Abstract

This study aims to determine the relationship between gadget use intensity and social and emotional development in preschool children aged 4-6. This study used a quantitative method with a cross-sectional approach. The sample in this study was 76 preschool children aged 4-6 from three kindergartens: Harapan Bunda Kindergarten, Pembina State Kindergarten, and Bahari Kindergarten. These three kindergartens are located in Bilato District, Gorontalo Regency. The data collection tools used in this study were two questionnaires: the gadget use intensity questionnaire and the Strengths and Difficulties Questionnaire (SDQ). The data obtained were analyzed using a Chi-Square test to determine the relationship between gadget use intensity and children's social and emotional development, with a significance value of 0.05. The results showed that the duration of gadget use among preschool children fell into three categories: low intensity (14 (18.4%), moderate intensity (22 (28.9%), and high intensity (40 (52.7%). The Chi-Square test results for the difficulty and strength scales indicated a relationship between gadget use intensity and the social and emotional development of preschool children aged 4-6 years, with a p-value of 0.000, which is less than 0.005 ($p<0.005$). These results indicate a relationship between gadget use intensity and the social and emotional development of preschool children aged 4-6 years.

Keywords: *Intensity, Gadgets, Social and Emotional Development, Preschool Children*

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