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**Received:** 9 Mai 2026 | **Accepted:** 5 Juni 2026 | **Published:** 05 Juli 2026**THE IMPLEMENTATION OF ISLAMIC EDUCATIONAL VALUES IN ADDRESSING THE PSYCHOLOGICAL IMPACT OF GADGET USE ON CHILDREN: A STUDY IN GAMPONG PEURADA****Rizki, Ainal Mardhiah, : Cut Rizki Mustika, Murni**

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Email: [ainal.abdurrahman@ar-raniry.ac.id](mailto:ainal.abdurrahman@ar-raniry.ac.id)**Abstract**

Advances in information technology have brought about significant changes in people's lives, including for children who are becoming increasingly familiar with the use of gadgets. Uncontrolled use of gadgets can have various negative effects on children's psychological development, such as a decline in social skills, emotional disturbances, addiction, and a reduced interest in learning. This study aims to analyse the internalisation of Islamic educational values as a means of addressing the psychological impact of gadget use on children in Gampong Peurada. The study employs a qualitative approach using field research methods. Data were collected through observation, interviews with parents, community leaders and religious figures, as well as documentation. The results of the study indicate that the internalisation of Islamic educational values is achieved through setting a good example, fostering a habit of worship, monitoring gadget use, family communication, and moral education from an early age. These efforts have a positive influence on character development, emotional control, and the social behaviour of children in using gadgets wisely.

**Keywords:** *Islamic education, internalisation of values, gadgets, child psychology, family.***INTRODUCTION**

The development of information and communication technology in the current digital age has brought about significant changes in various aspects of human life, including the world of education and children's patterns of social interaction. The presence of gadgets such as smartphones, tablets and other digital devices has become an integral part of daily life. Children, even from a very young age, have become accustomed to using gadgets as a means of entertainment, communication and learning. This phenomenon demonstrates that technology plays a very significant role in shaping children's ways of thinking, behaviour and psychological development. (Sunita and Mayasari 2018)

On the one hand, the use of gadgets offers various positive benefits, such as ease of access to information, enhanced creativity, and support for the learning process through a range of educational applications. Children can learn to read, count, and even learn about religious values through engaging and interactive digital media. However, on the other hand, uncontrolled use of gadgets can also lead to various negative effects,

particularly on children's psychological development. These effects include addiction, reduced social skills, concentration difficulties, unstable emotional changes, and a diminished interest in physical activity and religious practices. (Anggraeni 2019)

The phenomenon of excessive gadget use among children is a serious concern for parents, educators and society. Many children prefer to spend their time on gadgets rather than interacting with peers or family members. This can lead children to become individualistic, less attuned to their social environment, and to experience difficulties in building healthy interpersonal relationships. Furthermore, exposure to age-inappropriate content can also influence children's thought patterns and behaviour, potentially leading to moral and ethical deviations.

In this context, Islamic education plays a vital role as the foundation for shaping children's character and personality. Islamic education focuses not only on cognitive aspects but also encompasses spiritual, emotional and social development. The values of Islamic education—such as faith, piety, noble character, responsibility and self-control—serve as a strong bulwark against the various negative influences arising from technological developments. Therefore, the internalisation of these values from an early age is essential to ensure children can use gadgets wisely and responsibly (Batubara et al. 2023)

The implementation of values is a process of instilling values carried out continuously until they become an integral part of an individual's personality. In Islamic education, the process of internalising values can be achieved through various methods, such as setting a good example (*uswah hasanah*), habit formation, advice (*mau'izah*), and continuous supervision. Parents, as the first and primary educators, play a strategic role in instilling these values in their children. Through daily interactions, parents can set an example of healthy gadget use, limit screen time, and guide children to utilise technology positively. (Saputri and Pambudi 2018)

Gampong Peurada, as one of the areas experiencing technological development, is also not immune to the phenomenon of children's gadget use. Children in this area have relatively easy access to digital devices, whether through their families or their immediate surroundings. This situation calls for systematic and sustained efforts to guide gadget use so that it does not have a negative impact on children's psychological development. The roles of the family, religious leaders and the wider community are crucial in creating an environment conducive to children's growth and development. (Rihlah et al. 2021)

Furthermore, it is important to recognise that every child possesses distinct characteristics and developmental stages. Consequently, the approach to instilling Islamic educational values must be tailored to the individual needs and circumstances of each child. An appropriate approach will help children to understand these values deeply and apply them in their daily lives, including in their use of gadgets.

