

NEGATIVE IMPACT *SCREENTIME* ON THE SOCIO-EMOTIONAL DEVELOPMENT OF EARLY CHILDHOOD

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Abstract

The aim of this study is to analyze the impact of screentime on the social and emotional development of young children in the Pelita neighborhood of Mataram. The rapid advancement of digital technology has made access to information and entertainment easier, but it also presents challenges related to the use of digital devices among young children, particularly in terms of their social and emotional development. Early childhood is a crucial stage in physical, cognitive, and social-emotional development. Therefore, direct interaction with peers and the surrounding environment is vital for developing social skills such as empathy, communication, and cooperation. The approach used in this research is a qualitative method with a descriptive type, involving observation and interviews with parents in the Pelita neighborhood of Mataram. The findings of the study reveal that the majority of children spend more than two hours daily using gadgets or engaging in screentime, which negatively affects their social-emotional abilities. These impacts include a reduction in social interaction skills, an increase in tantrum behaviors, and difficulties in managing emotions.

Keywords: *Screentime; Social-Emotional Development; Early Childhood Children*

Abstract

Tujuan penelitian ini yaitu untuk menganalisis mengenai dampak (*screentime*) pada aspek perkembangan sosial dan emosional anak usia dini yang berada di lingkungan Pelita Kota Mataram. Kemajuan teknologi digital yang pesat memudahkan akses informasi dan hiburan, namun juga membawa tantangan terkait pemakaian alat digital di kalangan anak usia dini, terutama pada aspek sosial emosional mereka. Fase usia dini berada pada fase penting dalam perkembangan fisik, kognitif, serta sosial emosionalnya. Hal tersebut menjadi alasan mengapa interaksi langsung bersama teman sebayanya dan lingkungan sekitarnya menjadi krusial untuk mengembangkan keterampilan sosial, seperti empati, komunikasi, dan kerjasama. Pendekatan yang diterapkan dalam penelitian ini adalah metode kualitatif dengan jenis deskriptif yang melibatkan proses observasi dan wawancara terhadap orang tua di Lingkungan Pelita Kota Mataram. Penelitian mengungkapkan hasil bahwasanya mayoritas anak memakai lebih dari 2 jam di setiap harinya untuk bermain *gadget* atau *screentime*, dengan menunjukkan dampak negatif *screentime* pada aspek kemampuan sosial emosional mereka, seperti berkurangnya kemampuan berinteraksi sosial, meningkatnya perilaku tantrum, dan kesulitan dalam mengelola emosi.

Kata Kunci: *Screentime; Perkembangan Sosial Emosional; Anak Usia Dini.*

INTRODUCTION

Today, technology has become a vital necessity for every individual in everyday life. Rapid and continuous developments make technology increasingly advanced and easier to use (Astuti, 2023). In today's digital era, technology has

become an inseparable part of everyday life, including the lives of young children (Boiliu et al., 2016). Digital devices such as cell phones, tablets, computers, and televisions are used not only by teenagers and adults, but also by children, even from a very early age (Rachmat & Hartati, 2019). Attractive features and applications on *gadget* It keeps children more entertained, allowing parents more freedom to engage in activities. However, excessive screen time can impact a child's emotional well-being and development (Novianti & Garzia, 2020). Technological advancements offer various benefits, including easy access to information and education (Belva Saskia Permana et al., 2024). However, despite these benefits, there are growing concerns, particularly regarding the negative impacts of screen use. (*screentime*) especially regarding the development of early childhood, including in the aspects of children's social and emotional development (Astria & Ruwaidah, 2023).

Children aged 0-6 years are also known as early childhood (Pattipeiluhu, 2024). The early childhood stage is considered crucial in terms of physical, cognitive, and social-emotional abilities. During this period, they experience rapid development not only physically, such as gross and fine motor skills, but also cognitively, enabling them to begin to understand basic concepts such as numbers, colors, and shapes (Siti Nur Hayati & Putro, 2021). One aspect that must be considered is children's social-emotional development, which is crucial because children begin to learn, understand, and control their feelings, develop empathy, and build relationships with others (Lubis, 2019). This process is greatly influenced by their interactions with their surroundings, including parents, siblings, peers, and teachers or caregivers involved in their daily lives (Muzzamil, 2021).

One of the biggest challenges that has emerged with the rapid advancement of technology is the increasing amount of time children spend staring at screens. (*screentime*) (Rochmawan et al., 2024). Many parents today face the dilemma of how to manage their children's technology use at home (Arkanudin, 2024). In this era of digital advancement, children spend even more time using digital devices than they do playing or interacting directly with their peers (Fuaody et al., 2024). This, of course, has a significant impact on their social and emotional development, as interactions *virtual* cannot completely replace the social learning

experience gained through playing with friends directly, which involves non-verbal communication, cooperation, and direct conflict management (Imran, 2017).

