

The Impact of Gadgets on Moral Values during the Covid-19 Pandemic in Early Childhood

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ABSTRACT

This research is motivated by initial observation data and initial interviews showing children's moral values have not developed properly. This study aims to determine the impact *gadget* on children's moral values during the covid-19 pandemic. This research uses descriptive research with qualitative research methods. Data collection techniques through observation, questionnaires, interviews and documentation. The data analysis technique used percentage and descriptive techniques to obtain qualitative data. Based on the results of the average percentage recapitulation the first week to the third week. In the aspect of respecting parents, the highest percentage is in the Beginning to Develop category of 46.6%, while the lowest percentage is in the Undeveloped category of 6.7%. In the discipline aspect, the highest percentage is in the Starting to Develop category at 46.7%, while the lowest percentage is in the Very Good Developing category at 4.4%. In the polite aspect, the highest percentage is in the Beginning to Develop category at 51.1%, while the lowest percentage is in the Undeveloped category at 4.4%. In the aspect of good behavior, the highest percentage is in the Beginning to Develop category at 60%, while the lowest percentage is in the Undeveloped category at 2.2%. The percentage of time / duration of *gadget* in the "High" category is 60%. The "Medium" category was 26.7%, and the "Low" category was 13.3%. So it can be concluded that based on the percentage above, children's moral values tend to have not developed as expected, plus the high percentage of the duration of using *gadget* for children, has an impact on children's moral values during the COVID-19 pandemic, such as children still focusing on gadgets. undisciplined in learning and playing time, the sense of help is still not showing well developed.

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1. INTRODUCTION

Since 2020 Indonesia has been faced with a major epidemic, namely a large virus called COVID-19 or *Corona Virus Disease 2019*. Indonesia first confirmed the virus in March and there has been a continuous spike or increase in cases. The outbreak was first identified in December 2019 in Wuhan. *Corona virus* is not only infecting Indonesia, but the whole world without exception. The existence of COVID-19 has changed all aspects of human life. This is because of the issuance of a circular letter from the government that urges the public to practice *physical distancing*, stay away from all activities that are in groups, gatherings that involve many people, so that all forms of activity outside the home are stopped. At first, the impact of COVID-19 felt by the community was that the economy was decreasing day by day. Then the next impact is felt by generations of the nation, namely in the world of education, all schools are closed.

According to the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud: 2014), early childhood education is intended to stimulate and maximizing aspects of early childhood development which consists of six aspects, namely religious and moral values, physical motoric, cognitive, language, social emotional and art. These six aspects need to be optimized to support further developments. Based on these aspects, moral values are one aspect that must be developed through education.

According to Pagestu (2017:166) states that "Gadgets are a product of the sophistication of 21st century technology that has various forms, such as smartphones, tablets, laptops, cameras, iPhones, and so on". The use of gadgets in early childhood is only centered on entertainment facilities such as watching YouTube, Tiktok and especially playing games. Early childhood should not be introduced let alone use it. The reason is that bigget has a big influence on moral values, especially in early childhood, as it is known that at the age of 5-6 years, the sensitivity of children is very high. As explained by Syahran (2015: 90) that "There are various negative impacts arising from the results of playing online games such as: lack of socialization to the environment, forgetting the real time of life, being addicted, forgetting time, influencing mindsets and so on". If this happens to the child, the child will be increasingly addicted to gadgets.

Furthermore, the phenomenon of the lack of moral values that occurred in Palu City, according to TribunPalu.com, explained that there were two perpetrators of theft of motor vehicles, one of which was a student. The information came from the police, so Palu Police personnel rushed to the scene, and the incident was also confirmed by AKBP Bayu Indra Wiguno saying "It's true that at that time the members managed to arrest the two. The perpetrator admitted that the motorbike was stolen on Jl Hang Tua, Mantikulore District. (Suta, 2022 March 6). Based on this deviant behavior, so it should be realized that moral education or what is often referred to as character education is very important to do from an early age because at that time it is the right time and the speed of children in capturing stimuli, so that children will have a basis for fortifying themselves so as not to fall into the trap. in immoral behavior.