Against this background, this research is important to conduct in order to examine in greater depth the impact of gadget use on children's psychology, as well as

how the process of internalising Islamic educational values can serve as a solution to address these impacts. By understanding these two aspects, it is hoped that effective strategies can be identified to guide children so that they are able to utilise technology positively without neglecting Islamic values. (Sholeh et al. 2022)

This reality provides a general overview of the importance of the role of Islamic education in addressing the challenges of the digital age, particularly regarding children's use of gadgets. It is hoped that this research will contribute to the development of Islamic educational science and serve as a reference for parents, educators and the wider community in shaping a generation that is not only intellectually intelligent but also possesses strong character and noble moral values.

The development of digital technology has become an integral part of modern society. Gadgets are not only used as a means of communication but also as a tool for learning, entertainment and accessing information. On the other hand, excessive use of gadgets by children can affect their psychological development, leading to the emergence of individualistic behaviour, concentration difficulties, anxiety and dependence on digital media. (Mayenti and Sunita 2018)

From the perspective of Islamic education, the family bears the primary responsibility for shaping a child's character and moral conduct. Parents are not only obliged to meet their children's physical needs, but also to instil the values of faith, worship, moral conduct and responsibility as a bulwark against the various negative influences of technological development. Gampong Peurada, as an area experiencing technological development, also faces the same challenges. Children have relatively easy access to gadgets; therefore, an Islamic educational strategy is required that can help them internalise Islamic values so that their use of gadgets remains within positive limits.

## **RESEARCH METHODOLOGY**

This study employs a qualitative approach using a descriptive research design, aimed at gaining an in-depth understanding of the phenomenon regarding gadget use and its impact on children's psychology. This approach was chosen as it is capable of depicting the actual conditions on the ground and providing a comprehensive understanding of children's behaviour and the role of the family in instilling Islamic educational values. The research was conducted in Gampong Peurada, involving several key informants, namely parents, religious leaders, community leaders, and children who actively use gadgets. Data collection techniques included direct observation, in-depth interviews and documentation. Observation was used to observe children's behaviour regarding gadget use, whilst interviews were conducted to elicit information regarding parenting styles and the application of Islamic educational values within the family. (Moleong 2006)

Data analysis was carried out in stages through the processes of data reduction, data presentation, and drawing conclusions. The data collected was then selected and

categorised in accordance with the research focus, resulting in systematic and easily understandable findings. Using this method, it is hoped that the research can provide a clear picture of efforts to internalise Islamic educational values in addressing the psychological impact of gadget use on children. This study employed a qualitative approach with a descriptive research design. The research was conducted in Gampong Peurada. The research informants comprised parents, religious leaders, community leaders, and several children who use gadgets. Data collection techniques included observation, in-depth interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions in accordance with the model proposed by Miles and Huberman (Rukminingsih and Latief 2020)

## **RESULTS AND DISCUSSION**

### **The Impact of Gadget Use on Children's Psychology**

The rapid development of digital technology has brought about significant changes in human life, including in children's growth and development patterns. Gadgets, which initially served merely as communication tools, have now evolved into multifunctional media providing various forms of entertainment, information, and learning resources. However, behind these benefits, uncontrolled gadget use can have quite serious impacts on children's psychological development. (Haerunisya et al. 2023)

One of the most noticeable effects is a decline in children's social interaction skills. Children who use gadgets too frequently tend to prefer interacting with a screen rather than with their immediate surroundings. This leads to children becoming less attuned to social situations, finding it difficult to communicate face-to-face, and being less able to understand the expressions and emotions of others. In the long term, this condition can hinder the development of social skills that are vital for children's future lives.

Furthermore, excessive gadget use can also affect children's emotional well-being. Children who are accustomed to receiving instant entertainment from gadgets tend to have low levels of patience. They easily become bored, get angry quickly, and find it difficult to control their emotions when their desires are not met, particularly when access to gadgets is restricted. This can trigger aggressive behaviour, tantrums, and emotional dependence on digital devices. (Umarsana et al. 2025)

Another equally significant impact is impaired concentration and a decline in learning ability. Children who use gadgets too frequently, particularly for playing games or watching videos for long periods, will find it difficult to focus on learning activities. This is caused by the excessive stimulation provided by gadgets, which causes the child's brain to become accustomed to rapid and instant stimuli. Consequently, children

become less interested in activities requiring focus and patience, such as reading or completing schoolwork.

