

Impact of The Use of Gadgets on The Social Development of Pre-School Children in PAUD Kober Karisma BKN Jati Karang Sari Binong Subang in 2021

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Abstract

The social development of preschool children can be seen when children start to join play groups, the social development of preschool children in the modern era is decreasing, the habits of children who prefer to spend their time playing gadgets rather than interacting with peers, and people around them, so that they will have a negative impact on children's social development. To determine the use of gadgets, duration of use, the role of parents and teachers, the impact of using gadgets, as well as efforts to address the impact of using gadgets on children's social development. This research is a descriptive study with a qualitative approach. Data collection techniques by means of in-depth interviews and observations, the main informants are 6 children aged 3-6 years and 10 informants triangulation parents, teachers and midwives. The instruments used were interview guides and observation sheets. The use of gadgets >1 hour/day, makes children addicted to having an impact on social interaction and the development of children's independence. Parents play an active role in supervising and controlling their children in using gadgets, teachers in schools play a role in building children's character and paying attention to children's development at school. Efforts by parents to spend time, recreation with children, limiting the use of gadgets, teachers provide traditional games that build cooperation with their friends.

Introduction

Preschool children are a phase of individual development of children with an age range of 3-6 years. (Princess, 2019). Growth and development are influenced by two factors, namely internal factors which include family, surrounding community, physical environment, culture and economy. While external factors, namely the environment, determine the extent to which each child can fulfill his potential (Setiani, 2020). In childhood, early social

behavior patterns include several aspects, one of which is cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, friendly behavior, selfless behavior and imitation, are examples of behavior from social development. to build a sense of independence, in order to achieve maturity in social interactions including the ability to socialize and interact in the surrounding environment and the external environment. (Anindya, 2017).

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In the period of social development of preschool children can be seen when children begin to participate in play groups or day care. From this play group, soft activities such as playing together will often be formed. Therefore, in the play program, it is hoped that children will be willing and brave to interact with the people around them and adapt to the standards, ethics and traditions of the group, be able to communicate with others, communicate and collaborate with others. However, the social development of preschool age children in the modern era is decreasing because of the child's habit of spending time playing with objects, namely gadgets rather than interacting with friends and people around (Putri, 2019).

Gadget is another word used to refer to several types of technology that are developing rapidly and have special functions. One example of a gadget is a smartphone, iPhone, computer, laptop, and tab (Putri, 2019). various interesting features provided by the utility/smartphone service itself so that children often get used to it quickly and become interested in it. When early childhood is busy spending their time playing gadgets, it will have a negative impact on children's growth and development such as social development in children due to lack of interaction with friends of their age or the community. and factors or stimuli that can affect children's development, namely the habitual behavior of children playing gadgets is one that affects children's development (Enny & Vanaswari, 2020).

This problem will certainly interfere with social development in children, it is feared that it can make it difficult for children to adjust to society or with their peers. Evaluation of the health records of children's growth and development in 2014, with the number of children reaching 3,63 ,505 people, shows that 54.03% of children have good communication, socialization, and independence skills, but the coverage rate

is still below 90% of the target (Depkes, 2014). . Based on the Indonesian Demographic Survey (IDHS) in 2015 the number of students aged 0-6 years was 26.09 million children. , where 14.8% of them experienced developmental delays (Putri.2019). This was written by a researcher (Frahasini & Tri.2018) who stated that social development disorders in preschool children in the use of uncontrolled gadgets can have unwanted impacts or negative impacts on child development.

The family is the first educational environment in child development. The family influences the social development of children, one of which is social behavior which is all of the children's daily activities.

Method

The method in this study is a qualitative field research method, descriptive qualitative method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects, namely: with a research mechanism in the form of delivering words from informants presented in written form including behavior an observable and evidence-based informant of the impact of gadget use on the social development of preschool children. This research was conducted in November 2021 with the method of collecting data through interviews and observations on 6 main informants of pre-school children and 10 triangulation of 6 parents, 3 teachers and 1 midwife.

The limitations determined in this study are the impact of using gadgets for children aged 3-6 years including: use of gadgets, duration of gadget use, role of parents in gadget use, teacher's role in gadget use, impact of gadget use, efforts to handle the impact of gadget use. After screening, the research results were obtained by comparing different previous studies and existing theories related to this research to complement and



strengthen the discussion of research results.

