



The role of parents: Addressing elementary school children's gadget addiction through traditional games

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ABSTRACT

The rapid development of technology – particularly the use of gadgets among children – is increasingly threatening the survival of traditional games, which are beginning to disappear and are no longer played by elementary school-aged children. While the roles of schools, communities, and organizations have been discussed in previous studies, there has been no discussion of the role of parents in preserving traditional games. This study aims to examine the role of parents as both subjects and the “first school” for children at home in guiding and teaching traditional games to their children, as well as the role of parents in fulfilling their obligations as the “first school” for children in the home environment. This study employs a qualitative descriptive approach using in-depth interviews with 18 informants, consisting of parents, children, and teachers. The results of this study indicate that parents in Tenggilisrejo Village are adequately fulfilling their responsibilities in teaching their children some of the traditional games they know, although not very frequently, with obstacles such as a lack of play areas and peers. It is hoped that synergy between parents, teachers or schools, and the community can foster collaboration to ensure that traditional games are preserved and to create a balance amid technological advancements.

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1. Introduction

Parents are concerned that their children's excessive use of technology may negatively impact their physical, psychological, and social development due to a lack of face-to-face interaction and physical activity. There is a growing preference for traditional games over digital gaming. Parents are concerned about the impact of such activities on children's physical, social, and communicative development, as well as their character development. It is important to maintain a balance in their children's growth. Excessive use of gadgets beyond what is necessary among elementary school-aged children can affect their physical and psychological growth and development and gradually begin to take a toll on their mental well-being (Yumarni & Ma'arif, 2022).

Electronic devices, commonly known as gadgets, are designed to make people's lives easier, especially when it comes to communication. Gadget manufacturers are constantly coming up with new ideas to improve the functionality of their products and make them more affordable (Tarakarti Gusman et al., 2023). Gadget addiction is not limited to urban areas alone, but is now rapidly spreading to rural areas such as the village of Tenggilisrejo. A phenomenon of gadget dependency has been observed among elementary school-aged children in Tenggilisrejo Village. Findings regarding the gradual displacement of traditional games, which are increasingly being replaced by gadgets, are more prevalent in Krajan Hamlet, Tenggilisrejo Village. Children spend hours at home with gadgets, whether playing online games or accessing social media. Consequently, children's activities that do not involve gadgets, such as playing traditional games, are slowly beginning to be displaced as the number of gadget users among elementary school-aged children increases. Screen time refers to limiting the use of electronic devices, implementing a digital curfew, educating children about sleep hygiene, and setting a positive example as parents (Syilvani et al., 2024). Screen time should not exceed two hours per day. Screen time is the amount of time a person spends looking at electronic screens, such as smartphones, televisions, laptops, tablets, and other digital media (Faradianti1, 2025).

A previous study titled "Revitalizing Traditional Games and Children's Creativity as a Means to Reduce Gadget Dependence" by (Fatimatus Sa et al., 2025) focused on the Asset-Based Community Development (ABCD) approach for children, with an emphasis on preserving traditional games through the utilization of village community assets. And a study titled "The Disappearance of Traditional Games in the Griya Citra Asri Housing Complex, Replaced by Online Games." The study focuses on exploring the reasons behind people's preference for playing online games over traditional games, as well as the social and cultural impacts of this shift, including the risk of social isolation and a decline in interest in traditional cultural activities (Adryan Wahyu Riskyanto, 2023).

Previous research on the preservation of traditional games has primarily focused on theoretical aspects and has tended to center on subjects related to the use of facilities, while neglecting the involvement of parents as children's primary educators. In earlier studies, the use of traditional games as an alternative to address gadget dependency has lacked more intensive supporting factors, namely the role of parents in monitoring and controlling children's gadget use and directly introducing traditional games to their children.

The novelty of this study lies in the way parents serve as both the primary subjects of the research and key agents in preserving traditional games as an alternative to address gadget dependency. This study marks a shift in strategic focus, moving from an external, community-based approach to an internal, family-based one. While previous studies have largely highlighted the role of the community, cultural centers, or the school environment as the main drivers in preserving traditional games, this study delves into the smallest unit of society – the family – as the primary line of defense. The role of parents here is more personal and sustained. Parents are able to consistently integrate traditional games into their children's daily schedules to divert their attention away from gadget screens.

