Relationship between parental role and gadget addiction in early childhood

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Abstract

According to Handrianto (2013) the use of gadgets in children has positive and negative impacts, as well as in early childhood. The positive impacts of using gadgets on children include developing imagination, training children's intelligence, increasing children's self-confidence, developing reading, mathematics and problem solving skills. Meanwhile, the negative impacts of using gadgets are reducing concentration in studying, laziness in writing and reading, decreased social skills, addiction, can cause health problems, hinder children's cognitive development, hinder language skills and affect children's behavior.Parents are expected to have a big role in preventing the negative impact of gadget use in early childhood. For this reason, parents need to be given socialization about the role of parents in preventing early childhood addiction to gadgets. This research has two objectives, firstly to find out the positive relationship between the role of parents and gadget addiction in older people and secondly to find out the negative relationship between the role of parents and gadget addiction in young children.The research method used is quantitative research using Spearman Rank Correlation Analysis from the results of a questionnaire on the role of parents and parents' perceptions about gadget addiction in early childhood. Parents were divided into two groups, 1 group that was not given socialization and 1 group of parents who were given socialization. Both groups were given a pre-test and post-test. This research was carried out on TKIT Taamasa parents who were selected using a purposive sampling technique.Based on research conducted on TKIT Taamasa parents, the Spearman Rank correlation coefficient test results obtained from the pre-test results in the control group were -0.449 (negative). Likewise, the results of the correlation coefficient test for the control group post test were -0.389 (negative), the experimental group pre test results -0.114 (negative) and the experimental group post test -0.141 (negative). This shows that there is a negative relationship between the role of parents and gadget addiction in early childhood. The higher the role of parents, the lower the gadget addiction in young children. The negative coefficient value also proves that there is no positive relationship between the role of parents and gadget addiction in early childhood.Based on the research results, it was found that there was a negative relationship between the role of TKIT Taamasa parents and gadget addiction in early childhood in the group of parents who were given socialization and who were not given socialization regarding the role of parents in gadget addiction in early childhood. The higher the role of parents, the lower the addiction to gadgets in early childhood. Thus, researchers suggest that the role of people needs to be increased to prevent early childhood addiction to gadgets.

Keywords: *Gadget, Parent and* early childhood

Abstrak

Menurut Handrianto (2013) penggunaan gadget pada anak memiliki dampak posisitif dan dampak negeatif, demikian pula pada anak usia dini. Dampak positif penggunaan gadget pada anak antara lain dapat mengembangkan imajinasi, melatih kecerdasan anak, meningkatkan rasa percaya diri anak, mengembangkan kemampuan membaca, matematika dan pemecahan masalah. Sedangkan dampak Dampak negatif penggunaan gadget adalah menurunkan konsentrasi belajar, malas menulis dan membaca, penurunan kemampuan bersosialisasi, kecanduan, dapat menimbulkan gangguan kesehatan, perkembangan kognitif anak terhambat, menghambat kemampuan bahasa dan mempengaruhi perilaku anak.Orang tua diharap memiliki peran yang besar dalam mencegah dampak negative penggunaan gadget pada anak usia dini. Untuk itu orang tua perlu diberikan sosialisasi tentang bagaimana peran orang tua dalam mencegahan anak usia dini kecanduan gadget. Penelitian ini memiliki dua tujuan pertama untuk mengetahui hubungan positif peran orang tua dengan kecanduan gadget pada orang tua dan kedua untuk mengetahui hubungan negative peran orang tua dengan kecanduan gadget pada anak usia dini. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan menggunakan Analisa Korelasi Spearman Rank dari hasil kuesioner peran orang tua dan persepsi orang tua tentang kecanduan gadget pada anak usia dini. Orang tua dibagi menjadi dua kelompok, 1 kelompok yang tidak diberikan sosialisasi dan 1 kelompok orang tua yang diberikan sosialisasi. Kedua kelompok diberikan pre test dan post test. Penelitan ini dilakukan pada orang tua TKIT Taamasa yang dipilih menggunakan teknik purposive sampling.Berdasarkan penelitian yang dilakukan pada orang tua TKIT Taamasa diperoleh hasil uji nilai koefisien korelasi Spearman Rank dari hasil pre test pada kelompok kontrol adalah -0,449 (negative). Demikian pula hasil uji koefisien korelasi pada post test kelompok control -0,389 (negative), hasil pre test kelompok eksperimen -0,114 (negative) dan post test kelompok eksperimen -0,141 (negative). Hal ini menunjukkan ada hubungan negative antara peran orang tua dengan kecanduan gadget pada anak usia dini. Semakin tinggi peran orang tua semakin rendah kecanduan gadget pada anak usia dini. Nilai koefisien yang negative juga membuktikan bahwa tidak ada hubungan positif antara peran orang tua dengan kecanduan gadget pada anak usia dini.Berdasarkan hasil penelitian diperoleh bahwa ada hubungan negatif antara peran orang tua TKIT Taamasa dengan kecanduan gadget pada anak usia dini pada kelompok orang tua yang diberikan sosialisasi dan tidak diberikan sosialisasi tentang peran orang tua dalam kecanduan gadget pada anak usia dini. Semakin tinggi peran orang tua semakin rendah kecanduan kecanduan gadget pada anak usia dini. Dengan demikian peneliti menyarankan agar peran orang perlu ditingkatkan untuk mencegah anak usia dini kecanduan gadget.

***Kata Kunci** : Peran orang tua, kecanduan gadget dan anak usia dini.*

INTRODUCTION

Children are the future of a country. If the children are good, then the future of the country will be good too. But often the good potential of children is faded due to mistakes made by parents in accompanying and educating their children.

The excessive use of gadgets since early childhood is a phenomenon that we can get in every corner of the country from villages to cities, from newborn children to parents, gadgets have become daily companions who are very familiar with today's life.

The alpha generation is the generation born in 2013-2025. Although they are still very young, they already exhibit some distinctive characteristics that set them apart from previous generations, including being the first generation to actually grow up in an era of advanced technology. They have been familiar with digital devices since birth, such as tablets, smartphones

and other electronic devices and have a natural understanding of digital technology and are able to adapt quickly to new technological developments. Children who have been accustomed to using gadgets and the like since birth are at risk of becoming addicted to using gadgets and the like.

According to Fadli (2023). that some signs of gadget addiction have begun to appear in children, for example, every time they wake up they immediately look for and hold gadgets, every day they always use gadgets. feel very worried when the smartphone battery is low or dead, every 5 minutes always want to check their gadgets and every activity is always holding gadgets, including when eating, walking, even when going to the toilet. If children are allowed to use gadget addiction, there are several effects that may be obtained by children, such as eye disorders, disturbed sleep patterns, hunched posture, learning disorders, obesity and lack of socialization.

Gadgets impact early childhood social development. The impact of gadget use on early childhood social development has both positive and negative impacts. Excessive use of gadgets will have a negative impact on children's social and emotional development. The adverse effects of gadget use on children include children becoming closed personalities, sleep disturbances, solitude, violent behavior, fading creativity, and the threat of cyberbullying. Solutions to the problem of gadget use in early childhood by limiting the use of gadgets, supervising children in playing gadgets with parental figures who play a very important role and giving the right time schedule when children play gadgets, so that gadgets cannot hinder early childhood social development (Miranti dan Putri, 2021).

For this reason, parents need to prevent their children from being addicted to using gadgets by carrying out their functions and roles as parents properly. The functions of parents include, 1) Teaching children to be able to communicate. Communication is one of the important aspects in building and fostering relationships and interactions. In the communication process, parents teach reasonable communication patterns and processes to children so that they can communicate politely, politely and naturally. For example: how to use words, string sentences, choose the right words, listen to the other person, maintain good manners, respect the other person, and so on. 2) Teaching children socialization skills. Children need to learn to socialize and interact with their environment. The task as parents is to teach and educate their children to be able to socialize well, especially with their immediate environment. Parents should get to know and mingle with the child's environment. In this case, their environment is family, neighbors, friends, and others. The goal is that from the beginning they learn to live socially so that they do not become "Lonely in the crowded" creatures. Through learning to socialize, children learn to train their rational and emotional balance, especially when they are faced with unpleasant situations or situations that arouse their emotions. Preferably, from an early age, children should be familiar with various ethnicities and differences. Thus, when children grow up, they will be able to appreciate and respect differences, not uniformity. 3) Teaching children interaction skills. Interacting means establishing a relationship with the social environment in which you live. As parents, it is mandatory to teach children good methods or ways of interacting. For example, teaching friendliness, politeness, humility, or mutual respect are important requirements for interacting with anyone. 4) Train children to be able to control their emotions. Children need to learn to control their emotions so that they are not enslaved by their emotions, leading them to the wrong path in life. Although controlling emotions is difficult, it does not mean it is impossible to achieve. Parents should emphasize to their children the life motto that there is no reason to stop learning to control emotions.