Many relevant studies that have previously been carried out in analyzing the impact of using *gadget* on the moral values of early childhood include (Septiningsih, 2021) "Analysis of the impact of using *gadget* on children's behavior patterns". The results showed that almost all parents who were respondents revealed that respondents knew that the use of *gadget* in children had positive and negative impacts, one of the negative impacts of using *gadget* was the emergence of a sense of laziness in learning in children. According to a survey conducted by the author, even though parents have accompanied their children when using *gadget*, their use *gadget* is still too long when measured using screen time (screen duration). The average time for using *gadget* for children in Imanuel Kindergarten Karanganyar is 30-60 minutes. This makes parents need to supervise and control their children's activities, including when children use gadget.

Based on this explanation, it can be seen that the purpose of this study is to analyze the impact of using *gadget* on children's moral values. Therefore, the researcher focuses on the aspects to be studied, namely respect for parents, discipline aspects, polite aspects and good behavior aspects. As stated by

Ratna Megawangi & the IHF Team *in* (Zubaedi, EK, 2013) that there are 9 pillars of character 1) Love God and all of His creation, 2) Independent, disciplined and responsible, 3) Honest, trustworthy and speak well, 4) Respectful, polite and a good listener, 5) Generous, helpful and cooperative, 6) Confident, creative and never give up, 7) Good and fair leader, 8) Kind and humble, 9) Tolerance, love peace and unite.

2. METHODS

The research method used is a qualitative method with the type of research that is descriptive research. According to (Sukmadinata, 2006), he stated that “Descriptive research is a form of research that aims to describe existing phenomena, both natural and man-made. The phenomena can be in the form of forms, activities, changes, characteristics, relationships, similarities and differences between one phenomenon and another. The research approach is a phenomenological perspective or based on events that occur. This study aims to describe or describe the data collected as they are. The results of the research are described in the form of sentences and in the form of numbers.

The research was carried out in Group B1 TK Bungamputi in Palu City for 5 weeks. The subjects of this study were 15 children consisting of 5 boys and 10 girls. Collecting techniques through observation, interviews, documentation and questionnaires/questionnaires. According to (Sugiyono, 2018), a questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer. Data was collected by distributing questionnaires to be filled out every day within one week to find out the form *gadget* of early childhood

The data analysis technique used percentage and descriptive techniques to obtain qualitative data through an assessment rubric. If they have developed beyond the teacher's expectations, they are given the BSB category (Developing Very Well) or given a 4 star score. the developing process is given the MB category (Starting to Develop) or a 2-star score and children who are not able to meet the teacher's expectations, are given BB (Not yet Developed) or 1-star score (Depdiknas, 2010).

Table 1. Distribution of Frequency and Percentage

☆☆☆☆	Very Well Developed (BSB)
☆☆☆	Developing as Expected (BSH)
☆☆	Starting to Develop (MB)
☆	Not yet Developed (BB)

Meanwhile, to measure the use of gadgets in children against the type of gadget (mobile phone, tablet and iPad). The use of gadgets is categorized with the intensity of the "High" category with a score of 3 if the duration of use is 75-120 minutes / day, the "Medium" category with a score of 2 if its use is 40-60 minutes / day and the "Low" category with a score of 1 if the duration of use is 5- 30 minutes/day (Sari & Mitsalia, 2016: 77).

Table 2. Intensity Score of Gadget

Category	Assessment Score	Duration
High	3	75-120minutes/day
Medium	2	40-60 minutes/day
Low	1	5-30 minutes/day

To find out the percentage or average of the aspects that have been observed, the data is processed sequentially. qualitative method using calculations based on percentages (%) in accordance with the formula proposed by (Sujiono, 2012), as follows:

$$P = \frac{f}{N} \times 100\% \quad (1)$$

Information:

P = Percentage Number

f = Frequency of Observation Results

N = number of cases (Number of overall frequency)

3. FINDINGS AND DISCUSSION

Research Results

a. Analysis and Description of Moral Values Data

Observations on children's moral values were obtained through the observation method. Based on the results of observations made by researchers, which are presented in the table below based on the observed aspects, as follows:

