



THE EFFECT OF GADGET USE INTENSITY DURING THE COVID-19 PANDEMIC ON EMOTIONAL INTELLIGENCE OF EARLY CHILDHOOD

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ABSTRACT

The current development makes children no longer unfamiliar with gadgets. Gadget sophistication causes children to prefer to use it frequently, hence it inflicts an addiction effect. The covid-19 pandemic makes children tend to spend their time only using gadgets. This paper describes the effect of the intensity of applying gadgets during the covid-19 pandemic on the emotional intelligence of early childhood. This paper is a quantitative correlation research with a statistical test using Chi-Square. The results indicate that the intensity of gadget use at TK Tembilahan is in the high category with a high percentage of 41%, medium percentage of 36%, and low percentage of 23%, and children's emotional intelligence is in the medium category with an empirical score of 19.10. It implies that there is a significant correlation between the significant intensity of gadget use during the covid-19 pandemic and the emotional intelligence of children aged 5-6 years at Kindergarten in Tembilahan.

Keywords: gadget intensity, covid-19, emotional intelligence

PENGARUH INTENSITAS PENGGUNAAN GADGET SELAMA PANDEMI COVID-19 TERHADAP KECERDASAN EMOSI ANAK USIA DINI

ABSTRAK

Perkembangan zaman yang pesat saat ini membuat anak-anak tidak asing lagi terhadap gadget. Kecanggihan gadget menyebabkan anak selalu ingin menggunakannya, sehingga dapat menimbulkan efek kecanduan. Kondisi pandemi covid-19 mengakibatkan anak-anak cenderung menghabiskan waktunya bersama gadget. Tulisan ini menggambarkan pengaruh intensitas penggunaan gadget selama pandemi covid-19 terhadap kecerdasan emosi anak usia dini. Tulisan ini merupakan penelitian kuantitatif korelasi dengan uji statistik menggunakan *Chi Square test*. Hasil menunjukkan intensitas penggunaan gadget di TK Kecamatan Tembilahan berada pada kategori tinggi, dengan persentase tinggi 41%, sedang 36% dan rendah 23%, dan kecerdasan emosi anak berada pada kategori sedang dengan skor empirik 19,10. Hal ini menunjukkan terdapat korelasi yang signifikan intensitas penggunaan gadget selama pandemi covid-19 terhadap kecerdasan emosi anak usia 5-6 tahun di TK Kecamatan Tembilahan.

Kata Kunci: intensitas gadget, covid-19, kecerdasan emosi

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INTRODUCTION

Intelligence is a gift from God, intelligence does not only include intellectual intelligence, but also emotional intelligence. Emotional intelligence has a big role in life. According to Daniel Goleman (in, Rahmasari 2012) intellectual intelligence (IQ) only accounts for 20% of the factors that determine success in life, and 80% are factors from other forces, including emotional intelligence (EQ), namely the ability to motivate oneself, overcome frustration, controlling impulses, regulating

moods (moods), empathizing and being able to work together. A person's ability is not only seen from his academic field but also seen from his ability to overcome his environment. Early childhood is in a period of growth and development, where at this age the emotions that are raised are still unstable, it is very important for parents, teachers and their environment to teach children to convey emotions according to the circumstances that occur. According to Livingstone, Mascheroni, & Staksrud (in

Novianti, et al 2019) the role of parents is becoming more challenging in the digital era, therefore special attention is needed in understanding children's behavior. This is because parenting in the digital age can lead to the formation of various types of characters.

Early childhood has a high curiosity to try new things, the current development of the world of technology makes children familiar with gadgets. The various sophistication of features in gadgets attract children's attention such as online games, YouTube, tick tock, social media, cameras, music and many more that make children want to try playing them. Gadgets have a very strong appeal that can make children spend all day playing gadgets. Even though at this age stage it is very important for children to develop the emotional intelligence that is in them.

