



Analysis of the Impact of Gadget Use in Terms of Figural Creativity in Children Aged 5-6 Years

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Abstract

The presence of increasingly sophisticated gadgets has become a daily need for all ages, from adults to even children today are able and understand how to use gadgets. This study aims to determine the impact of using gadgets in terms of figural creativity in children aged 5-6 years at Aisyiyah Kauman Batang Kindergarten. And to find out what are the positive impacts and how to overcome the negative effects of using gadgets. The respondents used in this study amounted to 15 informants consisting of parents of students and class teachers. In this study, researchers used a descriptive qualitative approach. Data collection techniques used by researchers are interview, observation and documentation techniques. The results of this study are based on interviews with parents of children at Aisyiyah Kauman Batang Kindergarten, namely the impact of using gadgets is more likely to have a positive impact. Children's coloring and drawing skills become more improved and varied after witnessing many references that he gets when using gadgets and can solve guessing puzzles which are one of the games on gadgets. Children have become more and more diverse thanks to gadgets

How to cite

INTRODUCTION

In today's era, technology is increasingly sophisticated and various kinds of choices, especially on gadgets. The presence of increasingly sophisticated gadgets has indeed become a daily need for all ages, from adults to even children today are able and understand how to use gadgets that should not be the time to be introduced but many already know and use them, it can be said that they are not a generation "gaptek" (gagap teknologi).

Gadgets are not only a means of communicating but can also help facilitate other activities. The charm of information technology now with attractive designs and using touchscreen technology and various gadget features will attract the attention of children, various kinds of game applications and YouTube make them to play continuously especially on online game applications. Gadgets in Indonesia that are often used are laptops, smartphones, tablets, cameras, and computers. However, children including children aged 5-6 years use smartphones or devices more often.

Based on research conducted by Rideout (2016) (in Sujianti, 2018) it is known that Indonesia is the most active country in social media users in Asia. Indonesia has 79.9% active users, beating the Philippines with 78% active users, Malaysia at 72%, and China at 67%. In Indonesia the use of media gadgets in 2011 in children aged 5 years was 38%, and increased to 72% in 2013, then in 2015 also increased by 80%. According to the Central Statistics Agency (BPS) in 2020, as many as 29% of early childhood children in Indonesia use mobile phones. The breakdown is 3.5% for infants less than one year old, 25.9% for toddlers aged 1-4 years, and 47.7% for preschool children aged 5-6 years. In addition, in accessing the internet for early childhood preschool age around 5-6 years has the largest proportion of 20.1% compared to toddlers by 10.7% and infants by 0.9%.

Playing games on gadgets has a positive impact and a negative impact. One of the positive impacts of playing games is that it can improve reasoning and logic skills. In games there are problems that must be found a way out to achieve a goal, so children need to think and reason how to achieve these goals.

In addition, thinking and reasoning can improve children's cognitive and artistic development, for example in creativity. Creativity itself is an important ingredient in problem solving. The love of playing games in children can sharpen the brain to solve a problem so that their reasoning ability continues to develop, Agata (in Manggena

et al., 2017). However, playing games certainly has a negative impact, one of which is if children are too often addicted to playing gadgets will affect their cognitive development or children's intelligence decreases and becomes lazy to do everything in thinking or lazy to learn, especially on logical intelligence, Suziedelyte (in Manggena et al., 2017).

In general, children really enjoy the features of gadgets in daily activities both at home and in the play environment, so they tend to be more fun and more familiar with their gadgets than playing with peers and even family. Things like this need to be considered in using gadgets in children, especially in the environment, because parents play a major role in shaping aspects of development and character in children. In a situation like today, parents must take part in the use of gadgets as a medium of communication and play for children.

Because on gadgets there are various sophisticated features from applications to the games they play, parents must provide limits on playing time for children, for example only 1-2 hours a day or only playing gadgets for a maximum of 2 hours on weekends or school holidays. To increase basic potential in early childhood, one of them is by developing creativity potential, especially figural creativity in children. Everyone is born with creative potential, and this potential can be developed and nurtured (Rachmawati & Kurniati, 2011).

