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**The Influence of Gadgets on Early Childhood Social Development in Hidayatullah Islamic Kindergarten School Semarang (Quantitative Research of Causal Relationship in Group A aged 4-5 years old Hidayatullah Islamic Kindergarten School Semarang)**

**Muniroh Munawar<sup>1</sup> ✉, Putri RA Zuhri<sup>2</sup>**

<sup>1</sup>Universitas PGRI Semarang, Semarang, Indonesia

<sup>2</sup>RA AZ-Zuhri Semarang

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**Abstract**

This study aims to determine the effect of using gadgets on social development of early childhood. This type of research is quantitative research. The population in this study was students of Group A of Hidayatullah Islamic Kindergarten School Semarang academic year 2017/2018. The samples taken were 32 students of Hidayatullah Islamic Kindergarten School Semarang by using purposive sampling technique. Data in this research was obtained through questionnaire. The results of the questionnaire analysis obtained  $t_{count} > t_{table}$  ( $5.063 > 2.042$ ) with  $p = 0,000$ . The result of this study indicates that there is a significant influence of the use of gadgets on social development of early childhood, that is the use of gadgets brings negative impacts because children prefer to use gadgets, so the hypothesis proposed accepted. Based on the results of the study, it is also known that 46.1% early childhood social development in Hidayatullah Islamic Kindergarten School Semarang is influenced by the use of gadgets..

## INTRODUCTION

Early childhood education is education that is aimed for children aged 3 years to 6 years (PP No.27 / 1990 Article 6). However, Law No. 20 of 2003 Article 28 states that early childhood education is carried out before the level of primary education (Rahman, in Maulida, 2013). Education that prioritizes the improvement of motor intelligence, thinking intelligence, emotional intelligence, language and communication shows that early childhood is a future asset of a nation that must be considered at every stage of his/her development. Early childhood is an individual who is undergoing a process of development rapidly and fundamentally for the next life. Early childhood is children aged 0-8 years. At this time, process of growth and development of human life goes very fast. This period is the right time to lay the foundation to develop physical ability, language, social emotional, self-concept, moral art and religious value. That's why, efforts to develop all the early childhood potency must be started so that the growth and development of children can be achieved optimally.

Social interaction (Soekanto, 2002: 61) is social relation that involves relationships between individuals, individuals with groups, and groups with groups. Social interaction happens if there is a social contact and social interaction is really needed because children will be taught how to live in a community, then they will also be taught various roles which will later be their identification. Moreover, when they have social interaction, they will get various information about their surroundings.

Walgito (in Dayakisni and Hudaniah, 2012: 105) provides a formula that social interaction is a relationship between individual and other individuals in which one individual can influence the other so that there is a reciprocal relationship. In accordance with the existing formula that human will never be able to escape from social interaction which has a great influence on self-development for each individual.

In the current era of globalization, someone's media to engage in social interaction, especially to make social contact and communicate with one another is not difficult, only by using a gadget he/she can interact with others. The word "gadget" is a term in English that means a small electronic device with various functions according to Osland (in Novitasari and Khotimah, 2016). The gadget itself can be in the form of a computer or laptop, tablet, PC, and also a cellular telephone or smartphone.

Technology development in Indonesia is increasing more and more each day. It is proven by the existence of vast gadgets with various brands in Indonesia. Gadgets in the era of globalization are very easy to find, because almost all people have gadgets. Since gadgets do not only circulate among teenagers (aged 12-21 years) and adults or elderly (aged 60 years and over), but also circulate among children (ages 7-11 years) and ironically, gadgets are not foreign goods to children (aged 3-6 years) whereas actually gadgets are not worthy for them (Widiawati and Sugiman, 2014: 2).

In the past, cellphones and tablet PCs were only used among adults to communicate and work only. Besides that, only people who had high salary could buy them because they were expensive. But now, not only in adulthood, but adolescence and early childhood such as preschoolers or kindergartens use gadgets because their parents are busy working and the prices of gadgets are getting cheaper due to competition in the market. Whereas, applications on the PC, tablet or smartphone are not only about learning letters or pictures, but there are also amusement applications such as social media, video, picture and even video game. In fact, kids would rather use their mobile phone to play game than study or play out side with their friends of their age (Rachmawati, in Trinika, 2015:2)

The use of gadgets in kids is getting more apprehensive and it has bad negatives for their growth. It can be seen clearly that they adapt to the technology faster. So that, they are captivated by the gadget sophistication with its features inside. Kids, who play the gadget a lot, often forget with their surroundings. They would rather play gadget than play out side with their friends in their surroundings, so that social interaction between their surroundings and them is lesser and even faded. This makes them become individualist and less sensitive to their surroundings, so socialization in the society does not go well. Meanwhile, this socialization process goes on until they grow up. If they are still captivated by the technology sophistication, they will find difficulties in interacting with their surroundings (Ismanto and Onibala, in Warisyah, 2015:131).

Based on the observation that researcher did in Hidayatullah Islamic Kindergarten School Semarang in group A with 15 kids, 11 of them said that playing gadget was more fun than playing with friends. It happened because the game applications in the gadgets were more attractive than games available in their surroundings. Besides that, parents said "yes" that their kids ignored their surroundings while they were playing

gadgets.

If this situation happens for a long time, it could disturb the process of social interaction in early childhood, where kids are supposed to interact with their surroundings but due to the gadgets, this interaction is disturbed.

Based on the explanation and phenomenon above, further research about "The Influence of Gadgets on Social Growth of Early childhood" is needed.

## METHOD

Research method used by researcher in this research was quantitative method. Sample of this research was students of Hidayatullah Islamic Kindergarten School Semarang of group A. Data collection method in this research were questionnaire that consisted of Gadget Usage Questionnaire and Social Development Questionnaire. Simple linear regression analysis was carried out through partial test or t test. Partial test or t test was done to determine the effect of independent variables (X) on the dependent variable (Y).

