

Gadget Use on Students' Social And Religius Interactions in SDN 82, Bengkulu City

Della Fusvita^{a1}, Ananda Talia Salsa Billa^{b2}, Kurniawan^{c3}, Adam Nasution^{d4}, Hendro Ade Saputra^{e5}

*^{a b c d e} UIN Fatmawati Sukarno Bengkulu, Indonesia

dellafusvita2505@gmail.com ¹, anandataliasalsabila43@gmail.com ²,

kurniawan@mail.uinfabengkulu.ac.id ³, adamnasution@uinfabengkulu.ac.id ⁴

hendro.ade.saputra90@gmail.com ⁵

* Corresponding Author; dellafusvita2505@gmail.com

ARTICLE INFO

Article history

Received:

13-04-2025

Revised:

23-05-2025

Accepted:

24-07-2025

Keywords

Impact,

Gadget,

Social And Religius

Interaction.

ABSTRACT

This study aims to describe the impact of *gadget use* on social interactions among fifth-grade students at SDN 82, Bengkulu City, based on field observations. The focus of this study is on the impact. The use of *gadgets* and the role of teachers in anticipating the impact of *gadget use* on students' social interactions at SDN 82 Bengkulu City. The research method used is a descriptive method with a qualitative research approach. Data were collected through interviews, observation and documentation. The analysis techniques used in this study are data collection, data reduction, data presentation, and drawing conclusions or verification. The triangulation used is source triangulation. The results of the study show that there are positive and negative impacts of *gadget use* in social interactions at SDN 82 Bengkulu City. The positive impacts are 1) it can help students establish communication with parents and distant friends, 2) making it easier for students to obtain school information, 3) polite behavior, 4) empathy, 5) discipline, and 6) responsibility. While the negative impacts are 1) students become insensitive to what is conveyed by the teacher, 2) *gadgets* as an obstacle to students' social interactions, 3) apathy, and 4) *bullying*. Meanwhile, the role of teachers in anticipating the impact of gadget use in students' social interactions is 1) Teacher as a guide, 2) counselor, 3) role model, 4) visionary person, and 5) advisor. Based on the results of the study above, it can be concluded that there is an impact of *gadget use* on the social interactions of students in class V SDN 82 Bengkulu City, both positive and negative impacts. Therefore, the role of teachers is very necessary in anticipating the impact of *gadget use* in students' social interactions in class V SDN 82 Bengkulu City.



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Introduction

Education is a programmed learning experience in the form of formal, non-formal, and informal education in schools and outside of school that lasts a lifetime, which aims to optimize individual abilities (Ahdar, 2021). With the aim of preparing the younger generation as the nation's successors who are able to face the development of science and technology. According to Article 1 of the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have

spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Stevanus & Parida, 2023).

Education must be able to create moral human beings and must strive for our students to become human beings who support the moral and social norms, rules, and values that are highly respected by their society. These norms, values, and rules must be owned and always personified in every action and behavior of each individual. The personification of these norms, values, and social rules is crucial in realizing order and stability in society (Yanti & Ismiyanti, 2025). The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process .

In this modern era, education has advanced significantly. Essentially, education is not just about transferring knowledge but also a platform for nurturing individuals into individuals with identity and quality. The educational process takes place not only in educational institutions like schools but can also take place anywhere and at any time, such as within the family. Children receive their education first within the family environment, followed by the school environment.

Today's technological advancements are rapid and increasingly sophisticated. Many cutting-edge technologies have been created, bringing profound changes to human life across various sectors. This rapid technological development has ushered the world into an era of globalization, characterized by advancement and modernity. This is due to the increasing number and complexity of life's needs. Therefore, tools have been created to facilitate and ease the burden of human work, one of which is *the gadget*. *Gadgets* can have a huge impact. Nowadays, almost everyone in the world owns a *gadget* . It's not uncommon for many people to own more than one (Mustofa, 2025).

