



## Is There a Distinction in Socialization Ability Between Children Who Are addicted to Gadgets and Those Who Are Not? A Comparison Study

Adolf Bastian<sup>1</sup>, Sri Wahyuni<sup>2\*</sup>, Septia Nofrianti<sup>3</sup>

<sup>1,2,3</sup> Lancang Kuning University, Indonesia

\*Email: [sriwahyuni91@unilak.ac.id](mailto:sriwahyuni91@unilak.ac.id)

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### Keywords

Socialization  
Ability, Gadget  
Addiction, Early  
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### Abstract

The social skills of kindergarten children in the Tampan district are remain low, this can be seen from the children who do not want to be left by their parents when they enter class to study, even though teachers and other friends have persuaded them to study together and those children prefer to be alone. For this reason, researchers conducted a comparative study to examine the differences in social skills between the children who are addicted and not addicted to gadgets. This research method uses a comparative descriptive quantitative approach. The population in this study are all children aged 5-6 years in kindergarten throughout the Tampan District, amounted to 194 children. The sampling technique used was the purposive technique so that the samples of this study were 30 children addicted to gadgets and 30 children who were not addicted to gadgets. Data collection techniques using observation guidelines and documentation. Based on the results of data analysis and discussion, it can be concluded that a) The social skills of children who are not addicted to gadgets with a minimum score of 59, a maximum score of 99 and an average score of 55.10, while the social skills of children who are addicted to gadgets in kindergartens throughout the Tampan district with a minimum score of 41, while a maximum score of 57 with an average of 48.27, b) Differences in the social skills of children aged 5-6 years who are addicted to gadgets in kindergartens throughout the Tampan district are shown from the test results  $t_{\text{count}} (7.416) > t^{\text{table}} (2.00)$  and the significance score  $(0.000) < (0.05)$  it means  $H_a$  is accepted, while  $H_o$  is rejected. The magnitude of the difference between children who are addicted and those who are not addicted on gadgets is 6.83%.

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### Kata Kunci

Kemampuan  
Bersosialisasi,  
Kecanduan Gadget,  
Anak Usia Dini

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### Abstrak

*Kemampuan bersosialisasi anak TK di kecamatan Tampan masih rendah, hal ini dilihat dari anak yang tidak mau di tinggalkan oleh orang tuanya ketika akan memasuki kelas untuk belajar, padahal guru dan teman-teman yang lain sudah membujuk untuk belajar bersama serta anak lebih senang menyendiri. Untuk itu peneliti melakukan penelitian komparatif untuk melihat perbedaan kemampuan bersosialisasi bagi anak yang kecanduan dan tidak terhadap gadget. Metode penelitian ini menggunakan pendekatan kuantitatif yang bersifat deskriptif komparatif. Populasi dalam penelitian ini yakni seluruh anak usia 5-6 tahun di TK Se-Kecamatan Tampan berjumlah 194 anak. Teknik*

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*pengambilan sampel penelitian menggunakan teknik Purposive sehingga sampel penelitian ini yakni 30 anak kecanduan gadget dan 30 anak yang tidak kecanduan gadget. Teknik pengumpulan data menggunakan pedoman observasi serta menggunakan dokumentasi. Berdasarkan hasil analisa data dan pembahasan maka dapat disimpulkan yakni a) Kemampuan bersosialisasi anak yang tidak kecanduan terhadap gadget dengan nilai minimum mencapai 59, nilai maksimum mencapai 99 dan nilai rata-rata mencapai 55,10 sedangkan kemampuan bersosialisasi anak yang kecanduan terhadap gadget di TK Se-Kecamatan Tampan dengan nilai minimum mencapai 41, nilai maksimum mencapai 57 dengan rata-rata mencapai 48,27, b) Perbedaan kemampuan bersosialisasi anak usia 5-6 tahun yang mengalami kecanduan dengan yang tidak terhadap gadget di TK Se-Kecamatan Tampan di tunjukan dari hasil uji t menunjukkan thitung (7.416) > ttabel (2.00) dan nilai signifikansi (0,000) <  $\alpha$  (0,05) artinya  $H_a$  diterima  $H_0$  ditolak. Adapun besarnya perbedaan antara anak yang kecanduan dengan yang tidak terhadap gadget yakni mencapai 6.83%.*