The role of parents in accompanying children to use computers or the Internet includes, 1. Early childhood uses the internet or gadgets together with other family members who are older. When young children use gadgets to open the internet or to play games, they should be accompanied by adults, especially father or mother. Fathers, mothers or adults can explain to children about the internet content that children

see, especially content that contains pornography, violence and is not suitable for children to see. There needs to be sorting out which content is appropriate and not for children's consumption. This inappropriate information content is potentially harmful so that the internet becomes a world as well as a dangerous source of information if used improperly and without direct supervision from parents.

Content that is not suitable for children includes pornography, violence, drugs, gambling, and others.

Some classifications of cyber risks to children are the risk of aggressiveness victims where they become victims of bullying, violence, or exposure to sadistic content. The next risk is sexuality where they are potentially exposed to pornographic content or even become victims of sexual violence in the digital space. In addition, value-wise, children can become victims of hate speech, influence of radical ideologies, or other potentially dangerous content. “Nothing is 100% safe in the digital space. What can be done is to minimize the risks. Digital crime will always be a threat to children because their cognitive development is not optimal. If children see positive content on the internet, parents also need to motivate children to be able to do, imitate these things in their daily lives. 2. Early childhood uses the internet / gadgets in a place that is easily supervised by parents. Parents can make rules about not using gadgets in certain places. For example, at the dining table, in the bedroom, and in the car. This needs to be done so that parents can monitor what content children see and so that children can leave content that is not suitable for children to see. 3. Early childhood is given a time limit for using gadgets. The following is the recommended duration of children playing gadgets based on their age (Alodokter, Ministry of Health, 2020). a. Children under 2 years of age are advised not to be given access to gadgets at all. If absolutely necessary, children over 1.5 years of age can access gadgets accompanied by parents and no more than 1 hour per day. b. Children aged 2-5 years are advised to access gadgets for only 1 hour per day, preferably a quality program. c. Children aged 6 years and over may play gadgets, but with an agreed time with parents, for example only on weekends or a maximum of 2 hours per day.

If young children spend a relatively long time exceeding the maximum time duration, it is likely to result in children experiencing the negative effects of gadget use on psychological, social and physical health. 4. inviting young children to learn about the use of gadgets and search for information content offered by the internet, together with other family members.

In order for parents to prevent early childhood gadget addiction effectively and efficiently, it is necessary to socialize parents about the role of parents in preventing early childhood gadget addiction.

Research on the role of parents and gadget addiction has been conducted by several researchers. These studies include:

1. Kartika Dewi Sisbintari and Farida Agus Setiawati (2021) with the title Digital Parenting as an Effort to Prevent Gadget Addiction in Early Childhood during the Covid-19 Pandemic. The results showed that the role of parents in implementing digital parenting during the Covid-19 pandemic as an effort to prevent gadget addiction in early childhood is time management for gadget use, accompanying children when using gadgets, utilizing the youtube kids application, monitoring browsing activities used, not introducing games to children, and implementing screen time. Digital parenting is one method that can be used as an effort to prevent gadget addiction in early childhood.
   The research equation of Kartika Dewi Sisbintari and Farida Agus Setiawati with this study is to examine the role of parents and gadget addiction in early childhood. The difference between the above research and this research is that the location of the research was carried out in Kulonprogo Regency, Yogyakarta Special Region during the covid-19 pandemic, while this research was conducted in Sumbawa Regency, West Nusa Tenggara and during the post covid-19 pandemic. Sudiria Hura,

Marde Christian Stenly Mawikere (2019) with the title "Discourse on Principles, Approaches and Learning Methods in Early Childhood Education". The results of the study show that there are two approaches to the learning process, namely from the interactionism and categorial groups, each of which is oriented towards children as subjects of education and various learning methods that emphasize the role of children to understand, capture and know what the teacher wants to teach them. Therefore, ECD education units can use an integration or combination of interactionist and categorical approaches. Similarly, PAUD units can use a variety of relevant methods by emphasizing that early childhood as a subject of education that needs to be given stimulation to help them grow as a whole (holistic/comprehensive approach) both spiritually, character, knowledge and skills.

The research equation of Sudiria Hura, Marde Christian Stenly Mawikere mentioned above with this research is that the research subject is early childhood. The difference in this study is that the study examines the discourse on the principles, approaches and methods of early childhood learning, while this study is about the relationship between the role of parents in preventing early childhood gadget addiction.

2. Nur Sri Rahayu, Elan and Sima Mulyadi (2021) "Analysis of Gadget Use in Early Childhood". The results of the study found that children use gadgets to play games, watch entertainment on YouTube and also to learn to read and count from the "Complete Kindergarten and Early Childhood Learning Application". Children often focus when playing gadgets, do not answer when their parents call, sometimes whine when not given permission to play gadgets, children also seem to experience problems in their speech, even though the child is 6 years old but still many of the words the child says still cannot be understood. In the efforts made by parents to prevent negative things from using gadgets by accompanying children when using gadgets, making sure not to see content that is not suitable for the age of the child.

The similarities between the research of Nur Sri Rahayu, Elan and Sima Mulyadi mentioned above and this study are that they examine the use of gadgets in early childhood. The difference is that the study analyzes the use of gadgets in early childhood while this study is about the relationship between the role of parents and gadget addiction in early childhood.

3. Ari Pratama (2021) conducted a study with the title "Parents' Efforts in Overcoming Addiction to the Use of Gadgets in Early Childhood in Suak Batang Gandus Village, Gandus District, Palembang City". Based on the results of the study, the effect of gadget addiction on child development, namely: children tend to spend time at home playing gadgets, children become dependent on gadgets and affect children's behavior patterns or children's social development. The impact of gadget addiction on children are: 1) positive impact: increase knowledge, train children's creativity, facilitate communication, children can adapt to the times, and develop imagination. 2) negative impact: gadgets can interfere with children's health, gadgets can interfere with children's development, affect children's behavior, make dependence on gadgets, children become solitary and decrease concentration in children. Parents' efforts in dealing with children who are addicted to gadgets are: mentoring the use of gadgets in children, limit the use of gadgets in children, give a schedule for the use of gadgets in children, set a good example, do not give full access to the use of gadgets to children, set gadget-free areas in teaching children the importance of restraint in the use of gadgets.

The similarity between Ari Pratama's research above and this research is that it

examines the role of parents and gadget addiction in early childhood. The difference is that the research was conducted in Palembang in 2021, while this research was conducted in Sumbawa in 2023.

