



---

## **Gadgets and Their Impact on The Development of Religious and Moral Values**

**Riyanasari\*, Junita Dwi Wardhani, Heru Supriyono**

Universitas Muhammadiyah Surakarta, Indonesia

---

### **Article Info**

Keywords:  
Gadgets, Religious and  
Moral Values, AUD

### **Abstract**

Gadgets are one of the advanced technologies and are needed by many people today. From parents to children, the use of gadgets is commonplace. Today almost all early childhood has used gadgets. The time in using gadgets should be set as efficiently as possible. The purpose of this study is to find out how long the use of gadgets is and the impact of gadget use on the development of religious and moral values in early childhood. in Group A BA Aisyiyah Tanjungsari. The research uses quality research with a descriptive approach. In collecting research data using interview techniques, time observation and documentation. The results of the study conducted in group A BA Aisyiyah Tanjungsari which numbered 30 children showed that the duration of gadget use was included in the low use category between 01-30 minutes as many as 15 children, the medium category around 30-60 minutes as many as 10 children, the high category with the use of more than 60 minutes as many as 5 children. The impact of the use of gadget on the development of religious and moral values in Group A children in BA Aisyiyah Tanjungsari has a positive impact by achieving indicators of the development of religious and moral values.

---

\*Correspondence Address:  
E-mail: [riyanasari659@gmail.com](mailto:riyanasari659@gmail.com)

p-ISSN 2528-505X  
e-ISSN 2615-6377

## INTRODUCTION

The target of *gadget* users has now penetrated into early childhood and even toddlers not only in parents, adults or teenagers. Early childhood is the initial stage of growth, development, and formation of the child's psyche and personality (Institute of Medicine and National Research Council of the National Academy, 2015). Every being born must be in a holy state, a holy state that means in a potentially good state without carrying sin and in a state of being religious, but nevertheless the environment in which the child grows up, the family environment, the influence of parents, the school environment or the community environment in which the child grows up and the influence of other influences determines growth and development as well as the diversity and morality of early childhood ((Wati, Harahap, and Safitri 2022)). Although at the time they were born they were clean and good and religious beings, when they grew up in a bad climate, they were negatively influenced. it could be that they will be people of no religion, or their religion is bad or morality is bad

The creation of *gadgets* was previously only intended for communication and business purposes but over time it led to *life style*. *Today's gadgets* are equipped with a variety of advanced and contemporary features and always get updates. There are more types and types of *gadgets* today, ranging from laptops, tablet PCs, and also mobile phones or *smartphones*. The applications and features contained in gadgets today have been very colorful, and interestingly this is what can then gadgets become the main choice of early childhood in filling time by playing *gadgets*. Based on the results of an interview that the author conducted in October 2022 with group A early childhood in BA Aisyiyah tanjungsari, it was found that most of them have known and used gadgets while at home. This will certainly have an impact on the development of children, especially the development of religious and moral values.

Children belong to the nation and have the right to grow up *optimal*. Because children are the next generation who will bring good and bad to a nation through quality education. Education, in addition to aiming to educate intelligent and proficient human beings in doing their work, also aims to produce human beings with good character and character, who are born from conscience so as to produce good citizens. Therefore, education not only imparts knowledge to children, but also instills comprehensive religious and moral values. By teaching universal religious and moral values, it is hoped that children will be able to appreciate the lives of others that are manifested in their actions and self-actualization, from an early age until later growing up to be obedient citizens and love their own country and nation(Retnosari 2019).

The assessment of religious and moral aspects is part of the development aspect of the six aspects described in permendikbud No. 137 of 2014 in early childhood, namely development in aspects of religious and moral values, cognitive, physical motor, social emotional, language, and art (Kemendikbud 2014)). These six aspects of development are very important for individual development and children's lives in the future. And the most important of these six aspects lies in the aspects of religious and moral judgment. Religious and moral judgments are part of a person to act ((Turiel 2018) behaving and relating to others, because religious and moral judgments are the result of judgments about the good and bad of a person in society(Yalçın 2021). The level of developmental achievement of children aged 4-5 years includes Knowing the religion they adhere to 2. Mimicking worship movements in the correct order 3. Say a prayer before and/or after doing something 4. Knowing good/polite and bad behavior 5. Getting used to behaving well 6. Say hello and return greetings.