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## A. Introduction

Aspects of social skills are one aspect of development to be achieved by early childhood. Children need this ability to interact with other people and get to know their peers. The increasing social relationship between children and their peers from year to year can be seen as a basis for socialization in early childhood. According to Hurlock (cited in Fitriyah, 2019), between the ages of two and three, children show a strong interest in seeing other children and trying to make social contact with them. The early childhood's ability to socialize is one form of social development of children. As they get older, the three-year-old children are able to improve themselves in playing with other children in the playgroup.

Dalyono (2019) stated that one of the factors that can improve the development of early childhood social skills is the family or parental factor, which says that parental factors significantly influence children's success in learning. According to the above theory, the development of children's skills, especially social skills, is influenced by both parents. If both parents provide good socializing teaching, such as allowing children to interact with their peers, of course, children will be able to socialize well with their friends, but what is happening now is the opposite. If parents restrain their children from playing with their peers, it will undoubtedly have an impact on children's social skills, which become low.

In this digital era, many parents give their children more of playing with gadgets than playing outside with their peers, so today's children tend to be addicted to playing with gadgets rather than playing with their friends (Kurniasih et al., 2020). Those habits show that children's social skills with their peers will be influential and not develop properly (Bagdi & Vacca, 2005). Then it can build their personalities by encouraging them to be quiet and less social when invited to hang out with their peers. Also, children often become passive when in the process of learning activities at school (Salma, 2017).

A gadget is a form of a smartphone that has many exciting features to offer and often makes children familiar with it quickly. According to Purwanto et al. (2020), the benefits of gadgets for users are they can help us communicate. Gadgets are advanced technological tools that allow everyone to communicate efficiently, and children will find it easier to locate all the information and news they need, especially when it comes to learning while playing. The age of these children is still an exciting time to play. However, they must not escape the necessary learning process (Fatkhurohmah et al., 2019).

Continuous use of gadgets, on the other hand, will harm children's behavior patterns in their daily lives; children who tend to use gadgets continuously will become very dependent and become activities that children must and routinely carry out in everyday activities (Jannah et al., 2021; Kamilah et al., 2020; Kusumaning Ayu et al., 2019; Suryani et al., 2020). It is undeniable that nowadays, children play with gadgets more often than learning and interacting with the surrounding environment, so the ability to socialize and know about their surroundings is getting worse (Wahyuningsih et al., 2015). That is sometimes found in children who do not use gadgets, and it can also be seen that children who use or do not use gadgets still show that children's social skills are still low, where children are more likely to be quiet and aloof at school (Pebriana, 2017).

The result of the research of Quin (2021), there is a correlation between exposure of use with personal social with significance score  $0,001 < \alpha$ , while for education and economic status variable there is no relation with personal social with significance score  $\alpha > 0,05$ . That study concludes that frequent exposure to children's gadgets affects the child's social personality. As predicted, all the teachers were apparently unaware of the detriment of gadget usage on sedentary behavior and social skills, especially for four-year-old children, as most of them were quiet in pre-school. The teachers' attitudes and habits were moderate in lesson planning and improving preschoolers' social skills but minimal for addressing their sedentary behavior (Yee et al., 2016).

Furthermore, gadgets as a stimulus for early childhood's language development elicit different responses, with two children responding negatively and one responding positively (Kusmanto et al., 2021). The adverse reaction is that the child has speech delays, whereas the positive response is that the child has mastered foreign vocabulary and is more expressive in retelling what they see on the gadget. Furthermore, it can be concluded that gadgets as language stimulants cause both negative and positive responses in early childhood, implying that adults should be cautious when dealing with children by paying attention to several factors, including when to use gadgets, content, types of assistance, and providing them with a variety of proportions to help them interact directly.