4. Yunda Catur Bintoro (2019) entitled "Parents' Efforts in Overcoming Addiction to the Use of Gadgets in Early Childhood in Mandiraja Village, Mandiraja District, Banjarnegara Regency. The results of this study found that Parents' Efforts in Overcoming Gadget Addiction in Children are (a) mentoring the use of gadgets in children, (b) limit the use of gadgets in children, (c) choose according to the age of the child, (d) set a good example and the obstacles faced by parents in dealing with children who are addicted to gadgets are (a) covering some housewives in terms of daily activities, such as doing household chores such as cooking, washing and cleaning the house, (b) children's obstacles, namely difficulty eating, forgetting to eat, difficulty sleeping, children will frown and cry if they are not loaned or allowed to use gadgets, besides that the child will fuss when the mother is doing housework (c) the obstacles experienced by some working parents are limited time to interact with children because they are rarely at home.
   The equation of Yunda Catur Bintoro's research mentioned above with this study is to examine the role of parents and gadget addiction in early childhood. The difference is that the above research was conducted in Mandiraja Village, Mandiraja Subdistrict, Banjarnegara Regency in 2019 while this research was conducted in Sumbawa in 2023.Isma Nasikhatin Nafiah (2021) penelitiannya berjudul "Peran Orang Tua Dalam Pencegahan Kecanduan Bermain Gadget Anak Usia Dini" (Studi Kasus Peserta Didik di RA Tahsinul Akhlaq Tedunan Demak Tahun 2021). Hasil penelitian yang telah peneliti lakukan, peran orang tua dalam pencegahan kecanduan gadget anak usia dini antara lain: 1) peran orangtua berinteraksi pada anak, 2) pengendalian dalam penggunaan gadget pada anak, 3) orang tua harus bersikap tegas dan disiplin, 4) perbanyak aktivitas anak/mengajak anak bermain diluar.
   The similarity with Isma Nasikhatin Nafiah's research is that it examines the role of parents and gadget addiction in early childhood. The difference is that the research was conducted at RA Tahsinul Akhlaq Tedunan Demak in 2021, while this research was conducted in Sumbawa Besar in 2023.
5. Aslan (2019) conducted research with the title "The Role of Parenting in the Digital Age". The results of this study can be seen that the role of parents in educating their children is inseparable from the parenting patterns applied by parents. In the current digital era, with various kinds of technological sophistication, the type of parenting pattern of parents to their children has also changed. The types of parenting patterns consisting of authoritarian, democratic and permissive, by experiencing different parenting systems given by parents to their children so as to produce different characters in children. Therefore, technological changes are increasingly Aslan Synchronizing the Role of Parenting Parenting rapidly from time to time, then as parents, they should not remain silent with the existing developments in their children's parenting, but must also make changes, so that technology changes but children's parenting also synchronizes between the role of authoritarian, democratic and permissive types of parenting.
   The similarity between Aslan's research and this study is that it examines the role of parents. The difference is that the study examines parenting patterns while this study is about the role of parents in gadget addiction.
6. Dedi Gusman, Nurmalina and Refni Risma Juita (2021) conducted a study entitled "The Effect of Gadgets on Early Childhood Emotional Development in Paud Tambusai". From the results of

analytical descriptive research in the form of the effect of gadgets on early childhood development, it can be concluded that parents who give gadgets to their children who are still at an early age with excessive time control do not interfere with their children's language development. Children in this criterion can still develop normally. The games they play on their devices still provide benefits in early childhood reading skills, because some game content on the device requires them to recognize commands in the form of reading. However, the effects of using gadgets in early childhood, especially those that are not controlled by their parents, have more negative effects on early childhood language development. If it is too much, the use of gadgets has an effect on the ability to interact with the child's social environment. This, of course, will lead to poor communication problems in early childhood. Mainly due to the infrequency of children interacting with their environment. Even more frightening is that children are no longer interested in social interaction. Even lazy to make eye contact with their interlocutors.

The research equation of Dedi Gusman, Nurmalina and Refni Risma Juita mentioned above with this research is to examine the use of gadgets in early childhood. The difference is that the study examines the effect of gadgets on the emotional development of early childhood, while this study examines the role of parents in gadget addiction in children. early age.

7. Refa Adinda Fauziah Isni and Dadan Anugrah (2021) conducted research with the title "Handling Gadget Addiction in School-Age Children During the Covid-19 Pandemic in Wantilan Village, Subang Regency". The final results of the handling efforts made by the author show a positive graph, children begin to respond to how many things can be done that are more useful and more fun than just playing gadgets all day, children also begin to show interest and change through handling efforts prepared by the author during observation. Not only for children, parents are also carried away by the positive currents resulting from the results of handling gadget addiction in school-age children during this pandemic.

   The similarities between Refa Adinda Fauziah Isni and Dadan Anugrah's research and this study are that they examine gadget addiction in school-age children. The difference is that the study examines the handling of gadget addiction in school-age children, while this study is about the relationship between the role of parents in gadget addiction in early childhood.

8. Anwardiani Iftaqul Janah, Raden Diana (2023) conducted a study entitled "The Negative Impact of Gadgets on Aggressive Behavior of Early Childhood". The results of the research obtained are the influence of the use of gadgets that are not limited and supervised. So that it causes aggressive behavior in children who have difficulty controlling their desires in conveying messages, such as screaming, crying, and making physical contact if someone disturbs them playing gadgets. The influence of gadgets on aggressive behavior in children requires serious efforts for parents or adults who are around children so that it does not have a negative impact on children's future development.

   The similarity between the research of Anwardiani Iftaqul Janah, Raden Diana mentioned above and this study is that it examines the use of gadgets, the difference is that the study examines the negative influence of gadgets on aggressive behavior in early childhood while this study is about the relationship between the role of parents and gadget addiction in early childhood.

   Based on the framework above, we draw the following hypotheses:

1. Ha: There is a positive relationship between the role of parents and gadget addiction in early childhood.

Ho: There is no positive relationship between the role of parents and gadget addiction in early childhood.

2. Ha: There is a negative relationship between parents' role and gadget addiction in early childhood.

Ho: Tidak ada hubungan negatif peran orang tua dengan kecanduan gadget pada anak usia dini

METODE

3.1.Tempat dan Waktu Penelitian

3.1.1 Tempat Penelitian

Penelitian dilakukan di Satuan Pendidikan Anak Usia Dini di Kabupaten Sumbawa Provinsi Nusa Tenggara Barat

3.1.2 Waktu Penelitian

Waktu penelitian ini akan dilaksankan pada Bulan Juni 2023 hingga Mei 2024 dengan rincian kegiatan sebagai berikut:

Table 3.1 Research Times

No	Activity	2023				2024								
		Month												
						10	11	12	1	2	3	4	5	6
1	Proposal Preparation													
2	Proposal Submission Limit													
3	Submission of a proposal Plagiarism Test with the Termitin application													
4	Data collection and research													
5	Data processing					√								
6	Thesis Preparation						√	√	√	√	√	√		
7	Thesis Plagiarism Checking												√	
8	Thesis exam registration												√	
9	Execution of thesis defense													√

3.2.Research Design

The study was conducted in Early Childhood Education Units in Sumbawa Regency by measuring the role of parents in

dealing with gadget addiction in early childhood before and after the training. The training is a parent role training to handle gadget addiction in early childhood. There are two variables measured, the first variable is the level of gadget addiction in early childhood using a Likert scale questionnaire and the second variable is the role of parents in dealing with gadget addiction in early childhood also using a Likert scale questionnaire.

In this study, the authors used a quantitative approach with experimental research, where something can be investigated whether there is an influence or not in the research. Influence or not in the study. Quantitative research is examines the object by counting using units of numbers to determine the size of the object being studied both numbers to determine the size of the object being studied, both real and abstract objects and abstract objects. Understanding the basic concepts of quantitative research cannot be understood from one particular aspect, but must be reviewed from several aspects. several aspects. The basic concepts of quantitative research use several concepts, namely approach, method, data, and analysis (Widodo, 2009: 19).

The type of research used in this study is quasi experimental research. This experiment is not pure experiment but like pure or as if pure because of various things, especially with regard to control because of various things, especially with regard to controlling variables. It may be very difficult to use pure experiments (Nana Syaodih Sukmadinata, 2010).

This study used a pretest and posttest control group design. In this design there are two groups, namely the experimental and control groups that are randomly selected, then given a pretest to find out the initial state, is there a difference between the experimental and control groups given a pretest to find out the initial situation, is there a difference between the experimental and control classes (Sugiyono, 2009: 113).

The control group was given treatment without socialization while the experimental class was given treatment with socialization of the role of parents to prevent early childhood addiction to gadgets. After completing the treatment both classes were given a post test which aims to measure the learning achievement of students for the treatment that has been given. The experimental design in this study is shown in the table below.

Tabel 3.2. Desain Pre test-Post test Control Group Design

Group	Pre test-	treatment	Post Test
KK	O1	No treatment	O2
KE	O3	socialization of parents' role in preventing gadget addiction in early childhood	O4

Description
KE: Experimental Group (group treated with homework)
KK : Control Group (group that was not given homework)
O1 : Pre-test (experimental group)
O2 : Post-test (experimental group)
O3 : Pre-test (control group)
O4 : Post-Test (control group)

From this experimental research with a quantitative approach, the researcher intends to obtain and find out whether there is a relationship between the role of parents and gadget addiction in early childhood, and whether there is a negative relationship between the role of parents and gadget addiction in early childhood.

