

The Influence of Gadgets on The Development of The Early-Age Learners' Behavior and Character

Ni Nyoman Kurniawati¹, I Made Sutharjana²

¹TK Negeri Selat, Bangli, Indonesia

²Sekolah Tinggi Agama Hindu Lampung, Indonesia

¹wati74747@gmail.com

Abstract

This article aims to determine the effect of gadgets on the development of early-age behavior and character, as well as the implementation of its solutions. Gadgets are modern communication tools and make it easier for human communication. There are many types of gadgets: mobile phones, iPad or tablets, netbooks, digital cameras, laptops or computers, and smartwatches. Early age is children aged 0 to 6 years. The research method used is a literature study. The results of the study show that gadgets have an influence on the development of behavior and character of early-age learners. Excessive use of gadgets has a negative impact on the development of children's behavior and character, the children become introverted individuals, less interact with others, don't care about their surroundings, don't know social ethics, and essay gets angry and even have tantrums. Solutions for gadget addiction to the development of the child's behavior and character include limiting usage time, giving a schedule, not giving full access, setting a good example, setting a gadget-free area at home, and informing about the dangers of using gadgets for too long so that gadgets don't have a bad effect on the development of behavior and character of the children.

Keywords: Gadgets; Behavioral Development; Character; Children

Introduction

In this era of globalization, phenomena in human civilization that move continuously in the global society and are part of the global human process make some changes. The technology of information and communication makes the acceleration of this globalization process go fastly. Globalization touches all the important aspects of life. Globalization creates new challenges and problems that must be answered and solved in an effort to take advantage of globalization for the benefit of life (Nugraha & Yeni Rachmawati, 2006). Technology is a tool that can facilitate all activities of human life, even though some people consider technology is really important. Along with the progress of this technology, many people are unable to manage the use of this technology (gadgets) (Rahmalah, Astuti, Pramessetyaningrum, & Susan, 2019). Gadgets are electronic devices that are small in size and have special functions such as smartphones which can be used easily. Gadgets have progressed in their features and models so that can function better and much easier to use.

Putri (2021) says that a gadget is a tool that is created due to the impact of developments in the technology of information and communication. Some of the benefits of gadgets that can be obtained by humans include helping to do certain jobs, adding relationships, looking for entertainment, or just filling the leisure time. Even so, gadgets also have positive and negative sides, especially for young children if we don't pay attention to their usage. An early-age learner is a child with an age range of 0-6 years. In time, children grow both physically and mentally rapidly. Have their social life development which affects their childhood. Social development means the development of children in behaving and adapting to the rules that exist in the community where the child lives.

Currently, gadgets are used by many people, not only used by the upper middle class but also used by the lower middle class in urban and rural areas. According to Munawar & Amri (2018), gadgets have been used by children aged 7-11 years. They use gadgets for entertainment media. Gadgets are given to children in order to not disturb their parents' activities. However, It has an impact on children's behavior and habits toward their environment. Children who generally like to play with their friends, prefer to have fun playing with their gadgets. Thus, children will lose their social interaction with other children in their age because they spend more time playing with their gadgets (Saniyyah, Setiawan & Ismaya, 2021). In this case, the child's development is disrupted because the child spends more time with himself and with his gadgets. It is better for children to spend more time playing and interacting with children in their age which has an impact on children's psychological, social, and creative development.

Subarkah (2019) says that gadget prices are affordable due to the many emerging and competitive technologies. In the past, gadgets were considered elite tools, but now they are not considered that way anymore. It can be seen, gadgets are widely used by children to play. Today, gadgets are not only owned and used by businessmen but children to adults also difficult to be separated from gadgets. Sudiarta & Palguna (2021) emphasized that the impact of using gadgets can affect psychological aspects. From a psychological perspective on children, their development will be hampered if they are addicted to using gadgets. This is because childhood is a time when they have high curiosity and learn to know what they don't know or it is called the golden age. Child development will be hampered if children are engrossed in using their gadgets without socializing or caring about their surrounding environment. Children will become more introverted, preferring to be alone with their gadgets, reduced creativity, and have a problem with their bedtime. Even so, if the gadgets are used properly and under control, with the children's high sense of curiosity, gadgets can also improve the children's achievements. Children can learn from videos or other knowledge on gadgets, and it is easier to understand and more attractive by using gadgets to learn (Gunarti, Suryani, Muis & Pratiwi, 2008).

