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## **The Role of Parenting in the Use of Gadgets in Early Childhood: A Case Study of RA An-Najah I Karduluk Sumenep**

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### **Abstract**

**Keywords:** Parenting Style; Early Childhood; Use of Gadgets; The importance of parenting in the use of gadgets is the main point for optimizing children's growth and development in accordance with the standard for early childhood learning achievement levels (STPPA). This study aims to describe the role of parenting in the use of gadgets in early childhood: a case study of RA An-Najah I Karduluk Sumenep which is described through a qualitative approach. The subjects of this study were teachers, parents, and students of RA An-Najah I. The data collection techniques used were the results of interviews, observations, and documentation in the use of early childhood gadgets at RA An-Najah I. The data analysis used was analysis. non-statistical. The results of the research are that some parents of RA An-Najah I students apply permissive parenting to their children, which is freeing children's activities with low control so that children's freedom is very high. On the other hand, parents also apply the pattern of guidance by setting limits on how long they play gadgets for children, providing rules for accessing the features contained in the device, and accompanying children directly when playing on the device as well as directing children to access the features in it.

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### **Abstrak**

**Kata Kunci:**

Pola Asuh  
Orang Tua;  
Anak Usia Dini;  
Penggunaan  
Gawai;

Pentingnya pola asuh orang tua dalam penggunaan gawai menjadi pokok utama untuk mengoptimalkan tumbuh kembang anak sesuai dengan standard tingkat pencapaian pembelajaran anak usia dini (STPPA). Penelitian ini bertujuan untuk mendeskripsikan peran pola asuh orang tua dalam penggunaan gawai pada anak usia dini: studi kasus RA An-Najah I Karduluk Sumenep yang dideskripsikan dengan melalui sebuah pendekatan kualitatif. Adapun subjek penelitian ini yaitu guru, orang tua, dan siswa RA An-Najah I. Teknik pengumpulan data yang digunakan yaitu hasil interview, observasi, dan dokumentasi dalam penggunaan gawai anak usia dini di RA An-Najah I. Analisis data yang digunakan adalah analisis non statistik. Adapun hasil penelitian adalah beberapa orang tua dari anak didik RA An-Najah I menerapkan pola asuh permisif pada anak yaitu bersifat membebaskan aktivitas anak dengan kontrol yang rendah sehingga kebebasan pada anak sangat tinggi. Pada sisi berbeda, orang tua juga menerapkan cara pola asuh dengan cara memberikan batasan waktu bermain gawai pada anak, memberikan peraturan dalam mengakses fitur-fitur yang terdapat didalam gawai, dan menemani langsung anak pada waktu bermain gawai sekaligus mengarahkan anak dalam mengakses fitur didalamnya.

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## 1. Introduction

The family is the first school for children in which there are various roles, one of which is to educate children in their development and growth. This family consists of a father, mother, and child who are also referred to as the nuclear family. A key to success in educating children at home is to have the same frequency of feelings or emotions between parents to children and the intensity of close communication. In determining the mindset, behavior of children at school, and in the surrounding environment, parents' readiness is needed to be able to educate children at home (Manurung et al., 2020). Therefore, the role of parents is needed when the child is in preschool, the education provided by the parents becomes the initial foundation for the child to open up the potentials contained in continuing the next level, namely the school child's period in early childhood education (PAUD).

Parental parenting is a form of parental action in the form of an upbringing and guidance carried out on children in their daily lives. There are several parenting styles applied to children, namely permissive parenting, authoritarian parenting, and democratic parenting. In permissive parenting, yes, it is liberating the activities of children with low control so that freedom in children is very high. As a result, children will be free to do their own activities, for example, when parents give

freedom to children in using gadgets without supervision from parents, children will get used to and be wilder in using the gadgets (Gunawan & Muhabbatillah, 2019). People's education greatly affects the control of their children. Such as the results of the study (Indriyani et al., 2018) says that parental control is the foremost especially the control given by a mother. As for some controls that should be applied by mothers in anticipating child addiction to gadgets, namely by providing time limits for playing gadgets for early childhood and directing children to access the positive content contained in gadgets, namely by providing shows that are interesting and beneficial for the child's development process. One example is teaching children to recite the Koran using mobile media. Likewise with a father's control, namely by supporting the rules given by the mother to the child and participating in supervising any behavior or changes in attitudes that occur in children caused by high use of devices, fathers also have an important role in guiding children's attitudes and deciding rules that have been discussed within the family in terms of anticipating children's addiction to gadgets.