The results of Riza's (2016) research show that children who use gadgets show obstacles in their social development. Children are reluctant to interact and communicate with their parents, relatives, or peers, and almost all of their time cannot be separated from using gadgets (Riza, 2016). There are many studies regarding the social skills of Gadget-dependent children, but there are no studies that compare the social skills of children who are gadget dependent and those who are not.

Based on the author's initial observations and observations in Kindergartens throughout the Tampan District, particularly for children aged 5-6 years, the authors discovered the following problems with social skills: 1) There were still children who did not want to be left by their parents when they entered the classroom to learn, even though the teacher and other friends had persuaded them to do so; 2) most of the children have an attitude of not wanting to play with friends they only know and tend to be more aloof. 3) there are still children who often tend to play alone at school during group play activities or break hours, even though the teacher has invited each child to work together and discuss together in a game

Based on these phenomena, it can be explained that children's social skills are still relatively low, so it is critical to conduct research on the Differences in Social Ability of Children Aged 5-6 Years Who Are Addicted to Gadgets versus Those Who Are Not Addicted in Kindergartens in Tampan Districts.

## B. Methodology

The method used is a quantitative descriptive type of research that compares the social skills of children addicted to gadgets to those not addicted to gadgets. The designs used in this study are as follows:

**Table 1. Research Design**

Intensity of <i>Gadget</i> Usage	Observation	Results
1. <i>Gadget</i> Addiction		Differences in social skills
2. Not addicted to <i>gadgets</i>		

This study was conducted in July 2020, with the research taking place in Kindergartens throughout the Tampan District. This study's population consisted of all children aged 5-6 years in Kindergartens throughout the Tampan District, which consisted of 13 kindergartens with a total of 194 children aged 5-6 years. For more information, the population in this study is as follows:

**Table 2. The Population**

NO	Kindergarten Name	Number of Children Age 5-6 Years
1	TK Az-Zuhra	20
2	TK Wanita Mulya	13
3	TK Al - Fajar	15
4	TK Permata Hati	12
5	TK Syafanur	16
6	TK Darul Hikmah	16
7	TK Tiara Kids	11
8	TK Tri Insani Permata	14
9	TK FKIP UNRI	15
10	TK Mayang	14
11	TK F. Cendana	15
12	TK Ar-Razaqu	15
13	TK An-Namiroh	18
<b>Frequency</b>		<b>194</b>

The researchers used a purposive sampling technique, which is a sampling technique based on needs, to determine the sample for this study. Because of the large number of populations in several schools, researchers limit the needs in this study to those children addicted to gadgets and those who are not. In this study, the sample consisted of 30 children addicted to gadgets and 30 children not addicted to gadgets.

The reason for the sample of 30 children who are addicted to gadgets and 30 children who are not addicted to gadgets is that the researchers distributed questionnaires to parents of children about how long each child plays gadgets and how many minutes a day they use gadgets, and the results show that 30 children are classified as addicted to gadgets while the rest are not addicted to the gadget. So, because there are 30 addicted children, there are also 30 children who are not addicted.

**Table 3. The Sample**

The intensity of <i>Gadget</i> Use	Number of children	Criteria for addiction and not against <i>gadgets</i>
<i>Gadget</i> Addiction	30	75-120 minutes in a day there are 3 times playing <i>gadget</i>
Not Addicted to <i>Gadgets</i>	30	5-30 minutes 1 time a day playing <i>Gadgets</i>
Amount	60	

The parameters of this study include knowing the results of a comparison of the children's socialization abilities who are addicted to gadgets by using observations on each child. The data collection tool used is an observation sheet compiled and developed by the researcher. The data collected is quantitative. In this study, the author uses statistical analysis in the form of "t" significance test to determine the level of significance of the difference between Variable X 1 and Variable X 2, namely the comparison of social skills of pre-school children who are addicted to gadgets using the t test in Anas Sudijono (2010:27).

$$T0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Moreover, testing the research hypothesis is based on statistical hypotheses. The level of significance used in the analysis and testing is 0.05. Then obtained  $t_{count}$  and then compared it with  $t_{table}$ . If  $t_{count}$  is greater than  $t_{table}$ , it means that the hypothesis is accepted, but if the  $t_{count}$  is smaller than  $t_{table}$ , then the hypothesis is rejected.