Technological development such as gadgets also has positive and negative impacts on humans. The lack of ability to manage the use of technology, especially gadgets, makes the negative impact of technology more dominant for us. The obvious negative impact of gadgets is that humans become more individualistic and apathetic. In fact, adults who understand the two sides of gadgets still cannot control the proper use of gadgets. Especially with young children who still need adult surveillance, it is necessary to pay attention to their use. One of its positive sides, children can learn while playing, and with interesting audio-visual media, children can understand more easily. However, on the other hand, the use of gadgets can affect the development of children's behavior and character when using the gadgets excessively.

Characters are unique values inside humans and express in behavior. Character coherently arises from the results of thinking, processing of the heart, and processing of feelings and intentions of a person or group of people, Dantes, et al. (2020).

The children's behavior is being formed, apart from genetic factors, the environment is very influential in the shape of their personality. Children are imitative, They will follow what is seen and felt from their environment because they do not know yet the boundaries of right and wrong, good and bad, appropriate and inappropriate.

Based on this understanding, the development of behavior is influenced by genetic and environmental factors. Character is the values that have been imprinted and can be seen in the child's behavior. The early-age learner is a child who has great curiosity. They will be influenced quickly by the environment in which they live. If in a child's

environment, the use of gadgets is really important to facilitate activities, this will affect the development of the children's behavior and character. If children are guided to use the gadgets, it will have a positive effect on the development of their behavior and character. So in this study will be seen how the influence of gadgets on the development of behavior and character in early-age learners.

Methods

This research is a literature study. According to Sugiyono (2012), literature studies are often used in the study of culture, values, morals, and the study of a condition or social situation. Zed (2014) states that if using a literature study, the steps that must be prepared by researchers are preparing the tools needed, compiling a working bibliography, providing sufficient time, reading various relevant references, and making research notes. The main literature used in this study is early childhood development books. The author uses other sources as supporting data obtained through scientific work, online journals, and mass media.

Results and Discussion

1. The Gadgets Development

a. Definition of Gadgets

The gadget is an English word that means an electronic device that is small in size and has a special function. In general, gadgets can be interpreted as electronic devices that are small in size and have special functions such as smartphones that are easy to use. In Indonesian, gadgets are called gadgets. According to Widiawati & Edy (2014), Gadgets are sophisticated electronic devices created with various applications that can present various news media, social networks, and hobbies including entertainment. Jati & Herawati (2014) say that gadgets are media that are used as modern communication tools and make human communication easier.

Nowadays, gadgets develop a lot. It has many new features and models which make its function better and much easy to use. Some of the gadgets (smartphones) brands such as I-phone, Blackberry, Samsung, Oppo, Vivo, and others.

b. The Gadgets Function

Devices or gadgets are sophisticated technological tools that can help and facilitate humans in their daily activities and various needs. However, the use of this gadget can have a positive or negative impact on the user. Below are some of the gadgets' functions in daily life (Hia & Gulo, 2021):

1) Communication media

Its development, gadgets are information and communication technology tools that are increasingly developed and are experiencing significant progress with their features and functions, sharing information and facilitating communication between humans. The progress of this information technology is found in various applications on devices such as WhatsApp, Skype, Telegram, Instagram, Facebook, and others. These applications can be used in various activities such as sending messages, pictures, and making a call. Even, it can be used in face-to-face calls with other people who are in distant places with advanced video call features.

2) Information Access

Gadgets are communication tools. It is also a tool to access various information found on the internet. Through the Google application, our website can search for the information needed.