Proper parenting given by a mother will shape the child's positive ethics and cognitive intelligence. Children's ability to develop their potential well is also involved in parental wars in it. In reality, parents view the future success of their children by choosing the extent to which children can absorb the education provided by parents to children where in that education parents provide the best material and must be precise with what is needed in their child's development. The above theory is also reinforced by (Robbiyah et al., 2018) In her research, she explained that the needs given through maternal parenting will provide opportunities for early childhood to show that they are part of the people around them.

The role of parents is very important in order to develop quality in children later in order to improve the existence of the nation and state in the future (Ardiyana et al., 2019). Therefore, it is necessary to have the intensity of parenting in educating and caring for children when the child is in the family environment, so that the child gets his rights physically and mentally the child. Moreover, during the Covid-19 period, the community experienced extraordinary impacts, one of which was in the educational aspect (Mellynia et al., 2020).

During Covid-19, schools were diverted to their respective homes online in order to prevent the transmission of the virus. So that as many as 217,283 educational institutions implemented a face-to-face learning system into online learning (Anugrahana, 2020). The existence of this cause (Covid-19) requires the use of adequate technology in order to help business actors, workers, and students in carrying out their activities online (Taufik & Armansyah, 2021). Adaptation of updates from face-to-face to online is very necessary during a pandemic in order to survive even in conditions of limitations (Taufik & Armansyah, 2021). This renewal adaptation process will not be separated from the existence of technology, which includes gadgets because this technology will be often used and become a means and infrastructure in the success of learning during a pandemic.

One form of globalization that affects the extraordinary changes in human life is technology (Hijriyani & Astuti, 2020). Technology was created in order to facilitate human activities in public services and production products and can facilitate household activities (Ngafifi, 2014). Technology has an important role for humans during a pandemic because it is to enter the era of the industrial revolution (Setiawan, 2017). As for according to (Schlechtendahl et al., 2015) explained that, the era of the industrial revolution is a transformation in the speed of willingness of information that is incorporated and can share information from one person to another.

The form of technology that is currently used by the majority of humans ranging from adults, teenagers, to early childhood circles is gadgets. Gadgets have become a basic need for humans around the world. Because this device has provided interesting and latest features in accessing information and making it easier for human activities online (Daeng et al., 2017). Gadgets are the dream of the community because gadgets have affordable prices and are able to become a means for human needs in carrying out the learning process for children so that not only the upper class but the lower class can also buy them (Hijriyani & Astuti, 2020). Therefore, there is no reason for parents to want to buy gadgets specifically for their children so that they can take part in online learning. Because there are several important considerations that must be prioritized in terms of children to carry out the teaching and learning process so that the child's development process during the pandemic does not experience a steep decline. There are several other benefits that children get from using gadgets as a medium for the learning process during a pandemic, namely children can access their playing needs in gadgets by playing games and watching children's songs so that children don't feel bored and can increase the knowledge gained from watching them. and also more importantly, avoiding children from exposure to Covid-19 because the child's environment is safe from crowds of people when at home. Therefore, the role of the family is very important in supervising every activity of children using devices during the Covid-19 pandemic.

During the Covid-19 pandemic, the role of parents is the main thing needed by maintaining family health and maintaining educational stability in children, because the closest people as protectors for children are parents. Thus, the role of parents in accompanying children when using gadgets is needed so that the negative impacts caused by their use can be anticipated with education and assistance from parents. There are several ways for parents to assist early childhood in the use of gadgets proposed by (Suryameng, 2019) namely, first, limit children in time using gadgets, secondly the selection of safe content according to the child's age, third balance the use of gadgets with children's activities, fourth set rules in the use of gadgets for children, fifth parents need to adapt to the times. From some of the methods above, parents can limit time in using gadgets so that children do not forget their needs, such as eating, bathing, studying and so on.

Thus, children's addiction can be reduced in the use of gadgets, therefore parents should not often give gadgets to children when

parents are busy with their activities, meaning that parents must be good at transferring the use of gadgets to children in other ways to provide storybooks or educational game tools that are interesting for early childhood. In terms of selecting the content contained in the gadget, parents must also divert it with educational content, which includes the context of singing early childhood songs. Parenting of people towards their children can influence the formation of children's character and behavior (Niswatin & Mubarok, 2022). Parents are also needed to be able to adapt to today's era, which is an era in which all technology is needed, therefore parents need digital literacy to be able to protect children from the dangers of using gadgets.