Gadget use can also disrupt children's sleep patterns. Many children use gadgets late into the night, whether for playing games or watching videos. Exposure to blue light from gadget screens can disrupt the production of the hormone melatonin, which regulates the sleep cycle. Consequently, children experience difficulty falling asleep, their sleep quality declines, and this ultimately affects their physical health and psychological well-being, leading to symptoms such as fatigue, a lack of enthusiasm, and difficulty concentrating.

Alongside these negative effects, the use of gadgets can actually have positive benefits if used wisely and in a controlled manner. Gadgets can serve as an effective learning tool, helping children access information and develop creativity through various educational apps. Children can also learn new skills, such as foreign languages, digital drawing, or even basic programming. However, these benefits can only be realised if gadget use is accompanied by appropriate guidance and supervision from parents (Thoriq and Mubarok 2024).

In the context of child psychology, a balance between gadget use and other activities is vital. Children still require direct interaction with family and peers, physical activity, and real-life experiences in their daily lives. Therefore, the role of parents is crucial in managing screen time, selecting age-appropriate content, and fostering an understanding of healthy and responsible technology use.

It can be concluded that gadget use has complex effects on children's psychology. These effects can be either positive or negative, depending on how the gadgets are used. Without proper supervision and limits, gadgets have the potential to disrupt children's social, emotional and cognitive development. Conversely, with good management, gadgets can be a useful tool in supporting children's learning and development to the fullest. Research findings indicate that the majority of children use gadgets to play games, watch videos and access social media. Prolonged use leads to a reduction in interaction with family and peers. Some parents have also observed behavioural changes, such as becoming easily irritable when gadget use is restricted, difficulty concentrating whilst studying, and a decline in interest in participating in religious activities. Nevertheless, gadgets also offer benefits when used in a targeted manner, such as aiding the learning process, searching for religious information, and participating in online learning (Hijriyani and Astuti 2020).

### **Implementation of Islamic Educational Values**

The implementation of Islamic educational values is a process that focuses not only on the transmission of religious knowledge but also on the development of character and behaviour in line with Islamic teachings. In the context of modern life, which is characterised by technological developments—including the use of gadgets by

children—the implementation of Islamic educational values is of paramount importance as a moral and spiritual foundation for facing the various challenges that arise. (Maria and Novianti 2020)

Islamic educational values encompass the aspects of faith (aqidah), worship, ethics, and social conduct, which must be instilled from an early age. This process cannot be achieved instantly but must take place through continuous stages involving various parties, particularly the family as the child's primary educational environment. Parents play a key role in instilling these values through setting a good example, fostering habits, and providing consistent supervision.

One way of implementing Islamic educational values is through setting a good example (uswah hasanah). Children tend to imitate the behaviour of their parents and those around them. Therefore, parents must demonstrate attitudes that reflect Islamic values, such as honesty, patience, responsibility, and discipline in performing acts of worship. When children see their parents limiting their use of gadgets and prioritising beneficial activities, such as reading the Qur'an or interacting directly with the family, they will be encouraged to emulate this behaviour. (Nugroho et al. 2022)

In addition to setting a good example, instilling habits is also a key method in implementing Islamic educational values. Children need to be encouraged to perform acts of worship regularly, such as the five daily prayers, reading the Qur'an, and praying before and after carrying out activities, including when using gadgets. This habit-forming aims to foster a strong spiritual awareness so that children exercise self-control in using technology wisely. Through the development of these habits, Islamic values are not merely understood in theory but also become an integral part of daily life.

The values of Islamic education are also put into practice through the giving of advice (mau'izah), delivered in a wise and compassionate manner. Parents and educators need to explain to children the benefits and negative impacts of gadget use, whilst linking this to Islamic teachings. For example, children are taught that time is a trust that must be utilised wisely, so that gadget use must not interfere with religious obligations or learning activities. Through a communicative approach, children will find it easier to understand and accept the values being taught.