The theory of moral development can be divided into two stages: 1. Heterogeneous morality (age 5-10 years): In this phase, the child understands what morality is, but does not yet know that it is necessary. 2. Autonomy Morality or Morality/Cooperative Morality Grows Through

Consciousness (10+). At this stage, the child begins to grow up realizing and thinking about what morality is and what is right and wrong. (Hidayati, n.d.)

The Indonesian nation is known as a nation with a variety of cultures, languages, races and tribes and is also known as a civilized nation and has good religion and morals towards others. But nowadays this title seems to be gradually fading from the nation. This is due to the behavior of the nation's generation that is no longer in harmony with the norms prevailing in Indonesia. In early childhood it is very important to foster the development of religious and moral values. It is hoped that by instilling religious and moral values, the younger generation can avoid bad behavior that is contrary to religious and moral values in the future.

The use of *gadget* in early childhood that is beyond parental control can adversely affect the growth and development of the child. Children often use *gadgets* in everyday life, which can lead to addiction and it is increasingly difficult to stop. Using *gadgets* that are not suitable for children's age can make it difficult for children to interact with their peers. Based on research published by the World Health Organization (WHO), it recommends that children, especially young children, do not stare at device screens for more than an hour. This was also said by Dr. Fiona Bull, who's lead investigator. He suggested that the use of *children's gadgets* should also be balanced with physical activity.

Education about religious and moral values in ECCE programs is a solid foundation and is very important to go through. Based on the background description above and the observations made by the researchers that in BA Aisyiyah Tanjungsari, group A children mostly use gadgets at home, the researcher aims to find out how long Group A children use *gadgets* while at home and the impact they have on the development of religious and moral values in group A in BA Aisyiyah Tanjungsari, Banyudono, Boyolali School Year 2022/2023

## METHOD

Research methods can also be interpreted as scientific means used to obtain valid data for the purpose of finding, developing, and proving certain knowledge, as well as to understand, solve, and predict problems in the field of education (Sugiyono 2016). The study used quality research. With the type of approach from qualitative research used is a descriptive approach. The research sample used was in BA Aisyiyah Tanjungsari with 30 children in group A in BA Aisyiyah Tanjungsari. Qualitative research focuses on the analysis of deductive and inductive reasoning processes and the dynamics of relationships between observed phenomena using scientific logic.

The techniques used in collecting research data are observations, interviews and documentation. Researchers make observations on activities and activities at the research site. Interviews are conducted to obtain data through direct interviews with teachers, parents and students. Documents are used as a data collection technique, meaning that researchers analyze several existing documents related to the theme and content of research available in schools (Azwar and Saifudin 2010)

Research data are analyzed with *interactive techniques*, namely researchers carry out analysis continuously from the time the data collection comes to drawing conclusions. This study aims to find out more about: 1. Duration of use of early childhood *gadgets* in Group A BA Aisyiyah Tanjungsari 2. The impact of *gadget* use on the development of Religious and Moral Values in early childhood BA Aisyiyah Tanjungsari

## RESULTS AND DISCUSSION

### Use of *Gadgets* in Early Childhood in Group A BA Aisyiyah Tanjungsari

*Gadget* users have now penetrated into early childhood not only among teenagers or adults (Lahmi et al. 2020). Children are unique individuals, where children have different growth patterns and camps between one child and another. Early childhood is a very important and fundamental stage of initiation in all areas of human growth and development. At this time, almost all prospective children experience a sensitive period of rapid and intense growth and development, so this period is called the golden age. Nutritious and balanced food and intensive stimulation of the environment can make growth and development can develop properly.

Today, *gadgets* are not only popular among teenagers, adults and seniors, but also among children (ages 7-11) who cannot yet use *gadgets*. It is not uncommon for parents to give *gadgets* to their children for certain reasons. For example, parents feel comfortable letting their child do other work. Playing *gadgets* makes the child less noisy and "silent" in one place. Parents don't have to worry about children climbing up or dropping things. Excessive use of *gadgets* can negatively affect the development of the child. The negative impacts of *gadget* use on children include social withdrawal, sleep disturbances, solitude, violent behavior, reduced creativity, and the threat of cyberbullying (Suhita et al. 2020). The development of technology today follows the development of world civilization. It makes things easier.