Table 3 Recapitulation of Observation of Children's Moral Values First Week

Category	Aspect Observation								Average %
	Respecting Parents		Discipline		Courtesy Good		Behavior		
	F	%	F	%	F	%	F	%	
Developing Very Well (BSH)	0	0	0	0	0	0	0	0	0
Developing as Expected (BSH)	6	40	3	20	4	26.7	3	20	26.7
Starting to Develop (MB)	8	53.3	8	53.3	9	60	11	73.3	60
Undeveloped (BB)	1	6.7	4	26.7	2	13.3	1	6.7	8.3

Based on table 3 above, it can be seen that the highest percentage with respect to parents is in the "Starting" category. Developing" with a value of 53.3%, while the lowest is in the "Very Good Development" category with a value of 0%. Aspects of Discipline observation, the highest percentage is in the "Starting to Develop" category with a value of 53.3%, while the lowest percentage is in the "Developing Very Good" category with a value of 0%. Aspects of politeness observation, the highest percentage is in the "Starting to Develop" category with a value of 60%, while the lowest percentage is in the "Very Good Development" category with a value of 0%. Aspects of observing Good Behavior, the highest percentage is in the "Starting to Develop" category with a value of 73.3%, while the lowest percentage is in the "Very Good Development" category with a value of 0%.

Table 4 Recapitulation of Observation of Children's Moral Values Second Week

Category	Aspect Observation								Average %
	Respecting Parents		Discipline		Courtesy Good		Behavior		
	F	%	F	%	F	%	F	%	
Very Well Developed (BSB)	3	20	0	0	2	13.3	2	13.3	11.65
Developing as Expected (BSH)	6	40	3	20	6	40	5	33.3	33,325
Starting to Develop (MB)	5	33.3	8	53.3	7	46.7	8	53.3	46.65
Not Developing (BB)	1	6.7	4	26.7	0	0	0	0	8.35

Based on table 4 above, it can be seen that the highest percentage with respect to parents is in the "Developing According to Expectations" category with a value of 40%, while the lowest is in the "Not yet Developing" with a value of 6.7%. Aspects of Discipline observation, the highest percentage is in the "Starting to Develop" category with a value of 53.3%, while the lowest percentage is in the "Developing Sat Good" category with a value of 0%. Aspects of politeness observation, the highest percentage is in the "Starting to Develop" category with a value of 46.7%, while the lowest percentage is in the "Not Developed" category with a value of 0%. Aspects of observing Good Behavior, the highest percentage is in the "Starting to Develop" category with a value of 53.3%, while the lowest percentage is in the "Not Developed" category with a value of 0%.

Table 5 Recapitulation of Observation of Children's Moral Values Third Week

Category	Aspect Observation								Average %
	Respecting Parents		Discipline		Courtesy Good		Behavior		
	F	%	F	%	F	%	F	%	
Very Well Developed (BSB)	2	13.3	2	13.3	3	20	1	6,7	11.7
Developing as Expected (BSH)	4	26.7	1	6.7	4	26.7	6	40	26.7
Starting to Grow (MB)	8	53.3	7	46.7	8	53.3	8	53.3	51,6
Not Developed (BB)	1	6.7	5	33.3	0	0	0	0	10

Based on table 5 above, it can be seen that the highest percentage with respect to parents is in the "Starting Developing" category with a value of 53.3%, while the lowest is in the "Undeveloped" category with a value of 6.7%. Aspects of Discipline observation, the highest percentage is in the "Starting to Develop" category with a value of 46.7%, while the lowest percentage is in the "Developing as Expected" category with a value of 6.7%. Aspects of politeness observation, the highest percentage is in the "Starting to Develop" category with a value of 53.3%, while the lowest percentage is in the "Not Developed" category with a value of 0%. Aspects of observing Good

Behavior, the highest percentage is in the "Starting to Develop" category with a value of 53.3%, while the lowest percentage is in the "Not Developed" category with a value of 0%.

b. Data analysis and description of the use of gadgets

The results of the research on the use of *gadget* in children were obtained through the questionnaire method. Based on the results of the questionnaire conducted by researchers, which are presented in the table below, as follows:

Table 6 Percentage of Gadget

NO	Category	Frequency	Percentage (%)
1	Mobile	14	93.3%
2	Tablet	1	6.7%
3	Ipad	0	0%
	Total	15	100%

Based on table 6, it is known that the percentage of types of *gadget* used by children in the "mobile phone" category is as many as 14 respondents (93.3%). Furthermore, in the "Tablet" category as many as 1 respondent (6.7%). Category "iPad" as many as 0 respondents (0%).