## RESULT AND DISCUSSION

Based on the results of the study, it is known that the  $t \text{ count} > t \text{ table}$  ( $5.063 > 2.042$ ), then  $H_0$  is rejected. Because the value of  $t \text{ count} > t \text{ table}$ , then  $H_0$  is rejected, it means that there is a significant influence between the use of gadget (X) on the social development of early childhood in Hidayatullah Islamic Kindergarten School Semarang (Y). The result of this study supports the opinion of Onibala, et al (in Warisyah, 2015: 131) which states that the use of gadgets among early childhood is increasingly alarming and certainly has a negative impact on the growth of children. It is clear that children adapt more quickly to the existing technology. So that children often get carried away with the sophistication of the gadget and the features available in it. Children who use gadgets often forget their surroundings. Children would prefer to play using gadgets rather than play together with friends in their surroundings, so social interaction between children and the surrounding decreases and even fades. The increasingly individualistic development of children causes children to be less sensitive to the surrounding, so that socialization in the community does not go well. This socialization process will continue until they grow up. If they are still fixated on the technological sophistication, they will experience difficulties in interacting with their surroundings. Excessive use of gadgets in

early childhood will cause obstruction of early childhood social development, because they will prefer to play with gadgets rather than play with their friends.

According to Maulida (2013:5), it's better to introduce kids to the function of a gadget and how to use it when they are six years old, because at that age kid's brain development increases 95% than adult's brain. Kids who watch tv when they are one to three years old will experience attention reduction when they are seven years old. Early childhood has big potency in developing all the potency that kids have. Speaking, socializing, knowing surroundings, showing self-capability, understanding a problem and solving it on their own way based on the point of view of their age although its still difficult for them to accept and understand the problem they are trying to solve. In this golden age, there are many activities that parents and mentor can do on the playground to keep increasing early childhood creativity for better future. This social development will not develop well if early childhood spends more time on playing gadgets than playing with friends.

This research result is the same as the research done by Ameliola & Nugraha (in Warisyah, 2013:135), as mentioned on New York Times there was a case in which a kid was addicted to iPad. The kid kept whining if the gadget was not in his/her hand. So, it can be said that this kid has been addicted to one of the technological breakthrough of this globalization era. His/her gadget was always in his/her hand when she/he ate, studied, played or slept. This has a negative impact on his/her social development. A kid who is supposed to play with his/her friends but prefers to play with the gadget will have low social development.

A research done by Pebriana (2017:10) shows that gadget has negative impacts on early childhood social interaction. The use of gadgets can influence kids' way of thinking of the outside world. Besides that, gadget also effectively influence kids' social interaction to their surroundings. Kids will feel strange on their own surroundings because they rarely get along with their surroundings. Besides that, they will not care to their surroundings and be less sensitive. Another research done by Sari and Mitsalia (2016:78) shows that there is significant influence on the use of gadgets with early childhood social personalities in Al Mukmin Islamic Kindergarten School.

Harfiyanto and friends' research results (2015:4) shows that negative impacts of gadget are (1): Gadgets with various application will make students become selfish. (2) students who

use social media on their gadgets will communicate more on the gadget rather than study. Syarif's research result (2015:4) also shows that gadgets have negative impacts. It shows that there is significant influence of using smartphone on student interpersonal communication. This causes limitation in students' interpersonal communication because they do not communicate directly. Mubashiroh's research result (2013:4) also shows that children social life is influenced by technology. The use of gadgets will influence the way of children's thinking about the outside world. Children who play gadgets a lot will feel strange on their surroundings because the lack of social interaction.

Based on the research result, it is known that value  $R^2$  (Rsquare) is 0,461. It shows that 46.1% variable of early childhood social development in Hidayatullah Islamic Kindergarten School Semarang can be explained by the use of gadgets, and 53.9% variable can be explained by other variables beyond the research model.

Prior research results mentioned above basically are in line with this finding, that is the use of gadgets have negative impacts on kids. The negative impacts happen because kids prefer playing gadgets to playing with friends, so they have limited social interaction. Excessive use of gadgets will detain early childhood social development. But this research has advantages compared to the other researches. In this research, researcher involved parents in order to know the use of gadgets on early childhood. Besides that, this research used a unique way in exploring early childhood social development, compared to previous researches which only focused on early childhood social interaction.

## CONCLUSION

Based on the research result that has been done, it can be concluded that there is a significant effect of the use of gadgets on the social development of early childhood at Hidayatullah Islamic Kindergarten School Semarang. The effect of the use of gadgets on the social development of early childhood at Hidayatullah Islamic Kindergarten School Semarang is amounted to 46.1%. The result of this study supports the opinion of Onibala et al. (In Warisyah, 2015: 131). According to Soetarno (in Khairani, 2013: 129-130) there are two main factors that influence the social development of early childhood namely family factors and outside factors. But when a kid has entered school, usually friends have a stronger influence than the teachers or parents, because

by entering the school a kid can find peers who have the same thoughts.

## SUGGESTIONS

Based on the conclusion above, the author recommends several suggestions for parents, school parties, or next researchers as follows:

### 1. For Parents

Parents are advised to increase their role in providing supervision of gadget usage in early childhood, so that early childhood is not dependent on gadgets. In addition, in providing gadgets to children, parents are advised to be able to fill gadgets with games that can sharpen early childhood's intellectual or social skills.

### 2. For School Parties

In providing learning materials to children, it is better if the school parties do not only increase intellectual capacity, but also focus on improving social skills of early childhood.

### 3. For Next Researchers

Next researchers are advised to continue the research by examining other factors that influence the social development of early childhood, such as family factors and environmental factors

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