In this day and age, it can be called the age of technology. Everything is easier to get using technology. *Gadgets* are one of the advanced technologies and are needed by many people today. Through *gadgets* all activities can be easier. It all depends on their respective functions and uses. The development of *gadgets* can have a positive impact. On the other hand, it also has undesirable or negative effects. Like a coin with two sides, *gadgets* have more or less changed the order of society socially, economically and otherwise. (Yusuf 2021)

According to Jovita Maria Ferliana in ((Imron and R, n.d.) ) indicates that children's device use should be limited to the recognition of shapes, colors, and sounds. Do not give too much opportunity to your child to play with *gadgets* and do not replace the role of parents playing with children. The time in using *gadgets* should be set as efficiently as possible, especially for children. The timing in question is the right time management in the use of *gadgets* so that for planning activities with one another does not clash so as to maintain a balance between activities. Horrigan said that there are two aspects that should be observed in order to provide an overview of the impact of *gadget* users, namely the duration of *gadget* use that *gadget* users always do every day (Dewi, Yulianingsih, and Hayati 2019); (Rukmana et al. 2021)

The AAP (American Academy of Pediatrics) also provides recommendations for the ideal amount of time to play *gadgets*, known as screen time. This screen timer is based on the use of *gadgets* for entertainment purposes. The AAP recommends limiting the use of *gadgets* to children based on their age group. 1) Do not introduce *gadgets* first to children aged 0-2 years. This is important for the child's brain development, especially to avoid any health hazards. These dangers include eye diseases and sleep disorders. 2) Children aged 2-5 years should only use a mobile phone, laptop, or tablet for up to 1 hour per day. If you have used it at school, then it can no longer be used at home and vice versa. In addition, as parents, we urgently need support and supervision so that our children can access positive content. Also, make sure the child never loses productive time (Makarim 2020).

According to child, adolescent and family psychologist Ayoye Soetomo, the use of *gadgets* by children should be regulated. The duration of using *the gadget* should be adjusted to the age of the child. From 2 years old to children from 2.5 years old to 6 years old (Lely 2022). Wendy W. L. Goh et al. In 2015, he conducted a study on the time limit (5 minutes to 5 hours a day) for children in Singapore to play computer games. The most common time limit is 30 minutes to 2 hours per day. On average, children aged 4-8 years spend 20-37 minutes on the phone per day and 27-44 minutes on the Internet per day. Children spend too much time using *gadgets*. Children aged 2-4 spend an

average of 2 hours a day, and children aged 5-8 spend an average of 2 hours and 20 minutes. The intensity of gadget use is divided into three criteria. , includes: a). Low, duration 1-30 minutes per day, frequency 1-3 days per week; b) medium, duration 31-60 minutes per day, frequency 4-6 days per week, c.) high, duration of 1 day > 60 minutes and daily frequency(Dinda Berliana, Laily Rosidah, and Tri Sayekti 2022). In fact, children's use of *gadgets* exceeds that time limit. Using this *gadget* can have a positive and negative impact, so wisdom is needed in using the tool

From the results of interviews with parents of students, it was found that early childhood in BA Aisyiyah Tanjungsari is mostly *gadget* users, with a time span of between 1-30 minutes there are 15 children, and it is included in the normal category, . There are 10 children using *gadgets* with a time span of 31-60 minutes and this is included in the moderate category. There are 5 children who are in use for more than 60 minutes and this falls into the high category. Because prolonged screen time is very risky to make children addicted to *gadgets*.