Given these issues, the role of parents is crucial in reintroducing traditional games as a healthy, enjoyable alternative that conveys positive values to elementary school-aged children (Harianti et al., 2025). Reintroducing traditional games is seen as one way to minimize dependence on gadgets. Although technological advancements bring many conveniences in accessing everything, negative effects can also occur in children if usage is excessive and unsupervised by parents (Fatimatus Sa et al., 2025). Reviving traditional games is a proactive step against gadget dependency – such as dakon, engklek, and jump rope – by incorporating them into children's daily routines as an alternative to reduce gadget dependency while preserving nearly extinct traditional games for future generations without losing their inherent values.

2. Method

This study employs a qualitative research design. Qualitative research refers to a type of research that produces descriptive information expressed in words rather than numbers. This study uses a qualitative approach and a descriptive research design because its objective is to comprehensively understand the phenomenon of parents' roles in preserving traditional games as an alternative to address gadget dependency among elementary school-aged children in Tenggilisrejo Village. The research location is Tenggilisrejo Village, Gondangwetan Subdistrict, Pasuruan Regency, East Java, Indonesia. There were 18 research informants, consisting of 6 parents with elementary school-aged children, 6 children of the interviewed parents, and 6 teachers from grades 1–6 at Tenggilisrejo Elementary School. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted using the Miles-Hubberman model, which consists of data reduction, data presentation, and drawing conclusions. Data reliability was ensured through technical, source, and temporal triangulation.

3. Analysis and Results

3.1. Gadget use Among Elementary School Children in Tenggilisrejo Village

A device or compact (wireless) electronic instrument that possesses unique and sophisticated capabilities for retrieving data, connecting with others, and providing amusement (Nadiva et al., 2023). A device is an electronic instrument that comes with numerous technological capabilities developed to enhance individuals' lives by providing convenience and fulfilling particular purposes (Nurwahidah et al., 2021).

The prevalence of gadget use among kids in elementary schools located in Tenggilisrejo Village is already notable and varied. On average, children engage with these devices for a period ranging from 2 to more than 3 hours each day, with their main activities consisting of watching YouTube and playing online games. As these young learners progress through their grades, their engagement with gadgets typically increases, partly due to the requirements of online education. The impacts observed include health-related issues (such as eye strain), behavioral challenges (difficulty in controlling behavior, reluctance toward studying), and a decrease in the quality of social interactions among children. These observations support the idea that parents have a crucial role in regulating the amount of time their children spend on gadgets and in choosing suitable content to protect them from adverse effects, which may encompass physical ailments like eye health concerns or difficulties in social skills (Harianti et al., 2025).

Based on interviews with parents, children, and teachers, it was found that gadget use has become part of the daily lives of elementary school-aged children in Tenggilisrejo Village. The most common activities include watching YouTube, playing online games, and browsing the internet to complete school assignments.

All parent informants reported that their children use gadgets for an average of 2 to more than 3 hours per day. Tri Ayu Ambar (parent of a second-grader) stated: "I usually limit it to 2 hours – just watching YouTube Kids and stuff like that." (Tri Ayu Ambar, Parent).

Meanwhile, Yayuk Indah Cahyani (parent of a third-grader) explained that the longer usage time is due to educational needs: "3–4 hours, because third-graders are old enough to sometimes use their phones to do homework using Google or learn through YouTube." (Yayuk Indah Cahyani, Parent).

Children in higher grades tend to have longer gadget usage times. Fadli (4th grade) admitted to using his phone for up to 5 hours a day, while Abe (5th grade) and Muh (6th grade) use their gadgets for an average of more than 3 hours a day.

These findings align with view that (Faradianti1, 2025) screen time exceeding two hours per day is considered excessive and should be limited. Parents play a crucial role in limiting their children's screen time to prevent long-term dependency.

3.2. Traditional Games Played by Elementary School Aged Children in the Village of Tenggilisrejo

Traditional games are a cultural legacy from the ancestors of the Indonesian archipelago that must be preserved and passed on to future generations; traditional games constitute a cultural legacy because they embody distinctive character traits and noble values, along with local wisdom that varies from region to region (Hadyansah et al., 2021).

