



Frequency of Device Use on Prosocial Behavior of Early Age Children 5-6 Years

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ABSTRAK

Penggunaan gawai pada anak usia dini memiliki batasan waktu dalam penggunaannya agar memberikan dampak yang baik. Frekuensi penggunaan gawai yang tinggi pada anak akan memengaruhi perilaku sosial anak khususnya pada perilaku prososial. Penelitian ini bertujuan untuk menganalisis pengaruh frekuensi penggunaan gawai terhadap perilaku prososial anak usia 5-6 tahun. Penelitian ini menggunakan penelitian kuantitatif *ex-post facto*. Populasi dalam penelitian ini yaitu orang tua (ibu) dengan anak usia 5-6 tahun di lembaga PAUD. Penarikan sampel dalam penelitian ini menggunakan *two-stage cluster sampling* dengan jumlah sampel tiga kelurahan dengan masing-masing satu TK dengan jumlah 59 orang tua (ibu). Pengumpulan data dalam penelitian ini menggunakan metode angket dengan instrumen berupa lembar pernyataan yang perlu diisi orang tua (ibu) untuk mendapatkan data frekuensi penggunaan gawai pada anak, perilaku prososial anak, data pribadi orang tua, dan anak. Data yang diperoleh kemudian dianalisis dengan uji regresi linier sederhana yang diolah dengan bantuan SPSS. Hasil analisis data menunjukkan bahwa terdapat pengaruh antara frekuensi penggunaan gawai terhadap perilaku prososial anak usia 5-6 tahun. Selain itu, nilai korelasi menunjukkan terdapat pengaruh negatif antara frekuensi penggunaan gawai terhadap perilaku prososial anak usia 5-6 tahun. Implikasi dalam penelitian ini frekuensi penggunaan gawai memiliki pengaruh terhadap perilaku prososial anak usia 5-6, artinya semakin tinggi frekuensi penggunaan gawai maka semakin rendah perilaku prososial anak, begitu pula sebaliknya.

ABSTRACT

The use of devices in early childhood has a time limit so that they have a good impact. The high frequency of device use among children will influence children's social behavior, especially prosocial behavior. This study aims to analyze the influence of frequency of device use on the prosocial behavior of children aged 5-6 years. This research uses *ex-post facto* quantitative research. The population in this study were parents (mothers) with children aged 5-6 years in PAUD institutions. This study used *two-stage cluster sampling* with a sample size of three sub-districts, one kindergarten for each with 59 parents (mothers). Data collection in this study used a questionnaire method with an instrument in the form of a statement sheet that parents (mothers) need to fill out to obtain data on the frequency of device use in children, children's prosocial behavior, and personal data on parents and children. The data obtained was then analyzed using a simple linear regression test processed with the help of SPSS. The data analysis results show an influence between the frequency of device use and the prosocial behavior of children aged 5-6 years. Apart from that, the correlation value shows a negative influence between the frequency of using devices and the prosocial behavior of children aged 5-6 years. This research implies that the frequency of using devices influences the prosocial behavior of children aged 5-6, meaning that the higher the frequency, the lower the child's prosocial behavior, and vice versa.

1. INTRODUCTION

Aspects of early childhood development include aspects of social-emotional development which are closely related to the social behavior of early childhood. Providing stimulus for early childhood development is very important, especially for children's social development, so that children's social maturity can be fulfilled optimally (Irzalinda, 2019; Pertiwi, 2020). Early childhood children who receive

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good stimulation in socializing make it possible to have good social skills so as to create the social skills expected by their environment. Children's future social development is influenced by social interactions that occur in early childhood (Aprianti1 & Rita, 2020; Mardiyah, 2020; Silveira-Zaldivar et al., 2020). Children are social creatures who need other people to live side by side so that social interactions can occur. In order to have good social interactions, a person must have social skills. According to Susanto, prosocial behavior is the most important social skill for children so that children can be accepted by their environment (Susanto, 2018). In order for children to be accepted by their environment, children must have positive behavior, namely prosocial behavior.

