

Parenting Patterns In The Use Of Gadgets On The Social Emotional Development Of Preschool Children In Tk- Dharma Wanita Mangunrejo

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ABSTRACT

Parenting can be defined as a pattern of interaction between children and their parents which includes the fulfillment of physical needs (such as eating, drinking, etc.) and psychological needs (such as security, affection, etc.), as well as socialization of norms prevailing in society so that children can live in harmony with their environment. This study aims to analyze the relationship of parenting in the use of gadgets to the social and emotional development of preschool children at Tk Dharma Wanita Mangunrejo. This type of research is quantitative with analytic correlation research design and the type of research used is cross sectional. This research was conducted at Tk Dharma Wanita Mangunrejo in August 2022. The population in this study were all parents of students who attended Tk-Dharma Wanita Mangunrejo with a total of 80 parents. By calculating using the solvin formula, the number of samples was 67 parents of students. The sampling technique used is simple random sampling technique. Collecting data using data using a questionnaire with chi-square test. The results showed that the analysis using the chi-square test had a significance of 0,000. Seeing that there is no expected count value that is less than 5 so that it meets the requirements of the chi-square test has a significance of 0,000 ($<0,005$) meaning that there is a relationship between parenting patterns in the use of gadgets on the social and emotional development of preschool children at Tk- Dharma Wanita Mangunrejo.

Keywords: Gadgets, Parenting, Socio-Emotional

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INTRODUCTION

In today's modern era, information and communication technology is increasingly progressing very rapidly and is increasingly sophisticated. Shown by the presence of gadget technology, such as iPads, tablets, smartphones, computers and televisions, which are useful for facilitating all activities. This will lead to the assumption that everyone has gadgets that provide many benefits in terms of communication, business and work matters, searching for information remotely, or just for entertainment (Chusna, 2017).

The World Health Organization (WHO) reports that 5-25% of preschool-age children suffer from minor brain dysfunction, including developmental disorders (Widati, 2012).

Research issued by the American Association of Pediatrics (AAP) with the headline "media use is becoming dominant in the lives of today's children". The most commonly used media by children is gadgets, the number of children using gadgets has doubled (from 38% to 72%) in just two years, between 2011 and 2013 (Uhls, 2016).

Excessive use of gadgets will have a negative impact on children's social and emotional

development. The adverse effects of using gadgets on children include children becoming private individuals, sleep disturbances, being alone, violent behavior, fading creativity, and the threat of cyberbullying (Iswidharmanjaya, 2014).

This happens because, firstly, children receive less attention from their parents when using devices, parents tend to give gadgets so that their children are calm and not fussy. Many parents give their children more freedom to carry out family activities, work, social interaction and other pursuits without distraction. The second reason is related to the nerves of the brain, when a child uses a tool, the nerves of the brain will appear and be triggered to use it continuously, because children like interesting things and they will continue to do it. In addition, children do not have good self-control skills and cannot assess the positive and negative impacts they may face in the future (Hafizh, 2020).

Of course, this will also be the biggest challenge for the role of parents in educating and raising children. Because in fact the role of parents in educating and raising children greatly influences the social-emotional development of children. The high use of gadgets among children actually arises as a result of the parenting style itself. Parenting is a description of the attitudes and behavior of children in interacting in everyday life with the family, mainly there are several parenting styles that are applied by parents, namely permissive, authoritarian, and democratic parenting styles (Yusuf, 2017).

Based on the results obtained, the researcher saw that there were problems where children became less sympathetic and apathetic towards their surroundings due to a lack of interaction with the surrounding environment which caused children to play too much with gadgets due to a lack of supervision from parents, so the high use of gadgets among children appears as a result of patterns foster parents. Therefore, I am interested in taking up research with the title "Parenting Styles in the Use of Gadgets on the Social Emotional Development of Preschool-aged Children in TK- Dharma Wanita Mangunrejo.

METHODS

In this study using a correlational analytic research design with a cross-sectional approach. The population is the guardians of students who attend Tk-Dharma Wanita Mangunrejo, totaling 80 populations with a sample of 67 respondents using simple random sampling. Data obtained from questionnaires and processed by chi-square test.

