



Pop Culture and New Media Impact of Internet Use in Parenting on Early Childhood Development

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Abstract

Keywords:
Internet;
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This paper discusses the use of the internet in parenting for early childhood development. This research departs from the phenomenon of many parents giving gadgets and the internet so that children do not interfere with the activities that are being carried out by parents. Therefore, gadgets are a solution to make it easier for parents to do activities, especially gadgets providing online and offline games. Not only that, there is a lot of video content available online that parents consider in parenting. Parents should be active in devising strategies to protect children in the use of the internet and gadgets. One of the steps that parents can take is to find references to the right use of the internet for early childhood. This research is a qualitative research with a descriptive approach. The data collection technique in this study is that the authors collect data through interviews with parents who use the internet in parenting. In addition, the research data of this article is strengthened by research data carried out by other research through literature reviews such as journals, proceedings, books, and online media. This study was conducted to identify the phenomenon of internet use among parents in parenting. The goal is to explore the use of the internet and its impact on early childhood development

Abstrak

Kata Kunci:
Internet;
Pengasuhan;
Anak Usia Dini;

Tulisan ini membahas tentang penggunaan internet dalam pengasuhan anak usia dini. Penelitian ini berangkat dari fenomena orang tua yang memberikan gadget kepada anak dan bertujuan supaya anak tidak mengganggu aktivitas yang sedang dilakukan oleh orang tua. Oleh karena itu, gadget menjadi solusi untuk memudahkan orang tua dalam beraktivitas, khususnya gadget yang menyediakan permainan online dan offline. Tidak hanya itu, banyak sekali konten video yang tersedia secara online yang menjadi pertimbangan orang tua dalam mengasuh anak. Orang tua harus aktif menyusun strategi untuk melindungi anak dalam

penggunaan internet dan gadget. Salah satu langkah yang bisa dilakukan orang tua adalah mencari referensi penggunaan internet yang tepat untuk anak usia dini. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data dalam penelitian ini melalui wawancara dengan orang tua yang menggunakan internet dalam mengasuh anak. Selain itu, data penelitian artikel ini diperkuat dengan data penelitian yang dilakukan oleh penelitian lain melalui kajian pustaka seperti jurnal, prosiding, buku, dan media online. Penelitian ini dilakukan untuk mengidentifikasi fenomena penggunaan internet di kalangan orang tua dalam mengasuh anak. Tujuannya adalah untuk mengeksplorasi penggunaan internet dan dampaknya terhadap perkembangan anak usia dini

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1. Introduction

In the digital era, many changes have occurred in the line of life both in the educational environment, society, and family. Moreover, in parenting in the family environment, it is currently experiencing very drastic changes due to the emergence of the internet. On the other hand, the presence of the internet in the family environment makes parents dependent on utilizing the internet in parenting (Eti Nurhayati & Maulidya Ulfah, 2017). Internet use in early childhood can have both positive and negative impacts. At least, the use of the internet in gadgets used by parents that children adapt as a learning medium and create an interactive and interesting environment in the early childhood education environment. However, being a problem with excessive use of gadgets and the internet can cause several negative impacts, such as: difficulty sleeping, decreased child concentration, decreased quality of children's learning, and psychological disorders (Suzana et al., 2020).

The two-way characteristics of the internet allow a user to become a producer. Users not only passively receive messages but can also actively produce messages. The personal nature of the internet facilitates users in selecting the messages they want. The nature of the internet contributes to users in using it as a medium (Novi Kurnia, 2019). Based on research conducted by Li ling (2022) (Ling et al., 2022) shows that children from birth to the age of 8 years old use the internet is usually used as a toy. In addition, the internet can give children the opportunity to connect the digital and physical worlds for fun exploration, help build a child's knowledge base, arouse children's interest and enthusiasm, and encourage children to become independent learners.

However, the positive impact of using internet devices should not let children become addicted to the internet through gadgets. There are at least 11 signs that parents can observe when children and adolescents are experiencing gadget and internet addiction: (1) reduced focus; (2) become more emotional; (3) difficulty making decisions; (4) pseudo-maturity, looks great physically but the soul is immature; (5) difficulty communicating with others; (6) there is no change in the look of the face to express feelings; (7) low fighting power; (8) easily affected; (9) anti-social and difficult to interact with others; (10) decreased ability to feel sensations in the real world; (11) not understanding moral values (Dwi Surti Junida, 2019). Therefore, the solution efforts that must be made by parents in overcoming these problems by providing briefings to parents regarding media literacy and supervision of internet use for their children, guiding and teaching children about the good and correct use of the internet according to the child's age (Janette Maria Pinariya & Mary Lemona, 2019).

