

Parental Guidance and Its Implications on the Attitudes of Children Aged 7-8 Years of Using Gadgets (Study in Children in Two Large Cities, East Jakarta and Makassar)

Nurjannah

Departement of Early Childhood Education Teacher
Program
Universitas Negeri Jakarta (UNJ)
Jakarta, Indonesia
nurjannah@unj.ac.id

Lathipah Hasanah

Faculty of Education; Early Childhood Education
Program
STIA Bani Saleh Bekasi
Bekasi, Indonesia

Halimatusha'diah

Department of Information Technology
Universitas PGRI Indraprasta Jakarta
Jakarta, Indonesia

Titin Florentina Purwasetiwatik

Department of Psichology
Universitas Bosowa Makassar
Makassar, Indonesia

Abstract— This study aims to: (1) Obtain information about guidance given by parents to children aged 7-8 years in using gadgets; (2) Obtain opinions, feelings, and desires of children aged 7-8 years in using gadgets; (3) Discover the difference between parental guidance for children aged 7-8 years in using gadgets in East Jakarta and Makassar. (4) Discover the relationship between parental guidance and attitudes of children aged 7-8 years in using gadgets. This study used a quantitative approach with descriptive analysis techniques, correlation analysis and comparative analysis. The scope of the study included children aged 7-8 years in grade 2 elementary school and their parents who lived in 2 big cities, namely East Jakarta and Makassar. The sampling technique used was cluster random sampling (group random). Random groups were conducted by randomly assigning public elementary schools in East Jakarta and Makassar City. The results showed: (1) Parental guidance as a pattern of interaction between parents and children showed that the condition of parents had sufficient intensity in providing information about the use of appropriate gadgets, helping children identify and distinguish appropriate behavior in using gadgets, providing guidance and rules for children, and applying discipline in the use of gadgets, yet parents are still low on inviting children to communicate about rules and rewards in using gadgets; (2) The attitude of children aged 7-8 years to the use of gadgets shows that children tend to be positive to ask more knowledgeable people, to find out through the internet, to distinguish types of gadgets, to focus on frequency and duration of use of gadgets, yet tend to be negative in opening available applications, explaining the way how to use of gadgets, exemplifying the use of gadgets, changing gadget functions and anxiety when there are no gadgets; (3) There is a difference between the guidance of parents of East Jakarta and Makassar cities; (4) There is no difference between the children's attitudes of East Jakarta and Makassar city towards the use of gadgets, which showed the same things in the 2 cities.

Keywords: *parental guidance, use of Gadgets for children*

I. INTRODUCTION

Information and communications technology (ICT) continue to grow and become an indicator of global civilization. Exchange of information is easily spread, by, from, and for anyone in a very short time, even in seconds. Technological developments are followed by changes in communication tools that are more convenient, flexible, aggressive, and simple. Rapid developments in the field of ICT make experts call it as ICT revolution. The development of it has a positive and negative impact, the positive impact is that people will get the latest and fastest information in various fields. On the contrary, the information presented is not all in accordance with our cultural values and norms. These implications will have an impact on the social, economic and political fields. In the political field, the development of communication technology accelerates the process of national integration. The implication that needs to be realized is the influence of world's communication and information that has hit the younger generation. In the economic field, the development of communication technology has driven rapid economic growth, in addition to positive and negative impacts. In the social field, the development of communication technology has encouraged the birth of cultural nationalism (Zamroni, 2009).

Gadget is one of the communication tools that has a fairly high level of technology and has various types. Gadgets are media that are used as modern communication tools with the aim of facilitating human communication activities. Some types of gadgets that are often used include the following: (1) Iphone which is a telephone designed by Apple company which has internet connection and multimedia; (2) Ipad which is a tablet computer product made by Apple which is larger than the Iphone and has additional functions on the operating system; (3) Blackberry which is a wireless handheld device that has push email, short message service (sms), telephone, internet and various other wireless capabilities; (4) Xbox which is a generation of video game consoles 6th made by Microsoft; (5) Netbook which is a combination of notebook and internet and (6) Mobile which is an electronic telecommunication device that has basic capabilities such as conventional fixed line telephones, but can be carried everywhere and does not need to be connected to a telephone network use cables (Irawan & Armayati, 2013).

