



Early detection of gadget addiction in early childhood and its management in the context of early childhood education: Literature review

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ABSTRACT

The use of gadgets among young children is rapidly increasing and poses a risk of addiction that negatively impacts child development. This study aims to identify strategies for early detection and treatment of gadget addiction through a systematic literature review. Articles were searched on Google Scholar and the Education Resources Information Center (ERIC) using keywords such as gadget addiction, early childhood gadget use, screen addiction, and digital parenting. Out of 21 initial articles, 15 met the inclusion criteria (2019-2025) and were analyzed based on early detection, impact, prevention, and management. The results of the study show that gadget addiction is characterized by behavioral changes, excessive use, decreased social interaction, and emotional disturbances. Negative impacts include a decline in language skills, social skills, moral and religious values, and the risk of mental disorders. The role of parents is proven to be dominant through guidance, content supervision, and providing alternative activities. Effective management requires a gradual approach involving the family, teachers, and the environment. These findings emphasize the need for comprehensive efforts to minimize the risk of gadget addiction and support optimal child development.



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INTRODUCTION

Advances in digital technology have brought significant changes to the world of education, including early childhood education (PAUD). Gadgets are not only used as a means of entertainment, but also as a medium for digital learning through educational videos, learning applications, and online learning (Julfan & Haifaturrahmah, 2025). This is reinforced by research Octaviana and Asi (2022) which states that in the context of education, the use of gadgets can be a means of stimulating learning if directed appropriately by teachers and parents. However, without supervision and clear pedagogical objectives, the use of gadgets has the potential to have a negative impact on the learning process and student development. Mulyana et al. (2023) states that the unrestricted use of gadgets by children can cause physical and psychological disorders due to weak parental control. This finding is reinforced by Itsna and Rofi'ah (2021), who emphasize that excessive gadget use impacts children's social interactions, which are an important aspect of learning at school.

During the golden age, children need rich, interactive, and balanced learning stimulation so that all aspects of their development can flourish optimally (Annisa et al., 2022). However, uncontrolled gadget use has the potential to hinder the learning process, especially in the formation of moral and religious values, learning concentration, and children's social skills in the school environment. This is reinforced by the Widyadhana and Mashudi (2024), which emphasize that uncontrolled gadget use in children can pose various risks, ranging from physical and mental health problems, obstacles in social interaction, to disruption of children's cognitive development. Research by Musdalifa et al. (2022) also shows that unsupervised gadget use can hinder children's moral and religious development. Additionally, Wulandari and Hermiati (2019) found that 59% of children addicted to gadgets are at risk of emotional disorders, which indirectly impacts their readiness to participate in classroom learning processes. This situation indicates that gadget addiction is not only a family issue but also a serious challenge in the education sector.

Previous studies have examined the impact of gadget use on student development and learning. Octaviana and Asi (2022) found that gadget use in early childhood education (PAUD) affects social-emotional development, particularly in terms of the ability to collaborate and cooperate in group learning activities. Mimin (2022) also concluded that excessive gadget use has a negative impact on various aspects of early childhood development, including cognitive, language, and social-emotional aspects that play a crucial role in the learning process. At the elementary school level, Julfan and Haifaturrahmah (2025) show that unguided gadget use can reduce students' concentration, although on the other hand, gadgets have the potential to support interactive learning when used in a structured and meaningful way. These findings confirm that gadget use has direct implications for the quality of student learning.

Although a number of studies have discussed the impact of gadget use on student development and learning, most studies still focus on the general impact of gadget use without emphasizing the importance of early detection of gadget addiction as a preventive measure in the context of education. In addition, research that integrates the roles of teachers, parents, and the school environment in detecting and dealing with gadget addiction in early childhood is still limited. In fact, early detection is an important part of efforts to maintain the quality of the learning process and form healthy digital learning habits. Therefore, this study offers something new by placing early detection of gadget addiction as an initial strategy that is relevant to the world of education, particularly in supporting student learning readiness and development.

Based on these issues, this study aims to systematically examine strategies for early detection and treatment of gadget addiction in early childhood in the context of education. This study is expected to provide theoretical and practical contributions to teachers, parents, and education practitioners in guiding the use of gadgets to support the learning process of students in an optimal and sustainable manner.

METHODS

This study uses the Systematic Literature Review (SLR) method, which is a systematic literature review to identify, analyze, and synthesize relevant studies on gadget use in early childhood. The SLR method was chosen because it is able to map the literature in a structured and in-depth manner, resulting in comprehensive and accountable findings (Triandini et al., 2019).