Table 1. Use of *Gadgets* in Early Childhood Group A in BA Aisyiyah Tanjungsari

Duration of Gadget Use	Sum	Accompanied	Unaccompanied
Low 1-30 minutes	15 children		
Keep 31-60 minutes	10 children	26 children	4 children
Tall More than 60 minutes	5 children		
Sum	30 children		

It was also found that there were some children who were not accompanied by their parents when using *gadgets*. Of the 30 children of group A BA Aisyiyah Tanjungsari, 26 children were accompanied by parents and 4 children were not accompanied by parents when using *gadgets*. This is really unfortunate. Because it should be when the child has come into contact with *gadgets*, parents are required to be more active and able to become a filter / filter for children. Which content should be allowed to be used and which should not be used. Because children are basically unable to screen and sort out by themselves

Parents' habits nowadays are more utilizing *gadgets* in companions as caregivers for their children. Parents use *gadgets* as a tool so that their children do not wander, do not make the house messy and do not interfere when they do a job(Fayantini and Widia 2021) Children are naturally agile in playing *gadgets* and are centered on *games* or other applications so that they can make them addicted(Alia and Irwansyah 2018) Without realizing it, *gadgets* have replaced the role of parents for children. The child should be closer to his parents more often because this period is the right period in stimulating aspects of the child's development. At this time the child can absorb all the information given to him, They are smarter than we think, smarter than they seem, and form the basis for shaping his character, personality and cognitive abilities

### Development of Religious and Moral Values

Early childhood is the forerunner of the future of a country. Children should get a decent education and should be monitored. They are our shared responsibility. For early childhood everything is new, and usually the curiosity is higher, it indicates an activeness of the child. Children who ask a lot of questions and are critical and mean that the child has the potential to advance, this is very good for their development. Don't even let us as adults/parents feel disturbed by their activeness. Early childhood education is the basic level of education before entering elementary school. Education aimed at children from birth to age 6 years.

Early Childhood Education (PAUD) is a very important institution that must be followed in order to create a quality next generation of the nation. ECCE institutions provide a foundation for the growth and development of religious and moral, cognitive, kinesthetic, socio-emotional, linguistic, and artistic values in accordance with the uniqueness and stages of development experienced by the child. One of the important aspects to develop in early childhood is the development of religious and moral values. The development of religious and moral values in early childhood plays a very important role (Ramdhani et al. 2019). The cultivation of religious values related to the concepts of divinity, worship, and moral values takes place early on and is expected to form a deep religion in children that will affect them throughout their lives. (Latif, Mukhtar 2013)

According to (Santrock 2007) The development of religious and moral values is the human understanding of right and wrong based on reason and emotion. The development of religious and moral values becomes a strong and very important foundation. Developing religious and moral values is a good starting point in educating the nation's children. The education of moral and religious values through the Early Childhood Education (PAUD) program is a solid and critical foundation for its existence. If it is instilled early, it is a good start to continue the education of children at a later level. ..

According to the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education, the extent to which the teaching of moral and religious values to children depends on the level of achievement of the development of moral and religious values in children aged 4-5 years. Moral and religious values that develop at this age include knowing religion, following prayer movements in the right order, reading prayers before and after activities, recognizing good behavior and bad behavior, and getting used to good behavior. Saying greetings and returning greetings (Kemendikbud 2014).

After conducting research at BA Aisyiyah Tanjungsari in the form of interviews with teachers and parents as informants of research conducted with the aim of giving to children and so that children can behave and behave well and not model the behavior of the majority of the surrounding community. Based on the results of the interviews carried out, several discoveries were obtained. Religious and moral values instilled in children include the values of Religiousness, independence, manners and so on

### **The Impact of *Gadgets* on Religious and Moral Values of Early Childhood Group A in BA Aisyiyah Tanjungsari**

One of the aspects that must be considered and very fundamental in the development and growth of children is the aspect of developing religious values. The existence of religious education in ECCE is the basis for the importance of the presence of religious values that are well instilled from an early age (Musdalifa, Lahmi, and Rahmi 2022). Based on the results of research conducted in Group A BA Aisyiyah Tanjungsari, it shows that almost all students use *gadgets* and with varying durations, it still shows that the level of duration of *gadget* use is still relatively low, the average duration of use is between 30-60 minutes and in its use parents accompany them so that parents can provide direction and supervision to children about what content they see. The relationship with the achievement of indicators of the development of religious and moral values in early childhood according to the results of interviews with parents shows that the impact caused by the use of *gadgets* tends to have a positive impact rather than a negative impact.