Table 7 Percentage of Length of Time / Duration of Gadget

NO	Category	Frequency	Percentage (%)
1	High	9	60%
2	Medium	4	26.7%
3	Low	2	13.3%
	Total	15	100%

Based on table 7, it is known that the percentage of time / duration the use of *gadget* in children in the "High" category as many as 9 respondents (60%). Furthermore, the "Medium" category is as many as 4 respondents (26.7%), and the "Low" category is as many as 2 respondents (13.3%).

c. Interview Results

Based on the parents' interview, Ibu As stated that as a parent, I facilitated gadgets for children specifically for use in learning. Meanwhile, according to Mrs. Af's statement, Ms. and Ok said that children are not given special facilities but can use their parents' gadgets. The use of gadgets in children varies greatly, according to the statement of Mrs. Af, As, Nu, Er and Ok stating that children use it as a medium for learning, entertainment such as watching YouTube, games and playing tiktok. According to the statement of Mrs. Ll, Sw, Dw and Ha that when children use gadgets, children often forget the time or cannot manage between play time, study time and rest time. Not only that, when children use gadgets and when the time has come, children ask for additional time, some cry and some even act aggressively. But there are also children who automatically obey the rules that have been set. Therefore, some parents give small sanctions for children who violate the rules such as cleaning the bed, not using gadgets for one day. However, there are still many children who do not have awareness of these sanctions. Parents have tried to do various things to avoid the effects of using gadgets and never stop giving advice to children.

The results of the interview with the teacher in charge of Group B1 Mrs. SH said that the impact on gadget users depends on the individual, but in this case early childhood does not yet fully know anything about gadgets, what they know with gadgets children can watch, play, videocall, so from It is the parents who play the most role in preventing adverse effects. However, the impact of using gadgets on children's morale is very high, this is because when children learn online, there are some children who don't pay attention, for example when the teacher sends a learning video to the child then gives tasks such as coloring, bolding letters and others, only a few children collect and when the parents were asked, the parents only replied that they had told their children many times to do it but the children were only busy playing games. Not only that, children are also taught to read prayers and then memorized, poems that contain rules and advice. So that when children enter school, not many children know this.

Discussion

a. of Respecting Parents

The people who first brought or gave birth to this earth were mother and father. The second one who teaches science from an early age to adulthood, who is often referred to as a second parent/spiritual parent is a teacher. The two titles of parents must be respected for the services he has given to their children. Ibn Kathir explained that Allah Subhanahu Wata'ala ordered His servants to serve both parents, namely ordering children to do good to mother and father and not to say bad words to them, so that the words Even "ah" which is the lightest bad word is not allowed. The following are examples of moral values in respecting parents:

Figure 1. Behaviour respecting parents



Source: Yru Or.id

Figure 1. Respecting parents is an obligation for children, the picture above is an example of moral values in respecting parents. I'annah (2017:115) explains that "*birr al-walidain* is doing good and being generous in goodness (*ihsan*) to both parents in terms of words, deeds and intentions. The order for *Birr al-Walidain* is a form of gratitude and gratitude to both parents who have cared for them from childhood to adulthood." The command to worship parents or respect parents is not only when they are still alive, but even after death, children are ordered to respect their parents by praying for their parents.