ICT is growing rapidly with its advantages and disadvantages in the world of education. According to Rosenberg in G. Gunawan (2009) with the development of the use of ICT, there are five shifts in the learning process, namely (1) from training to appearance, (2) from classrooms to where and at any time, (3) from paper to "on line" or channel, (4) from physical facilities to network facilities and (5) from cycle time to real time (in Sudibyo, 2013).

With the prompt utilization of ICT in the learning process, it provides an opportunity for students to know, to understand, and to use gadgets. The use of gadgets in children, ultimately not only in learning, but also outside learning, especially for children who are familiar with gadgets from parents or people and the surroundings. They use gadgets to communicate with their friends, to access social media, or to enjoy playing games, both online and offline. For

this reason, the impact of gadgets on children also extends along with their usage. According to Sari and Mitsalia (2016), in their research, the use of gadgets has a negative impact on children's social, as children tend to be quiet in front of strangers, children are more likely to play gadgets than playing with friends, children sometimes imitate violent scenes seen in their gadgets and children behave indifferently when they are in front of their gadgets.

The existence of positive and negative impacts as a result of using gadgets, thus children need to be accompanied and directed to minimize the negative impact of using gadgets. Parents, teachers, and adults around children have their own roles to reduce these risks. Parent is a companion for children to give a knowledge, to introduce, or to give examples on how to use gadgets properly. For this reason, it is important for parents to understand and provide assistance to children regarding the use of these gadgets. They are the first and foremost teachers for children. Additionally, they have an important role in shaping children's behavior, because family is a first and foremost institution. According to Hurlock (1978), parents have a very broad influence on a child's life (Hurlock, 1978). They are part of the family who have an important task in completing and preparing children towards maturity and are responsible for children's growth and development.

Parents have strong influences on their children, so that they could give guidance for children regarding using gadgets to switch the negative impacts to positive ones. For this reason, this paper aims to examine parental guidance and its impact on the attitude of children aged 7-8 years in regard to use of gadgets. This research was conducted in two major cities, namely East Jakarta and Makassar, as representatives of cities that have similar characteristics in accessing the use of gadgets, including accessibility of gadgets, information on the gadgets' development and signals.

II.METHODS

This study used a quantitative approach with survey methods. The conceptual framework in this study was as follows:

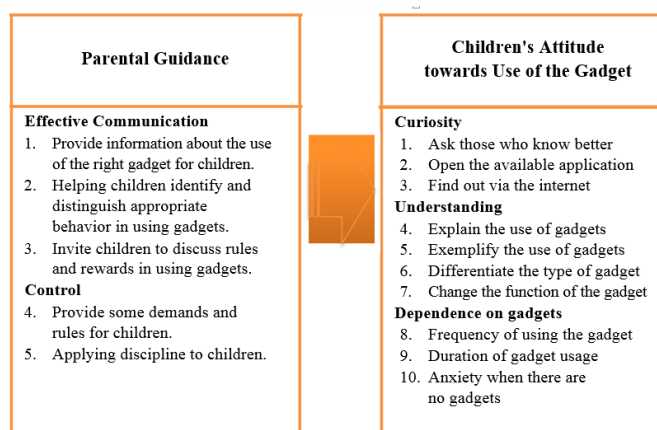


Figure 1. Framework of relationship between parental guidance and children's attitudes towards the use of gadgets

The population of this study was elementary school students aged 7-8 years in East Jakarta and Makassar. East Jakarta City represents the big cities of the western part of Indonesia and Makassar represents the eastern cities of Indonesia. The affordable population is public elementary school students who are in the two cities, which means that elementary school students in grade 1 or class 2. The selection of the population of SD Negeri is to homogeneity of the characteristics of elementary students and parents who tend to have the same characteristics.