From some data found by the author, it shows that the use of the internet in parenting is carried out to access YouTube by both parents and teachers (Davidson et al., 2014) (Asmiarti & Winangun, 2018) (Neelam Yaqoob et al, 2018). In fact, children can access YouTube videos at any time through various digital devices. This is different from television broadcasts where children's programs are shown on a schedule. Research conducted in the United States shows that half of parents of children aged 3-4 and 5-7 know YouTube's restricted mode to filter out inappropriate content (Izci et al., 2019) (Hamzah et al., 2021).

Seeing this phenomenon, one of the solutions to the negative impact of using the internet and gadgets is assistance to children by parents when playing gadgets using the internet. In addition, parents must also be given insights or literacy related to supervision of children when using the internet. At the very least, the step taken by early childhood education institutions is to mediate with parents through digital literacy to reduce the impact of online risks. This aims to take the first step in the vigilance of schools and parents in accompanying and considering appropriate and safe media when using technology (Purnama et al., 2021). Parents should be active in devising strategies to protect children in the use of the internet and gadgets. One of the steps that parents can take is to find references to the right use of the internet for early childhood. Moreover, milinial parents who actively use the internet must take advantage of technology by reading literature such as reading digital parenting books which are currently widely on Google. This is in accordance with Diana Baumrind's theory that parents can control, guide, and assist in carrying out child developmental tasks (Ulfah et al., 2021).

Based on the explanation above, the author tries to explore the use of the internet in parenting carried out in early childhood. At least, there have been many similar studies that have been carried out such as, Yaron Sela (2020)) entitled "Family Environment and Problematic Internet Use Among Adolescents: The Mediating Roles of Depression and Fear of Missing Out". In addition, the research conducted by

Papadakis et al (2022) entitled "Mobile Device Use Among Preschool-Aged Children in Greece". Finally, the research conducted by Elke Baten et al (Baten et al., 2022) entitled "The Impact of School Strategies and the Home Environment on Home Learning Experiences During the COVID-19 Pandemic in Children With and Without Developmental Disorders". The three studies have similarities related to the impact of internet and gadget use on children both positively and negatively. Therefore, researchers are interested in this article to discuss the impact of internet use in parenting on early childhood development.

2. Methods

This research is a qualitative research with a descriptive approach in analyzing the data obtained. The data collection technique in this study is that the authors collect data through interviews with parents who use the internet in parenting. In addition, the research data of this article is strengthened by research data carried out by other research through literature reviews such as journals, proceedings, books, and online media. This study was conducted to identify the phenomenon of internet use among parents in parenting. The goal is to explore the use of the internet and its impact on early childhood development.

3. Result and Discussion

Use of the Internet and New Media is Part of Pop Culture in Early Childhood Parenting

Although relatively recently the internet was a major historical part of human development and was the focus of scientific analysis and discussion since its early development. The presence of the internet in today's life is causing an unprecedented impact in society. The use of the internet makes individuals interact more closely through data and networks. That there is an ancient saying that "man as a wheel in machines" is relevant to current conditions (Grace Halden, 2015). The current pop culture trend, especially in the market for children and adolescents through digital, at least it is estimated that the average teenager uses some form of digital media between 15 to 20 hours per day through "multitasking" (Mears, 2012).

Popular culture genealogy originally referred to a simple working-class culture, and was mass-marketed (Kelly Pickford, 2020). Media and pop culture are the main subjects in cultural studies. There is a link between pop culture and commercial culture. Pop culture is produced based on the wishes of the market, so it substantively follows market trends. Pop culture includes everything that is consumed by a society such as, television shows, books, movies, clothing, music, including the internet (Sindung Haryanto, 2017). The popular culture present in parenting is changing the social order as milinial parents shift in parenting that reflects the experiences of their generation as well as the world today. In general, the approach of gen X parenting parents as a set of concrete practices in keeping children safe, happy, well-behaved,

and ready for life's challenges. Generation X parents practice protective parenting. Meanwhile, Millennial parents reflect the value of individuality and self-expression, are more democratic in family management, encourage children to think openly, empathize, teach children to be themselves, and try new things. Obviously, this shift was influenced by gadgets and the internet (Kehrwald, 2016) (Varatisha Anjani Abdullah, 2017).

The parenting carried out today has used new media in parenting using the internet through gadgets to shape popular culture and shape important aspects of the child's world. The problem for teachers and parents is how to integrate aspects of the child's life world into play-based learning and nurturing carried out at home. This has led to the emergence of a new game concept for children. When the internet is not yet popular, children play using traditional games, parents currently facilitate children by playing online games (Edwards, 2016) (Suratman, 2019) (Suratman & Arif, 2020). Based on interviews conducted by the author, the use of gadgets and the presence of internet networks make children only do activities at home and play online games and open YouTube according to children's tastes.