3.3. Operational Definition of Variables

There are 2 (two) variables that will be measured in this study, namely the role of parents and the level of gadget addiction in early childhood.

3.3.1. Parental role

The role of parents is 7 indicators of the role of parents in preventing early childhood gadget addiction according to the Center for ICT Studies Foundation (Nugraha, Ali, 2014), namely:

1. accompanying early childhood in using gadgets
2. guiding children to use the internet/gadet in a place that is easily supervised by parents
3. limiting the time of gadget use in early childhood.
4. inviting early childhood to learn things related to the use of gadgets and search for information content offered by the internet, together with other family members,
5. explore the child's understanding of the information that is being viewed or has just been viewed by asking questions.
6. asking children to immediately leave sites that are inappropriate for them or that make them uncomfortable, whether intentionally or unintentionally exposed.
7. familiarize the child with the information obtained from the internet/gadget.

3.3.2. Level of gadget addiction in early childhood

The level of gadget addiction is measured using indicators:

1. The level of proficiency of early childhood using gadgets
2. Frequency of early childhood use of gadgets
3. Duration of early childhood gadget use
4. The impact of using gadgets on young children

3.4. Population and Sample

3.4.1 Population

According to Priyastama (2020) that population is the power that is able to identify phenomena that occur. The population used in this study is the total number of fathers/mothers of early childhood who are registered students of early childhood education units in Sumbawa Regency. Based on data from the Early Childhood Education Office of Sumbawa Regency in 2023, the total population of early childhood in Sumbawa Regency is 23,884 students who receive services in 601 early childhood education units. This means that there are 23,884 fathers or mothers of students in the Early Childhood Education Unit who are the population of this study.

3.4.2 Sample

The sample is part of the population that the researcher uses as an object to draw conclusions. Objects are a set of data taken from the population. Sampling is carried out due to various obstacles in the field that make it impossible to study the entire population (Priyastama, 2021). The sampling technique was carried out using purposive sampling. The purposive sampling technique is a sampling technique based on the researcher's consideration of which samples are the most suitable, useful and considered representative of a population (representative).

This sampling technique tends to have higher sample quality. Because the researcher has made a grid or boundary based on certain criteria that will be used as a research sample. For example, based on demographic characteristics, gender, type of work, age and so on. The research cluster sample criteria are PAUD units registered in the Sumbawa District Office of Education and Culture data for the year 2023. According to Law No. 20/2003 on National Education System Article 1 point 14: Early childhood education is a coaching effort aimed at children from birth up to 6 (six) years which is carried out through providing educational stimuli to help the growth and physical and spiritual development so that children have readiness in entering further education. entering further education. Each PAUD unit consists of educators, education personnel, students and parents/guardians of students. Based on Purpusive Sampling of all PAUD units in Sumbawa Regency, one PAUD unit was selected as the research sample, TKIT Taamasa.

3.5. Data collection procedure

Data collection was conducted in 1 (one) way, using a questionnaire to the

father or mother of Early Childhood Education students. The questionnaire was given to the group of parents who were given training on the role of parents in preventing early childhood gadget addiction. Pre test and post test. Similarly, the control group was given 2 questionnaires, pre test and post test.

Table 3.3. Data Collection Procedure

Groups	Pre Test	Treatment	Post Test
Experimental Group	Pre Test	Treatment	Post Test
Control Group	Pre Test	-	Post Test

3.6 Research Instruments

The instrument used in this study is a questionnaire to measure the perspective of the role of parents (father or mother) of Early Childhood Education students in preventing their children from being addicted to gadgets and the perspective of parents (father or mother) on the level of gadget addiction in Early Childhood Education students, using ordinal measurement, the answer category consists of 4 (four) levels / Likert scale.

The presentation of this scale consists of two groups, namely favorable and unfavorable with four alternative answers, unfavorable with four alternative answers. Favorable statements

shows an indication that the subject supports the statement and have a rating level: value 4 for the answer SS (Very Suitable), value 3 for the answer S (Appropriate), value 2 for the answer TS (Not Appropriate), and a value of 1 for the answer STS (Strongly Disagree). While unfavorable statements indicate that the subject does not support the statement and have a rating level: value 1 for SS answer (Very Suitable), value 2 for the answer S (Suitable), value 3 for the answer TS (Not Suitable), and 4 for the answer STS (Very Unsuitable).

The questionnaire instrument to measure the perspective of the role of parents in preventing early childhood gadget addiction is based on 7 indicators of the role of parents in preventing early childhood internet/gadget addiction according to the Center for ICT Studies Foundation (Nugraha, Ali, 2014). The instrument was compiled by the researcher.

Questionnaire instrument to measure the perspective of gadget addiction in early childhood The level of gadget addiction is measured using indicators:1. the level of proficiency of early childhood using gadgets2. the frequency of early childhood using gadgets3. the duration of early childhood using gadgets4. the impact of using gadgets on early childhood

Table 3.4 Description of Gadget Addiction in Early Childhood

INDICATOR	DESKRIPTION	NUMBER OF QUESTIONS
Proficiency in using gadgets	1. can create cell phone unlock passwords 2. can download certain games/applications 3. can play/use various types of games or applications 4. the child has his/her own Gadget	6 questions
Frequency of gadget use	Children spend most of their time playing gadgets;	7 questions
Duration of gadget use	1. Feel the need to use the internet by increasing the amount of time to achieve satisfaction 2. Feeling anxious, moody, depressed, or angry when trying to reduce or stop screen time, playing longer than planned. 3. 3. using gadgets for more than 1 hour per day. 4. impaired health 5. impaired achievement 6. irritability 7. irritability 8. eating less 9. lack of rest 10. not studying 11. Selfish, difficult to share time in gadget use with others; 12. disturbs his sleep time 13. sometimes puffy eyes in the morning 14. impaired vision	6 questions
The impact of using gadgets		10 questions
	TOTAL	29 items

Description:
The questionnaire of gadget addiction in early childhood consists of 4 aspects, first, the proficiency of early childhood in using gadgets, second, the frequency of using gadgets, third, the duration of early childhood using gadgets, and fourth, the negative impact that early childhood begins to

experience after using gadgets. Early childhood proficiency in using gadgets is described in 6 question items, the frequency of using gadgets is divided into 7 question items, the duration of using gadgets is divided into 6 question items, and the negative impact of gadget use is divided into 10 question items. The total of all question items of gadget addiction is 29 items.

The questionnaire lattice of parents' role in preventing early childhood gadget addiction can be seen in the table below:

Table 3.5. Questionnaire Grid
The Role of Parents in Preventing Early Childhood Gadget Addiction

NO	INDIKACORS	Number of Questions
1	accompany early childhood in using gadgets	4
2	guiding children to use the internet / gadgets in a place that is easily supervised by parents	4
3	limiting the time of gadget use in early childhood.	4
4	invite children to learn about the use of gadgets and search for information content offered by the internet, together with other family members,	4
5	explore the child's understanding of the information that is being viewed or has just been viewed by asking questions.	4
6	ask children to immediately leave sites that are inappropriate for them or that make them uncomfortable, whether intentionally or unintentionally open.	4
7	make it a habit for the child to always tell you about the information they get from the internet/gadget.	4
	TOTAL	28

accompany early childhood in using gadgets guiding children to use the internet / gadgets in a place that is easily supervised by parents limiting the time of gadget use in early childhood invite children to learn about the use of gadgets and search for information content offered by the internet, together with other family members, explore the child's understanding of the information that is being viewed or has just been viewed by asking questions ask children to immediately leave sites that are inappropriate for them or that make them uncomfortable, whether intentionally or unintentionally open make it a

habit for the child to always tell you about the information they get from the internet/gadget.