Results and Discussion

Based on the results of research conducted by the author by interviewing 6 children as main informants, 6 parents as triangulation informants, 3 PAUD

teachers and 1 village midwife as triangulation informants in the health sector about "The Impact of Gadget Use on the Social Development of Pre-School Children at PAUD Karisma Kober" by conducting interviews, observations, and documentation as follows:

Table 1 is a collection of articles that match the criteria.

No	Researcher	Research Method	Results
1.	Khairul Putriana ¹ , Eka Adithia Pratiwi ¹ , Indah Wasliah ² . 2019. The Relationship between the Duration and Intensity of Gadget Use with the Personal Social Development of Preschool Age Children (3-5 Years) at Cendikia Kindergarten, Lingsar Village in 2019	The research design used in this study was cross sectional, and used DDST as an instrument. Sampling in this study used a total sampling technique, namely the sampling technique with a sample of 34 people.	The results of the Chi-Square correlation test show that the p-value indicates that for the intensity of gadget use ($p = 0.032 = 0.005$) and for the duration of gadget use ($p = 0.004 = 0.005$), it can be concluded that there is a relationship between the duration and intensity of gadget use with personal social development of children aged 3-5 years. Based on the results of the study, it is recommended for parents to be more selective in giving toys to children and the need for supervision and firmness in giving limits to children in playing gadgets.
2	Nur Mutmainnatul Itsna ¹ , Risatur Rofi'ah ² . 2021. Impact of Gadget Use on Early Childhood Social Interaction	Descriptive qualitative research method. Data collection procedures are interviews, observation and documentation. Checking the validity of the data carried out is triangulation.	The results of this study indicate that the use of gadgets in early childhood has positive and negative impacts. The positive impact is making it easier for a child to obtain information and making children more creative through the available features, while the negative impacts include lack of interaction, decreased social skills, dependence. In addition, children's health will be disturbed, such as dry eyes due to radiation caused by gadgets. From these results, it is suggested that future researchers can develop other variables so that they will enrich scientific findings in the impact of gadget use on early childhood.
3	Hilyati Arif. 2017. The Role of Teachers in Character Education	This research is a study	The results of the study indicate that teachers as educators have a role in



No	Researcher	Research Method	Results
	in the Age of Globalization	qualitative descriptive literature using a sociological, psychological, and normative theology.	important in global life. The teacher's duties include being a motivator, facilitator, organizers, informants, and counselors. In facing the challenges of globalization, teachers must provide an example by improving the quality of teachers, cultivating good character good, make rules that lead to character values, and build character Qur'anic in the era of globalization.
4	Nur Sri Rahayu ¹ , Elan, Sima Mulyadi 3.2021. Analysis of Gadget Use in Early Childhood	This research uses a qualitative approach with the type of case study method	The results of the study show that children use gadgets to play games, watch entertainment on YouTube and also to learn to read and count from the "Complete Kindergarten and PAUD Learning Application". Children often focus when playing gadgets, do not answer when their parents call, sometimes whine when they are not given permission to play gadgets, children also seem to have problems in their speaking skills, even though the child is 6 years old but there are still many words that the child says still can't understand. In an effort by parents to prevent negative things from using gadgets by accompanying children when using gadgets, making sure not to see content that is not appropriate for the child's age.
5	Vistra Vektisia ¹ , Heni Hirawati Pranoto ² .2020. Relationship between Mother's Perception of Developmental Stimulation with Child Development Stimulation	The study used a correlational analytic design with a cross sectional approach. The number of samples in this study were 52 respondents with sampling using purposive sampling. Bivariate analysis using chi square test.	There was a significant relationship between mother's perception of child development stimulation and toddler development stimulation in mothers who had toddlers ($p=0.002$). Health workers should in providing care to children not only focus on children's growth but also provide care for children's development, especially related to the



No	Researcher	Research Method	Results
			stimulation of child development.



Figure 1. Observation of Main Informants



Figure 2 Interview Informants

The form of the use of gadgets in pre-school children

From the results of interviews with key informants, informants of triangulation of parents/caregivers, teachers and village midwives which stated that children know gadgets from the father's, mother's or brother's families, the use of gadgets in children is usually only used for games, watching videos and features that children use. like. The response from the village midwife, the use of gadgets can train their gross and fine motor skills, but in use they must still be under parental supervision. Based on the results of interviews with several key informants and triangulation of sources, the researchers have obtained conclusions regarding the use of gadgets in the social development of children at PAUD Kober Karisma Bkn Jati Karang Sari Binong Subang. The answers obtained from the six informants in using gadgets, that children know gadgets from family members, namely father, mother,

brother. The use of gadgets by pre-school children is used more for playing and even used outside the home with friends, there are 2 of the 6 main informants who are facilitated by gadgets by their parents, the reason for facilitating children by being given gadgets is because children continue to ask to use gadgets so that parents are not disturbed, use gadgets children every day to open their favorite apps like YouTube, TikTok and games. This excessive use of gadgets makes children feel cool and addicted when using gadgets.