Prosocial behavior is carried out voluntarily and has a positive impact (Hasanah & Draupadi, 2020). Prosocial behavior is positive and voluntary social behavior aimed at other people. The importance of prosocial behavior for young children is to make them part of society by understanding the values and norms that exist in their environment so that children can be accepted in the environment where they are. Children with prosocial behavior will easily join their group, because they understand how to socialize with good behavior. Prosocial behavior in children must continue to be instilled so that children are ready to become full members of society. Prosocial behavior includes acts of cooperation, sharing, respecting the rights of others, helping, and being generous (Khasanah & Fauziah, 2020; Tartila & Aulia, 2021). The development of social behavior in children, especially prosocial behavior, is an important aspect to make children have the ability to socialize in a positive direction such as cooperative, tolerant and responsible so that they can be well accepted by society. Prosocial behavior is instilled in children so that they are ready to become members of society by respecting existing values and norms (Amalia et al., 2021; Dewita, 2018). Children with prosocial behavior will be easily accepted by their environment. Pre-school is a place where children learn everything, to prepare themselves for the school environment and even the wider community environment. In the pre-school period, children will interact with peers, understand how to respond and act to be accepted by their environment.

Efforts to instill prosocial behavior, the child's current environment and adults play an important role in shaping children's prosocial behavior. Parents, teachers and adults must implement various activities that support prosocial behavior according to their age. Character education aims to shape and develop children's thought patterns, attitudes and behavior so that they become positive, moral and responsible individuals (Nusa & Bektiningsih, 2019; Rahayu et al., 2022; Sugiana & Formen, 2015). Character education for children is a way for adults to provide stimulation for prosocial development in children (Angga & Sudarma, 2020; Annisa, 2020). When teaching children prosocial behavior, parents, teachers and adults play a role in providing children with stimulation and activities that support prosocial behavior in children. Children learn through what they see and experience, so the environment has a big influence on a child's learning process. Parents are the child's first environment, so whatever actions the parents take will be imitated by the child (Apriyanti, 2019; Ariani et al., 2023). Supporting factors for hampering children's social development are parents and the environment that do not provide appropriate stimulation for their children (Fikri, 2022). Likewise, the development of children's prosocial behavior is shaped by many factors, both internal and external factors. The situation is one of the external factors that can influence prosocial behavior in children. Children's prosocial behavior is influenced by situational factors which include models, norms, community and environmental conditions (Suryanto et al., 2012). The situation in question is when the child is focused on using his device. For example, when a child is focused on carrying out an activity, it will be difficult for the child to be sensitive to the surrounding environment. Just like when a child uses a device, the child will focus on the device and find it difficult to understand what is happening around him. Children are considered to be more vulnerable to increased exposure to media, for example, children who have attention problems tend to be attracted to technology because they are constantly with them (Hosokawa & Katsura, 2018).

Gadgets are practical technological results, everything you need is on the gadget. Someone who has used a device and felt its benefits will continue to use the device for various needs. Gadgets play a big role in human life today. Gadgets have various uses ranging from communicating, working, seeking entertainment, to studying. Users vary from children, adults to the elderly (Utomo et al., 2021; Wisnu Hapsari, 2023). The development of technology and information will continue to develop along with advances in science (Mira Rahmawati & Latifah, 2020; Tsalisah & Syamsudin, 2022). Various types of gadgets are part of technological progress, because of their sophistication and continuous innovation, gadgets have become things that are very popular with their users. In the current era of globalization, gadgets are a medium for everyday use by everyone, not only adults but also children. It is not uncommon for young children to be good at using devices for various needs such as playing educational games, watching videos, and interacting with friends and family. Laptops, cellphones and tablets are the result of innovations from devices that can be used as a means for playing and learning for young children (Putria et al., 2020; Widiyatmoko et al., 2021). The touch screen innovation on devices makes it easier for young

children to access this media by memorizing the icons on the device, so that children learn to read earlier. Symbols are part of reading (Kurniawati, 2011). Applications on devices also adapt to the interests of users, children can now access games and educational shows via devices. Most young children use their devices to play educational games, this can improve children's social emotional development (Setiawati et al., 2019). By choosing useful applications on the devices used by children, it will also have a good impact on children.