This was conveyed by parents when researchers conducted interviews related to whether parents accompany children when children play *gadgets* and what parents do in assisting children when children are using *gadgets* in order to instill religious and moral values. First mother of Ananda Aguila said « yes accompanying children, looking at youtube to see good cartoon stories so that children can distinguish good and bad behavior

The two mothers of Ananda Iyan, « yes accompany, direct children to watch those that have something to do with what is taught in school, for example when taught prayers in school children are directed to see cartoon videos about prayer procedures so that children are more interested and not bored.

The three mothers of ananda Arfan said, « yes accompanying the child, because my son likes to memorize short letters, daily prayers so when playing cellphones we play murotal on youtube and played repeatedly until memorized. If by looking at murotal videos on Youtube, children are happier and easier to memorize them.

The four mothers of ananda Ainun, Yes, my son prefers to see cartoon stories, lami gives directions about good and bad deeds when in the movie the story is doing good and evil, and don't be imitated

The five mothers of ananda Aim said, « yes, accompanying, giving understanding or explanation, my son likes to watch animal cartoons on youtube, we tell you that animals are God's creations that must be cared for and cared for.

Based on the results of interviews with 5 parents about the cultivation of religious and moral values in children, it can be concluded that parents have instilled religious values from an early age, namely in knowing God by showing God's creations and through religious activities, when it is time for prayers parents invite children to go to the mosque for congregational prayers, taught to pray when they want and finish eating, Manners can be seen when entering the classroom and there is a child teacher and shaking hands with the teacher and respecting fellow friends and elders, helping each other and forgiving each other if they make mistakes and saying hello when entering the house or entering the classroom. Giving reprimands is also one way to instill children with religious moral values so that children have mutual respect and do not make mistakes again(Sudiarta 2016)

In the use of *gadgets*, parents also focus on content that contains education such as seeing prophetic stories or exemplary stories so that children know good and bad deeds, in memorizing short letters and daily prayers can see or purr through murotal on gadgets, and in doing worship / prayer practices parents can make videos of prayer movements. That way the child will be easier to accept. This can also be seen when in school based on observations that researchers made, children entered the classroom by saying greetings and when the children's prayer practice activities were able to carry out the sequence of prayer movements. In contrast to the research conducted by Deby Habja Musdalifa, Ahmad Lahmi, Rahmi with the title *The Impact of Gadget Use on the Development of Religious and Moral Values of Early Childhood in Tk Islam Bakti 53 Tanjung Harapan Pulau Mainan Dharmasraya* with the results of the use of *gadgets* in early childhood has a negative impact, namely in the form of low achievement of indicators of religious value development and mora lanak early age judging from the fact that there are still children who do not perform prayers(Musdalifa, Lahmi, and Rahmi 2022).

According to(Swatika 2016) It has been stated that what affects children's growth and development, one of which is that children often use *gadgets*. Parents are the first teachers for the child. With good cooperation between parents and teachers, children can grow and develop optimally both physically, mentally, socially and spiritually at an early age. (Wardhani, Prasetyarini, and Astuti 2014). Parents should set an example and teach religious and moral values to their children at home.

One of the factors that influence the development of religious and moral values in early childhood is parents with proper parenting(Fitri and Na'imah 2020). Even when the child has accepted in school The role of the school environment in shaping the character of the child is very much noticed where the school is a reflection of everything that is designed and applied to the school. Teachers must show a friendly, positive, and integrated personality in accordance with educational goals (Irhamna and Purnama 2022) This is because the school is a reflection for children

of the examples taught by the teacher in the classroom. However, it is still necessary to have examples and environments both at home and in school the success of instilling children's moral religious values will be realized (Ananda 2017). In line with the research conducted by Titik Mukaromah with the title *The Impact of Gadget Use on Early Childhood Social Development in Setia Bumi Hamlet, Seputih District, Seputih Many*, namely the use of *gadgets* carried out by early childhood children has both positive and negative impacts depending on the intensity and supervision of parents (Mukarromah 2019).