The sampling technique used was cluster random sampling (group random). Random groups were conducted by randomly assigning public elementary schools in East Jakarta and Makassar City. Random results obtained three public elementary schools in East Jakarta and three elementary schools in Makassar, and respondents for the children's attitude questionnaire were filled by elementary students and a questionnaire for parental guidance was filled out by the parents of the students concerned. Thus, the distribution of research respondents was as follows:

Table 1. Distribution of research respondents

No.	Public Elementary School	Number of Respondents
1.	SD Negeri "A" Jakarta Timur	31
2.	SD Negeri "B" Jakarta Timur	30
3.	SD Negeri "C" Jakarta Timur	35
4.	SD Negeri "D" Makassar	32
5.	SD Negeri "E" Makassar	33
6.	SD Negeri "F" Makassar	34
Total		195

The variables in this study are parental guidance and children's attitudes towards the use of gadgets. Parental guidance is a pattern of parental interaction with their children according to parental perceptions that shows the efforts, methods or processes of parental assistance that are consistent over time in an effort to provide guidance or assistance through effective communication and control according to the needs of the child. Effective communication through providing information about using the proper gadgets for children; help children identify and distinguish appropriate behavior in using gadgets; and invite children to discuss rules and rewards in using gadgets. The control through giving demands and attention to children; apply discipline to children. The parental guidance instrument consisted of 27 items with choices of scale 1 - 3, thus the lowest theoretical score for parental guidance instruments was 27 and the highest was 81 (27-81).

The attitude of children towards the use of gadgets is the tendency of children to give responses / reactions that include curiosity, understanding, and dependence on gadgets, which positively shows the dependence of children on gadgets. Curiosity includes asking those who know better, opening applications available, and finding out through the internet; understanding

includes being able to explain the use of gadgets, exemplifying the use of gadgets, differentiating types of gadgets, and changing the functions of gadgets; and the dependence on gadgets includes the frequency of using gadgets, the duration of gadget usage, anxiety when there are no gadgets. The attitude instruments of children aged 7 - 8 years on the use of gadgets consisted of 25 items with a choice scale of 1 - 3, thus the lowest theoretical score for instrument attitudes of children aged 7-8 years on the use of gadgets was 25 and the highest was 75 (27-81).

III. RESULTS AND DISCUSSION

3.1 Research result

3.1.1 Description of East Jakarta city parental guidance data

Parental guidance data for the city of East Jakarta showed the lowest score was 33 and the highest was 76, with an average score of 63.4 or on a scale of 1-3 is 2.35. Parental guidance scores indicated the intensity of parental interaction patterns in providing assistance or guidance to children in using gadgets. The results of data analysis based on dimensions and indicators of parental guidance were as follows, which are presented in the following table.

Table 2. Average per parent guidance indicator for East Jakarta City

Dimention	Indicator	Indicator Average
Effective Communication	Providing information about using the right gadget to children	2.55
	Helping children identify and distinguish appropriate behavior in using gadgets.	2.48
Control	Invite children to discuss rules and rewards in using gadgets.	1.95
	Provide several demands and rules for children.	2.51
	Applying discipline to children.	2.27

The results of the analysis per indicator showed that the highest parental guidance was on the intensity of providing information about using the right gadget to children (2.55) and the lowest was inviting children to discussion rules and rewards in using gadgets (1.95).

3.1.2 Description of child attitude data on the use of East Jakarta gadgets

Data on children's attitudes towards gadget use showed the lowest score was 41 and the highest was 63, with an average score of 52.3 or on a scale of 1-3 is 2.09. The child's attitude score towards the use of gadgets showed a positive or negative tendency of children when using gadgets, presented in the table as follows.

Table 3. Average per indicator of child attitudes towards the use of gadgets in East Jakarta City

Dimension	Indicator	Indicator Average
Curiosity	ask those who know better	2.28
	open the available application	1.97
	find out via the internet	2.22
Understanding	explain the use of gadgets	1.62
	exemplifies the use of gadgets	1.67
	distinguish the type of gadget	2.56
Dependence on Gadget	change the function of the gadget	1.99
	frequency of use of gadgets	2.23
	duration of use of the gadget	2.18
	anxiety when there are no gadgets	1.94

The results of the analysis per indicator showed that children's attitudes towards gadgets tend to be negative or the lowest average was to explain the use of gadgets (1.62) and tend to be positive or the highest average was to distinguish types of gadgets (2.56).