Allah has bestowed upon humanity complementary blessings, namely the gift of religion and the abundance of technology, so that human reason and attitudes can develop and become more advanced. As Allah SWT says in Surah Al-Rahman, verse 33:

بِسُلْطَانٍ إِلَّا تَنْفُذُونَ لَا فَانْفُذُوا وَالْأَرْضِ السَّمَوَاتِ أَقْطَارٍ مِنْ تَنْفُذُوا أَنْ اسْتَطَعْتُمْ إِنْ وَالْإِنْسِ الْجِنَّ يَمْعَشَرُ ۝ ۳۳

Meaning: " O community of jinn and mankind, if you are able to penetrate (pass through) the regions of the heavens and the earth, then penetrate them, you cannot penetrate them except with power (from Allah)." (QS Al-Rahman: 33).

This verse emphasizes that to become a knowledgeable and learned person, one must be sincere in developing one's talents. The Quran advises humans to be realistic, as planning will be futile without preparation and completion. The verse mentions the term "sultan," meaning that science and technology are considered powerful and powerful in life. Those who lack mastery of science and technology will have difficulty exploring the outside world. Therefore, Allah SWT commands humans to continually develop science and technology.

One technology currently popular among all groups is *gadgets* (*smartphones*), especially among students. *Gadgets* themselves have even made many students addicted to their use. This is often seen in surveys that have sparked controversy, with many schools, especially schools, having policies that prohibit students from bringing *gadgets* to school. *Gadgets* are related to ICT-based learning media and are usually dependent on the internet, which can support *gadget use* . There are several ways to use gadgets, including as an addition to conventional learning, supporting, or even replacing learning media (Kurniawan, 2019).

Gadgets are media used as a means of modern communication. The advancement of information and communication technology is currently growing rapidly (A. Nirwana, 2018). Technology has become a vital necessity in today's world . One technological development that influences the human mind is *gadgets*. Various conveniences in living life are obtained after adopting technology. Science and technology are considered powerful and powerful in life. Someone who does not master science and technology will have difficulty exploring the outside world. Technological progress makes humans always develop science and technology.

Indonesia is the largest internet user country in Southeast Asia. The internet has now

become a primary need for its users, and the development of social media is also a crucial factor. According to a survey by the Global Web Index, Indonesia is the country with the most active social media users in Asia. Indonesia has 79.7% of active social media users, surpassing the Philippines (78%), Malaysia (72%), and China (67%)

In today's era of globalization, communication media in the form of *gadgets* (smartphones) are owned by almost everyone, from the old to the young. Even children can use *gadgets* (*smartphones*) and understand how to operate *gadget facilities* (internet, games, social media, telephone, and SMS). If used incorrectly or excessively without parental supervision, especially children.

Gadget use in children has both positive and negative impacts. *Gadget use* has a positive impact on children, namely, gadgets help develop a child's adaptive function, meaning a person's ability to adapt to the surrounding environment and changing times. If modern developments have led to the emergence of gadgets, then children must also know how to use them. One of the adaptive functions of modern humans is being able to keep up with technological developments (Al Ayubi, et.al, 2023).

Gadget use can make children less active and less mobile, as they have easy access to a wide variety of information. Children prefer to sit quietly in front of *their gadgets* and enjoy the world they see. Gradually, children will forget the joy of playing with family and peers. If this continues, it will negatively impact their health and development.

The negative impacts of *gadget use* on children include becoming withdrawn, impaired brain and eye health, sleep disturbances, a tendency to isolate themselves, violent behavior, diminished creativity, exposure to radiation, and the threat of cyberbullying. Meanwhile, the positive impacts of *gadget* use include facilitating the development of creativity and intelligence, such as the availability of reading and writing apps, which will undoubtedly have a positive impact on child development (Dinda Berliana et al., 2022).

This is concerning, as children are still unstable, highly curious, and can contribute to increased consumerism. Therefore, parents should pay special attention to *gadget use in children*. While *gadgets* are a necessity during the learning process, this doesn't mean unsupervised use can lead to addiction. Therefore, during the pandemic, parents must actively monitor *smartphone* use to ensure their children's growth and development are not compromised.

use of gadgets can impact students' concentration in learning and this can trigger low student learning achievement. (Yannuansa et al, 2020). In addition, it can trigger children to prefer digital interactions so that children's social interactions will be very lacking. If *gadget use* is not adjusted to their needs, it will have a significant impact on a child's life and can hinder the process of growth and development. In general, they really enjoy the fun of using *gadgets* (*smartphones*) in their daily activities at home, school, and also in the children's play environment, so some children tend to feel happy enjoying games from a gadget (*smartphone*) they own rather than playing with their peers.

