

**PARENTING PATTERNS WITH GADGET ADDICTION IN SCHOOL AGE
CHILDREN AT SDN 02 RENGEL**

Ike Prita Safitri¹ Titik Sumiatin,² Su'udi³
D3 Tuban Nursing Study Program-Politeknik Kesehatan Surabaya
Email : ikepritasaf@gmail.com

Abstract

Parenting patterns of parents in educating and supervising children when using gadgets are important because in addition to having a positive impact, gadgets also have a negative impact on children. One of the negative impacts of using gadgets continuously and without restrictions from parents can lead to gadget addiction behavior in children. The purpose of this study was to determine the relationship between parenting and gadget addiction in school-age children at SDN 02 Rengel. The research design used is a correlation analytic survey with a cross sectional approach to students at SDN 02 Rengel in the 2021/2022 academic year. The sampling technique used is total sampling with a sample of 104 students. Data was collected by filling out a parenting style questionnaire and a validated gadget addiction questionnaire. The Spearman test was conducted to determine the relationship between parenting patterns and gadget addiction. Based on the Spearman Correlation Test between parenting patterns and gadget addiction in school-age children at SDN 02 Rengel in the 2021/2022 academic year, a value of 0.09 > from 0.05 means that there is no significant relationship between parenting patterns and gadget addiction. the correlation coefficient between parenting and gadget addiction is 0.163, meaning that there is a very weak relationship between parenting and gadget addiction in school-age children at SDN 02 Rengel. Parenting patterns are not the main cause of children being addicted to gadgets, but there are several other factors that can influence them, causing children to become addicted to heavy gadgets.

Keywords: Parenting, Gadget, Children

1. INTRODUCTION

In the current era of globalization, technological developments in Indonesia are increasing rapidly. This is evidenced by the large use of technology such as gadgets that have spread in various circles of society, especially in children. One type of gadget that is often used by children is a smartphone. The use of gadgets is not only used by adults and teenagers, but has begun to be used among children, especially in school

children who are generally only 7-9 years old.

According to Sunita & Mayasari (2018), said that children become comfortable and happy to play gadgets due to various features and applications that are interesting, interactive, flexible and various variations in it, making children want to always use and can even experience addiction to gadgets. This can slowly change the norms and behavior of children so that unconsciously excessive use of gadgets can cause children to

experience addiction to gadgets (Kwon et al., 2013).

Based on research published by uswitch.com, it shows that more than 25% of children around the world have gadgets before they are 8 years old. One in three children start using smartphones when they are 3 years old and one in ten children enjoy gadgets at the younger age of 2 years (Murdaningsih & Faqih, 2014).

Indonesia is ranked as the fifth largest gadget user in the world. This is evident, data in 2014 showed that active smartphone users throughout Indonesia were around 47 million people, of which 79.5% came from the age category of children and adolescents (Wulandari, 2016). Based on the results of researcher interviews on May 12, 2022, it was found that 7 out of 10 children experienced gadget addiction. 3 of them are 9 years old, 2 are 10 years old, and 2 are 11 years old.

According to Efendi (2014), the factors that influence the intensity of playing gadgets are: a). Less than optimal communication between children and family members, especially parents. Most of this is due to children not getting a good communication channel to complain from the family, the impact is that children channel their attention by playing gadgets. Children feel that gadgets are a tool to channel their complaints, media that can become friends and entertain themselves. The less attention and communication from parents to children will have an impact on increasing the intensity of children playing gadgets. b). Lack of parental supervision of children. This of course makes children at will in carrying out activities, because there is no parental guidance. Children will act according to their own wishes without parental control, which can cause children to fall into negative and harmful things. Due to the lack of parental supervision, children will be more free to access online gaming sites and even games with violent themes. Or children will be more

free to watch inappropriate movies or advertisements on gadget media. Of course, online media with violent and pornographic themes will very quickly damage children's brain development. Causing children to experience internet addiction to gadgets. In other words, the less supervision of parents, the higher the intensity of children in playing gadgets and the impact on children's brain damage. c). Parenting mistakes from parents to children. Over-indulgence, liberation, restraint, suspicion, and silence are vital for children. Parental attitudes such as the above greatly affect children's self-confidence. Children who are too spoiled or given freedom lead to children who lack control and can increase the intensity of children playing gadgets. Children who are too restrained, suspected, or even silenced also cause children to feel unappreciated so that children's trust in parents decreases. Children will be more rebellious and use the time to play gadgets as an outlet for their disappointment with parents. So that parenting like this can trigger an increase in the intensity of children playing gadgets. d). A child's boredom with a monotonous routine. Parents are too busy with their work so that the lack of play activities with children can lead to feelings of boredom with daily activities. Online media such as gadgets are considered by children to be more attractive with various and interesting application content. Children will be more happy to spend time playing with gadgets as entertainment to relieve boredom. So that the intensity of playing gadgets can increase.