The frequency of using gadgets continues to increase as time passes by those in Indonesia who already use gadgets and increased to 72% in 2013 (Zubaidah, 2017). After the COVID-19 pandemic resulted in learning being carried out online, the use of devices increased more than before (Harahap et al., 2021; Liberta Loviana Carolin et al., 2020; Widiyanto et al., 2021). The use of gadgets in early childhood also causes a lot of anxiety, the involvement of children with technology can cause negative effects for users (Alghamdi, 2017). Often gadgets are misused by making them a substitute for child care and becoming a substitute for peers which can have a negative impact on children's development. The negative impact of using gadgets can affect children's speaking abilities, children's emotions and social character, the quality of children's learning, attention disorders, and can even cause depression (Maulidina & Bhakti, 2020; Oktavia & Mulabbiyah, 2019; Sundus, 2017). The negative impact of using devices can disrupt various aspects of children's development, from language, cognitive, to social and emotional. Children who play gadgets continuously for a long time can make them anti-social (Subarkah, 2019). Gadgets make everything easier and more fun, but if the use of gadgets does not have a time limit it will have a negative effect on young children. This is because children do not get the experience of socializing with other people. So it is very important for adults to pay attention and supervise children's behavior so that they can grow according to their age stages.

Based on the results of pre-research at one of the kindergartens in North Teluk Betung District in group B, children aged 5-6 years by conducting observations at school and interviews with the Principal, Teachers, Parents and students. Based on the results of observations that have been made regarding children's prosocial behavior during the learning process at school, teachers apply the three magic words in the school environment by saying sorry when they make a mistake, help when they need help, and thank you when they are given help. There were seven children who took the initiative to say sorry, please and thank you when given help. During the lesson, there were several children who disturbed their friends for no reason, then did not apologize. Apart from that, there were eight children who did not want to cooperate in group activities. There was one child who lied by not admitting that he lost his friend's eraser which he had borrowed. At lunch time some children do not want to share food with friends who have not brought food and when they have finished eating the children ignore the teacher's orders to tidy up their rubbish. While learning was taking place, most of the children sang along with viral songs on Tiktok. Most children already have personal devices, either their own or those of their parents that they no longer use, some children also said that they had devices they had just bought and were familiar with several well-known device brands. Based on interviews, several parents complained that their children were addicted to playing gadgets. Parents regarding the use of devices while at home. When observing what children do at home, most of them answered playing games and watching videos on their devices. Parents give screen time to their children but the implementation is not strict, children also refuse to be given children's mode on their devices because they cannot watch YouTube, TikTok and other applications outside of children's mode. Parents say that when a child is given a device, the child does not answer when called and does not want to help the parent. Some parents also entrust their children's care to household assistants who let their children play on gadgets to replace the care while they are doing housework.

Previous research findings stated that the use of devices in early childhood causes reduced social interaction (Asiah et al., 2019). The use of devices in children aged 2-5 years shows that the frequency of use of devices in children has a negative effect on the social emotional development of early childhood (Unicef, 2020). The relationship between gadgets and prosocial behavior in early childhood (Dewita, 2018; Rizkiah et al., 2020). In previous research, quantitative correlational methods were used, whereas in this research, ex-post facto quantitative methods were used. The indicators in previous research are different from the research to be conducted. The research was carried out in a location where there had never been any related research before. The aim of this research is to analyze the influence of frequency of device use on prosocial behavior in young children aged 5-6 years in North Teluk Betung District.

2. METHOD

This research is quantitative research with ex-post facto research methods. Ex-post facto research is research that aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables that have already occurred as a whole. The population in this study were parents (mothers) with children aged 5-6 years in PAUD

institutions in Teluk Betung Utara District, Bandar Lampung. Sampling in this study used two-stage cluster sampling. Two-stage cluster sampling is carried out in two stages, first, selecting several clusters in the population as samples randomly, then the second stage determines the elements from each randomly selected cluster. In Teluk Betung Utara District, there are 7 sub-districts. Of the 7 sub-districts, 3 sub-districts were chosen randomly, namely Durian Payung, Sumur Batu and Kupang Teba. Kindergartens were randomly selected from each selected subdistrict so that of the three selected kindergartens there were 59 parents (mothers) in group B Kindergarten in North Teluk Betung District. Data collection in this study used a questionnaire method with an instrument in the form of a statement sheet that parents (mothers) need to fill out to obtain data on the frequency of device use in children, children's prosocial behavior, personal data of parents and children. The distribution of the questionnaire was carried out by visiting kindergartens in North Teluk Betung District and distributing them to parents (mothers). The data obtained was then analyzed using a simple linear regression test which was processed with the help of SPSS. The instrument grid is presented in Table 1 and Table 2.