Based on BPS data, there is an increasing trend in internet use accessed by early childhood, such as, in 2018 (5.69%), 2019 (7.93%), and 2020 (9.55%) children aged 5 to 12 years who have accessed the internet (BPS, 2020). The data shows that the current use of the internet is a challenge for parents and educational institutions. Therefore, it is important for parents to have knowledge about the positive and negative impacts of internet use in early childhood (Novianti & Garzia, 2020). Moreover, the NeuroSensum Indonesia Consumers Trend 2021: Social Media Impact on Kids survey shows data on social media usage used by children under the age of 13, such as, YouTube (78%), WhatsApp (61%), Instagram (54%), Facebook (54%), and Twitter (12%) (Ajizah et al., 2022).

Based on the results of interviews that the author conducted with several parents in West Kalimantan, the majority of parents gave gadgets to their children in early childhood. One of the reasons parents give gadgets to their children is to keep them from interfering with their parents' work. Moreover, based on the results of observations that the author made in several West Kalimantan villages, it shows that giving gadgets to children aims to make children want to be left to work by their parents. The majority of the parents who were interviewed worked as farmers, and indeed, the majority of workers in West Kalimantan were rice farmers (Kurniawan & Suratman, 2018; Suratman & Kurniawan, 2019). Therefore, to facilitate the work done by people, they give gadgets to children so that they do not interfere with their work.

In addition, the results of interviews conducted by the authors show that parents are not able to control their children's activities at home. so that children in their daily lives play games on gadgets both online and offline. Of course, the presence of gadgets has both positive and negative consequences for the people of West Kalimantan. On the positive side, in terms of language development, children in early childhood can already pronounce foreign words or use Indonesian.

According to the findings of the author's interviews, children found it very difficult to interact using Indonesian before the presence of gadgets, so that in social interactions carried out in schools and in their environment using regional languages, children are now accustomed to using foreign terms and the use of Indonesian. On the negative side, children are now disobedient, making it difficult to command them to read the Qur'an or to be told to sleep, eat, study, and so on. In addition, children are also more often at home to play games on gadgets. Activities that are more often carried out at home certainly affect children's play. This has led to the fading of traditional games in West Kalimantan society because children switch to playing modern games compared to traditional games (Suratman, 2020) In fact, when viewed in terms of aspects of traditional game development, it has benefits both in cognitive, psychomotor, social, emotional, and language development (Hutagalung & Suratman, 2019).

Educational and economic factors of mothers and fathers affect the duration of the child's use of the Internet. More educated parents are more involved in interacting with children through, reading, communicating, and doing activities together. Thus, children with disadvantaged socioeconomic backgrounds are more unsupervised and affected by negative information from the Internet (Zhou & Ding, 2021) (Micere S. Oden, 2019). Children intuitively know how to use technology because they grew up according to their times while parents experience life is different from the current generation so that parents are lagging behind in technology. The term digital immigrant refers to the different ways each generation utilizes technology. Current technologies such as the internet and gadgets are fundamentally changing the way children learn, think, and process information that is different from parents. The solution is that parents must adapt and adapt to the way the new generation of learning today (Yalda T Uhls, 2015).

If analyzed with the theory of use and fulfillment of needs cited by the author in (Curras-Perez et al., 2014) there are at least four types of needs in the use of the internet and gadgets in early childhood, namely:

- a. The existence of social and personal integration associated with the strengthening of the features of their personal relationships
- b. Escape and the desire to have fun
- c. Cognitive needs related to the satisfaction of information needs
- d. Affective-aesthetic needs are related to the reinforcement of emotional experiences and pleasure.

In addition there are 3 types of gratification felt by internet users and gadget:

- a. Content gratification (entertainment and information)
- b. Gratification associated with the process (navigation and new experiences)
- c. Social-related gratification (interpersonal communication and a sense of network belonging).

The use of the internet and gadgets makes children emotionally interested and feel connected to everything in their world. Uses and

Gratifications is a theory of how children choose the media they want through the facilities provided by parents. This is what makes children exposed to the use of gadgets and the internet because they feel entertained about the content that exists through the gadgets used. In addition, the factor of lack of understanding of parents and feeling natural to provide gadgets and the internet makes children get satisfaction with their needs (Alia & Irwansyah, 2018).

Impact of Internet Use on Early Childhood Development

The presence of the digital world affects the changes of parents and children in communicating, obtaining information, and solving daily problems. In fact, early childhood has used gadgets so that digital engagement poses new challenges for parents. Parents should regulate the child's involvement with the internet and digital media. Children who are 2-4 years old can already use gadgets and the Internet to play and watch. In fact, it is supported by parents when social situations are boring. Based on some sources that the author found shows that the use of gadgets and the Internet is most often at home (Benedetto & Ingrassia, 2021).