3.7. Data Analysis

3.7.1 Quantitative Analysis

In quantitative analysis, researchers perform calculations that are relevant to the problem under study. The technique of measuring the perspective of the role of parents in preventing early childhood gadget addiction and the perspective of the level of early childhood gadget addiction was carried out by distributing questionnaires to respondents,

3.7.2 Inductive method

The conclusions made are general conclusions from specific conclusions. The specific conclusion is the conclusion of the effect of the perspective of the role of parents in preventing early childhood gadget addiction on the level of gadget addiction in early childhood. Then the conclusion is drawn as a general conclusion of the role of parents in preventing gadget addiction in early childhood in Sumbawa Regency.3.7.3 Uji Keabsahan Data

1. According to Candrarin in Anshori (2018) that data taken through primary source data collection must be tested for validity and reliability. In this study, the validity and reliability of the data were tested using the validity and reliability test using the SPSS version 25 computer program.
2. Instrument testing is carried out using:
3. Validity test
4. The validity test is a test that shows the measuring instrument of this study actually measures what is being measured (Sumantri, 2015). The questionnaire is called valid if the questions on the questionnaire are able to reveal something that is measured by the questionnaire used. The decision criteria are declared valid if the Sig value. (2-tailed) Pearson's Correlation is smaller than the significance level of 0.05 (Anshori, 2018).
5. Reliability Test
6. Releability test is a test to show the extent to which the measuring instrument used can be trusted or reliable measuring results, so that it is able to show consistent measurement results if two or more measurements are made on the same symptoms using the same measuring instrument (Sumantri, 2015).

1. When determining whether this measuring instrument is reliable or not using the Cronbach Alpha technique, with the provisions of the alpha value limit of 0.6. Reliability of less than 0.6 is not good while 0.7 is acceptable and reliability above 0.8 is good (Priyastama, 2020).
2. Reliability testing in this study using the Cronbach's Alpha method with variables can be said to be reliable if they provide a Cronbach alpha value> 0.6.3.

3.7.4. Correlation Test

3.7.4.1. Spearman Rank Correlation Test

The Charles Spearman correlation test or Spearman's Rank Correlation Coefficient or Spearman's rho is a hypothesis test to determine the relationship between 2 variables. The Spearman's Rank Correlation Coefficient Test is a statistical test to test 2 variables with ordinal data or one variable with ordinal data and the other nominal or ratio. Related to the characteristics of the ordinal data scale, the Spearman correlation test includes nonparametric statistics, which does not require the data to be normally distributed. To find out whether there is a relationship or not, it can be seen from the significance

value and how strong the relationship can be seen from the correlation coefficient or r. However, previously in the Spearman rank correlation, it will initially rank the existing data, then conduct a correlation test. As mentioned earlier, that Spearman rank correlation is part of non-parametric statistics, therefore in this correlation analysis there is no need for the assumption of a linear relationship (linearity test) between the research variables. If the research data uses a Likert scale, then the distance used must be the same and the research data does not have to be normally distributed (normality test). In correlation analysis there is no term independent variable (X) or dependent variable (Y). Thus, it can be interpreted that the two variables correlated (connected) are independent of each other, meaning that each variable stands alone and does not depend on each other. Suppose I have variables X and Y, then the relationship between variables X and Y is the same as the relationship between variables Y and X. Purpose of Spearman Rank Correlation Analysis

The purpose of correlation analysis in general (Pearson product moment correlation and Spearman rank correlation) is to:

1. See the level of strength (closeness) of the relationship between two variables
2. See the direction (type) of relationship between two variables
3. To see whether the relationship is significant or not.

Correlation Strength Level Criteria

In determining the level of strength of the relationship between variables, we can be guided by the correlation coefficient value which is the result of the SPSS output, with the following conditions:

1. Correlation coefficient value of 0.00 - 0.25 = very weak relationship
2. Correlation coefficient value of 0.26 - 0.50 = moderate relationship
3. Correlation coefficient value of 0.51 - 0.75 = strong relationship 2.
4. Correlation coefficient value of 0.76 - 0.99 = very strong relationship
5. Correlation coefficient value of 1.00 = perfect relationship

Criteria for the Direction of Correlation

The direction of correlation is seen in the correlation coefficient number as the level of correlation strength. The magnitude of the correlation coefficient lies between + 1 and - 1. If the correlation coefficient is positive, then the relationship between the two variables is said to be unidirectional. The meaning of this unidirectional relationship is that if variable X increases, variable Y will also increase. Conversely, if the correlation coefficient is negative then the relationship between the two variables is not unidirectional. Unidirectional means that if variable X increases, variable Y will decrease.

Correlation Significance Criteria

The strength and direction of the correlation (relationship) will have meaning if the relationship between these variables is significant. It is said that there is a significant relationship, if the Sig. (2-tailed) calculation results are smaller than the value of 0.05 or 0.01. Meanwhile, if the sig value. (2-tailed) is greater than 0.05 or 0.01, then the relationship between these variables can be said to be insignificant or meaningless.

RESULTS AND DISCUSSION

4.1 Overview of the Research Site is not significant or meaningless

According to Law No. 20/2003 on the National Education System, that. Early childhood education (PAUD) is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Early childhood education can be organized through formal, non-formal, and/or informal education channels. Early childhood education in the formal education

pathway is in the form of kindergarten (TK), raudatul athfal (RA), or other equivalent forms. Early childhood education in the non-formal education pathway takes the form of playgroups (KB), daycare centers (TPA), or other equivalent forms. Early childhood education in the informal education pathway takes the form of family education or education organized by the environment.

Based on the Basic Education Data of the Directorate General of Early Childhood Education, Basic Education and Secondary Education of the Ministry of Education, Culture, Research and Technology for the odd semester of the 2023/2024 academic year in Sumbawa Regency, there are 209 kindergarten education units, 366 playgroup education units, 1 daycare center education unit and 29 SPS education units. Thus, the total number of early childhood education units in Sumbawa district is 605 schools.

Similarly, PAUD students, based on the Basic Education Data of the Directorate General of Early Childhood Education, Basic Education and Secondary Education of the Ministry of Education, Culture, Research and Technology for the odd semester of the 2023/2024 academic year in Sumbawa Regency, there are 8,023 kindergarten students, 15,282 playgroup students, 38 daycare students and 1,195 students of similar PAUD units, so that the total number of PAUD students in Sumbawa Regency is 24,538 children.

Taamasa Integrated Islamic Kindergarten (TKIT Taamasa) is one of the formal PAUD units in Sumbawa District. TKIT Taamasa is located at the Matahari Villa Complex, Karang Padak Hamlet, Sumbawa Regency, Prov. West Nusa Tenggara. This school is a private school with a National School Identification Number (NPSN) 69964186. The operational permit of TKIT Taamasa was issued by the Sumbawa Regency One-Stop Integrated Investment and Licensing Office on June 22, 2017 number 495/PAUD/DPMPTSP/2017. TK IT Taamasa received accreditation status B from BAN-S/M (National Accreditation Board) School/Madrasah. TK IT Taamasa is led by the principal named Aryayu Enny Wahyu. It has 10 teachers and teaching staff. This Education Unit implements the Merdeka Curriculum and learning time is 5 learning days per week.

Table 4.1. Data on Educators and Education Personnel
As well as Tkit Taamasa Learners in 2023

Description	Educators and Education Personnel	Students
Male	1	60
Female	9	64
Total	10	124

In 2023, the number of TKIT Taamasa students was 124 (one hundred and twenty-four) students, with details of 60 male students and 64 female students. Educators and teaching staff are 10 people, with details of 1 male and 9 female.
To support a pleasant teaching and learning process, TKIT Taamasa has facilities and infrastructure as listed in the table below.

Table 4.2 Facilities and Infrastructure Tkit Taamasa Year 2023

Facilities and Infrastructure	Total
Classroom	10
Library Room	1
Leader Room	1
Teacher's Room	1
UKS Room	1
Toilet Room	2
Warehouse Room	1

TKIT Taamasa's infrastructure consists of 10 classrooms, 1 library, 1 leadership room, 1 teacher's room, 1 School Health Room, 2 toilets and 1 warehouse.

4.2. Research Results

4.2.1. The Role of Parents

1.2.1.1. Results of the Validity Test of the Role of Parents in Preventing Early Childhood Gadget Addiction.

The validity test is a test used to show the extent to which the measuring instrument used can measure what is being measured. Validity in this study uses product moment correlation by Pearson. Indicators or items are declared valid if the significance value is less than 0.05.