Creativity is a person's ability to give birth to something new, both in the form of ideas and real works that are relatively different from what already exists, Supriyadi (in Rachmawati & Kurniati, 2011). While figural creativity is the ability to reason simply to bring up ideas or ideas through drawing activities that are made but do not require a skill or ability to draw, figural creativity contains the ability to make combinations through an image, Munandar (in Appulembang, 2017)

According to another study by (Wahju, 2020) that increasing children's creativity can be through fine arts education as a medium, including drawing lessons. Increasing children's creativity is very appropriate if drawing activities are used as suggestions for development. Images as results and art activities are considered as the most likely medium for the development of children's potential, especially those related to increasing creativity.

Initial observations made by researchers at TK Aisyiyah Kauman Batang as well as interviews with several parents and teachers, from 7

classes at TK Aisyiyah Kauman Batang almost all children in the school have started to know and use gadgets. According to some parents, they give gadgets when they come home from school and the night before going to bed so that children can calm down at home, parents also say that children play gadgets a day more than 2 hours or even half a day can be more. But there are also some parents who give children the opportunity to play gadgets only during holidays. Researchers also conducted interviews with children related to activities carried out when playing gadgets, most of the children said that they like to play online games and watch YouTube.

Based on preliminary studies, children in Aisyiyah Kindergarten almost every day children use gadgets for more than 2 hours. When at school, children often get learning activities in the form of drawing that imitate the teacher's picture on the blackboard, then children imitate the picture. So, the researcher wants to conduct further research on how the impact resulting from the use of gadgets when viewed from their figural creativity, and can be seen when teachers provide paper media which then children can draw into an image creation according to their imagination. From these results, researchers will analyze whether the child's image includes habituation in the use of gadgets when at home through the description of each child's image.

Based on the background above, researchers are interested in knowing how to use gadgets, the intensity of gadget use and also the impact resulting from playing gadgets through free drawing to see figural creativity in children. This needs to be done considering that based on observations at that location, namely Aisyiyah Kindergarten, there are still many children who use gadgets with an intensity of more than 2 hours every day.

Therefore, researchers want to see how the development of children's figural creativity when playing gadgets for more than 2 hours, whether it tends to have a negative impact or a positive impact produced and how enthusiastic when drawing and the results of drawings produced by children.

Then the results of the study are expected to help parents to be able to better direct the development of creativity, in this case children's figural creativity can be seen from playing gadgets where the impact of playing gadgets is not always negative.

RESEARCH METHODS

The approach implemented in this study is a qualitative approach related to the impact of using gadgets seen from figural creativity in children at Aisyiyah Kauman Batang Kindergarten. Researchers chose a descriptive qualitative research design because in this research process to produce data analysis of the impact of gadget use in terms of figural creativity in children aged 5-6 years at Aisyiyah Kauman Batang Kindergarten will be presented descriptively in the form of written words obtained from data sources. In addition, this study can describe the positive impact and negative impact as well as the efforts or solutions provided to the impact of using gadgets.

Based on observations and initial interviews conducted, researchers have obtained an idea regarding the suitability of the problem to be studied with the reality at the research site, besides that TK Aisyiyah Kauman Batang is a school whose students are familiar with and use gadgets with an intensity of use time of more than 2 hours. With the intensity of gadget use time that is high enough for children aged 5-6 years will definitely cause various impacts that can affect aspects of their development, especially on art or creativity. Therefore, the researcher chose the research background placed at the Aisyiyah Kindergarten Institute which is located at Jl. KH. Wahid Hasyim Kauman, Batang, Kec. Batang, Kab. Batang.

The data source of this study consists of primary data sources and secondary data. The primary data source of this study is the parents of students and kindergarten class teacher Aisyiyah Kauman Batang. While the secondary data source used by researchers is in the form of photo documentation and other documentation in the form of children's work through images that have been made and can be observed how figural creativity.