The results of the study (Nur Sri Rahayu, Elan, Sima Mulyadi.2021) on the use of adgets in children, children aged 3-6 years have used smartphone-type gadgets. In their daily life, the average child uses to watch YouTube videos and play games that are downloaded by children from the Playstore. Besides that, gadgets are also used to learn to read and count from applications. Children are



able to download the application by themselves because they see their parents when they download the application. According to Widiastiti & Agustika (2020) The use of each device is different, just like a smartphone, its use is to communicate with someone from far to near, so as far as someone goes, someone will feel close if we can communicate with the device. With the many benefits of gadgets, people's interest in using them is increasing. In fact, utility is not only known by teenagers (12-21 years), adults or parents (60 years and over), but also known by children (7-11 years) and utility is also getting popular introduced by children. (3-6 years). which shouldn't be able to do it. introduced, but is now familiar to children aged 3-6 years, now children already know how to use utility items (gadgets), in addition to gadgets with various features and applications, children will feel more comfortable when playing with gadgets. without wasting a lot of energy. In many cases, making children comfortable and addicted to using gadgets. Even now, devices can be man's best friend.

Duration of Gadget Use in Pre-School Children

The results of interviews with several main informants and triangulation of sources, the researchers have obtained the answers obtained from the six informants in the duration of gadget use, that the six main informants use gadgets every day, if calculated in 24 hours, the average duration of gadget use is >1 hour. per day use of gadgets, if it is limited to <1 hour per day, children will be angry to ask their parents for gadgets, as a result, children are addicted to using gadgets because they are accustomed to using gadgets >1 hour per day. With details on the duration of gadget use, children are often used to watch YouTube for ± 45 minutes, after school ± 30 minutes watching Tiktok with friends, and ± 1 hour at night after activities during the day finish spending time before going to bed at night. Wasilah (2019) says that

preschoolers use devices for 30 minutes a day and only during their free time, for example, on Saturdays or Sundays.

Children who are addicted to playing gadgets are relatively quiet, so children are more likely to be passive and unable to behave and interact fully socially. This statement is supported by the results of research conducted by Khairul, Eka & Indah (2019) which states that time using gadgets has a relationship with the personal social development of children aged 3-5 years. Some children play toys with intensity of use > 3 times / day with a duration of 40-60 minutes experiencing suspected delays in personal social development such as children tend to be quiet, children use gadgets more than playing with friends, children sometimes imitate scenes of violence in games, children behave indifferent when it is in front of the gadget.

The Role of Parents in the Use of Gadgets in Pre-School Children

The results of interviews with several triangulation of sources, the researchers have obtained conclusions regarding the role of parents in the use of gadgets in the social development of children at PAUD Kober Karisma Bkn Jati Karang Sari Binong Subang. The answers obtained from the six informants in the role of parents in using gadgets, some are supervised by their parents in using gadgets, and their parents are reprimanded if they use gadgets for a long time, there are parents who do not supervise their children when using gadgets, and let their children play gadgets. to their heart's content rather than the child going berserk because his parents took his cellphone. This is because there are several factors that allow children to use gadgets without parental supervision, including parents who work in the private sector, their parents go to the fields, are cared for by their grandmothers, and there are even parents who facilitate gadgets for their children. According to teachers at schools, the role of parents is very



important in monitoring children who actively use gadgets, it is feared that it will have a negative impact on pre-school children, because monitoring and attention takes more time at home than at school. So that the school, especially the teacher, always gives a message before going home from school so that the child always remembers when he gets home and applies it. This was conveyed by the village midwife where we as parents must be a role play for children, where every activity that children do at home sees or imitates the behavior and habits of parents towards children and those around them. Parents in the family have a very big role in implementing the method of prophetic education for children. The loving care of parents and education about the values of life, both religious and socio-cultural, are conducive factors to prepare children to become healthy individuals. Among family members, the mother is the most dominant and important to her children. This is because since the child is born, the mother is the person who is always beside him. A mother's education for her child is a basic education that cannot be ignored at all. Therefore, a mother should be wise and good at educating her children. The good and bad education of mothers for their children has a big influence on the development and character of their children in the future in the results of research (Aditya Pratama.2020). As parents, you should be able to take advantage of the use of technology in this modern era for child development as explained by Elly & Tri Suyati (2020) in their research results that parenting is important so that children can use technology well without hampering their growth and development. One example is the use of the Internet which has become an important part of digital communication. The Internet is a medium where intellectual capacities, life skills and ideas can be developed, but these capacities are sometimes abused. Preventing the influence of negative content on the internet is one of the reasons why parents need support in

