



# Milennial Parents' Parenting Patterns are in Danger Use of Early Children's Gadgets

Dyah Fitri Ramandhani<sup>1\*</sup>, Mintarsih Arbarini<sup>2</sup>, All Fine Loretha<sup>3</sup> 

<sup>1,2,3</sup> Nonformal Education, Semarang State University, Semarang, Central Java, Indonesia

## ARTICLE INFO

### Article history:

Received August 16, 2023

Accepted November 12, 2023

Available online December 25, 2023

### Kata Kunci:

Gadget, Anak Usia Dini, Pola Asuh, Milenial.

### Keywords:

Gadgets, Early Childhood, Parenting, Millennials.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

*Pola asuh orang tua mempengaruhi penggunaan gadget pada anak usia dini. Penelitian ini bertujuan untuk menganalisis pola asuh orang tua milenial mengenai bahaya penggunaan gadget pada anak usia dini di Desa Tunggulrejo Kecamatan Gabus Kabupaten Grobogan. Penelitian ini dilakukan dengan menggunakan observasi, wawancara, dan dokumentasi terhadap lima subjek penelitian untuk proses pengumpulan data. Metode analisis data dilakukan secara langsung berdasarkan hasil kerja lapangan yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa anak dengan pola asuh ini menjadi mandiri dan memiliki kreativitas yang baik, pola asuh permisif memberikan kebebasan pada anak tanpa teguran dan hukuman, meskipun anak melakukan kesalahan. Pada penelitian ini pola asuh yang banyak diterapkan oleh orang tua milenial dalam penggunaan gadget pada anak usia 3-6 tahun di Desa Tunggulrejo cenderung menggunakan pola asuh permisif. Dampak negatif penggunaan gadget pada anak usia dini di Desa Tunggulrejo adalah gangguan kesehatan mata, anak mudah marah, anak lebih suka menyendiri, dan anak lebih malas dalam melakukan sesuatu. Penelitian ini diharapkan dapat bermanfaat dalam mengembangkan ilmu pengetahuan di bidang pendidikan khususnya dalam hal penitipan anak usia dini. Lebih lanjut, penelitian ini diharapkan dapat menjadi acuan bagi penelitian-penelitian selanjutnya yang mempunyai topik terkait.*

## ABSTRACT

Parenting influences early childhood gadget use. This study aims to analyze the parenting style of millennial parents regarding the dangers of using early childhood gadgets in the Tunggulrejo Village, Gabus District, Grobogan Regency. This research was conducted using observation, interviews, and documentation of five research subjects for the data collection process. The method of data analysis is carried out directly based on the results of field work, namely data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that children with this parenting style become independent and have good creativity, permissive parenting style gives freedom to children without reprimands and punishments, even though children make mistakes. In this study, the parenting style that is mostly applied by millennial parents in using gadgets for children aged 3-6 years in the Tunggulrejo Village tends to use permissive parenting. The negative impacts of using early childhood gadgets in Tunggulrejo Village are eye health problems, children get angry easily, children prefer to be alone, and children are more lazy in doing things. This research is expected to be useful in developing knowledge in the field of education, especially in terms of early childhood care. Furthermore, this research is expected to be the basis of reference for further studies that have related topics.

## 1. INTRODUCTION

Family education is the basis for children's further education or it can also be said that family is the first and foremost foundation of education. It is said first, because children will acquire knowledge and intelligence for the first time from family members, especially parents. The most important educators for children are family members, they have a direct interest in educating and fostering children's development according to their development phase, especially when children are in the early years of development and growth (Makhmudah, 2018; Saputra, 2021). In educating children, there are several influences related to

\*Corresponding author.

E-mail addresses: [dyahramandhani02@students.unnes.ac.id](mailto:dyahramandhani02@students.unnes.ac.id) (Dyah Fitri Ramandhani)

their development, including environmental influences and the application of parenting patterns in building the personality or character of children. Parents have a responsibility to meet children's needs, namely in terms of educating, teaching, guiding, and training (Gustian, 2018; Latifah, 2020). Communication or interaction of parents in everyday life is used as an example for children, therefore parents must be able to maintain their words and actions in everyday life. According to law number 20 of 2003 concerning the national education system article 13 paragraph (1), that education path is divided into 3 namely: formal, informal and non-formal education. Education in the family environment is called informal education, where this education takes place from the time the child is born into the world (Assari, 2018; Prayogi, Rayinda Dwi; Estetika, 2019). In informal education, parents have an important role compared to other family members. Every parent must be able to instill the values that children need in their development process, so that children can have a good personality and be able to adapt to the surrounding environment in accordance with the times.