The relationship between the role of parenting style and the use of gadgets in early childhood is like a thread and a needle, meaning that it must be in line and in line with the aim of optimizing early childhood development in accordance with the standard level of achievement of child development (STPPA). The several standards of child development are the integration of the development of aspects of religious and moral values, physical motor, social emotional, cognitive, language, and art. Therefore, achieving optimal child growth and development requires the involvement of parents and adults as well as access to quality early childhood services (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, 2014).

In addition, according to the results of the study (Sahriana & Sugiyo Pranoto, 2018) mentioned that it was found that most children can access the youtube account to see the videos on it, although the child still cannot read, but the child can find out the symbol of the feature in the device. The theory above supports previous research that has been carried out by researchers where the results of the study state that the intensity of device use in early childhood in RA An-Najah I is already proficient in using gadgets and has been able to operate several features contained in it, namely the Youtube application, while addiction in the use of gadgets makes early childhood unable to escape on the device and results in positive and negative impacts (Syakuro, 2021). Therefore, it is necessary to take parenting very seriously in reducing or anticipating the impact of gadgets that occur on students in RA An-Najah I.

Based on the description above, researchers are interested in knowing about the role of parental parenting in the use of gadgets in early childhood by developing previous research that researchers have done above, with the title "The Role of Parental Parenting in the Use of Gadgets in Early Childhood: A Case Study of RA An-Najah I Karduluk Sumenep" with the formulation of the problem, namely how the role of parental parenting in the use of gadgets in early childhood: case study RA An-Najah I Karduluk Sumenep aims to be able to find out the role of parenting in the use of gadgets in early childhood: a case study of RA An-Najah I Karduluk Sumenep which is described through a qualitative approach.

## **2. Methods**

This research uses a qualitative approach. This type of research is a case study research, while the approach method used is descriptive qualitative (Moleong, 2016). The study was conducted with the intention of describing the role of parental parenting in the use of gadgets in early childhood: a case study of RA An-Najah I Karduluk Sumenep. The location of this study is located in RA An-Najah I Karduluk Village, Pragaan District, Sumenep Regency, East Java. The type of interview used is a semistructured interview where this type of interview is included in the category of in-depth interview, which in its implementation is more free when compared to structured interviews. The data used in this study are primary data and skunder data. The primary data source is in the form of interviews, observations, and documentation in the use of early childhood devices in RA An-Najah I. Then the skunder data sources consist of books, journals, reports and several other literature related to major themes in this study.

The interviewees in this study were teachers, parents, and students of RA An-Najah I. In this case the researcher used non-participant observations where the researcher was directly involved with the activities of the people being observed, but the researcher was not involved as a teacher and only as an independent observer. Researchers only review, pay attention to and research phenomena that occur in RA An-Najah I. Data analysis used is non-statistical analysis, namely researchers reveal and describe phenomena that occur in the field. In this case, the data analyzed is data collected in transcripts of observations, interviews, and data identification which are then analyzed and interpreted and then made into a written report. Researchers in this case use the technique of source triangulation and triangulation of methods. So that later this research will provide accurate, detailed, and accountable results.

## **3. Result and Discussion**

Based on the results of interviews, observations, and data identification, it is known that the use of gadgets by early childhood in RA An-Najah I can be seen from how often children use gadgets in one day or when viewed from every week children use gadgets. Some students are known to be very proficient in using gadgets such as applying games, Youtube and other applications. Many students' passion is focused on the use of gadgets which researchers have known during observations at school, the intensity of using gadgets that too often results in children being lazy to learn and the form of emotions released by children tends to be uncontrolled so that children sometimes feel sad when their parents immediately do not allow children to play gadgets.

The child's attitude is very aggressive to parents, children imitate fight scenes and often get angry without clarity occurs when they are addicted to gadgets and even without supervision from parents, the child's attitude will be even more brutal. The provision of advice and advice to early childhood should be delivered slowly, slowly and gradually. Because early childhood is an individual who is undergoing a rapid and fundamental development process. Therefore, there is a need

for an authentic parenting style, because the family is the first educator to teach children how to live a social life and teach children what to do and not to do. (Rahman et al., 2022).

Children's addiction to the use of gadgets is caused by the factor of parents who allow children to play gadgets. Now children's social lives are more affected by technology. More often early childhood interacts with gadgets and also the world only affects the child's thinking power towards something beyond this, he will also feel unfamiliar with the surrounding environment due to lack of social interaction. In line with (Zuhra et al., 2022) the negative impact of using devices occurs in changes in children's social and emotional behavior. Students of RA An-Najah I Karduluk class B2 on average know about gadgets and are able to operate devices on certain applications such as games, Youtube and other applications. When the researcher interviewed students directly in the classroom, it seemed that children were very excited when given questions about gadgets and most B2 class students could already be said to be proficient in using them. Students often use their gadgets when they return home from school accompanied by their parents and children are given playtime by their parents.