Children don't just interact socially at home; school is another place where children interact socially. Besides family and peers, schools also play a crucial role. important for development during middle and late childhood. The process of social interaction does not only take place at home but also at school, in fact children will spend years at school with teachers and peers. (Peni, at al, 2022)

gadget use can cause children to become isolated from their social environment, including at school. This can lead to feelings of loneliness and friendlessness. Consequently, children's social interactions and social skills are less developed. This is evident in children's difficulties adapting to the school environment.

Previous research relevant to this study includes research conducted by Dindin Syahyudin (2019) which aims to determine the impact of gadget use on communication patterns and social interactions of students at SMP Negeri 5 Tarogong Kidul Garut using quantitative descriptive methods. The results of the study showed negative impacts such as laziness in activities, physical fatigue, addiction, reduced concentration in learning, and a

decrease in social activities reaching 81.81% and a decrease in concentration of up to 100%. Furthermore, research by Marsalinda Aulia Br Perangin Angin and Febrina Dafit (2025) concluded that gadget use has a positive impact in the form of easy access to information and communication, but also has a negative impact such as decreased social interaction and student learning motivation. Another study by Abd. Kadir, et al. (2024) showed a negative and significant relationship between the intensity of gadget use and student social interactions, with a correlation value of -0.527 which is in the moderate category. These results strengthen that uncontrolled gadget use can affect students' social interactions.

Based on previous research, it can be seen that most studies emphasize the relationship or impact of gadget use on students' social interactions in general, both at the junior high and elementary school levels. However, these studies still have limitations, particularly in examining the actual conditions in specific elementary school environments in depth, and not many directly link them to the role of teachers in addressing problems arising from gadget use. Furthermore, there is still limited research examining the phenomenon of gadget use in the context of P5 learning and student social interactions directly in the classroom.

Therefore, the novelty of this study lies in its focus, which not only describes the impact of gadget use on students' social interactions but also examines the role of teachers in addressing these impacts in an elementary school environment. This research was also conducted in a real-life context at SDN 82 Bengkulu City, taking into account the learning conditions of P5. It is hoped that it can provide a more specific, contextual, and applicable picture of gadget use and the efforts teachers can make to improve students' social interactions.

Based on observations conducted by researchers at SDN 82 Bengkulu City on 30 class VA students, it was found that gadget use impacts students' social interactions at school. In social studies learning activities P5, students who use gadgets tend to interact less during group discussions, thus having difficulty completing assignments together. In addition, when the teacher explains the material, some students pay less attention, some even argue when reprimanded. During recess, students who frequently use gadgets prefer to be alone rather than playing with peers. Excessive gadget use also disrupts learning activities and reduces student social interaction. The rules for gadget use at school are that they are only allowed during learning, stored in the provided place, and returned 15 minutes before the end of the lesson, with sanctions for violations ranging from warnings to confiscation. However, there are still students who violate these rules, thus indicating the need for stricter supervision and policies from the school.

Based on these issues, this study aims to describe the impact of gadget use on students' social interactions at school and the role of teachers in addressing the problems arising from gadget use. This research is expected to provide a clear picture of the impact of gadget use on students' social lives and the efforts teachers can make to create a conducive learning environment that supports optimal student social development.

Method

This study uses a qualitative approach with field research, which aims to describe the phenomenon of the impact of gadget use on students' social interactions. The data used are qualitative data consisting of primary and secondary data. Primary data was obtained directly from students and teachers through observation and interviews, while secondary data was obtained from the school and other supporting documents. The data collection procedure was carried out through participatory observation techniques, in-depth interviews, and documentation. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. Conclusions were drawn in stages by verifying the data obtained in the field to produce valid and accountable findings.

Results and Discussion

A. Gadget Use on Students' Social And Religious Interactions in SDN 82 Bengkulu City

Children's dependence on gadgets is caused by prolonged use. Extensive daily use of gadgets can lead to antisocial behavior in children. This can lead to a more individualistic attitude, leading them to forget about communicating and interacting with their surroundings and school.