Table 1. The Instrument Grid Frequency of Device Use

Variable	Dimensions	Items	Item Number
Frequency of Device Use	Frequency	Frequency	1,2
		Duration	3,4,5
	Gadget	Device use	6
		Content	Application
Amount			10

Table 2. Prosocial Behavior Instrument Grid

Variable	Dimensions	Indicator	Item Number
Prosocial Behavior	Share	Share ideas or thoughts	1,2,3
		Sharing in the form of goods or objects	4
	Help	Giving help	5
		Cooperation	Join in group activities
	Honest	Acknowledge positive or negative actions	8.9
		Can be trusted regarding other people's ownership	10
	Empathy	Understand someone's feelings	11
		Responding to someone's feelings	12,13,14,15
		Give attention to friends	16
	Respect for others	Say politely	17,18,19,20,21,22
		Be Polite	23,24, 25
	Amount		

3. RESULT AND DISCUSSION

Result

This research was conducted at Group B Kindergarten in Teluk Betung Utara District, Lampung. This was done by distributing questionnaires to 59 parents of students. Before conducting research, the researcher first tested the instrument to be used using validity and reliability tests. Furthermore, based on the research results obtained, namely the results of the normality test, linearity test, homogeneity test, simple linear regression test and determining the size of the effect using the coefficient of determination test. Normality test results can be seen in Table 3.

Table 3. The Normality Test

		Unstandardized Residuals
N		59
Asymp. Sig. (2-tailed)		0.200

Based on the data in Table 3, it can be seen that the Sig (2-tailed) value shows a number of (0.200>0.05), so it can be concluded that the residual value is normally distributed. After obtaining the results of the data normality test, proceed to the linearity test. The results of the linearity test can be seen in Table 4.

Table 4. The Linearity Test

	Sum of squares	df	Mean Square	F	Sig.
Deviation of Linearity	1232.665	14	88.048	1.208	0.304

The linearity test in this research is through test of linearity with the help of SPSS. Based on the results of the linearity test, a value of 0.304 was obtained so it can be said to be linear because $0.304 > 0.05$. After obtaining the linearity test results, proceed to the homogeneity test. The homogeneity test results can be seen in Table 5.

Table 5. The Homogeneity Test

	Levene Statistics	df1	df2	Sig.
Based on Mean	1.156	12	43	0.344

Based on the results of the homogeneity test calculated using SPSS, a significance value of 0.344 was obtained, so it can be said to be homogeneous because the significance value is > 0.05 . After carrying out the normality test, linearity test, and homogeneity test, then proceed to the simple linear regression test. A simple linear regression test can be seen in Table 6.

Table 6. The Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	103.314	8.325		12.410	0.000
	Frequency of Device Use	-0.964	0.301	-0.390	-3.202	0.002

Based on a simple linear regression test using the SPSS application, it shows significant results, namely $0.002 < 0.05$. Therefore, it can be concluded that H_0 is rejected, which means there is a significant difference between the frequency of device use and the prosocial behavior of young children aged 5-6 years. After getting the results that there is an influence between the frequency of device use on children's prosocial behavior, then determine the size of the influence using the coefficient of determination test to find out how big the influence is. Can be seen at Table 7.

Table 7. The Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.390	0.152	0.138	8.843

Researchers calculated the magnitude of the influence of the frequency of device use variable on the prosocial variable. The magnitude of the influence between the frequency of device use on the prosocial behavior of early childhood is 15.2%. 84.8% was influenced by other factors.

Discussion

Based on the results of this research, it shows that there is an influence between the frequencies of using devices on the prosocial behavior of children aged 5-6 years. It is important to limit the use of devices by children because it can affect the child's development. Devices should only be used for < 1 hour per day (Strasburger et al., 2011). The ideal duration of device use for pre-school children is 30 minutes to a maximum of 1 hour per day (Sigman, 2010). The recommended use of devices for young children is a maximum of 1 hour per day. The use of gadgets in adults and children is different, in that young children must have a time limit in order to have benefits. The standard use of devices for children aged 5-6 years is 1 hour per day with a frequency of 1 to 3 days a week with a duration of no more than one hour. Parents must pay attention to the application of screen time and children's mode as well as choosing the right applications so that children's use of devices is beneficial. The high frequency of device use among children is influenced by many factors. Things that can influence the frequency of device use among children are the parents' occupation, family income, and the number of siblings the child has. Family economic conditions are influenced by parents' work and income. The better the family's economic condition, the easier it will

be to fulfill the family's material needs. Parents (mothers) who work can meet their children's needs materially, but not physically. Based on the respondent data obtained, it can be seen that the parents (mothers) are workers. Working mothers are at risk of not having enough time with their children, so working mothers have an influence on children's development (M. Rahmawati & Latifah, 2020). Parents who are busy working have little time to spend with their children and see their development. Parental supervision over the use of gadgets is related to the impact of gadget use (Sunita & Mayasari, 2018). The use of devices for children has both good and bad impacts depending on their use, so parents must supervise their children. Working parents tend to be busy with their work so parents do not supervise their children's use of devices. Therefore, parents' employment status influences the frequency of children's device use.