using the internet from parents to children. Not to mention the long term use of utilities that use the internet. Many children who really like the colorful graphics, looks, sounds, and fun content of the device can't control themselves in using the device, especially from time to time. The possibility of becoming addicted to the device becomes inevitable. Impaired physical, cognitive, social, and emotional development can affect childhood life. Children are the foundation and hope for the future, so parents always pay attention to the growth and development of their children and change their behavior. Basically, education is the responsibility of the family, and schools only participate, because the main product of education is self-discipline, so family education is basically the foundation.

The Role of Teachers in the Use of Gadgets in Pre-School Children

Based on the results of interviews with several triangulation of sources, the researchers have obtained conclusions regarding the role of teachers in the use of gadgets in the social development of children at PAUD Kober Karisma Bkn Jati Karangasari Binong Subang. The answers obtained from the six informants of the teacher's role in the use of gadgets were very influential because most of the children listened to the teacher's orders at school, thus helping parents in reducing the use of gadgets at school. the teacher's role in providing information on the prohibition of bringing or asking to play gadgets to parents/caregivers at school states that the teacher prohibits it, so that the teacher's role is influential in monitoring children's development at school, to assessing children's development in terms of learning and social. That the role of the teacher in schools is also very important, because at school children can obey and follow the instructions of the teacher. The school gave a response according to the teacher at the school, which is very important is the role of parents in monitoring and paying attention to the use of gadgets,



because the teacher only directs and facilitates learning, develops children's creativity and builds children's character for approximately 2-3 hours at school.

In Desni's research (2019), teachers have an important role in minimizing the impact of devices on children. One way that teachers can do is to introduce various traditional games to children. Traditional games are also interesting and fun to play. In fact, in many learning systems, teachers are still struggling with what was initiated by the government, where when teaching, they are only obsessed with mechanical and rigid program goals. As a result, there are several types of teachers who teach the curriculum, namely those who view the standard of success only by focusing on the quantitative numbers obtained during the assessment process. In this case, the teacher must be able to choose the right strategy to face globalization, namely students are encouraged to become actors.

The impact of using gadgets on the social development of pre-school children

In this study, it was found the impact of using devices on preschool children as seen from observations and interviews with triangulation informants, some children experienced the following effects such as when they were eating they had to look at the gadget, when called by their parents it was difficult to answer, and when they put or clearing the plate after eating the child himself, still being helped by his parents and there is no desire or idea to tell stories at home. The results of observations at IU4, IU5, and IU6 that children in learning seem to want to finish learning immediately, in contrast to when switching to using gadgets, children seem engrossed in watching youtube gadgets. In other cases, children find it difficult to cooperate with their friends because of differences in opinion, children look more aggressive and emotional, children quickly become moody if their wishes are not obeyed.

This is supported by the teacher's statement at school, there is an impact of using gadgets on the social development of pre-school children, such as children often imitate bad things after watching tiktok or youtube, a sense of empathy for sharing and lending goods if their friends don't bring pencils, erasers etc. first to give a loan. Children who do not convey ideas or arguments in class, must be pointed and directed so that they are willing to answer and tell stories.

The use of gadgets in children can have a positive impact on children's motor skills involving small muscles such as lip movements, wrist fingers. Children's fingers become trained when they play gadgets, the positive impact of children's cognitive is related to the child's ability to think or process information, reasoning, remembering, which involves the nerves of the brain. Because there are many educational applications and videos and challenges that can help children to train children's cognitive. In addition, it is also used as a means of entertainment and to train the spirit of competition in children. Because the gadget has many interesting features, with a variety of color image effects, YouTube videos and games that are liked by children. However, parents who choose the application of democratic parenting provide gadgets from an early age to their children, because they think that gadgets make it easier for children to play and parents will be facilitated for activities. So that the use of gadgets in children without parental supervision will have a negative impact on children such as learning problems and children's social development is disrupted, if they spend too long using gadgets, then the time to interact with other people is limited, as well as the child's learning process will be less and less. It's time for children to get bored easily by studying. In pre-school children, children should need to interact with their parents or people around them in order to know standard sentences and learn many things from their environment (Nur Sri, Elan & Sima, 2021). However, if parents do not