Most children use *gadgets* solely for gaming, without utilizing *them* for studying or completing schoolwork. This is due to a lack of parental supervision and teacher motivation regarding gadget use among junior high school-aged children. Every day, children only play *games* at home. Children should be using *gadgets as learning tools to facilitate home learning. Teachers should be more aware of the negative impacts of gadget misuse*, and they should be able to set a good example so that students can follow suit.

This is in line with the opinion of Yummi Ariston (2019) who stated that the use of *gadgets* has a significant influence on the development of student behavior. Based on this statement, the use of *gadgets* has a very big influence on students' social interactions where students spend more time playing games than using the *gadget* to add information related to school assignments. With this, as explained by Putri Miranti (2016) who stated that "The indicators of the impact caused by the use of *gadgets* are that there are positive and negative impacts."

Based on these indicators, there are impacts caused by the use of *gadgets* on students' social interactions, including the following:

Based on the findings at SDN 82 Bengkulu City, the use of gadgets has both positive and negative impacts on students' character and behavior. The positive impacts include helping students maintain communication with parents, friends, and relatives who live far away through applications such as WhatsApp, chat features, and video calls. Gadgets also enable students to access school-related information more quickly, search for learning resources, and complete assignments given by teachers. In terms of character development, gadget use does not eliminate students' good manners, as they continue to greet, respect, and interact politely with their teachers. Some students also demonstrate empathetic behavior by helping classmates who are experiencing difficulties. Furthermore, students show discipline by submitting assignments on time and attending school punctually. Responsible behavior is also evident when students use gadgets appropriately to search for information and fulfill their academic responsibilities.

However, excessive and uncontrolled gadget use can also have negative effects. Some students become less attentive to their teachers' explanations because they are more focused on gadgets, which may result in incomplete or late assignments. In addition, gadgets can hinder social interaction, as some students prefer spending time alone rather than engaging with their peers. A small number of students also display apathetic attitudes toward their surroundings. Moreover, exposure to inappropriate content on social media and other digital platforms may contribute to bullying behavior, particularly verbal bullying, such as using offensive or disrespectful language toward classmates. Therefore, the use of gadgets should be accompanied by proper supervision and guidance from both parents and teachers to maximize its benefits while minimizing its negative impacts.

B. The Role of Teachers in Anticipating the Impact of Gadget Use on Students' Social And Religious Interactions in SDN 82 Bengkulu City

The findings indicate that teachers play a significant role in anticipating the impact of gadget use on students' social and religious interactions at SDN 82 Bengkulu City. Teachers act as educators by providing students with guidance on the proper use of gadgets and explaining both the positive and negative consequences of excessive gadget use. This role helps students develop awareness of how technology can influence their daily behavior and relationships with others. Students are encouraged to use gadgets for

educational purposes rather than for activities that may reduce social engagement. Teachers also establish clear rules, such as prohibiting students from bringing gadgets to school, to minimize distractions during learning activities. These efforts contribute to creating a more conducive learning environment and support students' social development. Awareness of responsible gadget use is expected to help students maintain balanced interactions with their peers and teachers.

The role of teachers as counselors is also evident in addressing the challenges associated with gadget use among students. Teachers continuously monitor students' gadget-related behavior and communicate with parents through POMG meetings and WhatsApp groups. Information obtained from parents allows teachers to identify students who may experience difficulties controlling their gadget usage. Counseling and guidance are provided to students who show signs of gadget dependency or reduced social participation. Teachers help students understand the importance of maintaining direct communication with friends and family members. Cooperation between teachers and parents strengthens efforts to supervise students both at school and at home. Consistent monitoring supports the development of healthier social and religious habits among students.

Teachers further contribute as role models by demonstrating responsible technology use in their daily activities. Classroom observations show that teachers minimize personal gadget use during teaching and prioritize direct interaction with students. Students often imitate the behavior displayed by their teachers, making this role highly influential. Responsible conduct demonstrated by teachers encourages students to focus on learning activities and interpersonal communication. Positive examples provided by teachers reinforce school values related to discipline and respect. Religious attitudes can also be strengthened when students observe teachers actively participating in religious activities rather than being occupied with gadgets. Exemplary behavior serves as an effective strategy for shaping students' character and social responsibility.