RESULTS**I. Subject Characteristics****Table 1. Characteristics of respondents in the study**

No	Respondents Characteristics	Percentage	
		ΣN	$\Sigma\%$
1	Parents Age		
	23-30	22	32.8
	31-35	25	37.3
	>36	30	29.9
2	Children Age		
	3 years old	9	13.4
	4 years old	20	37.3
	5 years old	33	49.3
	6 years old	5	7.5
3	Gender of Child		
	Male	30	44.8
	Female	37	55.2
4	Education		
	Elementary	9	13.4
	JHS	20	29.9
	SHS	33	49.3
	College	5	7.5
5	Work		
	Housewife	29	43.3
	Self-employed	28	41.8
	Civil servant	10	14.9
	Total	67	100

Tabel 2. Variable Characteristic

No	Variable Characteristic	Presentage	
		ΣN	$\Sigma\%$
1	Parenting		
	Authoritarian	21	31.3
	Democratic	26	38.8
	Permitive	20	29.9
2	Social Emotional Development		
	Good	29	43.3
	Enough	20	29.9
	Not Enough	18	26.9
	Total	67	100

Data analysis**Table 3. Chi-Square Test Results**

Perkembangan Sosial Emosional										
		Baik		Cukup		Kurang		Total		P Value 0,000
Pola Asuh	Permisif (count & expexted)	3	8,7	8	6,0	9	5,4	20	20,0	
	Demokratis (count & expexted)	20	11,3	3	7,8	3	7,0	26	26,0	
	Otoriter (count & expexted)	6	9,1	9	6,3	6	5,6	21	21,0	
	Total (count & expexted)	29	29,0	20	20,0	18	18,0	67	67,0	

Based on data collection, then data analysis was carried out using the chi-square test. Based on the chi-square test, a value of p value (0.000) was obtained. Seeing that there is no expected count value that is less than 5 so that it fulfills the requirements of the chi square test $0.000 < 0.05$, there is a relationship. It can be concluded that there is a relationship between parenting patterns in the use of gadgets on the social emotional development of preschoolers at Tk-Dharna Wanita Mangunrejo.

DISCUSSION**Parenting Patterns in the Use of Gadgets in Preschool Children**

Based on table 2 it is known that some of the respondents showed democratic parenting as many as 26 respondents (38.8%) who showed permissive parenting as many as 20 respondents (29.9%) while those who showed authoritarian parenting were as many as 21 respondents (31.3%).

From these results it can be concluded that most parents in TK-Dharma Wanita Mangunrejo use democratic parenting, then permissive parenting and authoritarian parenting.

Parenting can be defined as a pattern of interaction between children and parents which includes meeting physical needs (such as eating, drinking, etc.) and psychological needs (such as feeling safe, affection, etc.), as well as socializing norms. prevailing in society so that children can live in harmony with their environment.

In other words, parenting also includes patterns of interaction between parents and children in the context of children's education (Nasrun, 2016). There are several types of parenting styles, namely democratic parenting, permissive parenting and authoritarian parenting.

The results of this study are supported by Rahmat (2018), regarding effective parenting to educate children in the digital era. The results of his research say that the most ideal and effective parenting style in this digital era is democratic parenting. Where this democratic parenting style does not affect children in this digital era. From the results of his research, he said that the most ideal and effective parenting style in the digital era, namely democratic parenting, parents in carrying out this democratic parenting have children who feel happy mentally, are competent in their fields and are successful, which means that children are able to adapt and establish good relationships. with other people. In this digital era, parents must adjust the way of educating children so that they are more acceptable to children, which can help the child's growth and development in a good and positive direction.

Parents must be able to protect children from bad or negative influences in the use of gadgets and other information technology. Besides that, parents are also able to understand various kinds of good applications for children who are able to educate and guide children so that children use them for good, positive and useful purposes. Parents must always supervise children in using this information media so that children do not deviate from true educational values. With this, the researchers assume that the use of gadgets in preschool children can be well controlled if the children receive supervision from their parents with the right parenting style. Like democratic parenting where in this parenting style children are given freedom in using gadgets but children still get supervision from parents so that children avoid misusing the use of gadgets which can later interfere with the child's development. Unlike the case with permissive or authoritarian parenting.

If a child has a permissive parenting style where the child is given freedom without supervision, it can make the child uncontrolled in using gadgets. And if a child with an authoritarian parenting style in this upbringing, the parents absolutely restrain their children and must obey their parents' wishes.