3) Entertainment Media

There are various interesting features in the gadgets that can be used as entertainment media. We can use them when feeling tired from work. For example, an iPod for listening to music, and a smartphone for watching videos.

4) Lifestyle

Gadgets are also an important part of today's life, gadgets will affect the lifestyle of their users

5) Gain Knowledge

Gadgets are not only used as entertainment media but also as a communication tool. Through many applications in gadgets, users can get or share information, as a source of learning to gain knowledge.

c. Types of Gadgets

In its development, there are many types of gadgets. In order to fulfill the needs and the users' lifestyles, gadget manufacturers make various types of gadgets (Madyan & Baidawi, 2021), below are several types of gadgets such as:

1) Mobile phone / Handphone

Handphone is a communication tool without wires. With their sophistication, mobile phones can be carried anywhere and have good capabilities. Mobile phones have various sizes, generally, the largest is 6.5 inches. Mobile phones are also equipped with advanced features and various specifications based on the users' needs. There are also those that have special applications to support the activities of photographers, gaming, multimedia, and others.

2) iPad or tablet

iPad or tablet is a device that has a larger size. This tool resembles a tablet computer that has additional functions that exist in the operating system. iPad or tablet is used to support business activities or work. This iPad or tablet is supported by an external keyboard to make typing easier with a screen that is large enough and easy to carry.

3) Netbooks

Netbook is a portable computer combination device. This tool is like a netbook and the internet.

4) Digital Cameras

Digital cameras are a type of gadget too. Digital cameras are useful for capturing images of an object, both in the form of photos and videos. Captured images and video recordings from digital cameras produce high-resolution images which its result known quickly, and can be removed, editable, and able to be sent or transferred to a computer device.

5) Headset or Headphones

This tool is a type of device that is often used to listen to music. With this headset or headphones, users can enjoy sound or video more clearly without disturbing other people.

6) Laptop or Computer

Laptops or computers are other types of devices with various features and can be used for various purposes, especially for work.

7) Smartwatches

This gadget in Indonesian is called a smartwatch, apart from being a time marker it also has various functions such as notifications from email, short messages, telephone, and social media, and being able to reply to messages. This tool is also equipped with features such as GPS, a sleep monitor, counting steps, and others.

2. The Development of Early-Age Learners' Behavior And Character

a. Definition of Early-Age Learners

Early-age learners are children aged 4-6 years old. These children are unique individual figures and have special characteristics, both in terms of cognitive, social-emotional, language, physical, motoric and they are in a growing process rapidly. This period is a very fundamental moment in life's period. The children's world is a world full of laughter and joy, so adults will be entertained just by looking at their behavior. We can observe the age levels of children, infants, toddlers, and kindergarten-aged to elementary school-aged children. These categories are grouped as early-age learners. NAEYC (National Association for The Education Of Young Children) conveys that early-age learners are children in the age range 0-8 years, who are in educational programs in child daycare, family child care home, pre-school education both private and public, kindergarten, and elementary school (Asidah, et al 2022). Whereas the National Education System (UU No. 20, 2003), states that early childhood education is a founding effort for children from birth to the age of 6 which is carried out by providing stimulation to help growth and physical development so that children are ready to enter further education level.

In contrast to other childhood phases, early childhood has unique characteristics. According to Hartati (2005), some of the characteristics of early-age learners are having great curiosity, have a unique personality, fantasizing and imaginative, having the most potential period for learning, showing an egocentric attitude, having a short range of concentration power, and as part of social beings.

Childhood, especially ages 3-5 years, is divided into early and late childhood. One of the characteristics of the early childhood period is reflected in the designations given by parents, educators, and psychologists, namely the 'difficult age' moment and also the age of 'invites trouble'. At this time they are often wayward, stubborn, disobedient, resistant, and often doing something for no reason. Age 3-5 years is also called the group period. During this period children grow up in certain groups to learn the basics of social behavior as a preparation for the next social life when they enter elementary school. This period is called the age of asking, apart from the fact that this period is 'a sensitive period' to be the same as other people around him, such as imitating the good or bad words or actions of others around him, so that's why, it is also known as the period of imitation.