A person's education affects income. Parents with higher education also have high incomes. Most parents have salaries above the minimum wage which is relatively high so parents with high incomes will continue to try to provide the best facilities for their children (Calorina et al., 2021). Family income influences the facilities provided to children. Parents with high incomes or who are relatively well off will continue to provide good facilities for their children, such as providing learning media to providing entertainment media, so parents give their children gadgets. Therefore, the frequency of device use among children is influenced by family income. Furthermore, the number of siblings a child has will also influence the frequency of device use. Based on respondent data that researchers found, the majority of children were the only children in their families. Based on Unicef research, most households with only 1 child use devices for more than 1 hour per day (Unicef, 2020). Households with 1 child can create a feeling of loneliness, so children look for activities that they can do alone, namely by using gadgets. Only children tend not to have friends at home and need devices to accompany them so that the use of devices will be more frequent for only children. Therefore, children who do not have siblings at home will more often use devices as a substitute for playmates.

Based on research results, most children use their devices for good content, namely playing educational games. Using devices in positive ways will also have a good impact, as long as they are used within a reasonable time limit. Quality educational games developed for pre-school children such as numbers, shapes, colors, counting and reading games will help children's learning process (Safitri et al., 2018; Wildana, 2020). Children who use devices to play educational games will have a good impact on children, such as children being able to recognize colors, numbers and shapes depending on the games the children play. (Azizatunnisa et al., 2022; Solfiah et al., 2021). Many educational games can stimulate children's social-emotional development, especially prosocial behavior. The Adventure Cooking game they designed can increase prosocial behavior, namely cooperation, empathy and helping (Amalia et al., 2021). Most of the children were in the very high category in cooperation and helping. This is because the games that children play are educational games that can stimulate prosocial behavior. Therefore, good use of devices by providing appropriate content in the form of educational games influences children's prosocial behavior, especially cooperation and helping.

Using devices for good content will have a good impact, but if the use is more than the recommended limit for young children, namely a maximum of 1 hour per day, it will have a bad impact. The negative impact of playing gadgets excessively will have an addictive impact on the user, children can become addicted because when playing games children feel happy, which stimulates the brain to produce excessive dopamine which results in disturbed emotions and mood (Srinahyanti et al., 2019; Surono & Lestari, 2022; Utomo et al., 2021). Using devices for good content will also have a good impact, but if the use is excessive and does not meet the time limit, the good benefits of positive content will be lost and turn into a negative impact, resulting in children becoming addicted. Children who play gadgets continuously for a long time can make them anti-social (Mira Rahmawati & Latifah, 2020; Subarkah, 2019). Children who use their devices for more than the recommended time, whether for positive or negative content, will make the child anti-social. If the child has anti-social behavior, it will be difficult for the child to be accepted in society. In the sharing dimension, based on research results, sharing is in the high category. This can be seen that children always share stories with father, mother, siblings and friends, children dare to share their ideas by suggesting games when playing together, and children want to give money to beggars on the street. Children with good economic conditions will feel that their needs are sufficient so that when other people need something from them, the child will not hesitate to give it. Therefore, children's prosocial behavior in sharing is in the high category, influenced by the good economic conditions of the family so that children enjoy sharing.

The result of research on low prosocial behavior is empathy. Empathy means caring, namely an attitude of paying attention both to others and to their environment (Asih & Pratiwi, 2010; Rakimahwati, 2012). Early childhood can develop an empathetic attitude in the school environment and in the school environment. Prosocial behavior includes acts of cooperation, sharing, respecting the rights of others, helping, and being generous. Based on the results of the questionnaire that has been filled out by the

