmanulhakim, L. Dampak Penggunaan Gadget Terhadap Perilaku Sosial Anak Usia 5-6 Tahun Di Dusun Teratai Kecamatan Tumbang Titi Kabupaten Ketapang. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, *11*(10), 2052-2062.
- Zahro, L. (2019). Pengaruh Kegiatan Drumband terhadap Aspek Nilai Agama dan Moral Pada Anak Usia 5-6 Tahun Di RA Islamiyah Kuniran. *Al Ulya: Jurnal Pendidikan Islam*, *4*(2), 166-176.