supervise their children in using gadgets, it will have a negative impact on children as research (Nur & Risatur.2021) says that the use of tools is increasingly diverse. This utility can be used to meet the needs of every human being, both in the social, economic and cultural fields. Among the many benefits that these forms of utility bring, but also the many negative effects that arise. Thus, the emergence of the use of utilities affects transactional processes, especially the most ideal form of face-to-face communication approach, where the communication process is seen as a process, the program is very dynamic and interactive. This can occur in children during periods of excessive device use and will result in a decrease in the child's ability to function and interact with others. Children become more individualistic in their comfort zone with gadgets, so they have a less caring attitude towards friends and other people.

Efforts to Handle the Impact of Using Gadgets on Pre-School Children

From the results of interviews with key informants, informants of triangulation of parents/caregivers, teachers and midwives stated that handling the impact of using gadgets on the social development of pre-school children, needs to be considered, so that children are able to communicate, interact, and carry out small social activities at home properly according to their abilities. age, by reducing the use of gadgets in pre-school children, limiting the duration of use, and monitoring children when they are using gadgets. If at school the handler of the impact of using gadgets on social development by way of role playing so that children express and want to tell stories. The answers obtained from the six informants that handling the impact of using gadgets on children's social development after they are bored using gadgets will be stored or given to their parents, but in children's social development in things such as putting plates after eating children are still assisted by their parents to put plates, as

well as Some children are still fed by their parents. According to teachers at schools, there is handling of the impact of using gadgets on the social development of pre-school children, such as directing children to keep up with learning and directing children to participate in other social activities to foster empathy, build a sense of courage and responsibility and build interaction between children with good with friends. The most dangerous impact is that children lose their social environment, due to the role of parents/mother's perceptions of child development stimulation that are not correct, lack of information about child development stimulation obtained from health workers (Vistra Veftisia, Heni Hirawati Pranoto.2020). Losing his sensitivity to society and becoming an antisocial individual, it is difficult to adapt in society. Meanwhile, we as parents have to overcome gadget addiction in children such as take a few minutes to ask the children what activities they did today. Respond when your child is telling a story, set the maximum time for using your child's gadget. For example, in a day, you let children play with gadgets for 1 hour, invite children to play according to their age, invite children to play in nature because it can develop their sensitivity and interest, care about the environment and nature. or your discovery. child's potential. develop your potential through practice (Tri Apriyani. 2020).

Supervision from parents is also a very important prevention effort. Parents need to accompany and interact with children when playing gadgets. This is important so that your child does not choose the wrong spectacle. Interaction with parents while playing gadgets can also support the growth and development of your little one. Furthermore, parents provide useful viewing for children. Gadgets can indeed be a means of learning for children. For example, if what you watch contains dialogue, that content can also help children's language development. Children can also practice many skills



from the videos they see on their gadgets. This of course can further hone his creativity (Indra Gandy.2020).

Conclusions and suggestions

The forms of use of gadgets for preschool children vary widely, children use gadgets with different durations of more than one hour/day using gadgets to play games, watch cartoon videos, watch youtube and tiktok. With the duration of using gadgets in pre-school children, the average child uses gadgets for a duration of > 1 hour / per day, the role of parents in using gadgets in preschool children is very important, because in this case parents have an important influence on the social development of children so that they do not have a negative impact on children's social development. Likewise, when children are in school, the teacher's role in using gadgets is very influential because most children listen to teacher orders at school, because teachers can develop children's creativity and build children's character so as to help parents reduce the use of gadgets at school.

Excessive use of gadgets can have an impact on social development, such as when children eat while watching cellphones, lack of ideas or want to tell family members if they are not asked, lack of feeling of wanting to share with friends while at school, this is supported by the answers of parents/ The caregiver at home, when called, is difficult to answer, and cannot be prohibited from having to watch her cellphone when she is eating. The behavior of the impact of using gadgets on social development will have a negative impact on children's development if it is not handled immediately with various efforts to divert children to reduce the use of gadgets. Thus parents and teachers can make efforts to handle the impact of using gadgets on pre-school children such as diversion by giving children to study, or by inviting children to tell stories, inviting children to relax around the house. At school, efforts to deal with passive children provide tasks that can

build a sense of cooperation between friends, such as role playing and other traditional games to build self-confidence and a sense of empathy.

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