## CONCLUSION

Nowadays, not a few early childhood have used *gadgets* as the main tool in playing, learning and watching videos. In fact, there are also many parents who deliberately and worry-free introduce *gadgets* to children from an early age. The results showed that most of the students of Group A BA Aisyiyah Tanjungsari used *gadgets* while at home even though they were in the low duration category. In addition to having a positive impact, *gadgets* can also have a negative impact on early childhood. From the research that has been done, it is concluded that *gadgets* are more likely to have a positive impact than a negative impact. This is because through *gadgets* children can more quickly receive learning such as memorizing short letters in the Qur'an, memorizing daily prayers, and exemplary stories and also easier to imitate prayer movements

The role of parents is very important in mentoring or supervising and applying discipline to children when using *gadgets*. In instilling religious and moral values, it is not only relying on schools but the example of parents is the main one. So as a parent, you should be able to educate your children well, so as not to fall into misguidance.

## REFERENCES

- Alia, Tesa, and Irwansyah. 2018. "Pendampingan Orang Tua Pada Anak Usia Dini Dalam Penggunaan Teknologi Digital." *A Journal of Language, Literature, Culture and Education* 14 (1): 65–78.
- Ananda, Rizki. 2017. "Implementasi Nilai-Nilai Moral Dan Agama Pada Anak Usia Dini." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 1 (1): 19. <https://doi.org/10.31004/obsesi.v1i1.28>.
- Azwar, and Saifudin. 2010. *Metode Penelitian*.
- Dewi, Arum Kusuma, Yuyun Yulianingsih, and Tuti Hayati. 2019. "Hubungan Antara Penggunaan Gadget Dengan Perkembangan Bahasa Anak Usia Dini." (*JAPRA*) *Jurnal Pendidikan Raudhatul Athfal (JAPRA)* 2 (1): 83–92. <https://doi.org/10.15575/japra.v2i1.5315>.
- Dinda Berliana, Laily Rosidah, and Tri Sayekti. 2022. "Pengaruh Penggunaan Gadget Terhadap Interaksi Sosial Anak Usia 5-6 Tahun." *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini* 3 (1): 23–37. <https://doi.org/10.19105/kiddo.v3i1.5065>.
- Fayantini, and Widia. 2021. "Pendampingan Orang Tua Terhadap Penggunaan Gadget Pada Anak Usia Dini Di Desa Babai Di Kecamatan Karau Kuala Kabupaten Barito Selatan." *Perpustakaan UIN Antasari Banjarmasin*.
- Fitri, Mardi, and Na'imah Na'imah. 2020. "Faktor Yang Mempengaruhi Perkembangan Moral Pada Anak Usia Dini." *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 3 (1): 1–15. <https://doi.org/10.24042/ajipa.v3i1.6500>.
- Hidayati, Khoirunnisa. n.d. "Mengenalkan Agama Dan Moral Pada Anak."
- Imron, and R. n.d. "Hubungan Penggunaan Gadget Dengan Perkembangan Sosial Dan Emosional Anak Prasekolah Di Kabupaten Lampung Selatan." *Jurnal Keperawatan*.
- Irhamna, Irhamna, and Sigit Purnama. 2022. "Peran Lingkungan Sekolah Dalam Pembentukan Karakter Anak Usia Dini Di PAUD Nurul Ikhlas." *Jurnal Pendidikan Anak* 11 (1): 68–77. <https://doi.org/10.21831/jpa.v11i1.46688>.
- Kemendikbud, RI. 2014. "Standar Isi Tentang Tingkat Pencapaian Perkembangan Anak." *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014*, 1–31.