Traditional games are games that originate from local culture and have been passed down from generation to generation to be played by young people. Traditional Indonesian games are very diverse and rich in positive values, such as teamwork, brotherhood, mutual assistance, creativity, and health. There are many different types of traditional games spread throughout the Indonesian archipelago. Rooted in the local wisdom of each region, traditional games in each area have their own names and distinctive characteristics (Mahardika et al., 2021).

- a. Engklek, the term "Roma Hop" comes from the words 'lompat' (to jump) and "scotch" (meaning lines). The name "Engklek" came to be used to refer to this traditional game, which is played by hopping on one foot within the squares of a pre-drawn grid without stepping on or accidentally crossing the lines within each square (Harahap & Jaelani, 2021). This game trains balance through physical activity involving jumping, as well as focus and coordination to keep the feet from stepping outside the boundary lines. Engklek is a game that is predominantly popular among girls, though it is not uncommon to see boys playing along as well.
- b. Congklak is a traditional game played using seeds or small shells that are placed into holes in sequence according to the number of congklak seeds placed into the holes (Arum Rukmasari et al., 2024). This game does not require a large area or space; it only requires the game board and congklak seeds. The seeds can vary; players can use grains like corn kernels or even small stones. However, in modern times, many plastic congklak sets – complete with congklak seeds – are widely available for purchase, making it easier for children or parents to play congklak. This game requires two players to compete against each other. The traditional congklak game is quite popular and is often used as a learning tool for counting, making it suitable for children who are learning to count while playing.
- c. Layang-layang, kite flying is a traditional pastime enjoyed all over the world. Kites, known as "wau," are very popular in Java, where both children and adults often fly them in open spaces (Astanti et al., 2022). This kite is made of paper and has a frame made of split bamboo. The frame is tied together with string. The kite is flown using a rope or string. The traditional game of kite flying offers various benefits, such as improving gross motor coordination, developing visual motor skills, stimulating imagination through the process of making and assembling the kite, teaching children to follow instructions, fostering a sporting attitude, boosting self-confidence and self-esteem, and helping children build friendships.
- d. The Benefits of Traditional Games, traditional games possess various meanings or unique traits based on their category. Each type of traditional game has the shared trait of being straightforward or aligned with nature, representing intrinsic moral principles (Mahardika et al., 2021). Traditional games serve as a remarkable means to enhance community relationships and promote a feeling of togetherness, as they often require physical movement and intimate social engagement (Perdima & Kristiawan, 2021).

The interview results show that the most well-known and frequently played traditional games among children in Tenggilisrejo Village are congklak (dakon), engklek (bendan), kite flying,

jump rope, and marbles. Children generally learn about these games from their parents, although some children said they learned about traditional games from their peers.

Parents mentioned several traditional games they knew and had played in their childhood. Tri Ayu Ambar said, "I know some traditional games from back in the day that I used to play, like congklak, engklek, and I've flown kites too." Sri Wulandari (parent of a 6th grader) listed a wider variety of games: "jump rope, kite flying, hide-and-seek, and many more."

From the children's perspective, the most popular games vary. Aliya (first grade) likes engklek and jump rope because "it's fun to play with friends." Mufi (third grade) often plays engklek in the backyard in the afternoons with his friends. Meanwhile, Muh (6th grade) and Abe (5th grade) prefer flying kites because they can play with friends and even turn it into a kite-flying competition.

These games provide multiple advantages, both visible and hidden. The wide variety of traditional games present in Indonesia offers comparable benefits. One example is engklek, which aids in not only enhancing children's physical skills but also boosts coordination and focus. They contribute to the development of children's communication abilities and creativity. Particularly in the contemporary age, traditional games can act as an alternative to reduce children's dependence on electronic devices by enabling them to engage in play freely and encourage authentic social interactions.

The most well-known traditional games that children in Tenggilisrejo Village still play include congklak (dakon), engklek (bendan), kite flying, and jump rope. Children are typically introduced to these games by their parents, especially their mothers. At school, traditional games are integrated into learning and P5 (Pancasila Student Profile Strengthening Project) activities. Although children show enthusiasm when introduced to traditional games, many of them were previously unfamiliar with the names and how to play them, indicating a cultural erosion due to the dominance of gadgets.