Researchers are the main effective tool in data collection, in certain conditions where other techniques are not possible, the researcher's observation can be a very useful tool. As (Sugiyono, 2016) stated, data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection technique, the researcher will not get data that meets the data standards to be set. To collect the necessary data, the author uses observation, interview and documentation methods.

Qualitative data analysis is inductive, which is an analysis based on data obtained and

carried out interactively continuously until complete so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2013).

RESULTS AND DISCUSSION

1. The Impact of Using Gadgets in terms of Figural Creativity in Children Aged 5-6 Years at Aisyiyah Kauman Batang Kindergarten.

The results of the interview obtained were that the use of gadgets in early childhood at Aisyiyah Kauman Kindergarten was more often used to play games and watch YouTube videos. As for viewing learning videos, only a very few use them. The use is parallel to the intensity of its use time, according to interviews with parents mentioned that the average use of disposable gadgets is classified as high intensity, which is at least 30 minutes and at most 4 hours. Gadget playing time in a week is most often every day with the longest intensity of use 4 hours a day and at least once a week with the longest intensity of 2 hours a day.

In line with Trinika, 2015 (in Pradana et al., 2021) that the high intensity of gadget use in early childhood is more than 45 minutes in one use per day and more than 3 times use per day. The use of gadgets that should be for early childhood is no more than 30 minutes and only 1-2 times use per day.

The YouTube application is one of the applications favored by early childhood. According to one informant, children like to open YouTube because they can display interesting videos that are quite complete. Youtube is also often used by educators as a complement to learning resources. Parents can search for examples of games as well as references to make a work fully available on the YouTube platform. Some parents claim that YouTube has a good enough contribution to accompany children to learn. Children can follow the example seen from the video in their work. However, if not accompanied, YouTube which has a wide scope is quite worrying. Parents can activate the YouTube Kids feature when they cannot accompany children intensely in using gadgets. In addition to YouTube, there are several applications that are popular with children, one of which is Tiktok (Nafiah et al., 2021).

There is a child's initiative in using gadgets to learn only limited to watching videos and games. In addition, children use gadgets for others such as making a tutor from videos. As revealed (Nurrachmawati, 2014), computers / laptops,

tablets, smartphones contain applications not only containing learning such as recognizing letters or pictures but there are entertainment applications as well. The use of gadgets in children is often used only to watch videos, but there are children who watch videos can also inspire children to find drawing ideas and add some information that is not known and has not been done before.

Children who watch animated videos can be used as inspiration to be creative and add information to children. Like how to do something new and can inspire children to find drawing ideas and add some information that is not yet known and has not been done before. by Tania Clara Dewanyti and Widada that the rapid development of gadgets today is able to provide interesting things for them, because gadgets are equipped with sounds, colors and also various interesting images so that children do not get bored quickly when using gadgets. As in research (Hijriyani & Astuti, 2020), many children already use gadgets that contain various applications such as YouTube kids, games and various applications that can provide information and education.

Technology is increasingly sophisticated, children can also create or create works other than 2D or drawings on paper but also 3D works as mentioned above, namely compiling lego games, puzzles, or forming toys from paper and others. However, some children are not used to composing their own works, they still follow like their friends. When viewed from activities at school, class teachers provide drawing activities, namely by the way the teacher draws first on the blackboard which then the child is directed to imitate it or complete the pictures of dots in magazines from school.

In line with (Ukar et al., 2021) stated that to stimulate drawing creativity, namely doing drawing activities that begin with drawing a basic shape which then children can add with drawing strokes or other shapes to the basic shape drawing, then the child continues to color it freely. So that from this process children can produce a drawing work that is unique and creative.

However, educators or parents also need to give freedom to choose the form of drawing that is of interest to children, educators and parents can accompany children during drawing activities by preparing a basic drawing form which then children can choose the shape of interest to be created such as or determine a theme then children can draw freely. Because basically figural creativity is a drawing activity without having expertise that forms new combinations of several

aspects, namely fluency, flexibility and originality in providing ideas and can develop and enrich (elaboration) an idea.