- Lahmi, Ahmad, Mahyudin Ritonga, Aguswan Rasyid, and Riki Saputar. 2020. "The Role of Parents in Forming Morality Adolescents Puberty in Globalization Era Project to National Seminar on the Theme of Character Education View Project Journal View Project The Role of Parents in Forming Morality Adolescents Puberty in Globalization." *International Journal of Future Generation Communication and Networking* 13 (4): 3991–96. <https://www.researchgate.net/publication/348355178>.
- Latif, Mukhtar, D. 2013. "Pendidikan Anak Usia Dini Dalam Perspektif Islam."
- Lely, Maulida. 2022. "Berapa Lama Anak Boleh Main Gadget? Artikel Ini Telah Tayang Di Kompas.Com Dengan Judul 'Berapa Lama Anak Boleh Main Gadget?',"
- Makarim, dr. Fadhl Rizal. 2020. "Berapa Lama Anak Diperbolehkan Main Gadget?" 2020. <https://www.halodoc.com/artikel/berapa-lama-anak-diperbolehkan-main-gadget>.
- Mukarromah, Titik. 2019. "Dampak Penggunaan Gadget Pada Perkembangan Sosial Pada Anak Usia Dini Di Dusun Setia Bumi Kecamatan Siputih Banyak."
- Musdalifa, D H, A Lahmi, and R Rahmi. 2022. "Dampak Penggunaan Gadget Terhadap Perkembangan Nilai Agama Dan Moral Anak Usia Dini Di Tk Islam Bakti 53 Tanjung Harapan ...." *Jurnal Eduscience* 9 (2): 350–67. <https://jurnal.ulb.ac.id/index.php/eduscience/article/view/2751%0Ahttps://jurnal.ulb.ac.id/index.php/eduscience/article/download/2751/2435>.
- Ramdhani, Sandy, Nur Adiyah Yuliasri, Siti Diana Sari, and Siti Hasriah. 2019. "Penanaman Nilai-Nilai Karakter Melalui Kegiatan Storytelling Dengan Menggunakan Cerita Rakyat Sasak Pada Anak Usia Dini." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3 (1): 153. <https://doi.org/10.31004/obsesi.v3i1.108>.
- Retnosari, dikfa ardela. 2019. "Implementasi Pengembangan Nilai Agama Dan Moral Anak Usia 4-5 Tahun Di Ra Nurul Huda Semarang." *Kemampuan Koneksi Matematis (Tinjauan Terhadap Pendekatan Pembelajaran Savi)* 53 (9): 1689–99.
- Rukmana, Nabila Ilma Nisa, Nur Ainy Fardana, Linda Dewanti, and Farah Mujtaba. 2021. "Does the Intensity of Gadget Use Impact Social and Emotional Development of Children Aged 48-72 Months?" *Al-Athfal: Jurnal Pendidikan Anak* 7 (2): 135–44. <https://doi.org/10.14421/al-athfal.2021.72-04>.
- Santrock, John W. 2007. "Perkembangan Anak." 1: 117.
- Sudiarta, I Nengah. 2016. "Jurnal Kajian Pendidikan Widya Accarya FKIP Universitas Dwijendra." *Jurnal Kajian Pendidikan Widya Accarya FKIP Universitas Dwijendra* 11 (2085): 86–94.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.
- Suhita, Delpima, Melinedri Melinedri, Tika Meldina, Yulya Muharmi, and Nella Novita. 2020. "Gadget Dan Perkembangan Sosial Anak Usia Dini." *Zuriah: Jurnal Pendidikan Anak Usia Dini* 1 (2): 137. <https://doi.org/10.29240/zuriah.v1i2.2177>.
- Swatika, Priantari. 2016. "Pengaruh Penggunaan Gadget Terhadap Anak." *Holistika: Jurnal Ilmiah PGSD* 2 (1): 49–54.
- Turiel, Elliot. 2018. "Moral Development in the Early Years: When and How." *Human Development*. Turiel, Elliot: Graduate School of Education, University of California, 2121 Berkeley Way, Berkeley, CA, US, 94720, [turiel@berkeley.edu](mailto:turiel@berkeley.edu); Karger. <https://doi.org/10.1159/000492805>.
- Wardhani, Junita Dwi, Aryati Prasetyarini, and Wili Astuti. 2014. "Implementasi Program Pembelajaran TK Unggulan Di Surakarta."
- Wati, Erna, Risma Delima Harahap, and Islamiani Safitri. 2022. "Analisis Karakter Siswa Pada Mata Pelajaran IPA Di Sekolah Dasar." *Jurnal Basicedu* 6 (4): 5994–6004. <https://doi.org/10.31004/basicedu.v6i4.2953>.
- Yalçın, Vakkas. 2021. "Moral Development in Early Childhood: Benevolence and Responsibility in the Context of Children's Perceptions and Reflections." *Educational Policy Analysis and Strategic Research* 16 (4): 140–63. <https://doi.org/10.29329/epasr.2021.383.8>.
- Yusuf, C. 2021. "Dampak Penggunaan Gadget Pada Anak Usia Dini." 2021.