Table 4.3. Validity Test of Research Variables
The Role of Parents in Preventing Early Childhood Addiction to Gadgets

Indicators	Items		Corrected Item-Total Correlation	Conclusion
assists early childhood, kindergarten/PAUD/ RA in using cellphone/internet/tv/laptop/gadget	item 1	I always accompany my children who are still in kindergarten /PAUD/RA in using cellphone/internet/tv/laptop/gadget	0.014	valid
	item 2	I will ask my adult family for help to accompany my child who is still in kindergarten /PAUD/RA using a cellphone/internet/tv/laptop/gadget	0,000	valid
	item 3	I will forbid my kindergarten /PAUD/RA children from using cellphones/internet/tv/laptops/gadgets, if they are not	0.205	s invalid

		accompanied by an adult		
	item 4	I will take the cellphone/internet/tv/laptop/gadget that my child who is still in Kindergarten/PAUD/RA is playing with, if he is not accompanied by an adult	0.002	is valid
guides my child who is still in Kindergarten/PAUD / RA to use cellphone/internet/tv/laptop/gadget in a place that is easily supervised by parents	item 1	I forbid my children who are still in kindergarten /PAUD/RA from using cellphone/internet/tv/laptop/gadget in bedroom	0.025	valid
	item 2	I only allow my children who are still in kindergarten /PAUD/RA to play on their cellphone/internet/tv/laptop/gadgets in the family room, living room or on	valid	item 3

		the terrace 0.022		
	If my ndergarte PAUD/R A child uses a llphone/i ernet/tv/l top/gadg t in the edroom	, then I will ask him to stop using the gadget0.032	valid	item 4
	If my ndergarte PAUD/R A child uses a llphone/i ernet/tv/l top/gadg t in the droom, I will ask m to play with adgets in e family room.	0.090	is invalid	nits gadget sage time in early hildhood.
item 1	will limit my children who are still in ndergarte PAUD/R A from aying on their llphone/i ernet/tv/l top/gadg et, a aximum	0.107	is invalid	item 2

	1 hour a day			
	I will mediatel take the llphone/i ernet/tv/l top/gadg used by my ndergarte PAUD/R child, if has been 1 hour	using the gadget in a day0.048	valid	item 3

Based on the results of the validity test of the relationship between the score per item and the total score as shown in the table above, it can be seen that of the total of 28 items to determine parents' perceptions in preventing early childhood addiction to gadgets, there are 8 question items that have a significance value above 0.05 , so that the question was declared invalid and excluded from the research questionnaire.

Reliability testing is a tool used to measure the consistency of questionnaires. If a person's answer to a question is consistent or stable over time then a questionnaire is said to be reliable. The reliability of each variable can be seen from the*Cronbach's alpha coefficient.* If the *Cronbach's alpha*coefficient is greater than 0.60 then the variable is said to be reliable (Solimun et al, 2017). The results of the reliability test for this research variable can be seen in the table below.

1.2.1.1. Reliability Test Results The Role of Parents in Preventing Early Childhood Addiction to Gadgets

Table 4.4. Reliability Test Results Research Variables

VARIABLES	CRONBACH'S ALPHA	NCLUSION
The role of parents in preventing early childhood addiction to gadgets	0.869	is reliable

Based on the results of the validity test of the relationship between the score per item and the total score as shown in the table above, it can be seen that of the total of 28 items to determine parents' perceptions in preventing early childhood addiction to gadgets, there are 8 question items that have a significance value above 0.05 , so that the question was declared invalid and excluded from the research questionnaire.

1.2.1.2. Reliability Test Results The Role of Parents in Preventing Early Childhood Addiction to Gadgets

Reliability testing is a tool used to measure the consistency of questionnaires. If a person's answer to a question is consistent or stable over time then a questionnaire is said to be reliable. The reliability of each variable can be seen from the*Cronbach's alpha coefficient.* If the *Cronbach's alpha*coefficient is greater than 0.60 then the variable is said to be reliable (Solimun et al, 2017). The results of the reliability test for this research variable can be seen in the table below.

Table 4.4. Reliability Test Results Research Variables

VARIABLES	CRONBACH'S ALPHA	NCLUSION
The role of parents in preventing early childhood addiction to gadgets	0.869	is reliable

Based on the table above, it can be seen that Both research variables have*cronbach's alpha* values greater than 0.60. This shows that the variable role of parents in preventing early childhood addiction to gadgets is included in the reliable category. So it can be concluded that the questionnaire is suitable for use in this research.

4. 2.2. Gadget Addiction in Early Childhood

4.2.2.1. Validity Test Results for Gadget Addiction Levels in Early Childhood

Validity test is a test used to show the extent to which the measuring instrument used can measure what is being measured. Validity in this research uses the*product moment* correlation by Pearson. An indicator or item is declared valid if the significance value is less than 0.05.

Table 4. 5. Validity Test Results of Research Variables Level of Gadget Addiction in Early Childhood

INDICATORS	ITEM	CORRECTED ITEM-TOTAL CORRELATION		CONCLUSION
Proficiency in using Gadgets/ HP/ Cellphone/Laptop	item 1	My child who is still in PAUD/TK/RA already has his own gadget/HP/cellphone/laptop	0.033	valid
	item 2	My child those who are still in PAUD/TK/RA can download game applications for more than 5 games using gadgets/HP/cell phones/laptops	0,000	valid
	item 3	My children who are still in PAUD/TK/RA have can create your own gadget/cellphone/cellphone/laptop opening password	0.032	valid
	item 4	My child who is still in PAUD/TK/RA can play together online using a gadget/cellph	0.005	valid

		one/cellphone /laptop		
	item 5	My child who is still in PAUD/TK/RA can beat his peers or people who are olderwhen playing together online	0.009 valid	item 6
	My child who is still in PAUD /TK/RA canmake your own tiktok using a gadget /laptop /cellphone/cellphone	0.010	valid	Frequency of using gadgets/cellphones/cellphones/laptops
item 1	My child who is still in PAUD /TK/RA wakes up every time sleeping	0.011	valid	item 2

	always looking for cellphone/gadget/cellphone/laptop			
	My child who is still in PAUD/TK/RA every time he wakes up immediately plays his cellphone/gadget/phone/laptop	0,000	valid	item 3
	My children who are still in PAUD/TK/RA play more online games together or alone using cellphones/gadgets/	with their friends0,000	valid	item 4

	cell phones /laptops rather than playing directly			
	My child who is still in PAUD /TK/RA plays with his cellphone/gadget/cell phone/ laptop even though it's already 21.00	0.004	valid	item 5
	My child who is still in PAUD /TK/RA prefers to play with gadgets/cellphones/ cellphones/laptops	0.001	valid	item 6

	rather than doing other activities when he comes home from school			
	My child who is still in PAUD / Kindergarten/ RAT sleeping with a smartphone	0.003	valid	item 7
	Violating Time Limits for Using Gadgets Permitted by Parents	0.067	invalid	Duration of using gadgets/cell phones/cellphones /laptop
item 1	My child who is still in PAUD /TK/RA feels the need to	0.064	is invalid	item 2

	use the internet with increasing amounts of time to achieve satisfaction			
	My child who still in PAUD /TK/RA using gadgets/HP/cell phones/laptops for more than 5 hours a day	0.176	invalid	item 3
	My child who is still in PAUD /TK/RA plays more with gadgets/ lapotop.ponsel/HP instead of playin	0.001	valid	item 4

	g with his friends directly			
	My child who is still in PAUD/TK/RA always plays with gadgets/laptops/cellphones/HP until late at night	0.004	valid	item 5
	My child who is still in PAUD/TK/RA only uses gadgets in his free time (when he comes home from school, after studying) and the	0.338 is invalid	item 6	My child who is still in PAUD/TK/RA uses gadgets for around 40 – 60 minutes in one use and with use 2 – 3 times per day

	duration of use is only half an hour			
	0.016	is valid	Impact of using gadgets/cellphones/cellphones/laptops	item 1
I have repeatedly made unsuccessful attempts to control, reduce, or stop internet use for my kindergarten/ PAUD/RA children	0.009	valid	item 2	my child who is still in Kindergarten/PAUD/RA is easily irritated when trying to reduce or stop using the internet
	0,000	valid	item 3	my child who still in Kindergarten/PAUD/RA , increasingly lazy about studying or going to school because the internet is fun playing gadgets/HP/ cellphone/laptop