3.1.3 Description of child attitude data on the use of Makassar gadgets

The guidance data for parents of Makassar city showed the lowest score was 40 and the highest was 79, with an average score of 68 or on a scale of 1-3 is 2.52. Parental guidance scores indicated the intensity of parental interaction patterns in providing assistance or guidance to children in using gadgets, presented in the table as follows.

Table 4. Average per Makassar parental guidance indicator

Dimension	Indicator	Indicator Average
Effective communication	Providing information about using the right grade to children	2.48
	Helping children identify and distinguish appropriate behavior in using gadget	2.50
Control	Invite children to discuss rules and reward in using gadgets	1.99
	Provide several demands and rules for children	2.65
	Applying discipline to children	2.63

The results of the analysis per indicator showed that the highest parental guidance was to provide demands and rules for children (2.65) and the lowest was to invite children to discuss the rules and rewards in using gadgets (1.99).

3.1.4 Description of children's attitude data on the use of gadgets

Data on children's attitudes towards gadget use showed the lowest score was 38 and the highest was 61, with an average score of 51.4 or on a scale of 1-3 is 2.06. The child's attitude score towards the use of gadgets showed a positive or negative tendency of children when using gadgets. The results of data analysis based on the dimensions and indicators of children's attitudes towards the use of gadgets are as follows.

Table 5. Average per indicator of children's attitudes towards the use of gadgets in Makassar City

Dimension	Indicator	Indicator Average
Curiosity	ask those who know better	2.27
	open the available application	1.89
	find out via the internet	2.25
Understanding	explain the use of gadgets	1.55
	exemplifies the use of gadgets	1.61
	distinguish the type of gadget	2.02
	change the function of the gadget	1.97
Dependence on Gadget	frequency of use of gadgets	2.31
	duration of use of the gadget	2.21
	anxiety when there are no gadgets	2.25

The results of the analysis per indicator showed that children's attitudes towards gadgets tend to be negative or the lowest average was to explain the use of gadgets (1.55) and tend to be positive or the highest average was the frequency of using gadgets (2.31).

3.1.5 Comparative analysis of parental guidance between East Jakarta City and Makassar

The description of parental guidance on each indicator between the city of East Jakarta and Makassar was presented in the form of pictures as follows.

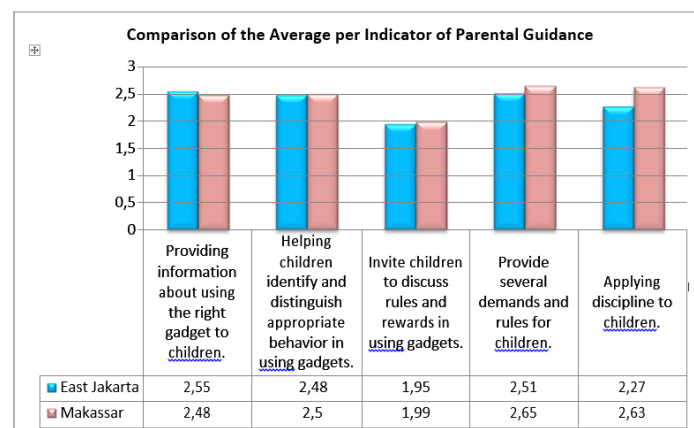


Figure 2. Comparison of the average per indicator of parental guidance

The results of the comparative analysis showed that the guidance of parents in East Jakarta was higher in intensity. The indicators provided information about the use of appropriate gadgets to children, while indicators that showed the intensity of guidance for parents of Makassar city was higher on indicators to help children identify and to distinguish appropriate behavior in children to invite children to discussion rules and rewards in using gadgets, to give some demands and attention to children and to apply discipline to children.

The results of analysis of variance between the guidance of parents of East Jakarta and Makassar cities were as follows.

Table 6. Summary of comparison of parental guidance for East Jakarta and Makassar

Group	N	Total	Average	Variant
Indicator average in East Jakarta	96	5399	56.24	84.48
Indicator average in Makassar	99	6032	60.93	73.62

Table 7. Anava

Source Variant	Sum of Squares	df	Number Squared Ratio	F	F crit	p-value	Conclusion
Between	1071.923	1	1071.923	13.57	3.89	0.000298	Significant
Within group	15239.99	193	78.9637				
Total	16311.92	194					

The results of analysis of variance (anava) of parental guidance between the cities of East Jakarta and Makassar, there were significant differences. This means that overall there are differences in parental guidance between the cities of East Jakarta and Makassar which show the guidance of the parents of the city of Makassar is higher than the guidance of the parents of the city of Jakarta.