Supervision (control) is also a vital part of implementing Islamic educational values. Parents need to set time limits on gadget use and ensure that the content accessed by children aligns with Islamic values. This supervision is not intended to unduly restrict children's freedom, but rather as a form of responsibility in protecting them from negative influences that could harm their psychological and moral development. In this regard, parents also need to utilise technology positively, such as by using educational apps or Islamic content that can support their children's development (Gestarina 2025)

Furthermore, the implementation of Islamic educational values can also be achieved through moral education. Children need to be taught the importance of maintaining good manners, respecting others, and taking responsibility for their actions, including when using gadgets. For example, children are taught not to use abusive language on social media, not to spread false information, and to respect the privacy of others. This moral education is vital in shaping children's character so that they are able to interact healthily both in the digital world and in real life.

The social environment also plays a vital role in supporting the implementation of Islamic educational values. The community, schools, and religious institutions need to work together to create an environment conducive to children's development. Religious activities such as religious study groups, Islamic education centres (TPA), and social activities based on Islamic values can serve as a means to strengthen the internalisation of these values. With support from their surrounding environment, children will find it easier to internalise Islamic values in their daily lives. (Setiawan 2022)

In addressing the psychological impact of gadget use on children, the implementation of Islamic educational values can be an effective solution. Values such as simplicity, self-control, and responsibility can help children manage their gadget use in a balanced way. Children with a sound understanding of their faith tend to be better able to exercise self-control and are less easily influenced by the negative aspects of the digital world.

Thus, the implementation of Islamic educational values is not merely a formal educational process, but a comprehensive endeavour involving cognitive, affective, and psychomotor aspects. Through setting a good example, fostering habits, offering guidance, providing supervision, and with the support of their environment, these values can be firmly instilled in children. It is hoped that this will shape a generation that is not only intellectually intelligent but also possesses strong character and is able to face the challenges of technological development wisely, in accordance with Islamic teachings.

**Parental Role Modelling.** Parents strive to set an example in the wise use of technology whilst prioritising worship and family interaction. **Cultivating the Habit of Worship.** Children are encouraged to perform congregational prayers, read the Qur'an, pray before using gadgets, and attend religious study sessions. **Supervision of Gadget Use.** Parents set limits on gadget usage, select age-appropriate applications, and supervise their children whilst they are online. **Moral Education.** Children are taught the values of honesty, responsibility, good manners, and ethical conduct when using digital media. **Intensive Family Communication.** Parents actively engage in dialogue with their children regarding the benefits and risks of gadget use so that children develop an awareness of the need to use them responsibly. These strategies demonstrate that Islamic education serves not only as religious education but also as a guide in building children's psychological resilience in the face of digital technological developments (Sianturi 2021) .

## CONCLUSION

The use of gadgets by children in Gampong Peurada has a significant impact on their psychological development, both positive and negative. Negative effects, such as a decline in social interaction, difficulty concentrating, and emotional fluctuations, are more prevalent when gadget use is not properly monitored by parents. However, gadgets can also be beneficial if used wisely as a tool for children's learning and knowledge development.

The internalisation of Islamic educational values is one of the key solutions to addressing these impacts. Through parental role modelling, the cultivation of religious practices, moral education, and supervision of gadget use, children can be guided to develop self-control and awareness in their use of technology. Islamic values instilled from an early age can help shape children's characters, making them more disciplined and responsible, whilst striking a balance between the needs of this world and the hereafter.

Therefore, an active role is required from families, the community and educational institutions in ensuring that the values of Islamic education are internalised on an ongoing basis. Synergy between these various parties will help to create an environment conducive to children's psychological development, enabling them to use gadgets in a positive way without neglecting the moral and spiritual values that form the foundation of life.

The use of gadgets has both positive and negative effects on the psychological well-being of children in Gampong Peurada. Negative effects are more prevalent when the use of gadgets is not accompanied by parental supervision and restrictions. The internalisation of Islamic educational values through setting a good example, fostering a habit of worship, moral education, supervision of gadget use, and family communication has proven to be an effective approach in shaping children's character and safeguarding their psychological well-being. Therefore, synergy between the family, school and community is essential to ensure that children are able to utilise technology wisely in accordance with Islamic values.

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