One thing that occurred in this period is there is much creativity in the children make in play, so experts named this period 'the creative period'. It is believed that the creativity shown by children at this time is an original form of creativity with a frequency that appears uncontrollably compared to other periods in a child's life after this period. It can also be said that the age of 3-5 years is the golden age for children, the emergence of a sensitive period for a number of aspects of development, this period is marked by various forms of creativity in playing that arise from the child's imagination.

According to the point of view of educational experts, at the stages of growth and development, children tend to change from time to time and differ from one another. Some of them say that children are creatures that have been innately formed, there are also those who see children as humans who have been shaped by their environment, and others see children as miniatures of adults, but there are also those who see children as individuals who are totally different from adults.

Maria Montessori (Hurlock, 1978) says that the age of 3-6 years is a sensitive period in children's life, namely a period when a certain function needs to be stimulated, and directed so that their development is not hampered. For example, the sensitive period for speaking in this period is not fulfilled, so the child will experience difficulties in speaking in the next period.

Froebel (Roopnaire & Johnson, 1993) childhood is a very important and valuable phase in human life. Early childhood is seen as the golden age for education. This golden period for children is a very fundamental phase for their development because in this phase there are enormous opportunities for their development. If adults are able to provide a "garden" that is designed according to the potential and nature of the child, then the child will develop naturally.

According to Jean Piaget and Lev Vygotsky, children are individuals who are active and have the ability to share their knowledge. Mentally children construct their knowledge through reflection on their experiences. Children acquire knowledge not by passively receiving from others, but by actively constructing their own knowledge through interaction with their environment. Children are active learners who can create and build their knowledge.

At an early age, children have certain characteristics. According to Kartono (1986), the characteristics of early-age children such as 1) naive egocentric, which means that children look at the outside world based on their own perspective, their own knowledge and experience, and are limited by their narrow feelings and thoughts. Children are influenced by their simple minds so they are unable to understand other people's feelings and thoughts. This naive egocentric attitude is temporary, and is always experienced by every child in the process of his development; 2) primitive social relations, the child has not been able to separate his condition from the condition of his social environment, means that the child has not been able to distinguish between his condition and other people or other children outside of himself. At this time the child only has an interest in objects and events that are in accordance with his fantasy, the child builds his world with his own imagination and desires; 3) unity of the physical and spiritual, the entity of the child's body and spirit. The child's appreciation of something is expressed freely, spontaneously and honestly both in his mimic, behavior, and language, the child cannot lie or act pretended; 4) a physiognomic attitude to life, which means the child directly expresses something he experienced. It is because the child's understanding of what he is facing is still unified (totalitarian) between the physical and spiritual. Children are not yet able to distinguish between living objects and non-living objects. Everything around it is considered to have a soul, a living thing that has both body and spirit just as same as himself.

Development and growth cannot be separated, both take place through several stages or periods. Development is a qualitative functional change, both in physical and mental functions, as a result of environmental influences. Development is also interpreted as a sequence of changes that are systematic, bondage, and harmonious mutual influence between physical and psychological aspects. In contrast to development, growth is a quantitative change, as a result of external or environmental influences. Growth can also be interpreted as a change in body size and structure so that it is more related to physical changes. Early childhood development is divided into several aspects of development. Dodge, et al, (2002) divided the area of development into four aspects, namely: social-emotional aspects, physical aspects, cognitive aspects, and language aspects. In early childhood education in Indonesia, there are six aspects that are the focus of development programs, namely: aspects of physical development, language, cognitive, social-emotional, artistic and moral, and religious values.

b. Early Childhood Behavior Development

Behavior is a reflection of a person's personality that appears in actions and interactions with other people and the surrounding environment. A person's behavior shows the level of emotional maturity, moral, religious, social, independence, and self-concept.