Based on the results of the research questionnaire that has been filled out, it is known that the highest parenting style in using gadgets is democratic parenting. This is reinforced by the answers of respondents based on questionnaires that have been distributed with a total of 67 respondents (100%).

Parents' occupation can also influence parenting patterns in the use of gadgets, based on table 1 it can be seen that the highest characteristics based on parental work are housewives with 29 respondents (43.3%). Meanwhile, the lowest were parents who were civil servants with 10 respondents (14.9%). The results of this study are supported according to Vivi (2018), regarding that from the work of parents on children with appropriate development, most parents are housewives so that mothers interact a lot with children, the togetherness of mothers and children will provide a stimulus for what children do, if mothers who do not have activities outside the home, it will be easier for children to monitor, especially in their development. It can be seen from the use of gadgets in children that are in accordance with the development of most children using gadgets in normal or restricted times, although there are children who use gadgets in abnormal times or exceeding the limits. Based on what is explained above, the researcher assumes that the role of the mother as well as a housewife, both roles are very important in parenting children, especially in the use of gadgets, because as a mother who has the characteristics of a gentle woman, she can understand the needs and feelings of children.

Not only at work, parental education can also influence parenting patterns in the use of gadgets, based on table 1 it can be seen that the highest educational characteristics of parents are parents who have a high school education level. While the lowest were parents who had a higher education level. This is in line with the results of research conducted by Riyanti (2017) who has the highest level of education, namely high school, while the most jobs are housewives, therefore the knowledge obtained by their parents is quite high and there is a lot of time in supervising children to anticipate children with always control and supervise children in the use of gadgets so that the use of preschoolers' gadgets is categorized as low. Based on what has been explained, researchers can conclude that parents who have a high enough education will automatically have very good insight as well. This will later be used as a benchmark for parents in caring for their children, especially for children who use gadgets.

Social Emotional Development of Preschool Children

Based on table 2 of a total of 67 respondents, it can be seen that the majority of respondents have good social-emotional development, as many as 29 respondents (43.3%). According to Papalia et al (in Indrijati 2016) it is stated that social emotional development includes development in emotions, interpersonal relationships and personality.

The results of this study are supported by (2015) stating that socio-emotional

development refers to a child's ability to have knowledge in managing and expressing emotions completely both positive and negative emotions, being able to establish relationships with other children and adults around them, and actively explore the environment through learning. Based on the explanation above, the researcher can conclude that a child's emotional maturity is the key to success in establishing a social relationship. So it can be seen that emotional development greatly influences the social development of children.

Based on the results of the research questionnaire that has been filled out, it is known that children's social emotional development is good. This is reinforced by the answers of respondents based on questionnaires that have been distributed with a total of 67 respondents (100%).

The level of parental education can influence the social-emotional development of preschoolers. Based on table 1, it can be seen that the highest educational characteristics of parents are parents who have a high school education level. While the lowest were parents who had a higher education level. According to Baharudin as quoted by Rima (2017) that the social development of children and adolescents is influenced by several factors. One of them is education, which means that a child's development is influenced by his family life, society and other institutions. The inculcation of behavioral norms obtained is deliberately given to students who study in educational institutions (schools). Based on the explanation above the researcher concluded that with a fairly high education. So that broad insight is also obtained by children so that they have broad insight, then, the norms or values taught to children will be meaningful so that they can influence the growth and development of preschool children.

Based on table 2 of 67 respondents, it can be seen that the highest parenting style characteristics in the use of gadgets are democratic parenting. While the lowest is permissive parenting. So that researchers can conclude that the social emotional development of preschool children can go well if parents apply a democratic parenting style, where this parenting style provides time space for children and parents to exchange opinions and consult each other without any element of coercion.

CONCLUSION

Parents' parenting style in the majority use of gadgets is democratic parenting style for the social emotional development of preschool children at Tk-Dharma Wanita Mangunrejo majority and there is a good relationship between parenting style in the use of gadgets towards the social emotional development of preschoolers at Tk-Dharma Wanita Mangunrejo. There is a significant relationship ($p\ 0.000 < 0005$) between parenting styles in the use of gadgets, the majority of which are democratic parenting styles.

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