To overcome the above cases, it is hoped that parents can be more assertive to children and provide assistance in providing limits on the length or duration of gadget use in children, so that later it does not have a negative impact that can lead to excessive gadget addiction in children.

1. RESEARCH METHODS

This type of research design is observational analytic research, the design used in this study is Correlational using a cross sectional approach. The population in this study were all 4th, 5th, and 6th grade students at SDN 02 Rengel in the 2021/2022 school year. The sample size used was 104 students. The technique used was total sampling. In this study there are 2 variables, namely the independent variable is Parenting Patterns and the dependent variable is Gadget Addiction in Children.

2. RESULT AND DISCUSSION

Result

A. Parenting at SDN 02 Rengel in the 2021/2022 academic year

Table 1 Distribution of parenting patterns at SDN 02 Rengel in the 2021/2022 academic year

No	Pola Asuh Orang Tua	Jumlah	Presentase
1	Otoriter	13	12%
2	Demokratis	86	83%
3	Permisif	5	5%
Total		104	100%

Based on table 1 shows that parenting patterns of parents almost entirely (83%) parents apply democratic parenting.

. Gadget Addiction in School-Age Children at SDN 02 Rengel in the 2021/2022 Academic Year

Tabel 2 Distribusi Kecanduan *Gadget* Pada Anak Usia Sekolah di SDN 02 Rengel Tahun Ajaran 2021/202

No	Kecanduan Gadget	Jumlah	Presentase
1	Berat	63	61%
2	Sedang	27	26%
3	Ringan	14	13%
Total		104	100%

Based on the results of the Spearman correlation test between parenting patterns and gadget addiction in school-age children at SDN 02 Rengel, a

significant value of $0.09 > 0.05$ means that there is no significant relationship between parenting patterns and gadget addiction in school-age children at SDN 02 Rengel. The correlation coefficient value of the relationship between parenting patterns and gadget addiction is 0.163, which means there is almost no relationship. Thus it can be interpreted that H_0 is accepted and H_1 is rejected.

Discussion

A. Parenting Patterns for School-Age Children at SDN 02 Rengel

Based on the results of the study, it shows that parenting patterns of parents almost entirely apply democratic parenting. This study shows that democratic parenting is dominantly applied to school-age children. This is shown from the answers to the questionnaire with the highest value, namely in democratic parenting.

According to Baumrind, democratic parenting is where the position between parents and children is equal, a decision is made together by considering both parties. Dariya (2004) in Intan (2019).

Democratic parenting is parenting that prioritizes the interests of children, but does not hesitate to control them. There are three forms of parenting applied by each parent, the forms of parenting are, authoritarian parenting, democratic parenting, and permissive parenting. The form of parenting chosen by parents to children is one of the factors that determine the character of a child. Differences in parenting patterns from parents like this can affect the differences in the formation and development of disciplinary behavior owned by children. Of the three forms of parenting to students, the democratic form of parenting is the best parenting pattern applied by parents to their children. Parents in this parenting pattern give children the freedom to choose and take an action, and their approach to children is warm Jihan (2016).

Democratic parenting will make children feel loved, protected, valued and supported by their parents. This parenting pattern is very conducive to supporting the formation of a personality that is prosocial, confident, and independent but very concerned about the environment. Meanwhile, authoritarian parenting can make children feel unwelcome, unloved, minimized, and even hated by their parents. Children who experience rejection from their parents will become individuals who are not independent, or appear independent but do not care about others (Agus, 2012) in Restiani (2017).

Based on the description above, parenting patterns are very influential on children's behavior in guiding and educating children in everyday life. Parents must determine the use of parenting patterns for children. Especially in elementary school children who tend to imitate what they see and hear in the surrounding environment. Parents or families become the first environment that children look up to and the application of good parenting can make children have a good personality in the future.