The phenomenon that we often encounter in the surrounding environment based on interviews with parents named Mrs. Hesti who lives in Palu City said that the use *gadget* for early childhood seemed to be mushrooming and made children more addicted. Not a few early childhood spend their time playing *gadget*, thus making it difficult for children to be separated from *gadget* even though children are given rational reasons. The child will ask for the *gadget* and if the child's wishes are not given, the child often behaves uncontrollably, such as crying hysterically, getting angry and even throwing objects around him. Although children's behavior tends to be negative, there is also a positive impact on children's morale and in accordance with Indonesian cultural norms in general if children are given assistance when using *gadget*.

Seeing the current reality, researchers feel concerned and worried about the condition of the nation's future children. There have been too many forms of immoral actions, we can prove this through gadgets on social media such as violence against teachers, children who have the heart to kill their own biological parents, then broadcast on social media where we know that in the revolution

era Industry 4.0 or the digital era, children have known and used gadgets. When children start using gadgets without parental supervision, children will freely see everything that has been programmed in the gadget.

b. Discipline

The application of character education at school and at home must be done by habituation. It is hoped that the child will form a good character so that it is in accordance with the norms in society and the school's vision and mission. One of the habits that are applied is to get children to be disciplined. Discipline is obedience, adherence to rules or rules of the game that apply anywhere, whether at home, at school or in the community. Discipline is one of the benchmarks for whether or not an individual is moral and responsible. The following is an example of moral values in discipline:

Figure 2. Disciplinary Behavior



Source: appletreebsd.com

Figure 2. The picture above is an example of discipline in children. The picture describes the discipline of time in various activities such as mealtime, bedtime, study time and playtime. According to Umami (2016: 66) children who are accustomed to using time by scheduling activities such as getting up early, going to school, resting and studying on time are indicators of discipline that bring positive responses to children.

Children who are addicted to gadgets will make children more lazy and like to procrastinate in carrying out activities, making children less disciplined especially if children use gadgets without adult supervision. According to Mulida in (Ismail et al., 2019:99-100) that "The signs of early childhood addiction to gadgets are as follows: (1) loss of desire for activities; (2) talk about technology continuously; (3) tend to often deny an order if it prevents him from accessing the device; (4) sensitive or irritable, causing mood swings; (5) selfish, difficult to share time in using the device with others; (6) often lie because they can't get rid of their gadgets, in other words, children will find any way to keep using gadgets even though it disturbs their sleep time". So that it can be seen that the cultivation of good morals in children is very important for the future of children, so that in the future children will have provisions in socializing. Instilling discipline in children can be done starting from habituation to small things such as discipline that starts with rules for yourself, for example obeying study times, playing gadgets, brushing teeth, washing hands with soap, getting up on time, and obeying group rules (schools, schools, etc.). community, even nation and state) as well as other rules that have been previously agreed upon by children with parents and teachers.

c. Courtesy

In today's millennial era, consciously or unconsciously there is an impact on early childhood behavior. This happens not only because of the influence of the social environment, the rapid development of technology also has a major influence on children's behavior, such as gadgets. Courtesy is a value that upholds good behavior such as respecting, having noble character and respecting elders and loving the easier ones as well as hereditary culture that must be passed on to children and grandchildren. Courtesy can be applied to early childhood because with good manners, children know what to do and what not to do in different situations. Children's behavior is very different from adults, so ethics lessons must be adjusted to the child's age. The things that must be owned by children in order to have good manners in speaking are: 1) Thank you, 2) Please, 3) Sorry, 4) Sorry (Melat, 2012). The following is an example of moral values in manners:

Figure 3. Manners

Source: poskota.co.id

Figure 3. Manners are moral values that have existed since time immemorial. Courtesy, such as the attitude of *tabe'* or excuse me when you want to walk in front of an older person is an attitude that is rarely found in children today, inculcating the value of politeness is not easy to take for granted. Therefore, it is very important to instill polite values from an early age by educating and applying habituation methods to children.