Based on interviews conducted with parents of early childhood, while at home children are quite helped by gadgets in creating. Parents mention some children's works made by children sourced from their exploration with gadgets. Children's ability to color and draw also increases, children's imagination becomes more unique and unpredictable. Although children sometimes still imitate, they still want to do activities that smell of creativity.

However, still gadgets can make children become a sense of enthusiasm in doing activities, especially in drawing activities that refer to children's figural creativity. Meanwhile, according to Setiawan, children's creativity can be fostered through: 1) stimulating fluency, flexibility and authenticity in thinking; 2) cultivate attitudes and interests to occupy themselves creatively; 3) provide facilities and infrastructure for developing skills in making creative works (Miranda, 2016). This statement can be instilled by educators and parents to foster children's creativity so that children's interest and enthusiasm do not fade and are passive in activities.

Drawing activities at Aisyiyah Kauman Batang Kindergarten are carried out by the teacher giving examples first which then children can imitate them. Based on observations, children who often use gadgets can draw an artificial image of the one exemplified by the teacher which then the child can add ornaments or other images according to their imagination. However, there are children who only describe it according to the teacher's example and there are also children who only imitate pictures from their friends.

The results showed that the relationship between the use of gadgets and the level of figural creativity in children at Aisyiyah Kauman Batang Kindergarten had a positive impact. This is evidenced from the results of research that when children draw even though it is exemplified first by the teacher, but children can produce different pictures even with the same theme and add other ornaments, the colors produced are also different for each child. Modern technology provides opportunities for children to develop independence and imagination initiatives, which strengthen children's figural creativity (Maulia et al., 2020).

In addition, other theories reveal that children who use gadgets can increase children's figural creativity, especially in drawing. This allows children to be more expressive in creating hypheons, dots, blobs and the resulting spots in

their drawings. Playing gadgets if in accordance with the duration, type of applications and games and the right parental assistance can stimulate children's creativity such as figural creativity in drawing and function to stimulate the child's brain nerves to give and receive information from all senses, then combine the information so that it is useful for shaping the child's creative process and creativity.

The impact of the use of gadgets on children can be seen to what extent gadgets affect children in working and forming thinking concepts. The phenomenon that occurs in early childhood gadget users at Aisyiyah Kauman Batang Kindergarten is quite diverse. Researchers found an increase in knowledge in children. The impact of internet-connected gadgets gave him knowledge that sometimes he had never encountered at school or at home. Children become easier to explore what they like. One of the parents said that her daughter's coloring and drawing skills became more improved and varied after witnessing many references she got while using gadgets. Similarly, another informant added that his son found a new hobby, namely solving guessing puzzles, which is one of the games on gadgets. Children become more diverse thanks to gadgets and also the internet that they play. Currently, gadgets are predicted as one of the gaps in opening the world in the modern era (Hidayat & Junianto, 2017).

2. Analyzing the Positive Impact and Efforts to Overcome the Neative Impact of Using Gadgets

a. Positive Impact

Based on the results of the interview, of the many children who play gadgets, only a few play online games of the strategy genre or design on gadgets such as Minecraft and Blockman Go. As for children who play design genre games but directly not through gadgets. Design genre games have the benefit of being able to train children's creativity, one of which is in drawing because in these design games can develop an idea.

Children who often play strategy games through gadgets can hone children's ability to think critically in solving problems. Children are also taught about the importance of planning a certain strategy to achieve their goals. If the strategy is played in groups, it can teach an attitude of working together and negotiating. We recommend that parents take part in choosing these strategy games according to the child's age so that children do not choose the wrong game, because currently there are many games with violent elements such as shooting and hitting (Manggena et al., 2017).

Strategy games can help hone children's creativity with parental assistance. Strategy games or design have the benefit of being able to train children's creativity, one of which is in drawing because in these design games can develop an idea. The reason is, after children know and play a game they will be enthusiastic about the game and vary what has been played and also usually children will draw the game because it is still new in their minds (Ferliana, 2016).