The pandemic that is currently sweeping the world has made children unable to study at school and unable to play and interact with their friends directly, children are encouraged to stay at home as an effort to break the chain of distribution of Covid-19, thus making children become more intense in playing gadgets, most of the time children spend with gadgets. So that it can lead to behaviors that affect children's emotional intelligence, such as children having difficulty controlling themselves when invited to study or doing activities with family members without gadgets, children tend to get angry and even go berserk when not allowed to play gadgets, children also have a low sense of empathy when they see family members. Other families need help, and it is difficult for children to ask for help when they are engrossed in playing gadgets. The continuous use of gadgets in early childhood according to research by Abdulatif and Triana (2021) can cause addictive effects that make children neglect their duties, even become indifferent to their surroundings. Other research has also shown the negative impact of using smartphones in the pandemic era on children's behavior in their social environment (Ramadhani, et al 2020). The intensity of using gadgets has also been studied by Hartanti (2019), but for prosocial behavior. Therefore, this study aims to determine the effect of the intensity of

using gadgets during the Covid-19 pandemic on the emotional intelligence of early childhood.

LITERATURE REVIEW

According to Goleman (in Istiqomah, et al 2017) emotional intelligence refers to the ability to recognize one's own feelings and the feelings of others, and the ability to manage emotions well in oneself and in relationships with others. Meanwhile, according to Agus (in Khaidri, 2015) emotional intelligence is a type of intelligence that focuses on understanding, recognizing, feeling, managing, and leading one's own and other people's feelings and applying them in personal and social life. So, emotional intelligence is a person's ability to recognize and manage their own emotions, motivate themselves, recognize the emotions of others and guide them to behave well with others.

Goleman (in Oktavia 2018) states that there are five elements of emotional intelligence that must be developed, namely:

- 1) Self-awareness, that is, knowing what one feels about oneself and using it to guide one's own decisions, having realistic benchmarks for one's own abilities and strong self-confidence.
- 2) Self-regulation handles emotions in such a way that it has a positive impact on task performance. Sensitive to his conscience, able to control himself, and able to recover from emotional stress.
- 3) Motivation uses his deepest desire to move and bring to the goal to be achieved. Encourages initiative and acts very effectively, helping to survive in the face of setbacks and failures.
- 4) Empathy, that is, the ability to feel what other people are feeling, being able to understand other people's perspectives, being able to align oneself with various people's characters and fostering a relationship of mutual trust.
- 5) Social skills, namely handling their emotions well when dealing with other people, carefully reading situations and existing social networks. Use the skills to influence, lead, work in a team deliberation and solve problems.

Intensity is the level of frequency of a person in carrying out a certain activity based on pleasure from the activity being carried out, Yuniar (2013). Sax (in Ardari, 2016) defines intensity as the depth or strength of an attitude toward something. The word intensity refers to the use of time to carry out certain activities (duration) with a certain number of repetitions within a certain period of time (frequency) Wulandari (in Ardari 2016). So, based on the explanation above, it can be concluded that intensity is a person's tendency to use time to do something (duration) and with certain repetitions within a certain time (frequency) with enthusiasm and based on pleasure. The intensity of using gadgets can be seen from how often children use gadgets. According to Sari and Amy (2016), the use of gadgets is categorized as high with a duration of 75-120 minutes at a frequency of more than 3 times per day, moderately categorized with a duration of 40-60 minutes at a frequency of 2 to 3 times per day, and is categorized as low with a duration of <30 minutes. per day.

REASERCH METHOD

This research is included in the quantitative research design with the type of

correlation research. According to Sugiyono (2010) quantitative research methods are research based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing established hypothesis. This research will find out the relationship between one variable and another.