Based on the results of interviews from several parents of RA An-Najah I students, it can be seen that parents tend to give gadgets to their children when parents are busy with their work, because there are several reasons put forward by children's parents, namely so that parents can focus more on working without any interference from children. Therefore, it is not surprising that children are used to gadgets and have even been able to operate them proficiently. In line with (Asiah et al., 2019) that most parents give time limits for children to use gadgets for more than an hour because parents are busy and then give gadgets to children so that children can calmly play without disturbing parents.

On the other hand, there are several parents who apply supervision to children when children use gadgets at home, including that supervision can be concreted in the form of giving time or hours of playing gadgets to children and parents monitoring children in operating gadgets by accompanying them when children play gadgets. There are also some parents who deliberately direct children in operating the device in a positive direction by the way parents provide rules in using it, namely only allowed to access certain applications that support children's learning at school.

Based on the findings above, it can be concluded that, the parenting style applied by parents in the use of gadgets in early childhood RA An-Najah I, namely there are some parents deliberately giving freedom to play gadgets in early childhood. However, there are also some parents who apply supervision to children in the use of gadgets by providing restrictions on device play time for children, providing rules in accessing the features contained in the device, and accompanying children directly when playing gadgets as well as directing children in accessing features in the device leading to the child's developmental needs in meeting learning at school.

From the description above, it is strengthened by data from observations at the homes of students named Fawaidul Mubarrok, Alfin Kamali Hasan, and Imroatul lutfi located in Karduluk Village, showing that children play gadgets at home after returning home from school supervised by the child's parents. In the process of children playing gadgets, parents provide rules and playtime for their children. Seen in a photo and video of a child playing gadgets including Fawaidul Mubarrok watching a cartoon film called *boboiboy*, which is a children's cartoon featuring a super hero drama, it can be seen that fawaid is very focused on what he sees on the gadget and does not communicate at all with friends beside him. Likewise with alfin who is excited to watch *ultraman* movies on the youtube application, as well as lutfia who also looks happy and happy. These children use gadgets with assistance from their respective parents when they are at home.

Here is the video link for students in using gadgets in their respective homes: Video link Alfin Kamali Hasan is using gadgets, see the list of references (Apriliyana, 2022a)(Apriliyana, 2022d). Video link of Fawaidul Mubarrok using a gadget, see the reference list (Apriliyana, 2022b) Video link Imroatul Lutfia is using a gadget, look in the bibliography (Apriliyana, 2022c).

Based on the results above, it is known that the role of parenting in the use of gadgets in early childhood in RA An-Najah I is an important aspect in optimizing children's growth and development in a good and structured manner in accordance with the child's development process in general. Therefore, parenting activities carried out by each parent such as providing attention, regulations, discipline, gifts, and punishments, as well as responses to their children's wishes (Anggraini et al., 2018).

The results show that the parenting style applied by parents is that some parents deliberately give freedom to play gadgets in early childhood. However, there are also some parents who apply supervision to children in the use of gadgets by providing restrictions on device play time for children, providing rules in accessing the features contained in the device, and accompanying children directly when playing gadgets as well as directing children in accessing features in the device leading to the child's developmental needs in meeting learning at school.

There are several ways for parents to assist early childhood in the use of gadgets proposed by (Suryameng, 2019) namely, first, limit children in time using gadgets, secondly the selection of safe content according to the child's age, third balance the use of gadgets with children's activities, fourth set rules in the use of gadgets for children, fifth parents need to adapt to the times. From some of the methods above, parents can limit time in using gadgets so that children do not forget their needs, such as eating, bathing, studying and so on. Monitor every child's behavior so as not to deviate from good behavior and instill good morals in children (Muslimah et al., 2020).

Children's addiction to the use of gadgets is caused by the factor of parents who allow children to play gadgets. Now children's social lives are more affected by technology. There are several parenting styles applied to children, namely permissive parenting, authoritarian



parenting, and democratic parenting. In permissive parenting, yes, it is liberating the activities of children with low control so that freedom in children is very high. As a result, children will be free to do their own activities, for example, when parents give freedom to children in using gadgets without supervision from parents, children will get used to and be wilder in using the device (Gunawan & Muhabbatillah, 2019).