3.1.6 Comparative analysis of the attitudes of children aged 7-8 years to the use of gadgets between East Jakarta City and Makassar

The description of the child's attitude towards the use of gadgets on each indicator between the cities of East Jakarta and Makassar was presented in the form of pictures as follows.

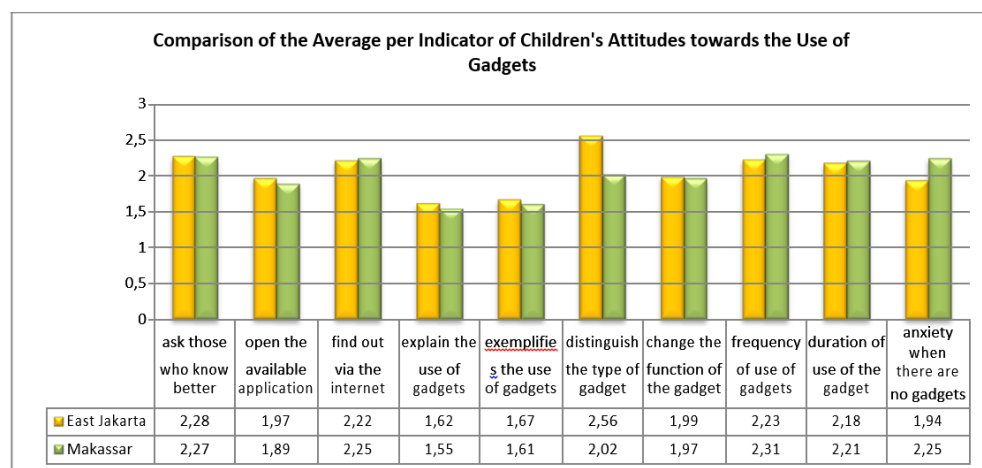


Figure 3. Comparison of the average per indicator of children's attitudes towards the use of gadgets

Comparison between two cities shows that East Jakarta City tends to be more positive in using gadgets on indicators like asking those who know better, opening available applications, explaining gadget usage, exemplifying the use of gadgets, distinguishing types of gadgets, and changing gadget functions; while Makassar City tends to be more positive on indicators like finding out through the internet, frequency of gadget usage, duration of gadget usage, and anxiety when there are no gadgets.

The results of analysis of variants of children's attitudes towards the use of gadgets were as follows.

Table 8. Summary of comparison of the attitudes of East Jakarta and Makassar children to the use of gadgets

Group	N	Total	Average	Variant
Indicator average in East Jakarta	96	3682	38.35	18.88
Indicator average in Makassar	99	3706	37.43	33.23

Table 7. Anava

Source Variant	Sum of Squares	df	Number Squared Ratio	F	F crit	p-value	Conclusion
Between	41.23638	1	41.23638	1.58	0.210873	3.89	Not significant
Within group	5050.282	193	26.16726				
Total	5091.518	194					

The results of the analysis of variance (anava) of the attitudes of East Jakarta and Makassar city children on the use of gadgets showed no significant differences. This means that overall there is no difference in attitudes of East Jakarta and Makassar city children towards the use of gadgets.

3.1.7 Analysis of the relationship between parental guidance and children's attitudes towards the use of gadgets

Analysis of the relationship between parental guidance and children's attitudes towards gadget use was shown in the results of the following regression analysis.

Table 10. Summary of comparison of the attitudes of East Jakarta and Makassar children to the use of gadgets

	Coefficient	Standard Error	t Stat	p-value
Constants	42.12184	2.36594	17.80343	1.38E-42
Parental Guidance (X)	-0.07224	0.039878	-1.8115	0.071619

Table 11. Anava

Source Variant	df	Sum of Squares	Number Squared Ratio	F	Significance F	Conclusion
Regression	1	85.12216	85.12216	3.28	0.071619	

Residue	193	5006.396	25.93987	Not
Total	194	5091.518		significant

The results of the analysis of the relationship between parental guidance and children's attitudes towards gadget use were not significant. This means that the results of sample data analysis show there is no relationship between parental guidance and children's attitudes towards the use of gadgets.

