

HUBUNGAN *SCREEN TIME* DENGAN PERKEMBANGAN EMOSIONAL PADA ANAK USIA 4-6 TAHUN DI PAUD AR-ROHMAN DESA CIGAYAM KABUPATEN CIAMIS

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ABSTRAK

Latar Belakang: Penggunaan perangkat digital pada anak usia prasekolah terus meningkat seiring perkembangan teknologi. *Screen time* yang berlebihan diduga memengaruhi perkembangan emosional anak, meskipun faktor lain seperti pola asuh, lingkungan keluarga, dan interaksi sosial juga berperan. **Tujuan:** Menganalisis hubungan *screen time* dengan perkembangan emosional pada anak usia 4–6 tahun di PAUD Ar-Rohman Desa Cigayam Kabupaten Ciamis. **Metode:** Penelitian kuantitatif dengan pendekatan *cross-sectional* melibatkan 32 responden yang dipilih menggunakan teknik *total sampling*. *Screen time* diukur menggunakan *Screen time Questionnaire* (STQ), sedangkan perkembangan emosional diukur menggunakan *Strengths and Difficulties Questionnaire* (SDQ). Analisis data menggunakan uji Spearman Rank dengan $\alpha = 0,05$. **Hasil:** Sebagian besar responden memiliki *screen time* kategori sedang (53,1%). Berdasarkan SDQ, perkembangan emosional pada Skala Kesulitan didominasi kategori normal (50,0%), sedangkan Skala Kekuatan didominasi kategori *borderline* (90,6%). Hasil uji Spearman Rank menunjukkan tidak terdapat hubungan yang signifikan antara *screen time* dengan perkembangan emosional berdasarkan Skala Kesulitan ($p=0,340$; $r=0,174$) maupun Skala Kekuatan ($p=0,157$; $r=-0,256$). **Kesimpulan:** Tidak terdapat hubungan yang signifikan antara *screen time* dengan perkembangan emosional pada anak usia 4–6 tahun. Perkembangan emosional diduga dipengaruhi oleh faktor lain di luar durasi penggunaan perangkat digital.

Kata kunci: *screen time*, perkembangan emosional, SDQ, anak prasekolah.

**THE RELATIONSHIP BETWEEN SREEN TIME AND EMOTIONAL
DEVELOPMENT IN CHILDREN AGED 4–6 YEARS AT AR-ROHMAN
PRESCHOOL, CIGAYAM VILLAGE, CIAMIS REGENCY**

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ABSTRACT

Background: The use of digital devices among preschool children has increased significantly with technological advancement. Excessive screen time is believed to affect children's emotional development, although other factors such as parenting style, family environment, and social interaction also contribute. **Objective:** This study aimed to analyze the relationship between screen time and emotional development among children aged 4–6 years at Ar-Rohman Preschool, Cigayam Village, Ciamis Regency. **Methods:** This quantitative study employed a cross-sectional design involving 32 respondents selected through total sampling. Screen time was measured using the Screen time Questionnaire (STQ), while emotional development was assessed using the Strengths and Difficulties Questionnaire (SDQ). Data were analyzed using the Spearman Rank correlation test with a significance level of $\alpha = 0.05$. **Results:** Most respondents had a moderate level of screen time (53.1%). Based on the SDQ, emotional development on the Difficulty Scale was predominantly normal (50.0%), whereas the Strength Scale was predominantly borderline (90.6%). Spearman Rank analysis revealed no significant relationship between screen time and emotional development on either the SDQ Difficulty Scale ($p = 0.340$; $r = 0.174$) or the SDQ Strength Scale ($p = 0.157$; $r = -0.256$). **Conclusion:** There was no significant relationship between screen time and emotional development among children aged 4–6 years. Emotional development is likely influenced by factors other than the duration of digital device use.

Keywords: screen time, emotional development, Strengths and Difficulties Questionnaire (SDQ), preschool children.