3.3. Challenges Faced by Parents in Preserving Traditional Games as an Alternative to Addressing Children's Gadget Dependency

In parents' efforts to address their children's gadget dependency, reintroducing traditional games is one alternative that is being pursued; however, achieving this to the fullest extent is certainly not easy.

- a. **Structural Barriers**, structural barriers can be defined as external challenges and limitations arising from external factors, which result in individuals facing difficulties in fully achieving their goals. The impact of inappropriate regulations and a lack of competent human resources (HR) also serve as factors hindering the achievement of a goal (Sabrina Rosyida, 2024). Structural challenges in this situation denote observable signs of systemic or outside hindrances encountered by parents in maintaining traditional games to minimize reliance on gadgets among younger learners; the difficulties they confront encompass the slow vanishing of play zones that need open areas because land is allocated for residential development, the diminishing availability of conventional play apparatus that is progressively harder to locate, and an absence of external backing, even from peer groups, complicating their efforts to surmount these obstacles.
- b. **Behavioral Performance**, behavioral/performance competencies refer to the ability to perform a skill competently. Competencies do not only refer to technical expertise or hard skills, such as mastery of technology, foreign languages, or project management, but also include soft skills such as communication, planning, and others (Yustica et al., 2025). Competency barriers arise from internal factors within the individual that occur naturally without dominant external influences on human resources (HR). These barriers present a unique challenge for parents in addressing children's gadget dependency, leaving parents

with no alternative solutions to this problem—such as introducing traditional games to their children as a simple alternative.

- c. Psychosocial barriers refer to situations in which mental and emotional factors interact with a person's social environment, making it difficult for them to socialize, maintain their health, or behave appropriately. These factors often lead to feelings of stress, anxiety, sadness, or difficulty interacting effectively with others (Ulfiyana & Purnamasari, 2024). Several common social barriers arise from environmental factors: high levels of individualism in housing/apartment complexes; a cultural stigma that traditional games are “old-fashioned” or “backward”; the socioeconomic perception that gadgets are a standard of upper-middle-class lifestyle; and the loss of community gatherings which traditionally served as a venue for play.
- d. Hambatan Teknokultur, techno-cultural barriers are obstacles that arise from a clash or the cultural unpreparedness of a society to respond to rapid technological advancement. This is not merely a matter of “lacking the tools,” but rather about how old values, customs, and traditions shift or, conversely, hinder the adoption of new technologies. These barriers often occur when technology advances faster than the changing mindset of its users (Almanfaluthi & Juniar, 2020).

Techno-cultural barriers are one of the most difficult challenges to overcome, influenced by the ever-accelerating pace of technological development. This necessitates cultural adaptation without erasing the underlying traditional values. This process is crucial to ensuring the sustainability of cultural identity in the face of the increasingly dominant challenges of globalization.

All parent informants acknowledged the various obstacles they face in their efforts to preserve traditional games as an alternative to reducing their children's reliance on gadgets. The structural obstacles most frequently mentioned by the informants were limited play space and a lack of peers. Tri Ayu Ambar explained: “It's the neighborhood, really, because my neighbors don't have many young children—especially ones the same age as my child, who's still in elementary school. So there's a lack of peers to play traditional games with.” (Tri Ayu Ambar, Parent).

Suarti Ningsih added regarding the lack of space: “The obstacle and challenge is the lack of space—because in this neighborhood, the houses are too close together, so we can only play the same few traditional games because there isn't enough open space.” (Suarti Ningsih, Parent).

This situation aligns with the explanation by (Sabrina Rosyida, 2024) that structural barriers are external challenges that make it difficult for individuals to fully achieve their goals, including a lack of open spaces and minimal community support.

Parents face four main categories of barriers to preserving traditional games: structural barriers, such as a lack of play areas and peers; competency barriers, such as parents' limited knowledge of how to play traditional games; psychosocial barriers, such as the stigma that traditional games are outdated; and techno-cultural barriers, such as the powerful trend of digitalization that makes children more interested in online games. These four barriers are interrelated and require holistic solutions involving synergy between families, schools, and the community.