parents, the incoming child has not shown an empathetic attitude such as giving appreciation to friends and not accepting it when his friends are more successful than him. When learning is taking place, children tend to be passive when interacting with the teacher, then when their friends get a reward, the children just remain silent. After the teacher gives directions, the children give applause. This is a child's lack of empathy for their environment. Prosocial behavior can occur when children have positive social interactions with their environment. Therefore, children who play with devices too often will find it difficult to pay attention to their environment and not pay attention to the people around them. In the dimension of respect for others, children are in the very low category. Young children are able to respect other people according to their age stage, for example in class by responding enthusiastically to the teacher's explanations. Low empathy behavior in children is characterized by children not wanting to listen to people who are talking. When a child is focused on one thing, it will be difficult for the child to focus on other things. To strengthen the results of the questionnaire, researchers conducted observations at school. When the teacher is explaining, the child does not focus on paying attention to the teacher and is busy playing with friends or doing activities, even though he has been reprimanded and reminded many times the child still does not pay attention to the teacher who is talking. Children who don't pay attention to the people around them are the result of playing with gadgets excessively (Bintoro, 2019). Children who use devices excessively will always focus on their devices so that the child has little social interaction.

Research findings show that children are still unable to respect other people by not saying the words please, sorry and thank you. When meeting with friends, just keep quiet and when doing activities, children tend to be impatient. When a new teacher arrives, the children are indifferent to the teacher, the children do not say hello or shake hands. During activities that require help from friends or teachers, children do not say the word help and only hold out an item to be given help. Children also get into small fights while taking turns washing their hands. Children who use devices tend to disrespect their parents by throwing tantrums when they are not given a device (Kurniyawati & Nugraheni, 2021). Children with low prosocial behavior, especially respect for other people, will tend to have difficulty interacting and being accepted by their environment. Using gadgets for children causes children to become impatient because when they use sophisticated devices, children always find it easy. Therefore, the frequency of device use has an influence on the behavior of respecting other people. Prosocial behavior is social behavior that is good and beneficial to other people, so it must be instilled from the start so that children can continue to build relationships with others. The emergence of prosocial behavior in children is influenced by many factors, one of which is situational. Situational is also often referred to as factors that are outside themselves or can be called external factors. Social development can be influenced by two factors, namely external and internal (Khasanah & Fauziah, 2020; Setiadi, 2011). External and internal factors can influence children's social development, so parents as the people closest to children must stimulate children's social behavior to form prosocial behavior. External factors in prosocial behavior are influenced by the gadget media used by children.

Gadgets have many positive and negative impacts, the positive impact of using gadgets for children is that children can hone their cognitive abilities through educational games on the gadget, while the negative impact is that children become addicted because they play on gadgets for too long so that children have little interaction with their environment (Alghamdi, 2017; Asih & Pratiwi, 2010). Introducing gadgets to young children can have an impact on their lives, relationships with family and even friends, because gadgets have become a major part of their lives. In order for a device to continue to provide good benefits, it must have a time limit for its use. The high frequency of device use among children is influenced by the child's immediate environment, namely the family. Families with good economic conditions always meet their children's needs, one of which is by providing gadgets. Children who always play with devices will find it difficult to interact and develop prosocial behavior. The high frequency of using gadgets has an influence on children's low prosocial behavior, especially in the dimensions of empathy and respect for others. Children who are always focused on their gadgets will find it difficult to be sensitive to their environment and tend to be impatient because they always get convenience from gadgets. In the dimension of honesty, cooperation, helping and sharing are in the high category, where this is also influenced by the positive content that children apply to their devices, even though children see positive content on their devices, however, if their use exceeds the recommended time limit, it will cause the child to addiction so that children become anti-social. Children like to share because the family's economic conditions are good, so children do not hesitate to share what they have. Prosocial behavior must continue to be stimulated so that children can become good citizens. Prosocial behavior is influenced by many factors, devices are one of many factors that can influence them so their use must always be supervised. Therefore, the frequency of device use must be limited in accordance with existing recommendations so that children's prosocial behavior can develop according to their age stages. The implications of this research are that it is hoped that parents, teachers

and the child's environment can provide appropriate stimulation for the development of children's prosocial behavior and limit the use of gadgets in accordance with existing recommendations.

4. CONCLUSION

The results of the research show that there is an influence between the frequencies of device use on the prosocial behavior of children aged 5-6 years. The frequency of device use in this study was in the high category, namely children used their devices every day for more than one hour. Children's prosocial behavior is lowest in the dimensions of empathy and respect for others. Thus, limiting the frequency of device use among children must be considered so that children's prosocial behavior can develop according to their age stages. In this research, there are still many factors that have not been revealed, so it is hoped that further research can examine other factors in developing prosocial behavior in early childhood.

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