According to data from the Indonesia Survey Center (2020), Indonesia's population reached 266.91 million, with 196.71 million of them being social media users. This indicates that 73.3% of Indonesians actively access the internet, driven by social media usage. *gadget*. The survey results also revealed the age distribution of internet users, namely 8.23% at the age of 0 to 4 years, 8.24% at the age of 5 to 9 years, 8.31% at the age of 10 to 14 years, and 75.22% at the age of 15 to 74 years. Meanwhile, according to the Indonesian Child Profile Data (2020), the majority of children generally access entertainment content, the percentage results reached 75.80% (Setyarini et al., 2023).

In many cases, the use of screens (*screentime*) can have positive effects, especially if children access educational or interactive content that supports learning. Programs that teach language, numbers, or motor skills can provide significant developmental benefits (Mahendra, 2023). However, without proper supervision, *screentime* can also have negative effects on the social and emotional development of children (Ratumakin et al., 2023). This can occur due to the use of layers (*screentime*) Reducing children's direct interaction with their peers, which is very important for young children. Direct social interaction helps children learn to recognize others' feelings, empathize, and communicate effectively (T. A. P. Sari et al., 2024). Duration *screentime* High levels of stress can lead to addiction in children, which can have a negative impact on emotional development and lead to tantrums (Novianti & Garzia, 2020). Tantrums are behaviors in children characterized by anger, tantrums, throwing objects, crying, and hitting, often triggered by unmet needs (M. Sari & Maini Sitepu, 2024).

Aspects of healthy social-emotional development include a child's ability to understand and control their emotions, communicate with peers, and build positive relationships with adults (Hidayah, 2023). During this stage, children learn important skills such as sharing, taking turns, cooperating, and resolving conflict. However, when children spend too much time in front of screens, (*screentime*), they miss out on the opportunity to practice these social skills in real-world contexts (Wulandari & Fauziah, n.d.). Social interactions that occur through digital devices do not provide the same experience as face-to-face interactions, where

children can see facial expressions, body language, and hear the tone of voice of others, all of which contribute to their understanding of emotions and relationships (Harianja et al., 2023). Staring at a screen *gadget* over a long period of time, especially for young children, can have a negative impact on their social-emotional development and can increase the risk of tantrum behavior. Children with *gadget* with high duration tend not to get optimal stimulation for their development (Setyarini et al., 2023).

Research on the impact *screentime* In this aspect of social and emotional development of early childhood, it is important because it helps to understand the impact of the use of technology screens. (*screentime*) In terms of the social and emotional development of developing children. At an early age, children learn about emotions, empathy, and social interactions that form the basis for their future relationships. With the increasing use of screens, (*screentime*), can reduce a child's ability to communicate with others, regulate feelings, and develop social skills (Helmi & Hardiansyah, 2024). This research also provides guidance and understanding for parents and educators in managing *screentime* in a healthy manner and ensure that children benefit from technology without sacrificing their social-emotional development.

METHOD

The approach applied in this research is a qualitative method with a descriptive type, with the main focus on observations regarding the impact of using screens. (*screentime*) in the social and emotional development aspects of early childhood in the Pelita area of Mataram City. Observations were conducted to assess children's behavior after using screens. (*screentime*) on children's behavior or social-emotional development. In addition, interviews with the children's parents were conducted to supplement information regarding their social and emotional development. These interviews were conducted to obtain a more comprehensive explanation of the negative impacts. *screentime* on the social and emotional development of early childhood. The data collection process was conducted through direct observation of the behavior and attitudes of early childhood children in the Pelita neighborhood of Mataram City. Furthermore, data was obtained through semi-structured interviews with parents regarding the content their children frequently access and how their children imitate the behavior and attitudes

found in the content they access. This aims to deepen their opinions on the use of digital tools. (*screentime*) in early childhood.

RESULTS AND DISCUSSION

Screen Usage Intensity (*screen time*) in Early Childhood

In an effort to find out more details regarding the impact of using *gadget* (*screentime*) in terms of the social and emotional development of early childhood, we certainly need to discuss the duration or intensity of its use in everyday life. *The American Academy of Pediatrics* (AAP) has long been concerned about the phenomenon *screentime* towards children and establish recommendations regarding the duration of screen time (*screentime*). For children aged 18 to 24 months, the AAP recommends avoiding any electronic media. Meanwhile, for children aged 2 years and older, it is recommended to limit electronic media use to a maximum of 2 hours per day (Priyoambodo & Suminar, 2021).