	0.001	valid	item 4	My child who is still in Kindergarten/PAUD/RA will cry while wailing and hitting himself if he was not given to play Transla cellphone/gadget/cellphone/laptopDoctor .com item 6
	My child who is still in Kindergarten/ PAUD /RA	interacts with gadgets more often than with other people?	0.002	valid
	item 7	my child is still in kindergarten/ PAUD/RAHas difficulty focusing or concentrating when studying	0.064	invalid
	item 8 my child who is still in Kindergarten/ PAUD /RA	Becomes more irritable and panicked0.089	is invalid	item 9

	My child who is still in PAUD /TK/R A Gets noisy if his smartp hone isn't workin g there is	0.019valid	item 10	My child who is still in PAUD/TK/ RA is not able to concentrate well at school
	0.060	is invalid	Based on tests The validit y of each questi on item regardi ng parent s' assess ment/p erceptio on of	level of gadget/cellp hone/cellpho ne/laptop addiction in early childhood as above, that there are 7 question items that are invalid, so they must be removed from the questionnair e that will be used in the pre-test and research post test.
		Reliability Test Results for Gadget Addiction in Early Childhood	Reliab ility testing is a tool used to measu re the consist ency of questi	Cronbach's alpha coefficient.

			onnaires. If a person's answer to a question is consistent or stable over time then a questionnaire is said to be reliable. The reliability of each variable can be seen from the	
	If the	Cronbach's alpha	coefficient is greater than 0.60 then the variable is said to be reliable (Solimun et al, 2017). The results	Reliability Test Results Research variables

			of the reliability test for this research variable can be seen in the table below.	

VARIABLES
CRONBACH'S ALPHACONCLUSION
gadget addiction in early childhood
1.2.2. 0.886

Reliable Based on the table above, it can be It is known that both research variables have a *cronbach's alpha*value greater than 0.60. This shows that the variable gadget addiction in early childhood and the role of parents in preventing early childhood addiction to gadgets are included in the reliable category. So it can be concluded that the questionnaire is suitable for use in this research.

Next, the researcher will explain the results of the validity test for each question item regarding the perception of the role of parents in preventing early childhood addiction to gadgets, as follows:

	4.2.3.	Correlation Test 4.2.3.1. Spearman Rank Correlation Test in the Control Group Pre Test
Results of the correlation test between the Role of Parents and Gadget Addiction in Early Childhood using Spearman Rank Correlation. The results of the	pre test correlation test in the control group can be seen in the following table:	

Correlations
The Role of Parents Gadget Addiction in Early Childhood
Spearman's rho The Role of Parents
Correlation Coefficient
1,000
-.449
*Sig. (2-tailed)
.
.024

N			25	25
Gadget Addiction in Early Childhood	Correlation Coefficient	-.449	*	1,000
	Sig. (2-tailed)	.024	.	N
		25	25	*. Correlation is significant at the

				0.05 level (2-tailed) .
	Based on the results of the Spearman correlation test above, it can be seen that the Spearman Rank correlation coefficient value is -0.449. This means that the relationship between the two variables is not in the same direction. Thus, if the role of parents is large then gadget addiction in early childhood is small. Likewise, if the role of parents is small then gadget addiction in young children is greater than the	Spearman Rank Correlation Test Results from Post Test Control Group	Correlation Test Results of the Role of Parents with Gadget Addiction in Early Childhood Using Spearman Rank Correlation. The results of the post test correlation test in the control group can be seen in the following table:	Correlations
			The Role of	Gadget Addic

	control group pre-test.		Parents	tion in Early Childhood
		Spearman's rho	The Role of People Old	Correlation Coefficient
1,000				

-.383

4.2.3.2. Sig. (2-tailed)

.

.059

N				
25			25	Gadget Addiction in Early Childhood
Correlation Coefficient	-.383	1,000	Sig. (2-tailed)	.059
		.	N	25
		25	Based on the Spearman correlation test results mentioned above, it can be seen	4.2.3.3. Spearman Rank Correlation Test Results in the Pre Test of the Experiment

			that the Spearman Rank correlation coefficient value is -0.389. This means that the relationship between the two variables is not in the same direction. Thus, if the role of parents is large then gadget addiction in early childhood is small. Likewise, if the role of parents is small then gadget addiction in early childhood is greater than the control group post test.	al Group
		Correlation Test Results of the Role of Parents with Gadget Addiction in Early Childhood Using Spearman Rank Correlation. The results of the pre-test correlation test in the experimental group can be seen in the following table:		Correlations	
			The Role of Parents	Gadget Addiction in Early Childhood	
			Spearman's rho The Role of Parents	Correlation Coefficient	1,000
					-.114
				Sig. (2-tailed)	.
					.587

4.2.3.3.

N				
25			25	Gadget Addiction in Early Childhood
Correlation Coefficient -.114	1,000	Sig. (2-tailed)	.587	.
	N	25	25	
		Description:	Based on the results of the Spearman correlation test above, it can be It is known that the Spearman correlation coefficient value en Rank is -0.114. This means that the relationship between the two variables is not in the same direction. Thus, if the role of parents is large then gadget addiction in early childhood is small. Like	

			wise, if the role of parents is small then gadget addiction in early childhood is greater than in the pretest of the experimental group	
		4.2.3.4. Results of the Spearman Rank Correlation Test in the Post Test of the experimental group	Results of the correlation test of the Role of Parents with Gadget Addiction in Early Childhood using Spearman Rank Correlation. The results of the post test correlation test in the experimental group can be seen in the following table:	Correlations

			The Role of Parents	Gadget Addiction in Early Childhood
		Spearman's rho	The Role of Parents	1.000
25				

			Correlation Coefficient	-.141
		Sig. (2-tailed)	.	N
		.502		
		4.2.3.4. N	25	

Gadget Addiction in Early Childhood			Correlation Coefficient	-.141
1,000	Sig. (2-tailed)	.502	.	N
		25	25	
		Description:	Based on the results of the Spearman correlation test above, it can be seen that the Spearman Rank correlation coefficient value is -0.114. This means that the relationship between the two variables is not in the same direction. Thus, if the role of parents is large then	4.3.

			gadget addiction in early childhood is small. Likewise, if the role of parents is small then gadget addiction in early childhood is large from the post test of the experimental group	
	Discussion 4.3.1. First Hypothesis Test	Based on the results of the Spearman Rank correlation test of our research on the first hypothesis of this research (H1) that there is a positive relationship between the role of parents and gadget addiction in early childhood, the conclusion is as follows:	NO	GROUP RESEARCH
		TEST RESULTS OF CORRELATION	CONCLUSION	AVERAGE ANSWERS OF RESPONDENTS

		COEFFICIENT VALUE		
		1	Control Group	Pre test

Spearman Rank correlation coefficient value is -0.449 (negative)

Ha rejected
H0 accepted

No There is a positive relationship between the role of parents and gadget addiction in early childhood. Based on the pre-test results of the control group

	Average score for the role of parents 3.570			Post Test

	-0.389 (negative)	Ha rejected H0 accepted There is no positive relationship between the role of parents and gadget addiction in early childhood from the post test results of the control group	Average score of gadget addiction in young children early 1.483 Average score Role of parents 3.560	Experimental Group Pre Test

	-0.114 (negative)	H1 is rejected by H0 accepted by There is no positive relationship between the role of parents and gadget addiction in early childhood. Based on the results pretest the experimental group. Average score for early childhood gadget addiction 1.514	Average score for the role of parents 3.487	Post Test The Spearman Rank correlation coefficient value is

	H1 rejected	H0 accepted There is no positive relationship between the role of parents and gadget addiction in early childhood. Based on the post test results of the experimental group , the average score for early childhood gadget addiction is 1.535.	. The average score for the role of parents is 3.575. . Note: . Based on the table above, it shows that the results of the relationship coefficient test using correlation The Spearman rank from the pre-test and post-test results in the control group and experimental group is negative, so the conclusion can be drawn that Ha is rejected and Ho is accepted, there is no positive relationship between the role of parents and gadget addiction in	Second Hypothesis Test Results

			early childhood. 1.3.2.	