During the period, Early childhood behavior is being constructed, apart from genetic factors, the environment is very influential in of personality formation. Early childhood is imitative, what is seen and felt from their environment will be followed because they do not yet know the boundaries of right and wrong, good and bad, and appropriate and inappropriate. Behavioral development through guidance can be described as an attempt by adults to help children control their behavior and have the courage to make their own decisions (Khaironi, 2017).

Practicing discipline is a technique for behavior development because through discipline children can model proper behavior. Positive discipline will introduce children to a number of positive behaviors and provide clarity on the boundaries of a rule. Ratnadi (2021) says the behavior of children aged 3-4 years needs to be developed because children need guidance to feel safe, need guidance to keep them healthy physically and emotionally, need guidance so they can develop social awareness and the ability to interact with others, children need guidance in order to develop self-concept (self-concept) and self-control. Through guidance, children will be supported to use their abilities, find out the answers, express their feelings, listen and be concerned with the feelings of others.

c. Early Childhood Character

1) Character Definition

Dantes et al (2020) states that the term character is often connected and interchanged with the terms of ethics, morals, or values. It has a positive connotation. Character is also interpreted as psychological traits, morals, or manners that distinguish one person from another. So, the character is unique values both imprinted in oneself and embodied in behavior. Character coherently emanates from the results of the thought, hearts, feelings, and intentions of a person or group of people. Character is also often associated with the term (what is called) with a temperament that places more emphasis on psychosocial definitions related to education and environmental context. Meanwhile, the character seen from a behavioral perspective places more emphasis on the somatopsychic elements that a person has from birth. Thus it can be said that the process of character development in a person is influenced by many unique factors that exist in the person concerned which are also called innate factors (native), and the environment (nature) in which the person concerned grows and develops.

On the other hand, the character is defined as: "innate, heart, soul, personality, character, behavior, nature, character, temperament". Meanwhile, have character means personality, behavior". Character refers to a series of attitudes, behaviors, motivations, and skills (Musfiroh, 2008). Character comes from the Greek word meaning "to mark" and focus on how to apply good values in the form of actions or behavior so that people who are dishonest, cruel, greedy and other bad behavior are said to be people with bad character. On contrary, people who act based on the norm are said people with good character.

The definition of character according to the Language Center (Pusat Bahasa) of the Ministry of National Education is innate, heart, soul, personality, character, behavior, personality, nature, or temperament. While having character means personality, behavior, and virtuous character. Musfiroh (2008) states that character refers to a series of attitudes, behaviors, motivations, and skills.

2) Character building

Character education is a system of character cultivation values in school members which includes components of knowledge, awareness or will, and actions to implement these values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development".

According to David Elkind & Freddy Sweet, Ph.D., character education is defined as: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within". Further explained character education is everything that is done by the teacher, which is able to influence the character of students.

Dantes et al (2020) says that character education has the same essence and meaning as moral education. The goal is to build the child's personality so that he becomes a good human being, and a good citizen. The criteria for good human beings, and good citizens for a society or nation, in general, are certain social values that are heavily influenced by the culture of society and the nation. Therefore, the essence of character education in the context of education in Indonesia is value education, namely education of noble values originating from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation. Character education is based on the basic human character which comes from universal (absolute) moral values originating from religion which is also referred to as the golden rule. Character education can have definite goals if it is based on these basic character values.

3) Early childhood character

The character of early childhood is very influential in the next child's life. From an early age, children are guided to behave in accordance with the rules or noble values of Indonesian culture which will be beneficial for their future. Character recognition and cultivation in early childhood are done when children interact with other people, both their peers and adults (teachers, parents, and other adults). When children interact, they learn to cooperate, be polite, diligent, empathize, forgive others, help others, be honest, kindness, disciplined, patient, and others.