The research process began with searching for articles using keywords such as gadget addiction, gadget use in early childhood, screen addiction, and digital parenting. The search was conducted through Google Scholar for national journals and the Education Resources Information Center (ERIC) for international journals. The search results were then selected based on inclusion criteria, namely articles published between 2019 and 2025, available in full text, peer-reviewed, and specifically discussing gadget use in early childhood.

In the initial search phase, 21 articles were found that met the inclusion criteria. However, after screening for content suitability and data completeness, only 15 articles met the final criteria and were used in the analysis process. The thirteen articles were thoroughly analyzed, summarized, and synthesized to identify main themes such as early detection, the impact of addiction, patterns of gadget use, prevention, and treatment. The results of this analysis then formed the basis for the preparation of the results and discussion. A summary of the analysis of each article is also presented in the following table.

Table 1. Review of 15 International and National Journal Articles.

No	Author, Year	Title	Method	Key Findings
1	Hadi & Sumardi (2023)	Gadget Use by Young Children	Qualitative approach, case study.	Young children in Mengkuru Village use gadgets for an average of 3-5 hours per day. Parents give their children gadgets to keep them quiet, especially during meals or before bedtime, but the intended educational use has turned into mere entertainment
2	Haryanto & Tohari (2024)	The Role of Parents in Overcoming Gadget Addiction in Young Children Case Study in RT.002 RW.01, Pondok Pucung, South Tangerang	Qualitative approach, descriptive	Limiting gadget use by parents effectively prevents negative impacts, ensuring children's development remains normal despite initial dilemmas, such as children often crying when restricted.
3	Isni & Anugrah (2021)	Handling Gadget Addiction in School -Age Children During the Covid-19 Pandemic in Wantilan Village, Subang Regency	Qualitative descriptive study with data collection through observation and literature review.	The intervention efforts yielded positive results: children began to show interest in other more beneficial activities beyond gadget use, and parents also exhibited more positive attitudes during the intervention process.
4	Itsna & Rofi'ah (2021)	The Impact of Gadget Use on Social Interaction in Young Children	Qualitative descriptive research method	The use of gadgets in early childhood has positive impacts (gaining information and increasing creativity) as well as negative impacts (lack of interaction, social decline, dependence, and health problems such as dry eyes). The study also suggests the development of other variables in future studies.
5	Kurniawan & Ussolikhah (2025)	Literature Review on the Negative Impact of Gadget Use on the Social Development of Young Children	Qualitative research method	Excessive gadget use in young children leads to social isolation, health problems, and an imbalance in activities. Parents need to monitor and guide gadget use to ensure healthy child development and reduce the risk of addiction.

6	Mulyana et al. (2023)	Addictive Behavior in Gadget Use Among Young Children	Qualitative research method	Uncontrolled gadget use by parents has a negative impact on the physical and psychological growth and development of young children.
7	Musdalifa et al. (2022)	The Impact of Gadget Use on the Development of Religious and Moral Values in Early Childhood at Bakti 53 Islamic Kindergarten, Tanjung Harapan, Dharmasraya Island	Qualitative approach	Early childhood children at Islamic Kindergarten Bakti 53 use gadgets for 1-4 hours/day with content such as YouTube, TikTok, and games. Gadget use has a negative impact on children's religious and moral development, as indicated by low achievement of these developmental indicators.
8	Pradevi (2020)	The Relationship Between Parental Supervision of Gadget Use and Children's Empathy Skills	Correlational quantitative research	Parental supervision of gadget use is positively related to children's empathy skills ($r = 0.491$). The majority of parents have a high/very high level of supervision, and most children show high/very high empathy skills
9	Pratikno & Sumantri (2020)	Digital Parenting: How to Prevent Gadget Addiction in Children	Descriptive qualitative method	Efforts to prevent gadget addiction include the Maghrib Movement, classical conditioning, parent-child agreements, monitoring online activities, using the Screen Time feature, and supporting applications. Cooperation between parents and teachers is important to monitor the impact of gadget use and develop a system to prevent addiction in the future.
10	Rihlah et al. (2021)	The Impact of Gadget Use During the Covid-19 Pandemic on the Language and Social Development of Children Aged 5-6 Years	Quantitative correlational study using random sampling techniques.	Gadget use during the Covid-19 pandemic had a negative impact on the language and social development of children aged 5-6 years, with a significant influence and negative coefficient indicating a decline in these abilities.
11	Sitorus et al. (2024)	The Role of Parents in Overcoming Gadget Addiction in Early Childhood	Descriptive qualitative approach	Parental strategies that limit screen time, select content, and provide positive alternative activities significantly reduce the negative impact of gadget addiction, with effective communication being a key factor.
12	Wulandari & Hermiati (2019)	Early Detection of Mental and Emotional Disorders in Children Experiencing Gadget Addiction	Descriptive analytical	Most children show high levels of gadget addiction (66%) and are at risk of experiencing mental emotional disorders (59%) if parents do not guide their gadget use wisely.