-0.449 (negative)
H1 accepted

H0 rejected There is a negative relationship between the role of parents and gadget addiction in early childhood. Based on the pre-test results of the control group. **Average score for**

early childhood gadget addiction 1.477 Average score for the role of parents 3.570

	Post Test	The Spearman Rank correlation coefficient value is	-0.389 (negative)	H1 accepted
H0 rejected	There is a negative relationship between the role of parents and gadget addiction in early childhood from the post test results of the control group	The average score for gadget addiction in early childhood is 1.483 Average score Role of parents 3.560 Ex perimental Group Pre Test	Spearman Rank correlation coefficient value is -0.114 (negative) H1 accepted	H0 rejected There is a negative relationship between the role of parents and gadget addiction in early childhood. Based on the pre-test results of the experimental group.

	Average score for early childhood gadget addiction 1.514	Average score for the role of parents 3.487 Post Test	The Spearman Rank correlation coefficient value is -0.141. (negative) H1 accepted	H0 rejected There is a negative relationship between the role of parents and gadget addiction in early childhood. Based on the post test results of the experimental group
, the average score for early childhood gadget addiction is 1.535.	. The average score for the role of parents is 3.575.	. Note: . Spearman Rank correlation coefficient test results based on pre-test results.st in the control group was -0.449 (negative) . This means that there is a negative relationship between the role of TKIT Taamasa parents and gadget addiction in early childhood in the group of parents who were not given socialization about	The average role of parents is high (3.57) and the average early childhood gadget addiction is low (1.48). This shows that the higher the role of parents, the lower the gadget addiction of young children, and vice versa. The results of the Spearman Rank correlation coefficient test based on the post test results in the control group were --0.389 (negative). This means that there is a negative relationship between the role of TKIT Taamasa parents and gadget addiction in early childhood in the group of parents who were not given socialization about the role of parents in gadget addiction in early childhood, so the	The Spearman Rank correlation coefficient test results based on the pre-test results in the experimental group were -0.114 (negative). This means that there is a negative relationship between the role of TKIT Taamasa parents and gadget addiction in early childhood in the group of parents who were given socialization about the role of parents in gadget addiction in early childhood, so that the alternative hypothesis is accepted and the null hypothesis is rejected, based on the results pre-test. The average pre-test answer for gadget addiction in young children in the experimental group was 1.514. This shows that the majority of TKIT Taamasa parents who were given socialization strongly disagree that their young children are addicted to gadgets. The average pre-test answer on the role of parents in the experimental group was 3.487. This shows

		the role of parents in gadget addiction in early childhood, so the alternative hypothesis is accepted and the null hypothesis is rejected, based on pre-test results. The average pre-test answer for gadget addiction in young children in the control group was 1.48. This shows that the majority of TKIT Taamasa parents who were not given socialization strongly disagree that their young children are addicted to gadgets. The average pre-	alternative hypothesis is accepted and the null hypothesis is rejected, based on post test results. The average post test answer for gadget addiction in early childhood in the control group was 1.483. This shows that the majority of TKIT Taamasa parents who were not given socialization strongly disagree that their young children are addicted to gadgets. The average post test answer on the role of parents in the control group was 3.560. This shows that on average TKIT Taamasa parents agree that parents have a role in early childhood gadget addiction. The average role of parents is high (3,560) and the average early childhood gadget addiction is low (1,483). This shows that the higher the role of parents, the lower the gadget addiction of young children, and vice versa.	that on average TKIT Taamasa parents agree that parents have a role in early childhood gadget addiction.

		answer on the role of parents in the control group was 3.57. This shows that on average TKIT Taamasa parents agree that parents have a role in early childhood gadget addiction.		
The average role of parents is high (3,487) and the average early childhood gadget addiction	Spearman Rank correlation coefficient test results based on post test pad results a experimental group is -0.141 (negative). This means that there is a negative	in the group of parents who were given socialization about the role of parents in gadget addiction in early childhood, so that the alternative hypothesis was accepted and the null hypothesis was rejected , based on post test results. The average post test answer for gadget	Results of the first hypothesis test show that there is no positive relationship between the role of parents and gadget addiction in early childhood. Likewise, the results of the second hypothesis test show that there is a negative relationship between the role of parents and gadget addiction in early childhood. The results of this research are in line with the opinions of Miranti, P and Putri, LD. (2021) , that the solution to the problem of using gadgets in young children is by limiting the use of gadgets, supervising	According to the Center for ICT Studies Foundation (Nugraha, Ali, 2014) suggests several efforts that parents can take to prevent early childhood addiction to gadgets: Young children use the internet or gadgets together with other more mature family members

is low (1, 514). This shows that the higher the role of parents, the lower the gadget addiction of young children, and vice versa.	relationship between the role of TKIT Taamasa parents and gadget addiction in early childhood	addiction in early childhood in the control group was 1.535. This shows that the majority of TKIT Taamasa parents who were not given socialization strongly disagree that their young children are addicted to gadgets. The average post test answer on the role of parents in the control group was 3.575. This shows that on average TKIT Taamasa parents agree that parents have a role in early childhood gadget addiction. Th	children when playing with gadgets with parental figures who play a very important role and providing the right time schedule when children play with gadgets, so that gadgets cannot hinder the social development of early childhood, Likewise with the research results of Isma Nasikhatin Nafiah (2021), her research is entitled "The Role of Parents in Preventing Addiction to Playing Gadgets in Early Childhood" (Case Study of Students at RA Tahsinul Akhlaq Tedunan Demak 2021), which revealed that there is a role for parents in preventing early childhood addiction to gadgets.	

		e average role of parents is high (3.575) and the average of early childhood gadget addiction is low (1.535). This shows that the higher the role of parents, the lower the gadget addiction of young children, and vice versa.		

young children use the internet/gadgets in a place that is easily supervised by parents

1. young children are given a time limit for using gadgets

   invites young children to learn things related to the use of gadgets and look for information content offered by on the internet, together with other family members,

   explores the child's understanding of the information that is being viewed or has just been viewed by asking several questions.
2. asks children to immediately leave sites that are inappropriate for them or that make them uncomfortable, whether intentionally or unintentionally.

   gets children used to always telling their parents about something they find on the internet/gadgets.
3. Based on the opinions of several experts and also the results of research, it can be concluded that parents have a big role in preventing early childhood addiction to gadgets. The greater the role of parents, the smaller the child's gadget addictiontoo early.

CONCLUSION

Conclusion

4. There is no positive relationship between the role of parents and gadget addiction in early childhood. There is a negative relationship between the role of parents and gadget addiction in early childhood.The results of the Spearman Rank correlation coefficient test based on the results of the pre test in the control group were -0.449 (negative), post test for the control group (-0.389 (negative)), pre test for the experimental group (-0.114 (negative)) and post test experimental group (-0.141 (negative)), indicating there is a negative relationship between the role of parents and gadget addiction in early childhood. This also shows that there is no positive

relationship between the role of parents and gadget addiction in early childhood.

Suggestions

Based on the results of this research, researchers can suggest the following:

5. The role of parents needs to be increased in an effort to prevent early childhood addiction to gadgets.ACKNOWLEDGMENTSThe author would like to express his thanks to all parties who have provided unlimited support to be able to complete this thesis. She is:

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CONCLUSION

Conclusion

1. There is no positive relationship between the role of parents and gadget addiction in early childhood There is a negative relationship between the role of parents and gadget addiction in early childhood.
2. The test results of the Spearman Rank correlation coefficient value based on the pre-test results in the control group are -0.449 (negative), the control group post test (-0.389 (negative)), the experimental group pre test (-0.114 (negative)) and the experimental group post test (-0.141 (negative)), showing that there is a negative relationship between the role of parents and gadget addiction in early childhood. It also shows that there is no positive relationship between the role of parents and gadget addiction in early childhood.

Suggestion

1. Based on the results of this study, researchers can suggest the following:
2. The role of parents needs to be improved in an effort to prevent early childhood gadget addiction.

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