A. Gadget Addiction in School-Age Children at SDN 02 Rengel

Based on the results of the study, it shows that gadget addiction in school children mostly experiences severe addiction.

In this modern era, the use of gadgets has become commonplace coupled with the Covid-19 pandemic which makes human life even more tied to gadgets. Shopping activities to learning are done online from home through gadgets.

According to Manumpi in Anggraeni (2019), gadget is a term used to refer to several types of technological devices that are growing rapidly and have special functions, for example smartphones, iPhones, computers and tabs.

Gadget addiction is a phenomenon related to the uncontrolled use of

smartphones (Soo Cha & Kyung Seo, 2018).

Kimberly young said that gadget addiction is a habit related to the use of technology that is carried out continuously greeting various things where usually the use of this technology is used as an escape from what is happening in their lives. Gadget addiction for a long time can cause psychological problems such as insomnia, irritability, and depression Juliani (2022).

According to Mohamad (2015), gadgets can be useful among students if used for learning purposes. Gadgets that can connect to internet services will help students find information that can support their knowledge at school. But in reality, very few students take advantage of this side. The gadgets they have are generally for texting, playing games, listening to music, watching videos and using social media.

Elfiadi (2018) revealed that in general the impact of gadgets for children affects aspects of their development which include aspects of religious and moral values, cognitive aspects, physical and motor aspects, social and emotional aspects, and aspects of language development.

Based on research at SDN 02 Rengel, most students have their own gadgets. Many students even have their own social media accounts such as whatsapp, facebook, instagram, and also titok. From the results of the research, many children also feel anxious if they do not hold their gadgets in a day. This can also be a cause for children to cause severe addiction to gadgets. In addition, there are several ways that parents can do to avoid children from the negative effects of gadget addiction including providing time limits on the use of gadgets, developing children's talents, spending time with children and vacationing with family so that it can make children feel happy so that children forget about gadgets.

A. Analysis of the Relationship Between Parenting Patterns and Gadget Addiction in School-Age Children at SDN 02 Rengel

Based on the results of research conducted by researchers, it is found that most parents who apply democratic parenting have children with severe gadget addiction. Based on the results of the spearman test, there is no relationship between parenting patterns and gadget addiction in school-age children.

Based on the results of the spearman correlation test between parenting patterns and gadget addiction in school-age children at SDN 02 Rengel, a significant value of $0.09 > 0.05$ means that there is no significant relationship between parenting patterns and gadget addiction in school-age children at SDN 02 Rengel. The correlation coefficient value of the relationship between parenting patterns and gadget addiction is 0.163, which means there is almost no relationship. Thus it can be interpreted that H_0 is accepted and H_1 is rejected.

Since the outbreak of the Covid-19 virus, learning has been carried out using the Learning from Home (BDR) model (Chilwanto et al., 2021). The role of the family, especially parents, is important in the implementation of BDR. Indeed, the family is indeed the main foundation in education, based on the opinion of Shochib (2010).

Parenting is the relationship between parents and children since getting guidance and care (Manalu and Supianto, 2016). Parenting is the activity of parents to guide, discipline, educate, and protect children. Parenting is one of the most important factors in shaping and instilling a child's personality because the parenting a child gets now will reflect the child's future personality (Sembiring, 2020).

The impact of last year's pandemic last year was that many children were accustomed to using or operating gadgets as a medium for learning, but

gadgets were also used to play games and made children addicted to using gadgets. Many consider that gadgets can damage children's psychological development or behavior.

First, Internal Factors which consist of factors that describe individual characteristics. First, a high level of sensation seeking, individuals who have a high level of sensation seeking tend to experience boredom more easily in routine activities. Second, low self-esteem, individuals with low self-esteem judge themselves negatively and tend to feel insecure when interacting directly with others. Using a cell phone will make them feel comfortable when interacting with others. Third, high extraversion personality. Fourth, low self-control, high cell phone use habits, and high personal enjoyment can predict an individual's vulnerability to cell phone addiction.

Second, Situational Factors consist of causal factors that lead to the use of mobile phones as a means of making individuals feel psychologically comfortable when facing uncomfortable situations, such as during stress, experiencing sadness, feeling lonely, experiencing anxiety, experiencing study boredom, and leisure boredom (absence of activities during free time) can be the cause of mobile phone addiction.