The findings also reveal the importance of teachers acting as visionaries in integrating technology into the educational process. Creative ICT-based learning activities enable students to use gadgets and technology in productive ways. Learning tasks such as creating PowerPoint presentations help students develop digital skills while maintaining educational objectives. Students learn that technology can be utilized as a tool for creativity, collaboration, and knowledge acquisition. Productive use of technology reduces the likelihood of excessive entertainment-oriented gadget use. Educational activities involving technology encourage interaction among students through group discussions and collaborative projects. Meaningful integration of technology supports both academic achievement and positive social development.

Teachers additionally serve as advisors who provide continuous direction regarding responsible gadget use. Advice given by teachers emphasizes the importance of using gadgets for educational purposes and limiting unnecessary screen time. Literacy activities are promoted to encourage students to engage with books and other learning resources. Students receive reminders about maintaining social relationships and participating in religious activities despite technological advancements. Guidance provided by teachers helps students develop self-control and awareness in managing their gadget use. Positive advice contributes to the formation of responsible attitudes toward technology. Consistent reinforcement strengthens students' commitment to balancing digital activities with social and religious responsibilities.

Overall, the findings demonstrate that the multiple roles performed by teachers are essential in anticipating the impact of gadget use on students' social and religious interactions at SDN 82 Bengkulu City. Educational guidance, counseling, role modeling, visionary leadership, and advisory support collectively create a comprehensive approach to addressing gadget-related challenges. Students benefit from structured supervision and positive examples that encourage responsible technology use. Social interactions among

students can be maintained through direct communication and collaborative learning experiences. Religious values are reinforced through continuous guidance and participation in religious activities promoted by teachers. Effective collaboration between teachers and parents further enhances the success of these efforts. Comprehensive teacher involvement ultimately supports the development of students who are socially active, religiously aware, and responsible in their use of technology.

gadget use on students' social interactions, teachers have a role in anticipating the impact of gadget use. *The roles that teachers can play are as follows*

1.	Teacher as Educator	Provides guidance on proper gadget use, prohibits students from bringing gadgets to school, and explains the positive and negative impacts of gadgets
1.	Teacher as Counselor	Monitors students' gadget use, communicates with parents through POMG and WhatsApp groups, and provides counseling regarding gadget addiction.
2.	Teacher as Role Model	Minimizes gadget use during teaching, follows school regulations, and demonstrates responsible behavior to students.
3.	Teacher as Visionary	creates creative ICT-based learning activities and teaches students to use technology productively, such as creating PowerPoint presentations.
4.	Teacher as Advisor	Encourages literacy habits, advises students to use gadgets for educational purposes, and promotes responsible technology use.

Conclusion

Based on the results of the research conducted, it can be concluded that gadget use has a significant influence on the social interactions of students at SDN 82 Bengkulu City, both positively and negatively. The positive impacts include facilitating communication between students, parents, and friends, providing quick access to information, and supporting the development of positive character traits such as discipline, responsibility, empathy, and good manners. On the other hand, excessive and uncontrolled gadget use can lead to reduced social interaction, decreased sensitivity to the surrounding environment, apathetic attitudes, and negative behaviors such as bullying. The findings also indicate that teachers have an important role in anticipating these impacts by acting as guides, counselors, role models, visionaries, and advisors who direct students toward responsible gadget use. Through continuous guidance, supervision, communication with parents, and the implementation of creative and educational learning activities, teachers can reduce the negative effects while enhancing the positive benefits of gadgets. Therefore, effective collaboration among teachers, students, and parents is essential to ensure that gadget use contributes positively to students' social development and interactions.