Parenting style is parental behavior that is applied to children and is relatively constant from time to time. The types of parenting parents are divided into 3, namely; 1) democratic parenting, giving freedom to children in choosing and taking action; 2) authoritarian parenting style, strict parenting style by forcing, ordering, and punishing children; 3) Permissive parenting style, children are given the opportunity to do something without sufficient supervision from their parents (Fatmawati et al., 2021; Tola, 2018). Parents in choosing the type of parenting are based on the assumption that what is given to the child is the best for the child. Therefore, every parent must be able to apply a parenting style that suits their child's needs, in order to optimize their growth and development. Technological developments have always progressed from time to time, starting from the agricultural technology era, the industrial technology era, the information technology era, and the information and communication technology era (Danuri, 2019; M. Lestari, 2019). Technology and information are an unavoidable part of life, because technological developments are in line with human and scientific developments (Poluakan et al., 2019). Therefore, every individual is required to be able to keep abreast of technological developments that occur. Technological developments include the emergence of social media that people use to facilitate activities in everyday life. The results of research on the use of social media in Indonesia in January 2022 had 191 million active users of social media, this number increased by 12.35% from last year's 170 million (Mayasari, 2022; Prijanto & Kock, 2021). According to previous study along with technological developments, the millennial generation has given birth, which changes a person's mindset from traditional to modern (Achsani, 2020).

At this time we have entered the millennial era, where this era can be characterized by a lifestyle that uses technology as the basis of life. The millennial generation is someone who was born at the emergence of information technology that began to develop, this generation was born in 1981-2000 (Muyasaroh et al., 2020; Walidah, 2018). The behavior and habits of the millennial generation aged 18-40 years have a fairly high level of enthusiasm for using technology, but this affects their attitudes and behavior. According to previous study millennials cannot be kept away from technology, because technology is an important thing that influences how millennials travel (Osin et al., 2021). Nowadays, many have taken advantage of information technology developments such as social media, where social media can make it easier for someone to carry out social interactions. Every individual in the millennial generation has different characteristics depending on family social background, residence background, and economic conditions (Effendi & Dewi, 2021; Pratiwi & Asyarotin, 2019; Zis et al., 2021). One of the characteristics of the millennial generation is marked by an increase in the use of digital technology in communication.

Technology that is familiar to everyone, especially the general public, namely gadgets. According to previous study gadgets are small electronic devices that have specific purposes and functions to download the latest information that makes human life more practical (Setianingsih, 2018). According to other study in Indonesia the development of gadgets is very fast, in fact it is one of the countries with the largest Facebook, Twitter and WhatsApp in the world, each network reaching 52 million users (Hidayatuladkia et al., 2021). Gadgets consist of gadgets of several types such as smartphones, laptops, tablets or iPads (Kholifah & Atzmardina, 2023; Mardiyana, 2022). At this time gadgets have very diverse applications, ranging from learning-themed games to applications that can keep children entertained when using them. The growth of gadget users in Indonesia is always increasing rapidly and it is even predicted that the number of gadget penetrations in Indonesia exceeds the total population of Indonesia (Sofiana et al., 2023; Zaini & Soenarto, 2019). People are currently competing to have gadgets as a means of communication, but people also make gadgets a lifestyle and trend (Marpaung, 2018; Pebriana, 2017). They have made gadgets a social status, provide various satisfactions in the form of entertainment, and add information. The use of technology devices, especially among children to play games, namely (94%) parents said their children were used to playing games without assistance and guidance from them in finding applications that children wanted, and children needed time to play games (63%) 30 minutes once played and (15%) spend 30-60

minutes at a time playing, but if unsupervised the intensity can be higher (Sarla, 2020; Widiastiti & Agustika, 2020).

The use of gadgets in early childhood has a negative impact which will cause additional concerns for children's development, adapting too often to children's gadgets will easily find features that are not suitable for children, this will interfere with early childhood development. According to previous study the younger generation, especially young children, are addicted to accessing social media, which at an age are still vulnerable to all websites "not for use by children" (Nadeem & Ahmed, 2020). Technological and media developments have a huge influence on children who use smartphones, this can have an impact on children's education and behavior (Rizanti et al., 2023; Tyastiti, 2020). Apart from having a negative impact, gadgets also have a positive impact if they are used as needed, for example in millennial generation parents, they use gadgets in the process of educating their children by utilizing applications that contain educational content such as movies, music and games. Educational games are used to facilitate learning that is more enjoyable and does not make children easily bored (Karlina et al., 2020; Saputri & Pambudi, 2018). Parents in the millennial era prioritize the use of gadgets to please children rather than direct interactions in raising them. Using gadgets in modern times makes it easier for parents to leave their children to work, especially for parents who still have early childhood.