Third, Social Factors consist of factors that cause cell phone addiction as a means of interacting and maintaining contact with others. This factor consists of mandatory behavior and high connected presence. Mandatory behavior leads to behaviors that must be done to satisfy interactional needs that are stimulated or encouraged from others. Connected presence is based more on the behavior of interacting with others that comes from within.

Fourth, External Factors are factors that come from outside the individual. This factor is related to the high media exposure about cell phones and their various facilities.

In the description above, children can experience gadget addiction due to factors from within themselves.

Some things that must be considered, especially the pattern of parents in using gadgets, especially in the presence of children, will become an example for them and unconsciously shape their mindset. Therefore, it is important for parents to pay attention to several recommendations for using these devices, including: Infants 0-6 months should not be introduced to smartphones. Infants between 1-2 years of age may be introduced but should not exceed 1 hour per day. Children up to 6 years of age may use gadgets but must always be supervised by parents, while children aged > 6 years may use only for programs that are safe for their age, and the use of gadgets for no more than 3 hours per day. (Ministry of Health, 2018).

Another cause that can make children addicted to gadgets is when they often witness both parents busy with their respective gadgets. The habit of imitation that children have, will make their instincts think that playing gadgets like their parents is very permissible.

Therefore, don't just blame children for being addicted to gadgets, because parents also need to continue to take the initiative to provide the interaction and stimulation needed by children. Parents' use of gadgets in front of children can also provide an example to children, so that children can imitate their parents' behavior when using gadgets. And if prohibited, children tend to argue against the prohibition.

CONCLUSIONS

1. Almost all parents apply democratic parenting.
2. Most school-age children have severe addiction.
3. There is no significant relationship between parenting patterns and gadget addiction in school-age children.

References

- Azizah, I. N. (2019). Pengaruh Pola Asuh Demokratis Orang Tua terhadap Cara Bergaul Anak: Studi di Desa Derik, Susukan, Banjarnegara. In *Yinyang: Jurnal Studi Islam Gender dan Anak* (Vol. 14, Issue 2, pp. 329–345). <https://doi.org/10.24090/yinyang.v14i2.3018>
- Efendi. (2014). Pengaruh Gadget Terhadap Perkembangan Anak Usia Dini. Universitas Brawijaya <http://blog.ub.ac.id/fuadefendi/2014/01/08/pengaruh-gadget-terhadap-perkembangan-anak-usia-dini/> (Diakses tanggal : 26 April 2021)
- Elfiadi. (2018). Dampak Gadget Terhadap Perkembangan. *Itqan*, 9(2), 97–110. <https://ejurnal.iainlhokseumawe.ac.id/index.php/itqan/article/download/176/147/>
- Kemenkes (2018). Bijak Gunakan Smartphone Agar Tidak Ketergantungan. Artikel.
- Kwon, M., Kim, D., Cho, H., & Yang, S. (2013). The Smartphone Addiction Scale : Development and Validation of a Short Version for Adolescents, 8(12), 1–7. <https://doi.org/10.1371/journal.pone.0083558>
- Manalu, E., & Supianto Nurhidayah Lestari. (2016). *Jurnal Handayani Vol. 5 (1) Juni 2016*. 5(1), 65–80.
- Manupil, B., Ismanto, Y., & Onibala, F. (2015). *Hubungan penggunaan*. 3(April), 1–6.
- Maulida, O. H. (2013). Menelisis Pengaruh Penggunaan Aplikasi Gadget Terhadap Perkembangan Psikologis Anak Usia Dini. In *Jurnal Ilmiah* (pp. 1–7). jurnalilmiahtp2013.blogspot.com
- Mohamad, M. (2015). Dampak

