

The Relationship between Parenting Patterns and the Use of Gadgets with Early Childhood Social Development in PAUD Nurul Asrori Betumping

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Abstract

In the era of globalization, the impact of technological progress is increasingly visible and increasing; One type of technology that children like is gadgets. The use of gadgets by children is generally associated with the behavior of adults or other family members who observe the games or videos available on the device in the hope that the child will become curious and not easily offended. The aim of this research is to analyze and describe: individual economic conditions, individual relationships with their environment, duration of gadget use, and social development of early childhood. This quantitative research method is descriptive. The number of samples that researchers used in this research was 100 respondents. The measuring instrument that researchers use is a measuring instrument that has been proven to meet validity and reliability standards. The analysis method in this research uses the SPSS type 16.0 application. Based on the results of the research that the researchers have conducted, the results obtained are that there is a relationship between parenting patterns and the use of gadgets and the social development of early childhood at the Nurul Asrori Betumping preschool.

Keywords: Parenting Style, Economic Status, Gadgets, Social Development

INTRODUCTION

The child's development period requires guidance for growth and development according to the child's age and activity quality. This is intended so that children's social development can occur optimally according to their age (Anjani et al., 2020; Mita & Hairi, 2018). A child's social development is an important aspect that must be developed during preschool age as a basis for further social development. A child's personal social development is an important aspect to develop at preschool age as a foundation for further social development. During this period, not only do children receive informal education from family or parents, children will meet their peers and get to know the outside environment. Therefore, during this period children play outdoors more often, are more active, show great curiosity, and dare to try new things.(Rahawati, 2017 & Dayu, 2017).

Social behavior in childhood includes aspects such as competition, sympathy, empathy, friendliness, cooperation and imitation (Reni, 2020; Munawaroh, 2018). Children's social development can be seen when children play in groups. From this group activities will be formed such as playing

together so that it is hoped that children can interact with other people in the group or around them. Social development is important to develop from an early age. It is important to develop social development from an early age, because a child's social development will affect his ability to socialize and manage his emotions when he is still small. Children who have behaved in a friendly manner since childhood will find it easy to interact and socialize with other people when they are in a new environment. Apart from that, children's social development is also related to children's cognitive development and children's academic achievements, such as their ability to solve problems and their ability to understand moral values in their environment.(Sari et al., 2021; Seri et al., 2020).

Based on informal interviews with several parents at Paud Nurul Asrori Betumping, it was found that many parents said that their children were already familiar with gadgets and played with gadgets for 30 minutes to 5 hours a day at Paud Nurul Asrori Betumping. All respondents said their children like watching videos, playing games, or looking at photos on cellphones. Many respondents said that their children often

ignored their parents' orders to eat or bathe. Children often lose track of time, meaning they forget lunch time, take a nap, and often ignore the people around them because they are too busy playing with gadgets. Addiction to excessive and inappropriate use of gadgets will cause children to act indifferent both at home and in society. A person's indifference to their environment can cause them to be rejected or even ostracized from their environment. Children's freedom to play is now being taken away by gadgets. There are parents who limit the use of gadgets, namely during school holidays, but there are also parents who allow their children to play with gadgets every day with a time limit of one hour per day.

The phenomenon that occurs at the Nurul Asrri Betumping preschool is that children aged 4 to 6 years use a lot of gadgets belonging to their parents and themselves. Parents said their children had been using gadgets since the age of 2 years and the activities they carried out using gadgets were playing games and watching YouTube, in the hope that the children would not be fussy and stop crying. It can be seen that currently the nation's next generation has been damaged by developments over time, resulting in a generation that is not good for the nation. Previous research findings also confirm that parents need to anticipate so that children are no longer addicted to gadgets and reducing children's addiction to gadgets can be done slowly and gradually (Fitrianis & Yaswinda, 2020; Widiastiti & Agustika, 2020). Society does not need to immediately prohibit children from playing with gadgets. Stimulating children's social development is not easy.

Other findings also confirm that children who often play with gadgets cause reduced social interactions with their friends (Rohmi & Yunita, 2020; Pebriana, 2017). This can be seen from their daily behavior when they are together, but when they are together they are busy playing with their respective gadgets. So, even though they are together there is no communication or social interaction. There has been no research that analyzes parenting patterns, length of use of gadgets and social development of early

childhood. Based on this, the aim of this research is to analyze the description of parenting patterns, duration of gadget use and social development of early childhood.