3.4. The Role of Parents in Preserving Traditional Games as an Alternative to Addressing Gadget Dependency Among Elementary School Children in Tenggilisrejo Village

The role of parents in shaping a child's character serves as both the foundation and the solid framework that parents build for their children, as parents are the first educators to introduce and teach them everything (Sitorus et al., 2024). Parents act as educators because their role is not merely to teach, but also to develop their children's abilities, particularly their way of thinking. Parents need to provide regular support. Parents always play a crucial role in shaping their children's future learning opportunities (Achmad Marzuki & Setyawan, 2022).

Based on interview data, the researchers identified four parental roles played by the informants in preserving traditional games while addressing children's dependence on gadgets, namely: the role of facilitator, screen time regulator, cultural preserver, and primary educator. All parent informants demonstrated an active role as facilitators in introducing and providing access to traditional games.

Tri Ayu Ambar actively bought a congklak set at the market and invited her child to play in the yard: "When we're just at home, I teach my child to play 'Dakon' or Congklak, which I bought at the market. When I have enough free time, I take them to play in the spacious backyard with their older sibling—flying kites, and sometimes we go to the village field to ride bikes together." (Tri Ayu Ambar, Parent).

All the parents who were interviewed have made efforts to limit their children's gadget use, albeit with different strategies. Suarti Ningsih uses a technological approach: Vita Eka Tri Yulianti highlights the father's role as the initiator of outdoor activities: "Usually, I'd give advice or impose a punishment to teach them a lesson, but sometimes that doesn't work—so her father would usually just take her outside to play or make a kite." (Vita Eka Tri Yulianti, Parent).

These findings align with the perspective of that parents play an active role in limiting children's screen time and selecting appropriate content to ensure children are not exposed to negative effects, which can include physical issues such as eye health problems or social difficulties.

The role of parents in educating children is extremely important, because receiving a quality education is the primary need every child requires to face a constantly changing world. Today, parents are increasingly realizing how crucial it is to provide a solid education to their children from an early age. Thus, when parents actively participate in their children's learning process, this has proven to offer numerous benefits for them. Parents' role in their children's education is to create a conducive learning environment at home, foster open communication between parents and teachers, and consistently support positive aspects of their children's educational development—whether psychological, motor, or spiritual (Nugroho et al., 2022).

- a. The Role of Parents in Addressing Children's Gadget Addiction, parents play a crucial role as the first line of defense in supervising, monitoring, protecting, and guiding their children in their use of gadgets to prevent the negative effects of excessive gadget use (Wulandari et al., 2021).

The role of parents is not limited to supervision; they also act as guides who can help their children use electronic devices appropriately and responsibly. With parental involvement, children can be guided to choose age-appropriate and educational content, and can develop the skills to manage their screen time wisely (Prakoso et al., 2023).

Parental guidance during children's gadget use should be provided regularly without imposing restrictions that hinder children's exposure to technological advancements. As a child's "school" within the home environment, parents can manage children's gadget use through screen time limits. Parents should also offer alternative activities that involve motor skill development or positive social interactions.

All the parents who participated as informants have made efforts to limit their children's gadget use, albeit using different strategies. Suarti Ningsih uses a technological method: "I installed a timer app on the phone, so it automatically locks and shuts down once the usage time reaches 2 hours." (Suarti Ningsih, Parent).

Parents in Tenggilisrejo Village have fulfilled four key roles in preserving traditional games as an alternative to address gadget dependency, namely: facilitators by providing game equipment and encouraging children to play; screen time controllers through limiting gadget usage; cultural preservers by introducing the values of local cultural heritage; and character

educators through the internalization of the values of cooperation, togetherness, and social interaction inherent in traditional games. These findings underscore that consistent and sustained parental involvement is crucial as the “first line of defense” within the family to protect children from the negative effects of gadget dependency.

4. Conclusion

The overall findings of this study indicate that the role of parents is a key determining factor in efforts to preserve traditional games as an alternative to address gadget dependency among elementary school-aged children in Tenggilisrejo Village. This aligns with the perspective of this study, which views the family as the smallest yet most influential unit in shaping children's habits and character. Synergy among parents, schools, and the community is key to the successful preservation of traditional games. Schools have fulfilled their role by integrating these games into the curriculum and P5 activities, while teachers have proactively promoted traditional games through parent chat groups. However, more systematic and structured initiatives are still needed—such as community activities, village-level traditional game festivals, or the development of traditional game-based extracurricular programs—as suggested by the informants in this study.

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