- Penggunaan Alat Komunikasi Handphone terhadap Aktivitas Belajar Siswa Kelas VIII di SMP N 12 Kota Gorontalo. Artikel
- Murdaningsih & Faqih. (2014). Persepsi Orang Tua Terhadap Penggunaan Smartphone pada Anak Usia Dini di Desa Indrasakti Kecamatan Tapung Kabupaten Kampar.
- Narang, R. (2013). *DAMPAK PENGGUNAAN GADGET TERHADAP INTERKSI SOSIAL ANAK USIA 5-6 TAHUN*. 16(22), 119–128.
- Nugroho, T. A. (2017). Pola Pengawasan Orang Tua Terhadap Aktivitas Anak di Dunia Maya. *Studi*, 13, 1–20.
- Pramawaty, N., Hartati, E., Program, M., Keperawatan, S. I., & Kedokteran, F. (2012). Hubungan Pola Asuh Orang Tua Dengan Konsep Diri Anak Usia Sekolah (10-12 Tahun). *Jurnal Nursing Studies*, 1, 87–92. <http://ejournal-s1.undip.ac.id/index.php/jnursing>
- Prastyawati, T., Aji, S. D., & Soraya, J. (2021). Pengaruh Pola Asuh Otoriter, Autoritatif, Permisif Orang Tua Terhadap Perilaku Prososial Siswa Sekolah Dasar. *Jurnal Penelitian Dan Pendidikan IPS*, 15(1), 53–60. <https://ejournal.unikama.ac.id/index.php/JPPPI/article/view/5498/3077>
- Restiani, S., Saparahayuningsih, S., & Ardina, M. (n.d.). *Sebesar 0,87 Lebih Besar Dari R*. 23–32.
- Santika, I., Yusmansyah, & Widiastuti, R. (2017). Pengaruh Pola Asuh Demokratis Orang Tua Terhadap Kemandirian Belajar Siswa Kelas VIII SMP Negeri 28 Bandar Lampung. *ALIBKIN (Jurnal Bimbingan Konseling)*, 5(2), 1–9. <https://garuda.ristekbrin.go.id/documents/detail/1512749>
- SEMBIRING, A. A. (2020). Pengaruh Pola Asuh Demokratis Orang Tua Terhadap Sikap Tanggung Jawab Anak Di Tk Baiturrahmah Kota Jambi. In ... *Sikap Tanggung Jawab Anak Di Tk* <https://repository.unja.ac.id/10362/>
- Setianingsih, S. (2018). Dampak Penggunaan Gadget Pada Anak Usia Prasekolah Dapat Meningkatkan Resiko Gangguan Pemusatan Perhatian Dan Hiperaktivitas. *Gaster*, 16(2), 191. <https://doi.org/10.30787/gaster.v16i2.297>
- Shochib, M. (2010). Pola Asuh Orang Tua. Jakarta: PT Rineka Cipta.
- Soo Cha, S., & Kyung Seo, B. (2018). Smartphone Use And Smartphone Addiction In Middle School Students In Korea: Prevalence, Social Networking Service, And Game Use. *Health Psychology Open*, 6(2), 1-15. DOI: <https://doi.org/10.1177/2055102918755046>
- Sunarty, K. (2016). Hubungan Pola Asuh Orangtua Dan Kemandirian Anak. *Journal of Educational Science and Technology (EST)*, 2(3), 152. <https://doi.org/10.26858/est.v2i3.3214>
- Sunita, I., & Mayasari, E. (2018). PSunita, I., & Mayasari, E. (2018). Pengawasan Orang tua Terhadap Dampak Penggunaan Gadget pada Anak. *Jurnal Endurance*, 3(3), 510. <https://doi.org/10.22216/jen.v3i3.2485> engawasan Orang tua Terhadap Dampak Penggunaan Gadget pada Anak. *Jurnal Endurance*, 3(3), 510.
- Trinika, Y. (2015). Pengaruh Penggunaan Gadget Terhadap Perkembangan Psikososial Anak Usia Prasekolah (3-6 Tahun) di TK Swasta Kristen Immanuel Tahun Ajaran 2014-2015. *Naskah Publikasi*, 12(Juni), 1–11.

Wulandari, P. Y. (2016). Anak Asuhan Gadget. Diambil 2 Agustus 2018, dari <https://www.liputan6.com/health/read/2460330/anak-asuhan-gadget>

Yuliana Yeni. (2018). *Pengaruh Gadget (Smartphone) Bagi Kehidupan Keagamaan Mahasiswa (Studi Kasus pada Sekolah Tinggi Manajemen dan Ilmu Komputer Prabumulih Sumatera Selatan)*. Dosen STMIK Prabumulih Kota Prabumulih Sumatera Selatan.