This research was conducted in Tembilahan District. Researchers took a population of 100 parents who had children aged 5-6 in Kindergarten, Tembilahan District. The kindergartens that became the references consisted of four schools, Ziqra 28 children, 18 Inhil Cares, 32 children Miftahul Huda, and 22 Ummul Qur'an Early Childhood. The sampling technique was by means of a saturated sample, namely 100 parents who have children aged 5-6 years in Kindergarten, Tembilahan District. Analysis of the data used is to use the chi square correlation test. Arikunto (2014):

$$X^2 = \sum \frac{(fo-fh)^2}{fh}$$

- X² = Chi Squared
- Fh = expected frequency
- Fo = observed frequency

Table 1. Percent Descriptive Criteria

Percentage Value	Assessment criteria
76%-100%	Well
56%-75%	Enough
0%-55%	Not enough

Suharsimi Arikunto (2014)

RESULTS AND DISCUSSION

Measurement of the emotional intelligence of children aged 5-6 years in

Tembilahan District Kindergarten using an observation sheet, can be seen in table 2.

Table 2. Scores of emotional intelligence indicators for children aged 5-6 years in Kindergarten, Tembilahan District

No	Indicator	Factual Score	Ideal Score	Mean	%	Category
1	Self-awareness	616	900	6,16	68,44%	Enough
2	Self Regulation	329	600	3,29	54,83%	Not enough

3	Self-motivation	321	600	3,21	53,50%	Not enough
4	Empathy	316	600	3,16	52,67%	Not enough
5	Social Skills	328	600	3,28	54,67%	Not enough
Amount		1910	3300	19,1	57,88%	Enough

From the data above, it can be concluded that the child's emotional intelligence as a whole, with a score of 1910 or around 57.88%, indicates that the child's intelligence is in the moderate category in the range of 56% -75% (see table 1). The emotional intelligence scale for children consists of 11 indicators with scores for each item ranging from 1, 2, 3. Thus the minimum possible

score for the subject is $X=1 \times 11$, $X_{min}=11$ and the maximum possible score for the subject is $X=3 \times 11$, $X_{max}=33$. The distance is $33-11=22$, thus the standard deviation is $22/6=3.67$. Based on the above formula, three categories of emotional intelligence groups of research subjects can be made as follows:

Table 3. Categories of Children's Emotional Intelligence Subject Scores

No	Category	Interval Score	Frequency	%
1	Tall	$Y \geq 23,67$	10	10.00%
2	Currently	$18,33 \leq Y < 23,67$	40	40.00%
3	Low	$Y < 18,33$	50	50.00%
Σ			100	100.00%

Seeing the empirical average produced by all subjects, namely 19.10, it can be concluded

that children's emotional intelligence is in the medium category.

Table 4. Subject Score Category Intensity Use of Gadgets During the Covid-19 Pandemic in Kindergarten, Tembilaan District

Category	Intensitas	Frekuensi	%	
Tall	75-120 Minute	More than 3 times/day	41	41.00%
Currently	40-60 Minute	2-3 times/day	36	36.00%
Low	5-30 Minute	Maximum 1-2 times a day	23	23.00%
Amount			100	100.00%

Based on the table above, it can be concluded that the intensity of using gadgets is generally high, this can be seen from 41% of children in the high category, 36% of children in

the medium category and 23% of children in the low category. This means that more than half of children spend their time with gadgets.

Table 5. Chi Square Test Results

Chi-Square Tests			
	Value	DF	Asymptotic Significance (2-sided)
Pearson Chi-Square	65,760 ^a	4	,000
Likelihood Ratio	63,734	4	,000
Linear-by-Linear Association	37,447	1	,000
N of Valid Cases	200		

a. 3 cells (33,3%) have expected count less than 5. The minimum expected count is ,20,30.

Data Olahan Penelitian, 2021

From the table above, the Chi Square value is 65.760a with a probability of 0.00. This shows that there is an influence of the intensity of using gadgets during the Covid-19 pandemic on the emotional intelligence of children aged 5-6 years in Kindergarten, Tembilahan District. The Chi Square value shows that between the variable Intensity of Gadget Use and the child's Emotional Intelligence has a negative effect. To test the significance of the effect, it can be seen through the results of analysis with Pearson Chi-Square, by looking at the obtained Chi Square (Sig) value.