METHOD

This research uses type of quantitative research using a descriptive approach. This research aims to determine the relationship between four variables, namely the parent's economic status variable (X1), the parent's parenting pattern variable (X2), the length of gadget use (Z) as an intermediary variable and the child's social development (Y). as the dependent variable. The population in this study were parents and children at PAUD Nurul Asrri Betumping, totaling 100 people. Sampling in this research used the Probability Sampling technique. This research uses this technique because the sample members were taken based on the population size, the sample used was based on group B aged 5 - 6 years at PAUD Nurul Asrri Betumping using the Slovin formula. Based on the total population of parents and children in PAUD Nurul Asrri of 260 people with a confidence level of 5%, a minimum sample size of 158 parents and children was obtained. The methods used to collect data are observation, interviews and questionnaires. The instrument used to collect data was a questionnaire.

The technique used in analyzing the data is qualitative descriptive analysis. The data that has been collected is described by presenting the percentage of respondents' answers to each statement item and then tabulating the data on each variable with the scores obtained. Next, the data is processed using SPSS to obtain maximum values, minimum values, mean, medium, frequency distribution and standard deviation. Hypothesis testing uses Product Moment correlation.

RESULTS AND DISCUSSION

First, there is a relationship between parents' economic status and early childhood social development. Parents' economic status is a strong factor in children's growth and development. Children with high economic

status tend to have better conditions and are less likely to cause problems (Antika & Sumarno, 2018; Hadinata & Murwoto, 2018). Vice versa, children with low economic status tend to cause more problems. This shows that there is a significant relationship between parental income and children's prosocial behavior. Parents' economic status is an economic status that plays an important role in children's growth and development (Arniwati & Yeni, 2018; Garsia et al., 2019).

Economic status groups people based on similar job characteristics, income and education. Children born to families with relatively low economic status tend to be at risk for their physical and psychological development, and vice versa. For example, families with better economic status will be able to pay more attention to meeting their children's daily needs, including thinking about making their children's future better. An important aspect in measuring a person's and/or family's economic status is the level of education and income (Arniwati & Yeni, 2018; Hardinata et al., 2019).

Previous research findings also show that there is a positive correlation between the family's economic status and the level of children's social skills (Andini & Rosida, 2018). This means that parents with relatively high economic status will be able to support their children's social development. children, the targeted children will have greater opportunities to develop their abilities widely with financial support from their parents.

Some children also experience health problems such as not being able to see objects clearly at a distance (farsightedness) and reading books clearly at close range (farsightedness). A gadget is an object or item that was created specifically in this advanced era with the aim of making everything easier and easier compared to previous technology (Rahmawati, 2020; Sadruddin Bahadur Qutoshi, 2020; Subarkah, 2019). One factor that plays an important role in giving gadgets and their impact on children who use them is the length of time they use the gadget. The American Academy of Pediatrics (APP) provides recommendations for the use of

gadgets, namely not introducing these gadgets to children under 18 months of age, and parents may introduce these gadgets when their children are 18-24 months old, provided that the children are at an early age. it's watching quality shows. Furthermore, this institution does not recommend the use of gadgets by children so that it does not exceed 1 hour per day for children aged 2 - 5 years, and for children aged 6 years and over, the use of gadgets is permitted provided that there is still parental supervision. and limitations regarding its duration.

This finding is strengthened by previous research findings which state that there is a significant relationship between parental parenting patterns and the duration of children's gadget use (Juniarti et al., 2020; Sugiartini et al., 2019). With the argument that parents play an important role in reducing children's use of gadgets if they consistently implement good parenting patterns, for example accompanying children when playing with gadgets and giving advice or reprimanding children when they lose track of time because they are busy playing. with gadgets. Apart from that, parents also need to equip their children with balanced knowledge to be able to respond to their children's use of gadgets so that they can eliminate negative impacts and can prioritize the positive impacts of gadget use on their children.

The implications of this research can provide an explanation regarding the relationship between economic status, parenting patterns, duration of gadget use and children's social development in learning both individually and collectively as well as provide understanding to parents regarding early childhood and parents who need to pay attention to appropriate behavior. appropriate. parenting patterns. applied in caring for their children when using gadgets. Considering that the use of gadgets in early childhood is suspected to have negative impacts, such as children becoming aloof (asocial), individualistic and tending to be selfish, being exposed to radiation, and damaging the child's eye and physical health. and psychological growth. To overcome the negative impact of

gadget use on children, parents must be firm and intensive in setting certain limits (especially regarding the duration of gadget use and the content accessed or watched), because strategies like this can allegedly help parents develop their children's talents.

CONCLUSION

The results of data analysis show that economic status, parenting patterns and duration of gadget use can influence the social development of early childhood. This research has several limitations, namely that it is descriptive and correlational, only describing variables of economic status, parenting patterns, duration of gadget use on social development. children without controlling other variables that might influence the results of this research, that this research data was explored from the parents' perspective regarding children's social development, because young children cannot yet express their opinions regarding social development, the parents who filled out the questionnaire were not children itself.

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