The parenting patterns applied by parents of children are very diverse, in this discussion we try to analyze the findings obtained by strengthening them with theories of parenting in general in early childhood. The role of parenting in the use of gadgets in early childhood in RA An-Najah I is as follows:

**a. Limiting Gadgets Play Time for Children**

Most children's activities during the pandemic are carried out at home to avoid exposure to Covid-19. The teaching and learning process is carried out online which requires a learning media in the form of a device to make it easier to interact between educators and students. With online learning, people cannot prevent children from using gadgets. However, online learning can make children use more time playing gadgets compared to their learning activities (Handarini & Wulandari, 2020).

Thus, using the device for too long will make children addicted so that they have unwittingly stared at the screen for hours. As wise parents in responding to this problem, parents must make a decision to be able to limit the use of gadgets to children. Some parents of students at RA An-Najah I have given a limit on playing time for children, which is about 2 to 3 hours. Diversion of children so as not to use gadgets too often for children, parents should prepare a substitute for the device which is also liked by the child, namely with educational game tools (APE) or by inviting their peers to play with children at home.

On the other hand, so that children do not lag behind with technological developments, the use of gadgets requires intervention from parents in monitoring every movement of children at the time of using the device. Because at this time all activities are assisted by increasingly sophisticated technology, so as not to be outdated, parents can introduce gadgets to children who will be part of humans in the 4.0 era (A. Cahyani et al., 2022). Therefore, it is important to have time arrangements for early childhood in using gadgets.

**b. Provide rules in accessing the features contained in the Gadgets**

Parents today need the ability to choose content that is good for early childhood. This choice needs to be done by parents because, children can imitate what is being watched on the device. There is a parenting pattern based on symbolic models, namely models derived from parables such as television stories, illustrations, videos, games, and so on. (Nurfaizah & Romlah, 2020). Therefore, it can be said that children are excellent imitators, so parents need to choose safe content according to the child's age (A. D. Cahyani et al., 2022).

Therefore, it is necessary for parents to continuously learn the development experienced by children. The role of parents is not only as a nanny but also to educate, accompany, set an example and so on (Yulianingsih et al., 2021). The role of parents in this technological age is very complex in being responsible to children (Sakti, 2022). Thus, parents need to update themselves on developments to learn by looking for information in online media and reading books that are related to what is currently needed in supporting a child's development. (Lestari et al., 2022).

In carrying out the rules, parents should also participate in obeying the orrans they make, so that the child always obeys them as well. Set a good example for the child and spend time together to play with the child. Therefore, parents should be able to build communication with children. Do not when the child plays a new device is told, parents should give understanding in a calm and not chaotic situation. Invite children's communication, tell children well, then make definite rules to the child in writing (Novianti & Garzia, 2020). For the rules for using gadgets that can be made, including the duration of playtime, the features accessed must be known by parents, can play gadgets after learning, then the determination of playing time that is directed to the time off school children (Sundays).

**c. Accompany and direct the use of gadgets in fulfilling aspects of child development**

The way of parenting in ancient times with the present is very different. In the past, parents used authoritarian parenting in children, but this does not apply to today's parenting. The role of parents today is more complex in educating children, if the application of the wrong parenting style to the child will experience disability in the child's next life, such as the child who disobeys, acts criminally, and so on. Then it is necessary for parents to be able to adjust from the times (Andriyani, 2016). Therefore, the attachment built by the mother and child must be built early, in other words, attachment is a long and gradual process so that the mother must really pay attention to the stage (Erika Ayu et al., 2022).

The need for parental assistance for children to use gadgets, because parents have a close emotional bond with children. Child development is the responsibility of parents (Bili & Sugito, 2021). So in order to be optimal in their development, parents are needed in assisting their children, and direction in using gadgets is very important because the danger of gadgets when used negatively for children will cause developmental inhibition for children.

The direction needed in assisting parents on the use of gadgets in children is by providing guidance and analyzing developmental needs in children, such as accessing Youtube which contains content of early childhood songs with the aim that children can improve children's language, cognitive, and motor aspects by singing while swaying or jumping up and down.

#### 4. Conclusion

Based on the results of the study, a common thread can be drawn that some parents of RA An-Najah I students apply permissive parenting to children, namely liberating children's activities with low control so that freedom in children is very high. As a result, children will be free to do their own activities, for example, when parents give freedom to children in using gadgets without supervision from parents, children will get used to and be wilder in using the device.

On the other hand, parents also apply the *suh* pattern method by carrying out a shelter in the use of gadgets in early childhood in several ways, namely by providing limitations on device playing time for children, providing rules in accessing the features contained in the device, and accompanying children directly when playing gadgets as well as directing children in accessing features in the device leading to the child's developmental needs in meeting Learning in schools.

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