13	Zulfahmi et al. (2022)	Parental Efforts in Parenting to Prevent and Address Children's Gadget Addiction	Descriptive analytical	Parental control and proper communication are important in overcoming gadget addiction. Authoritative parenting and alternative activities such as traditional games help children understand the negative consequences of gadgets and reduce addiction.
14	Sero & Boro (2024)	The Role of Parents in Monitoring Gadget Use in Young Children	Descriptive analytical	Research findings indicate that parental and preschool teacher supervision and restriction of gadget use are important for maintaining optimal motor, social, emotional, and moral development in children.
15	Dwijantie & Hoerudin (2022)	The Influence of Gadgets on Early Childhood Development	Descriptive analytical	The findings of the study reveal that gadgets can hinder various aspects of children's growth and development.

RESULTS AND DISCUSSION

Based on the literature search results, of the 21 initial articles found, 15 articles were relevant and met the inclusion criteria. These articles were sourced from national journals via Google Scholar and international journals via the Education Resources Information Center (ERIC). The analysis was conducted using keywords such as gadget addiction, gadget use in early childhood, screen addiction, and digital parenting. The focus of the study included early detection, the impact of addiction, patterns of gadget use, prevention, and treatment.

Early Detection of Gadget Addiction in Early Childhood

Early detection is a crucial first step in preventing developmental disorders caused by excessive gadget use. Children who are addicted to gadgets usually exhibit behavioral changes such as tantrums when their gadgets are taken away, difficulty stopping playing, and loss of interest in physical and social activities. Mulyana et al. (2023) found that early childhood children who play with gadgets without control exhibit compulsive use behavior, which is a strong desire to continue playing. This is also explained by Pradevi (2020) that dependence on screens can affect children's emotional regulation, including decreased empathy due to decreased social interaction.

Another indicator of gadget addiction is seen in prolonged usage duration. Musdalifa et al. (2022) found that young children who access gadgets for 1-4 hours per day experience a decline in religious and moral development. This finding is reinforced by Wulandari and Hermiati (2019), who reported that 66% of children who use gadgets intensively experience high levels of addiction and the risk of emotional disorders. Thus, early detection can be done by observing changes in behavior, usage time, emotional responses, and the quality of children's social interactions.

The Impact of Gadget Addiction on Early Childhood Development

Gadget addiction has a broad impact on early childhood development. In terms of cognitive and language development, research by Rihlah et al. (2021) shows that gadget use during the Covid-19 pandemic caused a 25.3% decline in children's language skills due to a lack of direct communication. Meanwhile Itsna dan Rofi'ah (2021) emphasize that excessive gadget use causes children to experience a decline in social skills and an increase in social isolation. In terms of physical and motor development, research by Novitasari and Khotimah (2016) states that various entertainment applications in gadgets

make children lazy to do other activities, thereby affecting their physical motor development. This is reinforced by Dwijantie and Hoerudin (2022), which shows that children's interest in gadgets makes them tend to be passive and has a negative impact on their health and motor development.

Another equally important impact is on moral and religious development. Musdalifa et al. (2022) found that children who frequently access digital content without supervision experience a decline in moral and religious values. This occurs because children are more often exposed to entertainment content such as games and videos, rather than interactions that foster values. From an emotional perspective, Wulandari and Hermiati (2019) explain that children with high levels of addiction are at risk of experiencing emotional disorders such as anxiety and irritability. These emotional regulation disorders have the potential to hinder children's prosocial behavior in the context of learning. Drupadi (2020) shows that emotional regulation skills have a significant influence on the prosocial behavior of young children, which is an important foundation for social interaction and successful learning processes in early childhood education (PAUD) classrooms. This indicates that gadget addiction does not only affect one aspect but encompasses all dimensions of a child's development.