The use of gadgets can provide enthusiasm in activities, one of which refers to creativity and believes in the results that have been made, such as drawing what they do after they watch a video or game. The positive impact of using gadgets can also hone children's cognitive abilities where cognitive skills are related to the ability to think or process information, reasoning and remembering involving the brain's nerves. Various applications or videos that can provide education and challenges can be obtained through gadgets for children, it can help train children's cognitive abilities. Because gadgets are more attractive to children so that to train children's cognitive abilities through gadgets can increase children's enthusiasm and confidence (Rahayu et al., 2017).

Although children like to play gadgets but the desire to do something or an initiative is still in the child, it also depends on parental assistance that can guide children to want to take initiative actions based on their own wishes. The role of parents must always be done to their children to control every spectacle or game played by children is one effective way. In addition, inviting discussions and questions and answers to children and playing together will develop their imagination and creativity. The most important people for children are parents, teachers and peers, because through them children can recognize something positive and negative. Children can learn and imitate what they see, especially the behavior of parents, because it is the family that forms or characterizes children.

In Delima's research, et al stated that the use of gadgets in children to play games is (94%) parents mentioned that their children are accustomed to gadgets to play games without any help from their parents to find or choose the application that the child wants. Children need time to play games (63%) for 30 minutes for one use and (15%) for 30-60 minutes for one game but if unsupervised the intensity can be higher (Widiastiti & Agustika, 2020). Therefore, parental assistance is needed by children in using gadgets so as not to become addicted and several other negative impacts.

The intensity of gadget use by early childhood can increase sharply when the parenting style chosen to be applied by parents is not appropriate, besides that parental assistance on the use of gadgets also has a positive impact if it can be used properly but if not controlled then its use can increase in a negative direction causing a negative impact on children. To overcome too high usage, there needs to be restrictions and creative play given to children. The intensity of using gadgets that are good for children such as the use of gadgets for the learning process is very good and helps children's understanding because it is included with interesting media which will certainly increase children's attractiveness and curiosity about these media (Widiastiti & Agustika, 2020).

The positive impact caused by gadgets needs to be proven by several improvements that can be felt by parents and teachers. The evidence that can be seen together is that the increasing results of children's images become more complex. There are several pictures of children inspired by the gadgets he plays. Especially gadgets connected to the internet network allow children to explore and explore more widely. This is in line with the results of research that discusses the impact of gadgets on early childhood development which states that children's imaginative power will be more developed when they see many new things that they cannot find in their environment (Al-Ayouby, 2017).

b. Negative Impact

A negative impact is a change that points in a bad direction before any changes are made. Dependence on playing gadgets can cause children to assume that gadgets are everything. Time used to play gadgets for too long will result in reduced interaction of the surrounding environment and can make children tend to be passive, cause individualism, interfere with eye health, decrease concentration and fade creativity where children can be lazy to do things that refer to creativity and imagination.

Basically, according to health experts (Lestari, 2022), early childhood eyes are still relatively sensitive, especially to light. Early childhood certainly likes to play gadgets for a long time because besides they are curious, there are many visually interesting things for them. However, if from an early age children are accustomed to staring at light or light excessively or for too long, there will be a possibility of impaired vision if not treated immediately. With the intensity of using gadgets that are too long can make a decrease in concent-

ration and children are reluctant to learn.

As in a study, children who use gadgets in general are always focused on just staring at one object and often done for a long time. Poor body position when using gadgets, poor lighting intensity will adversely affect eye health (Rosiyanti & Muthmainnah, 2018). Parents also realize that gadgets are not only many benefits but more negative impacts for children such as content in videos and not appropriate for children's age. The negative impact of screen use on a person depends on several important factors, one of which is the duration of gadget use such as looking at layers too long, use for a long duration can affect the frontal cortex brain and have effects such as cocaine (Rahayu et al., 2017).