References

- Agung, I., & Widiputera, F. (2019). The effect of the use of gadget on psychosocial, socio-emotional, self-reliance, responsibility, and students learning results in elementary school. *Education Quarterly Reviews*, 2(1). DOI: 10.31014/aior.1993.02.02.60
- Al Ayubi, T., Desyandri, D., & Irdamurni, I. (2023). The Effect of Gadget Use on Elementary School Students' Social Interaction Abilities. *International Journal of Educational Dynamics*, 6(1), 289-293. p-ISSN 2655-4852e-ISSN 2655-5093
- Berliana, D., et al. (2022). The Influence of Gadget Use on Social Interactions of 5-6 Year Old Children. *Journal of Early Childhood Islamic Education*, 1(4), 920-933. <https://ejurnal.kampusakademik.co.id/index.php/jinu/article/view/2020/1838>
- Hardiyanto, D. (2015). Social Interaction Patterns of Gadget-Using Students at SMA N 1 Semarang. *Journal of Educational Social Studies*, 4(1), 920-933. <https://ejurnal.kampusakademik.co.id/index.php/jinu/article/view/2020/1838>
- Jemali, M., & Enggong, S. C. (2026). The Influence Of Smartphones On The Dynamics Of Social Interaction Among Elementary School Students: A Case Study At Sdk Ruteng I. *Journal Emerging Technologies in Education*, 4(2), 118-131. DOI: P-ISSN:3025-0668E-ISSN:3025-0676
- Kartiyani, T., Kusumawati, DD, & Budiarti, T. (2020). Efforts to Increase Knowledge About the Negative Impact of Gadget Use and Early Detection of Sensory-Motor Disorders and Postural Changes in Children. *Al-Irsyad II Community Service Journal*, 2(1), 86-92. https://www.researchgate.net/publication/349576432_Upaya_Peningkatan_Pengetahuan_Tentang_Dampak_Negatif_Penggunaan_Gadget_Dan_Deteksi_Dinir_Gangguan_Sensomotorik_Serta_Perubahan_Postural_Pada_Anak
- Kbarek, Y. I., Gurning, M., & Manoppo, I. A. (2025). The Impact Of Gadget Use On The Social Behavior Of Elementary School Children: Literature Review. *Indonesian Journal of Health Services*, 2(1), 11-16. DOI: <https://doi.org/10.63202/ijhs.v2i1.54>
- Kurniawan, AR (2019). School Policy on Gadget Use in Elementary Schools. *Tunas Pendidikan Journal*. 2(1), 86-97. <https://journal.lppmunindra.ac.id/index.php/RDJE/article/view/3380>
- Muhajir, S., & Maslikhah, M. (2025). Teacher Strategies in Fostering Behavior Learners on The Use of Gadgets as Social Media. *Jurnal Penelitian Pendidikan*, 42(2), 131-139. DOI: <https://journal.unnes.ac.id/journals/JPP>
- Mustofa, M. S., & Mustofa, M. I. (2025). Examining the role of islamic religious education in mitigating the adverse effects of gadget addiction on the moral development of generation alpha: an analytical perspective. *Istifkar: Media Transformasi Pendidikan*, 5(1), 113-129. ISSN 1979-2794e-ISSN: 2655-6634
- Peni, T., Laili, S. I., & Ratnaningsih, T. (2022). Gadget use duration and its impact on learning motivation and social development of children. *Jurnal Ners Dan Kebidanan (Journal of Ners and Midwifery)*, 9(3), 303-310. DOI: <https://doi.org/10.26699/jnk.v9i3.ART.p296-302>
- Siahaya, A., Sarip, M., Mursalin, A., Halamury, M. F., & Salhuteru, I. F. (2023). Investigating the relationship between excessive gadget use and learning challenges in students: a diagnostic review. *Indonesian Journal of Education (INJOE)*, 2(3), 427-442. DOI: <http://felifa.net/index.php/INJOE/article/view/159>
- Stevanus, I., & Parida, L. (2023). The Impact of Gadget Usage on the Social and Linguistic Development of Primary School Students. *International Journal of Online & Biomedical Engineering*, 19(11). DOI: 10.3991/ijoe.v19i11.40903
- Yannuansa, N., et al. (2020). "Reducing the Negative Influence of Gadgets on Teenagers and Children Through Workshops," *Abidumasy Journal of Community Service* 1(1), 110-119. <https://www.neliti.com/publications/316603/pengurangan-pengaruh-negatif-gadget-pada-remaja-dan-anak-melalui-workshop>
- Yanti, R., & Ismiyanti, Y. (2025). The Impact of Gadget Use on the Social Development of Elementary School Students. *BASICA*, 5(1), 1-14. DOI: 10.37680/basicav5i1.6904
- Zai, S., Zai, S., Marampa, E. R., & Mau, M. (2024). Actively Interacting: Christian Preschool Teachers' Efforts to Prevent Phubbing Behavior in Early Age Children Who Are Addicted to Gadgets. *International Journal of Christian Education and Philosophical Inquiry*, 1(2), 11-21. DOI: <https://doi.org/10.61132/ijcep.v1i2.44>