## C. Results And Discussion

### Results

The results of collecting data on differences in the social skills of children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District obtained the following data:

**Table 4. Comparison of Score Ranges of Social Skills of Children aged 5-6 years who are addicted to gadgets in Kindergartens in Tampan District**

No	Category	Those who are not addicted to gadgets		Gadget Addiction	
		f	%	f	%
1	Undevelop	0	0.0	0	0.0
2	Start to develop	0	0.0	0	0.0
3	growing as expected	5	16.7	26	86.7
4	growing very well	25	83.3	4	13.3
<b>Amount</b>		<b>30</b>	100	30	100

Source: Researcher Processed Data 2020

To determine the level of children's ability to socialize in aged 5-6 years who have become addicted to *the gadgets* in Kindergarten on Tampan District, seen from a comparison of the average score of early childhood are addicted or not to the gadget. More details can be seen in the following table:

**Table 5. Comparison of the Average Score of Social Skills of Children aged 5-6 years who are addicted to gadgets in Kindergartens in Tampan District**

Score	Not addicted to gadgets	Gadget addiction
Maximum Score	59	57
Minimum Score	49	41
Average Score (Mean)	55.10	48.27

Source: Research Processed Data, 2020

Based on the data in Table 5. It can be explained that the comparison of the social skills of children aged 5-6 years who are addicted to gadgets in Kindergartens in the Tampan District. The independence of children who are not addicted to gadgets gets a maximum score of

59, while the minimum score is 49, and the average score is 55.10. the socialization ability of children who are addicted to gadgets reaches the maximum score of 57, while the minimum score is 41, and the average is 48.27. Based on these data, each score of children who are not addicted to gadgets on their social skills is higher than the score of social skills in children who are addicted to gadgets, but the difference between the two scores is not so large. On average, children who are addicted to gadgets can compensate for children's social skills who are not addicted to gadgets. Those indicate that although the social skills of children who are addicted to gadgets are better, this is not a benchmark, where children who are addicted to gadgets on their social skills also show high scores. Based on the information in Table 4.8. can be explained by comparing the social skills of children aged 5-6 years who are addicted to gadgets and independence with children who are not addicted to gadgets. The maximum score of independence for children who are not addicted to gadgets is 59, the minimum score is 49, and the average score is 55.10, while the socialization ability of children who are gadget addicts gets a maximum score of 57, a minimum score of 41 and an average of 48.27, although there are still differences in social skills.

The results above show how big the difference in social skills in children aged 5-6 years who are addicted to and not addicted to gadgets in the Kindergartens throughout the Tampan District. Before the data was carried out to determine the big difference in Social Ability in children aged 5-6 years who were addicted to gadgets in Kindergartens in Tampan District, the t-test was first given (Difference Test). Then the data were tested for normality and homogeneity. The results in both tests are as follows: (a) Asymp score with Sig. (2-tailed) The ability to socialize in children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District is 0.118 and  $0.200 > 0.05$ , which is normal. (b) Based on the homogeneity test calculation results, it is known that the data is homogeneous with a significance of 0.320. Because the significance is more than 0.05, it can be concluded that the Social Skills in children aged 5-6 years who are addicted to gadgets in Kindergartens in Tampan District are homogeneously distributed.

To determine the ability to socialize in children aged 5-6 years who are addicted to *gadgets* in Kindergartens in Tampan District, the researchers used the SPSS version 22.0 program. The results are as follows:

**Table 6. Results of t-test with SPSS: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
socialize	Equal variances assumed	10,989	.002	7.416	58	.000
	Equal variances not assumed			7.416	46.003	.000

Source: SPSS 2020 Output

Then the results of the *Analysis of Independent samples test* scores on Social Ability in children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District show a  $t_{count}$  of 7.416, at a significance level of 0.000 and a df of  $(n-2) = (60-2) = 58$ , the  $t_{table}$  is 2.00. Thus  $t_{count}(7.416) > t_{table}(2.00)$  and a significant score  $(0.000) < \alpha (0.05)$  so that  $H_0$  rejected, those means that there is a difference in the children's ability to socialize in aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District.