Strategies for Preventing Gadget Addiction in Young Children

Preventing gadget addiction can be done through several strategic steps involving parents and teachers. Zulfahmi et al. (2022) explain that effective communication patterns and authoritative parenting can help children understand the consequences of gadget use. This is in line with the findings of Sitorus et al. (2024), which state that parents who actively accompany their children and determine appropriate content can significantly reduce the risk of gadget addiction. Pratikno and Sumantri (2020) suggest using screen time features, applying classical conditioning, and establishing a gadget usage agreement between parents and children. This approach can help children understand the limits of device usage. Additionally, Pradevi (2020) emphasizes that parental supervision has a positive relationship with children's empathy skills. Children who are well supervised tend to have better empathy skills than children who are allowed to access digital devices freely. Hadi and Sumardi (2023) also found that most parents give their children gadgets during meals or before bedtime without considering the risk of addiction. Therefore, strengthening the role of parents can be done through digital education, active guidance, and consistency in enforcing gadget usage rules. Digital literacy involving collaboration between teachers and parents is also an important strategy in preventing unhealthy gadget use in early childhood, as it helps children understand the limits and purposes of wise technology use (Salsabila et al., 2024).

In addition to digital control, prevention must be supported by providing attractive alternative activities. Sitorus et al. (2024) show that activities such as playing outdoors, traditional games, and family activities can divert children's attention from gadgets. Kurniawan and Ussolikhah (2025) also state that gadget restrictions must be accompanied by social stimulation so that children's development remains balanced. Thus, prevention is not merely about prohibition but providing more meaningful and interactive play experiences.

Efforts to Address Gadget Addiction in Young Children

Addressing gadget addiction requires planned steps that can be implemented gradually. The role of parents is the most dominant factor in preventing and overcoming gadget addiction in young children (Sero & Boro, 2024). Research conducted by Isni and Anugrah (2021); Sitorus et al. (2024) shows that strategies such as guidance, strengthening positive activities, and providing understanding to children can reduce the intensity of gadget use. This is further supported by Haryanto dan Tohari (2024), who state that parents who encourage children to participate in beneficial activities, such as sports, arts, and traditional games, can help reduce and divert children's attention from gadget addiction. Thus, children begin to understand that there are many interesting activities outside of gadgets that they can engage in, and parents can reinforce these behavioral changes.

Another intervention involves fostering positive social interactions. Itsna and Rofi'ah (2021) emphasize the importance of increasing direct interactions, such as playing with peers, to reduce patterns of social isolation caused by gadget addiction. On the other hand, Wulandari and Hermiati (2019) emphasize that intervention must be carried out as early as possible because children who experience addiction are at risk of emotional disorders if left untreated. Comprehensive management includes limiting duration, content supervision, strengthening discipline, and creating a stimulating environment so that children can return to normal development. Consistent handling of gadget addiction not only helps reduce children's dependence on digital devices but also contributes to increasing children's participation in learning activities, both individually and in groups in the PAUD environment, through teacher guidance and strengthening digital literacy in the learning process (Rifa'i et al., 2024).

Based on the results and discussion, gadget addiction in early childhood affects various aspects of development, ranging from language, social-emotional, and moral abilities to mental health, which directly impacts the quality of the learning process in early childhood education. Therefore, early detection through observation of children's behavior, duration of use, emotions, and social interactions is very important. The role of parents and teachers, through active guidance and consistent supervision, has proven to be the key to preventing and addressing gadget addiction, ensuring that technology use optimally supports children's learning.

CONCLUSION

Gadget addiction in early childhood is a serious problem that impacts various aspects of development, including language, social-emotional, moral-religious, and mental health. Early detection can be done by observing typical behaviors, such as excessive gadget use, tantrums when restricted, difficulty letting go of devices, and decreased interest in social and physical activities. The negative impact of gadget addiction is even greater when children access devices without supervision and without time limits, because uncontrolled screen exposure reduces direct interaction and hinders the developmental stimulation that children should receive. The role of parents is a major factor in the prevention and treatment of gadget addiction. Efforts such as active supervision, content monitoring, positive communication, enforcement of usage rules, and provision of alternative activities have been proven to help form healthier digital habits. Addiction treatment needs to be carried out gradually through collaboration between families, teachers, and the surrounding environment to restore healthy interaction patterns. Overall, early detection, prevention, and comprehensive management are essential to minimize the risk of gadget addiction and maintain the quality of early childhood development and learning processes. These findings emphasize the importance of synergy between parents, schools, and the community in building a healthy digital parenting ecosystem that supports the optimal development of early childhood.

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