In addition, the use of gadgets that are too long results in decreased concentration where children are reluctant to learn and prefer to play gadgets. The use of gadgets that are too long in daily activities can interfere with brain development and health. This can also cause obstacles in the ability to speak and socialize and hinder the ability to express ideas or ideas of their thoughts (Sanjiwani, 2020). In addition, the use of gadgets that are too long results in decreased concentration where children are reluctant to learn and prefer to play gadgets. This is evidenced in research (Yana, 2021), namely if you use gadgets for too long and without restrictions, it can make children lose concentration or lack focus and become individuals who like to be alone, because children become more comfortable with gadgets compared to the surrounding environment.

In research (Pradana et al., 2021), if children who are accustomed or addicted to gadgets, it can be seen that they become easily agitated, irritable, especially when they feel disturbed when playing gadgets or are not allowed to use gadgets. In addition to irritability, according to interviews with informants when children use gadgets too often and for a long time children can be difficult to focus on something and changes in behavior that can make it difficult for children to learn.

In addition, children also do not want to solve a problem that children experience such as making something from a game tool or making a work but the child does not have time to solve the problem on the grounds that it is difficult and confusing to do even though there are examples of problem. Based on the informant's statement, children when solving a problem have not been able to use in original ways that have never been done before.

Gadget watching and from parents, but

children prefer to continue the spectacle and leave the The overall results of the interview can be concluded that the use of gadgets can cause several negative impacts on children, namely decreased health, especially eye health, decreased concentration and creativity where children become lazy to learn and create an activity, children become difficult to be directed such as not wanting to stop playing gadgets when time is up and children have not been able to fully solve problems independently. From some of these negative impacts, there is a need for parental assistance and positive habituation so that children do not dissolve in the use of gadgets.

Furthermore, the increasingly open internet access in gadgets that display everything that should not be seen by children contains negative consequences that endanger children because of the many features or applications that are not appropriate for the child's age. The biggest negative impact for children is when children are dependent on gadgets. Related to this, the role of parents becomes very important in accompanying children. Parents must know the limits of when children are allowed to use gadgets and how long the duration of children can use gadgets (Nurfadilah et al., 2019).

c. Efforts to Overcome the Negative Impact of Using Gadgets

Many things can actually be learned by children through gadgets, ranging from how to draw by looking at tutors in videos to how to make various other crafts. In addition, gadgets can also be a means of entertainment for children because there are a variety of games played and various videos watched. However, if you use gadgets too often, especially if without supervision, it will certainly make children addicted to playing gadgets. This can have a negative impact on child development and children's social life and also interest in children's learning, one of which is creating or doing creativity. In this subchapter will discuss how parents overcome the negative impact of gadgets for early childhood in terms of figural creativity.

Like one of the theories developed by John Locke that good modeling greatly influences children's behavior, modeling is meant for children is parents, namely that children learn what they see from the surrounding environment. Because the best parents are those who can model well to children as parents as much as possible we must be able to be a good example for children. In accordance with the opinion of Hurlock (1978) that the most important people for children are

parents, teachers, and peers. It is through them that children know something positive and negative. Children begin to learn and imitate what they see, especially the behavior of parents because the family is one of the shapes of the child's character.

Based on the interview, the children continue to move with their friends even though they already know gadgets. This means that parental assistance is necessary for children so that they do not dissolve in playing gadgets, for example suggesting or accompanying children to play outside the home and providing time limits between playing gadgets with playing with friends and family. Therefore, the need for the role of parents to be very important in accompanying children. Parents must know the limits of when children are allowed to use gadgets and how long the duration of children can use gadgets (Nurfadilah et al., 2019).

Parents can invite children to take advantage of free time so as not to continue playing gadgets and avoid eye health problems and sleep patterns. However, there are still some parents who are not used to taking advantage of children's free time to play together without using gadgets, children are still only left to play alone as they like without parental assistance or approach.