*The Independent analysis Sample T Test* was used to determine whether there was a difference in social skills in children aged 5-6 years who were addicted to gadgets in Kindergartens throughout the Tampan District. The test uses a significance level of 0.05 (by default SPSS already uses a 0.05 level). Because  $t_{count} > t_{table}$ ,  $(7.416 > 2.00)$  and significance  $<$

0.05 ( $0.000 < 0.05$ ), then  $H_0$  is rejected, so it can be concluded that there is a difference in the average social skills of children aged 5-6 years who are addicted to *gadgets* and those who are not in Kindergarten in Tampan District.

To find out how big the difference in the social abilities of children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District, that is by looking at the average social ability of children who are not addicted to gadgets, which is 55.10 smaller than the social skills of children who are not addicted to gadgets, which is 48.27 ( $55.10 - 48.27$ ) = 6.83%. The big difference between the independence of addicted and non-addicted children to the gadgets in Kindergartens throughout the Tampan District is 6.83%.

Based on the results of the study, it was shown that there were differences in social skills in children aged 5-6 years who were addicted to gadgets in Kindergartens throughout the Tampan District, where children who were not addicted to gadgets were better than children who were addicted to gadgets in social skills. That can be seen, for example, in the ability to socialize or garden. Children who are not addicted to gadgets quickly and easily get to know other friends, while those who are addicted to gadgets tend to be more aloof and sometimes find it difficult to communicate directly with their friends.

## Discussion

Based on research findings, it is possible to explain the comparison of social skills in children aged 5-6 years who are addicted to gadgets in kindergartens throughout the Tampan District. The social skills of children who are not addicted to gadgets reach a maximum score of 59, a minimum score of 49, and an average score of 55.10. The maximum score obtained for the social skills of children who are addicted to gadgets is 57, the minimum score is 41, and the average is 48.27. Based on these data, each score of the social skills of children who are not addicted to gadgets is higher than the score of the children's social skills who are addicted to gadgets. This indicates that children who are not addicted to gadgets are better than children who are addicted to gadgets in terms of social skills. However, the results of these differences show that the difference is not that big as the difference in social skills of children who are addicted and not to gadgets only reaches 3.8%. That indicates not all children who are addicted to gadgets have low social skills.

The children who have high social skills usually have the following characteristics (a) Likes to socialize or make friends in any environment, (b) They have many friends, (c) Good at compromising or not easy to fight with friends (Mappapoleonro, 2018). The characteristics of social abilities are forms of behavior that regulate and show the form of social characteristics and characters of children, and it will be seen how their social characters are following expectations or not with conditions and their environment. Then according to Saroinsong (2016), Interpersonal skills are one of the child's abilities that are important to pay close attention to where interpersonal skills have three aspects, first social sensitivity, second insight, and third social communication. Interpersonal skills can be the beginning of a child's interaction with others, but these interpersonal skills have elements of social sensitivity, social insight, and social communication.

The intensity of the use of gadgets can be seen from how often children use gadgets in one day or every week based on how many days a week a child uses gadgets (Pebriana, 2017). The intensity of using gadgets that are too frequent in a day or week will inevitably lead to the lives of children who tend to only care about their gadgets rather than playing outdoors. According to Agustin et al. (2020), the use of gadgets categorized with high intensity when using *gadgets* with a duration of more than 120 minutes/day and in one use ranges  $> 75$  minutes. In addition, if in a day the gadget is used many times (more than 3 times) with a duration

of 30-75 minutes, it will cause addiction. Furthermore, the use of gadgets with moderate intensity is with a duration of more than 40-60 minutes/day, and the intensity of use is 2-3 times/day for each use. Then the excellent use of gadgets is in the low category, with a duration of use < 30 minutes/day and maximum intensity of use is 2 times.