3.2 Discussion

Analysis of sample data shows that there is no significant relationship between parental guidance and attitudes of children aged 7-8 years in regard to the use of gadgets in East Jakarta and Makassar cities. Parents in these two cities have tried to communicate effectively and control children in using gadgets, but it is indeed quite low to invite children to discuss the rules and rewards in using gadgets, which means that parents and children are less effective in interpersonal communication. The child's attitude data show that curiosity, understanding and dependence of children on the gadget showed a negative tendency on the indicators of opening available applications, explaining the use of gadgets, exemplifying the use of gadgets, changing gadget functions and anxiety when there are no gadgets. The data showed that children get stimulation apart from parents, such as playing environment or people who are often with children and they learn directly from the media / gadgets.

Lack of communication between parents and children provides opportunities for other factors to influence the role of parents in guiding children. The role of the environment becomes greater than parents in caring for and forming children's characters. According to Morin (2003), attitudes are influenced by factors from outside and within a person. These factors can make yourself better or worse included : (1) Social world, (2) Physical stimuli and (3) Self. According to the statement, there are three things that affect a person, namely the social, physical and self-environment. The following is the explanation:

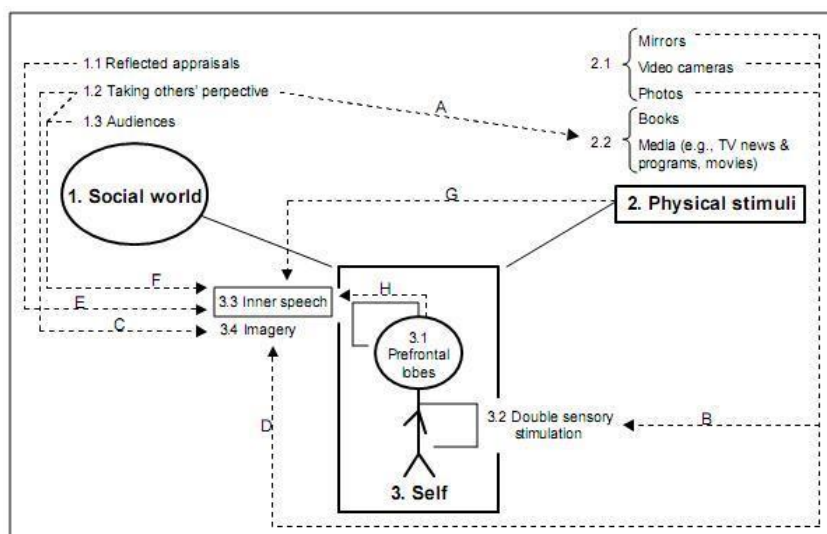


Figure 4. Flow of factors affecting child development

Based on Figure 4, there are two aspects that come from outside a person, namely the social and physical environment. The social environment is in terms of appropriate feedback / response between individuals and others (1.1 reflected appraisals or people's judgments based on the reflected personality of an individual), (1.2 taking others perspective or taking other people's perspectives) and (1.3 audiences or the presence of people others who observe). These three components form individual self-awareness through interaction which aims to see and be aware of the personality and actions they have taken.

The physical environment contains stimuli of self-focusing / reflecting such as (2.1 mirrors, video cameras and self-photographs) and (2.2 written materials printed in books and articles, as well as various media sources for example, television programs and news, internet, and films. This media will later influence the emotions of individuals because they stimulate their senses. The stimulation results in self-reflection of what they have seen, heard or felt by the individual. From the results of that reflection a person's thinking process is formed consciousness about him.

In addition, to the social and physical environments, there are factors that originate in the individual, namely the condition of oneself. Self-condition consists of four things, namely (3.1 frontal lobes or brain structures possessed), (3.2 double sensory stimulation), (3.3 cognitive processes), and (3.4 self-image). The dashed lines in the picture show that each factor is also able to influence and build self-awareness.