As an assessment criterion, if the Chi Square value is > 0.05 then Ho is accepted, whereas if the Chi Square value is < 0.05 then Ho is rejected (Siregar, 2014). Thus it can be interpreted that there is an influence of the intensity of using Gadget during the Covid-19 Pandemic on the Emotional Intelligence of Children Aged 5-6 Years in Kindergarten, Tembilahan District. Furthermore, to find out how much influence it has on emotional intelligence, it can be seen in the table below:

Table 6. Correlation Results of Symmetric Measures

		Symmetric Measures			
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Nominal by Nominal	Contingency Coefficient	,630			,000
Interval by Interval	Pearson's R	-,625	,081	-7,721	,000 ^c
Ordinal by Ordinal	Spearman Correlation	-,620	,079	-7,817	,000 ^c
N of Valid Cases		100			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Research Processed Data, 2021

Based on the above data regarding the intensity of gadget use with the correlation coefficient value above, the P value = 0.630 indicates that the effect of the intensity of gadget use during the Covid-19 pandemic on children's emotional intelligence is in the strong category. The resulting determinant coefficient value is $KD = r^2 \times 100 = 0.630^2 \times 100 = 39.69\%$, so it can be seen that the effect of the intensity of gadget use is 39.69% on children's emotional intelligence.

Basically, early childhood have a high curiosity to try new things. Technological

advances that are currently developing rapidly make children one of the consumers who use gadgets. Novianti, et al (2019) revealed that children born from 2010-2025 belong to the Alpha generation, that is, they have a high dependence on gadgets. Parents have reasons to give gadgets to children so they don't interfere with parental activities, calm children when they are bored or fussy, and persuade children to follow parental instructions. This is in line with survey findings revealed by Novianti and Garzia (2020) that 40% of parents give gadgets to their

children so they don't go berserk, 22% reason so that children are smarter, 21% so that children are not fussy and the rest are varied. Basically, the use of gadgets in children under 5 years old is okay, but the duration of use must be considered (Ferliana, 2016). Introducing technological sophistication to children is not a prohibition, but you must pay attention to the period of use, introduce gadgets to children on Saturday and Sunday holidays and accompany the child. The use of gadgets at least 2 times continuously every day can cause addiction in children (Ferliana, 2016). This is in line with Abdulatif and Triana's research (2021) which says that the impact of children being addicted to gadgets makes children negligent about their duties in learning and indifferent to their environment. Situations like this can change children's behavior to be anti-social and reduce their discipline and responsibility. This certainly affects the emotional intelligence that exists in children, the results of the research found that the emotional intelligence of children in Kindergarten in Tembilahan District is in the medium category, meaning that the emotional intelligence that exists in children has not been able to develop as expected. The intensity of gadget use that occurred during the Covid-19 pandemic in Kindergarten in Tembilahan District was also in the high category, this shows that early childhood spends more time playing gadgets. Of course this has an impact on children's emotional intelligence, the research results of Nahak et al (2021) explain that children who use gadgets but have good emotional intelligence are 29.9%, while children who use gadgets but have poor emotional intelligence are 70.1%. This means that the use of gadgets has an influence on the emotional intelligence that exists in children. In line with this, Ramadhani's research (2020) explains that excessive use of smartphones makes children indifferent to their friends, everything around them becomes unattractive.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the study, it can be concluded that the influence of the intensity of using gadgets in Kindergarten in Tembilahan District is high. With a percentage of 41% of

children are in the high category, 36% of children are in the medium category, and 23% of children are in the low category. Emotional intelligence in Tembilahan District Kindergarten is in the medium category with an empirical average of 19.10. So, there is a significant correlation between the use of gadgets during the Covid-19 pandemic on children's emotional intelligence. That is, the higher the intensity of using gadgets, the lower the emotional intelligence of children.

It is hoped that teachers can play an active role during online learning, as well as create various interesting media to help children reduce dependence on gadgets. Parents are expected to be able to apply 4M (help, accompany, supervise and limit) children while using gadgets. The results of this study are not perfect and there are still many shortcomings, this is inseparable from the limitations of researchers such as the Covid-19 pandemic, time, costs and other limitations. It is hoped that the next researcher will be able to complete this research by adding other variables and directly reducing the field.

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