Gadgets can be used by anyone and for anything, depending on the Gadget owner's needs. Gadget users at this time range from early childhood to adults. According to Ruhjana (2018), as time passes, it is undeniable that the development of information and communication technology is accelerating. Its application has reached various levels of people's lives from all fields, ages, and levels of education. Furthermore, Damayanti et al., (2020), said the use of gadgets by adults, typically for communication tools, searching for information or browsing, YouTube, playing games, or other purposes. While use in early childhood is usually limited, its use is only a medium for learning, playing games, and watching animation. Its use can also have various times and different duration and intensities of use in adults and children.

The use of gadgets itself, in adults usually uses 1-4 hours in one use and can use up to many times a day. That is different in early childhood because it has a certain time limit and in the duration of its use and the intensity of using gadgets that are different from adults (Perdina et al., 2019). Because of continuous use, forms of use that can have a negative impact, such as addiction to gadgets, will quickly be felt. These restrictions need to be carried out to avoid problems that arise from the use of gadgets in early childhood, namely in the form of addictions that are difficult to cure (Yani & Jazariyah, 2020).

Based on the opinions of those experts, it can be concluded that the form of using gadgets in early childhood is mostly for playing games rather than for other things. It is more useful when we use it to get knowledge, like using YouTube, and it should be used as well as possible so that children can maximize existing technology to be used as a learning tool quite well and classified as a fun learning media. With the learning method using gadgets, children tend not to feel bored and are expected to be able to train their creativity (Wahyuni et al., 2018). Children are more excited to learn because this kind of application is equipped with interesting animations, bright colors, and cheerful songs. On the other hand, the continuous use of gadgets to gadget addiction has a bad influence on the psychological development of early childhood.

In addition, Damayanti et al., (2020) added that the use of gadgets with relatively high intensity in early childhood is more than 45 minutes in one use per day and more than 3 times per day. Good use of gadgets in early childhood is no more than 30 minutes and only 1-2 times per day. This is also explained in the results of research that conducted by Silaen et al. (2018), which states that there are differences in the social skills of children who take early childhood education and those who do not, where if there is a history of early childhood education the child will have better social skills, while children who have a history of early childhood education have better social skills. If there is no history of early childhood education, children are more likely to be alone because children are usually more likely to be busy playing with their gadgets when there is no school in early childhood education. Based on the results of this study, it can be said that there is an allusion to gadgets. This shows that children who often play with gadgets have lower social skills than children who do not have gadgets with a history of early childhood education.

Based on the results of *independent analysis Sample T Test* scores on Social Ability in children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District show a  $t_{\text{count}}$  of 7.416 at a significance level of 0.05 and a  $df$  of  $(n-2) = (60-2) 58$  obtained  $t_{\text{table}}$  of 2.00. Thus,  $t_{\text{count}} (7.416) > t_{\text{table}} (2.00)$  and the significance score  $(0.000) < (0.05)$  so that



$H_0$  is rejected. This means that there is a difference in the ability to socialize in children aged 5-6 years who are addicted to gadgets in Kindergartens throughout the Tampan District. This difference is seen when children hang out with their friends, where children who are not addicted easily get to know and talk to other friends. In contrast, children who are addicted to gadgets are more likely to be alone and have difficulty communicating when together with friends.

According to Ruhyana (2018), there are several factors that cause children's ability to socialize, one of which is the family factor, wherein the family point there is a habit of parents, if parents familiarize children with playing and are more inclined to gadgets, of course, it will affect the slowness of their abilities. However, if good parents' habits do not provide gadgets, it will certainly affect the good social skills of children (Monks & Smith, 2006). According to Rahim & Rahiem (2013), when children play with gadgets for too long, the negative impact on them is the lack of socialization of children with their environment, where children will often be alone by playing gadgets and are more likely to play with gadgets than hang out with friends.

With the title "*social skills in preschool-aged children in terms of the type of education*", while the results of the study show that socializing in pre-school children who attend kindergarten education is better than *homeschooling* education (Astuti & Aziz, 2019). Wahyuni et al. (2018) stated that regarding social skills in pre-school children with and without early childhood education history in Sumber Porong Lawang Village. The results of the ability to socialize in pre-school children without a history of early childhood education found that half (50%) of them had sufficient social skills, and based on the *mann-withney u test* statistical analysis, the significance level score was  $0.218 > 0.05$ , which means there are no differences in the social skills of pre-school children with a history of early childhood education and without a history of early childhood education.