Related to the use of the internet, Maulidya Ulfah view states that many early childhood children already use gadgets. The reason why parents give gadgets to early childhood is so that children can be quiet and not interfere with the activities that parents are doing. Therefore, gadgets are a solution to make it easier for parents to do activities, especially gadgets providing online and offline games. Not only that, there is a lot of video content available online that parents consider in parenting (Maulidya Ulfah, 2020). Therefore, there are at least some positive and negative impacts of internet use on early childhood development, such as, physical-motor, physical use of the internet and excessive gadget can be detrimental to children's health. Moreover, babies and toddlers are the most vulnerable age group because of weak body systems. Exposure to the screen will make the child's eyes feel tired while in the long run it makes a bad posture due to incorrect positions when playing gadgets. Moreover, when playing gadgets and the internet, children will be lazy to move and will hinder children's psychomotor development (Dyna Herlina S et al., 2018).

Meanwhile, in terms of social development, early childhood, the use of the internet also has an impact on the lack of interaction of children with other people because they are more concerned with gadgets (Miranti & Putri, 2021). In addition, the negative influence when the child plays online games on the emotional and social development of the child such as the child is easily emotional and aggressive (Marsanda Claudia Paremawati & Triana Lestari, 2021). Another negative impact of internet use and gadget is addiction which results in anxiety in early childhood and depression will occur when the child is not given gadgets (Putri & Hazizah, 2019). However, there are positive impacts of using the internet and gadgets for early childhood development, such as language, helping to develop children's creativity, and increasing religious and moral values (Wijaya & Nugroho, 2021). Moreover, one of the aspects that are important to internalize to early

childhood is moral and religious values (Aulia Laily Rizqina & Bayu Suratman, 2020; Rizqina & Suratman, 2020).

Based on the analysis carried out by the author, the positive impact of the use of the internet and gadgets must be utilized by parents in parenting children. Meanwhile, the negative impact of some references that parents should keep online games away to early childhood because it will have an impact on addiction to gadgets and the internet. Although playing games is part of human DNA because it can increase the need for social bonds and expend human competence energy (Yalda T Uhls, 2015). For early childhood, parents must choose games according to their age, for example traditional games that are still developing in the community. The use of the internet and gadgets must be adjusted to the age characteristics of the child such as the internet and gadgets to listen to music and spectacles that are appropriate for early childhood, such as on YouTube. In addition, parents should supervise and control and limit the use of the internet and gadgets. Parents should understand that parenting does not have to fully use the internet and gadgets but both are limited to being a medium in learning at home.

In addition, parents must understand related to parenting in the digital era regarding negative impacts that can harm children such as the use of social media in children aged 5 to 8 years. Parents should also monitor the content watched by their children so that they are not affected by content that contains pornographic elements. Therefore, parents should regulate and block on gadgets related to access to pornographic content. In addition, parents must also limit the use of gadgets and the internet and even prohibit children when they are under the age of 3 years. In fact, 3-4 year olds are only allowed to use only 1 hour in one day and 5 years old no more than 2 hours in one day (Maulidya Ulfah, 2020). There are at least five rules as cited in Yalda T Uhls view that parents can do in preventing excessive use of the internet and gadgets, namely: (1) Every adult who wants to help children navigate the digital world should consider carefully his own media behavior; (2) Set device-free time; (3) Look toward the positive; (4) Live where they live; (5) Look for teachable moments in the real world (Yalda T Uhls, 2015).

4. Conclusion

The approach of gen X parenting parents as a set of real practices in keeping children safe, happy, well-behaved, and ready for life's challenges. Generation X parents practice protective parenting. Meanwhile, Millennial parents reflect the value of individuality and self-expression, are more democratic in family management, encourage children to think openly, empathize, teach children to be themselves, and try new things. Obviously, this shift is influenced by gadgets and the internet. The reason why parents give gadgets to early childhood is so that children can be quiet and not interfere with the activities that parents are doing. Therefore, gadgets are a solution to make it easier for parents to do activities, especially gadgets providing online and

offline games. Not only that, there is a lot of video content available online that parents consider in parenting. Therefore, it is important for parents to have knowledge about the positive and negative impacts of internet and gadget use in early childhood to prevent early childhood from becoming addicted. For early childhood, parents must choose games according to their age, for example traditional games that are still developing in the community. The use of the internet and gadgets must be adjusted to the age characteristics of the child such as the internet and gadgets to listen to music and spectacles that are appropriate for early childhood, such as on YouTube. In addition, parents should supervise and control and limit the use of the internet and gadgets.

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