Table 1. Screen Usage Duration (*screentime*) In Early Childhood

NO.	Child's Initials	Duration/Intensity
1	F	1-2 hours/day
2	A	1-2 hours/day
3	M	4 hours/day
4	AND	3-6 hours/day
5	D	1 hour/day
6	K	3 hours/day
7	R	5 hours/day

Based on the results of interviews and observations of early childhood children in the Pelita Environment, Mataram City, it was found that the majority of children do... *screentime* with a duration that exceeds the maximum limit recommended by *The American Academy of Pediatrics* (AAP) is 2 hours a day for children over 2 years of age. Most children spend between 3 and 6 hours a day doing activities. *screentime*, some children even do *screentime* until late at night, even falling asleep while staring at the screen (*screentime*). Only one in seven children access screen time for a shorter duration, around 10-25 minutes per day, thanks to close parental supervision.

Impact *Screentime* On the Social-Emotional Development of Early Childhood

Social and emotional development refers to a child's ability to perceive and respond to the feelings of others in the context of their daily interactions (Hidayati & Nasution, 2024). In early childhood, children begin to develop basic skills in communicating with others, controlling their emotions, and understanding basic concepts such as empathy and cooperation (Khadijah et al., 2023). However, with the rapid development of digital technology, children are now more exposed to screen media, such as television, smartphones, and other devices. This phenomenon is known as "social media addiction." *screentime*" (Aulia Adisty & Gunawan, 2024). Although technology has many benefits in supporting learning and entertainment, many studies have shown that excessive exposure to screens can affect children's ability to build interpersonal relationships, manage emotions, and understand the feelings of those around them (Hariono et al., 2024).

Based on the results of observations and interviews with parents in the Pelita Environment, Mataram City, the impact *screentime* The impact on the social and emotional development of early childhood is quite clear. The majority of parents stated that their children now tend to waste more time playing with *gadget* rather than playing with their peers. This can lead to children playing less directly with their friends, thus reducing opportunities to hone social skills, such as sharing, communicating, and collaborating (Pebriana, 2017). Children who are exposed to screens for too long tend to choose activities that involve less social interaction, such as playing outdoors or role-playing with their friends (Novianti & Garzia, 2020).

Additionally, emotionally, many parents observe that their children are beginning to show signs of emotional distress. Some parents reveal that their children frequently experience tantrums or become angry when they are not given what they need. *gadget* or when you are talking to someone while they are busy playing with the screen (*screentime*). Children who cannot access *gadget* feel irritated, even in some cases, they become more irritable and tend to show aggressive behavior (Prasetyo, 2022). This shows that the use of *gadget* (*screentime*) Excessive stress reduces a child's ability to regulate emotions and respond to stress or discomfort in a healthier way (Jannah et al., 2023).

This phenomenon highlights how *screen time* Excessive screen time can affect important values in a child's social and emotional development, such as communication skills, empathy, and emotional management. Children who do not have sufficient opportunities to interact with their friends or participate in other social activities may have difficulty understanding others' feelings, adapting to social environments, and expressing themselves in healthy ways (Jannah et al., 2023). Therefore, parental supervision and regulation of screen time are essential. *screen time* Wise parenting is very important to support healthy social-emotional development in early childhood (Alia & Irwansyah, 2018).

Among the theories that are relevant in explaining this is social learning theory. (*Albert Bandura*) which emphasizes the importance of social interaction in children's socio-emotional development (Lyna Sari, 2024). According to this theory, children learn social and emotional skills through interactions with their environment, especially with adults and peers. Direct interaction, whether verbal or non-verbal, is crucial for helping children understand emotions, develop empathy, and learn to manage their feelings in social contexts (Manizar, 2016). When children spend too much time in front of screens, *gadget*, Children tend to spend less time interacting face-to-face, which plays a crucial role in developing social and emotional skills (Alawiyah et al., 2022). This can limit their ability to understand others' feelings, respond appropriately in various social situations, and hone the communication skills necessary for building healthy relationships with others (Widyadhana & Mashudi, 2024).

CONCLUSION

Screen usage (*screen time*) Excessive play in early childhood has a direct impact on their social and emotional development. Children who spend too much time with *gadget* tends to reduce social interaction with peers, which is crucial for honing communication, sharing, and collaboration skills. Screen dependency (*screen time*) also reduces children's opportunities to participate in social play that supports the development of empathy and other social skills. Emotionally, children who are exposed to *screen time* in the long term, people often experience difficulties in managing emotions, as evidenced by increased tantrum, anger, or aggressive behavior when not given access to *gadget* or when asked to stop playing. This indicates that they have difficulty responding to discomfort or

stress in a healthy way. *Screentime* Excessive play prevents children from interacting face-to-face, which is key to learning the social and emotional skills needed to build healthy relationships.

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