Nuraeni (2020) character values in early childhood are explained as below:

a. Honesty

Honesty is one of the important characteristics of human life. Honesty is the basic foundation for building relationships with others. In our activities, we are faced various kinds of problems, especially in the workplace. Sometimes people do things untruthfully, people often lie and fraud if they want to get something. Therefore it takes a big heart and courage to suspend that kind of thing. Honesty is a good habit, if people are used to being honest it will definitely have a good impact on their life. Therefore honesty must be accustomed from an early age. The value of honesty in early childhood can be done with a cognitive approach and a social approach. In the cognitive approach, early childhood is instilled to develop children's knowledge and awareness to be honest. In the social approach, it cultivates through good habits when children interact with their friends. Models or examples and role models of teachers or adults, including parents, are needed to teach the values of honesty in early childhood.

b. Discipline

Currently hearing the word discipline is something that has become accustomed to in the school and family environment. Discipline is a way to teach someone to behave according to the rules. Discipline sometimes ends in punishment for those who break the rules. Punishment is a scary thing for students, but at this time in basic education and higher education punishment should not be done. Along with changes in educational transformation, discipline leads to positive discipline, where to habituation of positive discipline starts at a class agreement. In early childhood education, positive discipline has

begun to be applied to guide children to become children who can manage themselves and become un-independent children.

c. Tolerance

Tolerance is a great attitude and respect for others. Indonesia with various tribes, customs, and religions requires an attitude of tolerance to maintain integrity and peace in life as a citizen. Someone who can appreciate and respect other people with differences is the foundation for maintaining harmony in social life. This attitude must be cultivated from an early age. Early childhood in its developmental stages has unique characteristics. Early childhood tends to have an egocentric attitude, they think that they are everything, and usually, children also difficult to give in to other people. The teachers' and adults' role is to guide early childhood so they can control the child's egocentric attitude and they can tolerate their friends. Through activities that stimulate children to get used to working together, and respecting their friends' opinions, this attitude of tolerance can be practiced daily.

d. Independent

Independent is a person's ability to manage himself and be responsible for what he does without burdening others. Independent for early childhood adapted from his development. Children aged 0-6 years who are in the early childhood range certainly have different abilities. Their independence is adjusted to their developmental tasks. Children aged 4-6 years are usually able to take off their shoes and put them on themselves and can wear their own clothes without the help of an adult. Implementation of self-independence needs to be guided by adults. Adults must be patient in guiding them, and give praise, encouragement, or appreciation as support for their independent efforts. If this is done undoubtedly the child's independence will be formed from an early age.

3. The Influence of Gadgets on the Development of Behavior and Character in Early Childhood

Gadgets are electronic devices that are easy to carry and used for various purposes. The usage of gadgets has an effect on a person's behavior and character, especially for early childhood who are still in the golden phase, their curiosity is great, and if they are allowed to use gadgets excessively, it will affect their development. such as changes in the children's behavior who tend to be more apathetic.

Quoted from research conducted by Santoso (2020) states that nowadays, children are too engrossed in using their gadgets, and they sometimes forget to learn and socialize in their society. If this behavior is left unchecked, it will affect the character of the child, the child becomes someone who is busy with his own world, and it will be difficult for them to get along with their peers. They will also be lazy to do activities, so they lack the skills to do something according to their development, this behavior can affect the child's independence, and children will often ask their parents for help.

The use of gadgets in various adult activities, especially for parents, helps their work needs and makes communication easier. When parents are facilitated with gadgets, on the other hand, there are children around them who also need gadgets, so it is difficult to prohibit or keep gadgets away from children. If gadgets are used as needed, it will have a positive impact on children, but if children use gadgets not as needed and without any control, it will have a negative impact on children.

The positive impacts of using gadgets on the development of children's behavior and character such as:

- a. Gadgets can be used as a means to gain knowledge, here gadgets are the source of children's learning to increase children's knowledge.