The existence of early childhood as an alpha generation is inseparable from the negative impact of using gadgets. According to the 2003 Education System Law, it explains the meaning of early childhood as children aged 0-6 years and according to researchers and environmental education practitioners. Previous study defines early childhood, namely from the age of birth to the age of eight years (Ardoin & Bowers, 2020). Early childhood is a group of children who are in a unique growth and development process, namely having patterns of growth and development (fine and gross motor movements), intelligence (thinking power, creativity, and emotional intelligence), socio-emotional (attitudes and behavior and religion). ), language and communication that are specific to the child's level of growth and development (Hadi & Sumardi, 2023; Munisa, 2020). In childhood, playing is a time for children to explore everything that children have. According to previous study children's games are all activities carried out by children in the form of movements, thoughts and words such as playing with movements, namely: running, jumping, climbing, etc (Wahyuni & Azizah, 2020). Early childhood who are in the curious stage of everything are also happy if they are given digital games in gadgets. Especially with the development of information technology, today's children feel more knowledgeable about gadgets than the generation behind. In addition, children can now easily access applications on their gadgets and it doesn't take them long to master and understand the features on the gadgets (Pebriana, 2017; Yumarni, 2022).

This research seeks to analyze the role of millennial parenting on the dangers of early childhood gadget use in Tunggulrejo village. This research is expected to be useful in developing knowledge in the field of education, especially in terms of early childhood care. Furthermore, this research is expected to be the basis of reference for further studies that have related topics. Preliminary study conducted in Tunggulrejo Village, Gabus District, Grobogan Regency, with people working as farmers and factory workers. This has become one of the triggers for society to give children gadgets because they are thought to be able to keep children at home, so that parents can leave their children with grandmothers when parents are at work. Giving gadgets to children makes parents think that giving gadgets to young children will be more practical and can increase working time, especially for mothers. Therefore, having gadgets in front of children makes them more focused on staring at their cellphone screens and not paying attention to things that are happening around them. In this case, parents must also pay attention to the negative effects of using early childhood gadgets which include: sleep disturbances, brain development disorders, reduced playing time with friends, and damage to eye health. From the descriptions that have been described, the researchers are interested in researching the parenting styles of millennial parents in the dangers of using gadgets for early childhood in the Tunggulrejo Village. This researcher looks at how the upbringing process of millennial parents is in educating their children who use gadgets and knows the impact of using gadgets for early childhood in the village of Tunggulrejo.

## 2. METHOD

This research is a qualitative descriptive research that describes the ongoing situation at the time of data collection, which is based on existing facts. This research was conducted in Tunggulrejo Village, Gabus District, Grobogan Regency with participants namely millennial parents (born 1981-2000) who work as factory workers and have young children who use gadgets (Lambert & Lambert, 2013). For this reason, researchers conducted research on early childhood with cases of gadget use when mothers left working. Data collection techniques used in this study are observation, interviews, and documentation. Observations were made by observing children's habits when playing gadgets. In-depth interviews were conducted to

obtain information for research subjects by describing their actions, experiences and opinions. In addition, to clarify the results of observations, interviews were conducted to collect information by asking the interviewees a total of 23 questions consisting of 11 questions about parenting and 12 questions about early childhood gadget use. In addition, to clarify the results The 11 questions regarding parenting patterns with indicators of types of parenting patterns consisting of authoritarian, democratic and permissive parenting patterns. For 12 other questions regarding the use of gadgets in early childhood about the use of gadgets, seen based on social, communication and education. Documentation in this study was obtained through photos and videos when children play gadgets.

Data analysis was carried out in 4 stages, namely directly from the results of field work through the stages of data collection, data reduction, data presentation, and drawing conclusions (Miles et al., 2014). In this study, the validity of the data using the source triangulation technique. Source triangulation is a technique in which researchers collect data from various existing sources, because similar data will have better results if extracted from different sources, for example comparing observations with interviews and documentation. So in this study will compare the data from observation research, interviews and documentation between informants. Based on the data sources, linear results were obtained between the results of interviews, observations and documentation about millennial parenting patterns towards the dangers of early childhood gadget use.