The value of courtesy is very urgent to pay attention to. For children in B1 Bungamputi Kindergarten, the polite behavior of children has violated the rules of cultural norms in society and the school's vision and mission. Therefore, it is necessary to improve the politeness aspect. When the researchers conducted observations and interviews, the researchers found that children during the learning process were only polite to their homeroom teachers, such as not interrupting the teacher's conversation and not shouting. Meanwhile, for different teachers during the learning process, the child lacks manners such as the child interrupting the teacher talking during the learning process, the teacher is teaching but the child is in and out of class and the child's attitude is only carried out when the assistant teacher takes over or replaces the teacher in charge. he answered. Not only that, when researchers made observations in the learning process, only a few children applied the habit of saying thank you, apologizing and asking for help when they wanted to be helped open their lunch or when they wanted to close the bag but the child had difficulty closing it.

Therefore, the value of politeness is very urgent to pay attention to. This shows that the changing times and increasing technological developments have brought changes in human behavior. The cultivation of moral values in terms of politeness is carried out in children from an early age so that their polite attitude will carry over until the child becomes an adult.

d. Good

Behavior The behavior or actions of each individual can be good or bad. Determination of whether a behavior is good or bad depends on the judgment of the individual who feels and sees it. Good behavior is a commendable act that humans do not only to fellow humans, but also to God as the Supreme Creator. By providing moral education, especially how to distinguish good and bad behavior, children will get virtues, such as children will be easy to socialize, instill gratitude in themselves, instill an attitude of helping and in carrying out actions children have a basis for distinguishing between good and bad. bad. Here are examples of moral values in good behavior:

Figure 4. Helpful Behavior

Source: kibrispdr.org

Figure 4. Good behavior or what is commonly referred to as *akhlakul karimah* is a group of actions in life, as in the picture above is an example of good actions in life, because basically humans live in This world cannot stand alone and requires the intervention of others such as helping. Utami, N (2021:10498) explains that children learn by imitating the behavior of their environment, good or bad behavior depending on the environment that shapes it. Bad behavior seen in children is an aggressive attitude. High aggression in children often leads to antisocial behavior. Aggressive behavior in early childhood is a long process of behavior that does not occur automatically and is a combination of innate and environmental factors.

According to Radar Sulteng (2019 October 19) the deviant behavior that occurred in Palu City (2019 October 19) stated that several teenagers who were still in junior high school in Palu City were involved in sexual harassment of women who were still underage, which was then shared on social media, according to monitoring. Central Sulawesi Radar, the video was uploaded at around 23.00, then around 23.15 the video was deleted. However, because one of the Facebook users has shared the video, the video has become viral in cyberspace.

If you look at the cases above, bad behavior by teenagers is very against the norms or rules in culture and society. Therefore, it is very important moral education from an early age. Children who have provisions in morals accompanied by habituation will carry over to old children later. As is known, these habits can turn into obligations according to the life principles of each individual. People who are used to doing good behavior, because if the good behavior is passed, the individual will feel foreign and uncomfortable with it.

4. CONCLUSION

The use of gadgets for children in Group B1 of Bungamputi Kindergarten in Palu City varies, as a means of entertainment such as online games, YouTube, Tiktok and some for educational purposes. Specially facilitated or not (but using parental gadgets). The duration of using gadgets in children is relatively high >120 minutes/day. The type of gadget that is widely used is the cellphone. The positive impact of using gadgets on the moral values of early childhood in Group B1 TK Bungamputi in Palu City is that when they are under parental supervision, children use the YouTube program, parents direct them to watch things that stimulate children's moral values, both from songs, cartoon. Furthermore, it has a negative impact if the level of gadget use is used excessively and without adult supervision, such as not controlling the access opened by children, playing games excessively and not caring about the surrounding environment. The solution in overcoming the impact of gadgets is that children must be under parental supervision, always activate mode when children want to use gadgets, limit applications that trigger children to open things that children should not see, limits on gadget use and time for children such as inviting children communicate so that children are not too focused on gadgets.

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Conflicts of Interest: This research was conducted during the covid-19 pandemic so that when conducting interviews could not be carried out optimally, the interview data obtained were not fulfilled in their entirety from the number of subjects studied due to concerns about the covid virus. -19. Lack of references to relevant research sources related to the impact of gadgets on moral values in early childhood during the covid-19 pandemic. It is difficult to know the honesty, sincerity of parents in filling out research questionnaires. Efforts are made to minimize these errors, namely by providing an overview of the aims and objectives of the study.

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