Parents as a guide to provide education to their children first and then to others. In accordance with its function, parents must also be able to provide guidance to their children with warnings or advice in the form of coaching and accompanied by appropriate examples from parents that are in accordance with daily life. Parents have a responsibility in providing guidance to their children and shaping the child's personality responsibly (Suryameng, 2019).

Even though children are not using gadgets, as parents need to accompany children to do useful activities and explore new things. In addition, to overcome the negative impact of gadgets, it is necessary to make an effort from parents so that children are interested in doing activities that can create and generate ideas.

The features that children see will have an impact on children. In this study, researchers focused on finding out what impact gadgets have on the development of children's creativity. Questions related to this get quite a lot of answers from informants as parents of early childhood. From the results of the interviews conducted, it can be seen that the impact caused by gadgets with internet connections include; (1) children's knowledge expands, they can get to know many things through gadgets in their hands, (2) children be-

come creative, there are many examples of works that children can imitate through drawing (3) children have the desire to explore more about the surrounding environment which turns out to have various benefits, (4) children have a unique mindset because they see unique activities on the internet, (5) Gadgets increase children's knowledge about new activities that they will develop themselves, such as editing and coloring skills and how to solve problems in a game or game on the gadget. (6) Children get a lot of references through the impressions they see. Although not immediately practiced and reflected, what children see will be recorded in their memory.

When viewed from the points above, it can be seen that gadgets have a positive impact on the development of children's creativity, especially in drawing where children get many references. Gadgets provide knowledge, comfort, innovation, and practices that are easy for children to reach (Utami & Zanah, 2021).

Gadgets have the potential to develop creativity, but gadgets are only used as a reference source, not as a main source. Because creativity is built from practice and experience, not only from impressions captured by the five senses. There needs to be reflection so that it is not only passive and consumptive.

So that children are not too immersed in the use of gadgets and become addicted, it is necessary to have efforts or ways to overcome the use of gadgets that are too high, namely limiting and providing educational and creative games to children. Parents are required to be more creative and wise in parenting, educating children and accompanying children in playing not only facilitate but also need control from parents and direct children in using gadgets. According to A. Choirun Marzuki (in (Aisyah, 2020) stated that in dealing with children, parents must be flexible and flexible. A firm attitude is necessary, while tenderness and affection are indispensable. Parents are indeed required to be versatile actors and must play the role of parents, if the scenario so requires. Instead, he must be able to play the role of friend, protector, or consultant and educator. Based on the results of the study, it can be explained what are the efforts or ways to overcome the negative impact of gadget use by parents to children should be through several ways, namely as follows (Nurfadilah et al., 2019): a) parents make rules; b) distract the child; c) restrict access to use; d) let the child play without gadgets; e) set a good example from parents; f) Set a gadget-free time and place at home.

DISCUSSION

Based on the results of research and discussion about the impact of using gadgets in terms of figural creativity in children aged 5-6 years at Aisiyyah Kauman Kindergarten which has been described in the previous chapter, it can be concluded, namely:

Gadgets can support the development of children's creativity, especially figural creativity. Because children already know and use gadgets and many diverse features, gadgets are considered to help the development of children's creativity as an enhancer of knowledge and a reference source for creation. Based on interviews with parents of early childhood at Aisiyyah Kauman Batang Kindergarten, the impact of using gadgets is more likely to have a positive impact. The positive impact of the use of gadgets on the development of figural creativity in early childhood is marked by the increasingly complex work of children's drawings and the more flexible children are in solving a problem. However, if there is no encouragement or action to express new knowledge, then the knowledge will simply pass by. Children will become passive consumptives and children's creativity will not increase.

The use of gadgets certainly has positive and negative impacts, as parents need to understand how to support and maintain positive impacts and understand how to overcome the negative impacts of using gadgets. For a positive impact, parents should always get used to positive habituation in children so that children are not affected by negative things through the use of these gadgets. As for how to overcome the negative impact of gadget use on children including: a) parents make rules; b) distract the child; c) restrict access to use; d) let the child play without gadgets; e) set a good example from parents; f) Set a gadget-free time and place at home.

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