Furthermore, according to research, the use of gadgets can delay children's speaking ability, particularly children aged 3-4 years (Nirwana et al., 2018). To address this, research from Setiawati et al. (2019), gives a suggestion that based on the results of the study, it is advisable for parents to accompany their children when using gadgets, as well as provide time limits, check gadgets, and choose games and spectacles that can enhance child development. Then, Sowmya & Manjuvani (2019) said similarly, children with high gadget usage scored higher on following directions; following propositions; name and use of objects; action agent test; comprehension test; ability to give name, age, sex, and address; and an indication of parts of body tests than children with low gadget usage during a holiday. Hence it can be concluded that high gadget usage children scored higher on language development tests than low gadget usage children

Indanah & Yulisetyaningrum (2019), describes the differences in social adjustment in children who undergo a full-day and regular kindergarten learning system. Based on the results of the study, the findings of the data analysis resulted in an average score of 78.38 for *regular* kindergartens and 77.08 for *full-day* kindergartens. Those means that the regular kindergarten learning system has a higher social adjustment than *full-day* kindergarten (Ulfah, 2019).

The impact is divided into positive and negative. For more details, Wulandari et al. (2017) explain those impacts: (a) Make it easy to interact with people through social media. Making it easier to communicate with new people and make more friends, (b) Shorten distance and time. Because in the era of the development of sophisticated *gadgets* in which there is social media as it is today, (c) long-distance relationships are no longer a problem and become an obstacle. This is due to the sophistication of the applications in it (d) Make it easier for teenagers to consult lessons and assignments that have not been understood. This can be done by sending a message or Whatsapp chat to the subject teacher.

The negative impacts are: (a) Children and teenagers use social media in their gadgets, thus causing more time to be used to play gadgets. (b) applications in gadgets make children more selfish, often ignoring other people around them, do not even considering the person who invites them to chat. (c) Children become addicted to playing with gadgets. At first, they only used it to play *games*. Still, after a while, they found fun with *gadgets* so that this would become a habit. (d) the social media in it often led to various cases. (e) children often cannot control their words until they behavior, where this is obtained from the words and behavior in the *Gadget* application, (f) Gadgets make children lazy to move and do activities. This is due to daily playing gadgets (Sari et al., 2019).

Based on some expert opinions, it can be concluded that the impact that the existence of gadgets can cause some positive and negative impacts. So in this case, every child must be able to take the positive side only in using gadgets, because if children are used to playing gadgets, of course it will be a bad thing for their development and socialization.

Based on those theories and research journals, several aspects need to be considered in terms of increasing socialization skills, one of which is that children who are addicted to gadgets in theory have lower social skills than children who are not addicted to gadgets. However, if this theory occurs in the field, this is indeed the case, but the difference is not that big. As the study results, only 3.8% difference in the social skills of children who are addicted to gadgets and those who are not. This shows that children who are not addicted to gadgets have low social skills, as well as children who are addicted to gadgets have high social skills.

#### D. Conclusion and Recommendation

Based on the findings of the data analysis and discussion, it is possible to draw the following conclusions in accordance with the formulation and objectives: The social skills of children who are not addicted to gadgets have a minimum score of 59, a maximum score of 99, and an average score of 55.10, whereas the social skills of children who are addicted to gadgets have a minimum score of 41, a maximum score of 57, and an average of 48.27 in Kindergartens throughout the Tampan District. The difference in the social skills of children aged 5-6 years who are addicted to gadgets in Kindergartens in the Tampan District is shown from the results of the t test showing  $t_{count}(7.416) > t_{table}(2.00)$  and the significance score  $(0.000) < (0.05)$  means that  $H_a$  received  $H_o$  rejected. The magnitude of the difference between children who are addicted to those who are not on gadgets is 6.83%.

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