- b. Based on the examples of learning on the Internet, gadgets can also hone children's creativity and intelligence, such as in coloring, drawing, and writing.
- c. With so many educational videos such as films about early childhood on the internet, children can also get good moral messages, so by watching them, children get moral messages that can be used for children in behaving.
- d. With gadgets, children don't need a lot of books, because accessing the internet, it helps children to get various information.
- e. The negative impacts of using gadgets on the development of children's behavior and character such as below:
 - 1. Lack of parental guidance can have a negative impact on children's development, children imitate many bad scenes in the videos they watch.
 - 2. Children become introverted individuals, interact less with others, and are busy with their own gadgets
 - 3. Children become addicted to the games they can play and forget their assignments.
 - 4. Children don't care about their surroundings, they don't even interact with family or society, so they sometimes don't know the ethics of socializing.
 - 5. If someone takes their gadgets, most of them will be very angry, and even have tantrums.

4. The Solution for Gadget Addiction to The Development of Early Childhood Behavior and Characters

Sudarsana (2020) state tips for overcoming children with Mobile Addiction, there are several solutions to overcome gadget addiction, including:

a. Limit the time of use

The use of gadgets is limited according to the level of age group. The Americans The Academy of Pediatrics publishes the following screen time:

- 1) Children under the age of 2 years should not be allowed to play with gadgets alone, including TVs, smartphones, and tablets
- 2) Children aged 2 to 4 years should give play with gadgets less than one hour a day
- 3) Children age 5 years and over should give play with gadgets not more than 2 hours a day for entertainment use (other than study needs)

b. Give a Schedule

Schedule the right time when children play with gadgets. In addition, parents must also have other alternatives so that children don't get bored and want to play with gadgets again

c. Don't give full access

Giving children to play with gadgets, they should not give full access, set limits on children's usage, control their usage, and make it a habit for children to ask permission when using gadgets.

d. Set a good example

Adults/parents should be good examples. When using gadgets, use them as needed. Avoid playing the gadgets when with children or accompanying children while studying.

e. Set a gadget-free area at home

Make an agreement with children where they are allowed to use gadgets and where they are not allowed to use gadgets, such as dining rooms, cars, family rooms, and others

f. Tell your child the dangers of using gadgets for too long

Good parents always expect their children can grow up healthy and smart. The use of gadgets is inseparable from our needs every day, every time, and even every minute, and we always want to take gadgets. This activity also makes children also want to play with gadgets. Parents should also convey the impact that playing with gadgets for too

long can cause eye pain, the risk of obesity due to sitting too long, and so on (Lestari, Riana & Taftazani, 2015).

To prevent the negative effects of gadgets usage, teachers, adults, and parents can implement several solutions above so that the children's behavior and character are maximally developed so that our children grow up healthy, smart, creative, independent, and have noble character.

Conclusion

Based on the description above, it can be concluded as follows: Gadgets are sophisticated electronic devices that are created with various applications that can share various news media, social networks, and hobbies, including entertainment. Gadgets are modern communication tools and make human communication easier. In its development, there are more and more types of gadgets. such as mobile phones, iPads or tablets, netbooks, digital cameras, laptops or computers, and smartwatches. Early childhood is children aged 0 to 6 years. They need to give education stimulation. Concerning The National Education System (UU No. 20, 2003) states that early childhood education is an educational development effort aimed at children from birth to the age of 6 which is carried out by providing stimulation to help physical and spiritual growth and development so that children are ready to enter further education level. The behavior of early childhood at the age of 0-6 years is being formed, apart from genetic factors, the environment influences personality formation. Children are imitative, what is seen and felt from their environment will be followed because they do not yet know the boundaries of right and wrong, good and bad, appropriate and inappropriate. Behavioral development through guidance can be described as an attempt by adults to help children control their behavior and have the courage to make their own decisions. The character of early childhood affects the next child's life. Character recognition and cultivation in early childhood are done when children interact with other people, both their peers and adults (teachers, parents, and other adults). Gadgets affect the behavior and character of children in the golden phase. There are positive and negative influences. Solutions for gadget addiction to early childhood behavior and character development include limiting usage time, giving schedules, not giving full access, setting a good example, setting gadget-free areas at home, and telling them about the dangers of using gadgets for a long time.

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