Gadgets are included in environmental factors that provide stimulations in the development of children, so that if not given attention or lack of communication between parents and children, it might have an impact on the influence of gadgets that are more dominant on the child's development process. This is supported by the characteristics of the social emotional development of children aged 7-8 years according to Allen and Marotz (2010), including: (1) Children love working with adults, (2) Children are looking for friendship, (3) Children are trustworthy to do direction and commitment, (4) Children begin to form opinions about values and moral attitudes, (5) Like team games and activities, and (6) Want attention and recognition from adults. Based on these characteristics also, children are getting closer to the gadget and further reducing the parental guidance's function.

Media technology or gadgets have devices that enable everyone to learn on their own, as well as children. Children learn directly from the gadget itself to be able to recognize, to distinguish, and to know the function. The results of research by Palar, Onibala, and Oroh (2018) that children can access information and entertainment on the gadget, which has unlimited access. So that it makes children feel comfortable at home and forget the importance of health and socializing with others. The characteristics of the media show that children are able to understand more easily, it makes children have less communication with parents or other adults and they are able to develop with their own understanding of gadgets.

Another condition that reduces the function of parental guidance is that parents themselves do not really understand the use of gadgets appropriately. The results of Zulfitria's (2018)

research showed that with the rules given by parents, children can use the smartphone properly, only parents do not know what social media are used by their children, this is due to limited knowledge of parents about how to use child's social media s/he has. Limited knowledge of parents provides greater opportunities for technology to influence children's characteristics. Information about how to use social media properly is very important, so that later the child does not use the social media as one of places to devote their heart such as telling their problems rather than telling or sharing to the parents.

IV. CONCLUSIONS AND RECOMMENDATION

4.1 Conclusions

Based on the data and discussion of the results, the conclusions of this study are as follows:

1. Parental guidance, as a pattern of interaction between parents and children in the form of effective communication and control, shows that the condition of parents has sufficient intensity in providing information about the use of appropriate gadgets, in helping children to identify and to distinguish appropriate behavior in using gadgets, in providing guidance and rules in children, and applying discipline in the use of gadgets, but still low intensity on inviting children to communicate about rules and rewards in using gadgets.
2. The attitude of children aged 7-8 years towards the use of gadgets consisting of curiosity, understanding, and dependence on gadgets, shows that children tend to be positive to ask more knowledgeable people, find out through the internet, differentiate between types gadgets, frequency of gadget usage, and duration of gadget usage, but tend to be negative in opening available applications, explaining gadget usage, exemplifying the use of gadgets, changing gadget functions and worrying when there are no gadgets.
3. There is a difference between the guidance of parents of East Jakarta and Makassar cities. Guidance for parents of East Jakarta city is higher in intensity. The indicators provide information about the use of appropriate gadgets for children, while indicators that show the intensity of guidance for parents of Makassar city is higher on indicators on helping children to identify and to distinguish appropriate behavior in children, inviting children to discuss rules and rewards in using gadgets, giving some demands and attention to children and applying discipline to children.
4. There is no difference between the attitudes of East Jakarta and Makassar city children towards the use of gadgets, which shows the same things in the two cities, that children tend to be positive to ask more knowledgeable people, find out through the internet, distinguish gadget types, frequency of gadget usage, and the duration of the use of gadgets, but tend to be negative in opening available applications, explaining the use of gadgets, exemplifying

the use of gadgets, changing the functions of gadgets and worrying when there are no gadgets.

4.2 Recommendation

The implications of this research are:

1. Parents need to add knowledge and provide sufficient time to understand gadgets. The importance of understanding about gadgets for parents is to provide appropriate guidance for children according to the children's needs. Parenting activities have implications for the timing of parents to be able to communicate effectively in two directions with children.
2. The needs for parental awareness in forming characters can be replaced by gadgets as media for children's playing or learning. The gadget's technology development makes it easy for all groups, children, adolescents, and parents to understand and to apply it. This awareness needs to be raised in parents by providing sufficient information for parents about positive and negative impacts of gadget's development for children.
3. To balance of using gadgets for children, it is necessary to arrange gadget's contents or applications that are positive, for example with learning content, or stimulations that can optimize the development of children aged 7-8 years.

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