### 3. RESULT AND DISCUSSION

#### Result

Tunggulrejo Village is one of the villages in Gabus District, Grobogan Regency. The people of Tunggulrejo Village still have paddy fields for farming, so most of them work as farmers. Residents' awareness of the importance of education is still lacking, because there are still many residents who only study up to junior high and high school. This causes most people in the village of Tunggulrejo to marry at a young age. However, in mid-2016, a bag company was established in Wirosari Village, which is not far from Tunggulrejo Village, which was PT Pungkook Indonesia One. family. Research related to the upbringing of millennial parents in the dangers of using early childhood gadgets in the village of Tunggulrejo was carried out by observing, interviewing, and documenting with millennial parents (born in 1981-2000).

Observations made to observe the atmosphere and conditions in the village of Tunggulrejo, Gabus District, Grobogan Regency. Observations were made in the initial conditions and during the study, with the target being millennial parents and young children who use gadgets in their daily lives. Based on the results of field observations, data was obtained that young children living with working parents used gadgets beyond the normal time limit, which was more than 2 hours/day. Early childhood can already operate the applications on their gadgets and if the gadget is asked by grandma, the child will always cry and won't eat, take a nap, or take a bath if the gadget is no longer given to the child. Children's willingness to play gadgets must be obeyed. Parents, in this case, have no other choice but to give gadgets to their children when they are left at work.

In this study, research subjects were named with the initials NS, LB, DL, TR and TM. All subjects work as factory workers and each new subject has 1 child. All subjects showed different reactions related to the parenting style used. The results of interviews with DL's mother show child discipline, namely the child must clean up or return the toys to their original place and provide punishment such as pinching when the child violates it, punishment is given so that the child does not repeat the mistake again and parents are very strict and disciplined in raising children. It can be concluded that parents behave authoritarian to make children obedient and obedient to their parents. This is done by parents because they want their children to respect and serve him. Democratic parenting has a positive impact on children's behavior and personality, good parenting makes children directed as described by TR's mother, namely children want to discuss with their parents about everything, discipline in time, and children are free to do things, whatever, but still under parental supervision. This shows that the parenting style of parents that frees children to do something does not make a reason for children to argue or dare to parents. Instead, they obey and carry out orders from their parents, such as memorizing daily prayers, because basically early childhood prefers freedom.

Based on the results of observations in the field, it was found that parents who free their children without any restrictions and always spoil their children will have a negative impact. This statement is reinforced by the results of interviews with TM mothers who apply permissive parenting, namely TM mothers always give what their children ask for, do not punish or reprimand children if they make mistakes, and set children free without any restrictions. This statement is in line with what was expressed by Mrs LB and NS where she also complied with the child's request and freed the child, because Mrs LB and NS thought that if the parents forbade the child it would cause the child to become fussy, so they had more time to free

their child. It can be concluded that parents prefer to liberate and let children without any restrictions, rather than children being fussy. Documentation of interviews with millennial parents in tunggulrejo village is show in [Figure 1](#).



**Figure 1.** Documentation of Interviews with Millennial Parents in Tunggulrejo Village

[Figure 1](#) shows researchers conducting interviews with millennial parents in Tunggulrejo Village, Gabus District, Grobogan Regency. This is a series of stages of collecting data, namely the interview stage. In this study, the researchers used five (5) respondents , namely millennial parents in Tunggulrejo Village, Gabus District, Grobogan Regency, Purwodadi who met the criteria to be used as research subjects. The respondent's data that the researcher used is show in [Table 1](#).

**Table 1.** Parenting Respondents

Parents' Name	Work	Types Of Parenting
Mrs. TM	Factory workers	Permissive
Mrs. LB	Factory workers	Permissive
Mrs TR	Factory workers	Democratic
Mrs. DL	Factory workers	Authoritarian
Miss NS	Factory workers	Permissive

Base on [Table 1](#), from 5 respondents there were 3 people who used permissive parenting style, 1 person used authoritarian parenting style and 1 person used democratic parenting style. Therefore, the majority of millennial parents in Tunggulrejo Village use permissive parenting in educating their children. Parents who apply permissive parenting style give freedom to children, always pamper them, never give reprimands and punishments even though children make mistakes. This parenting style has a negative impact on children, because if children are always obeyed and pampered by their parents, they will continue to depend on their parents. If once his wish is not obeyed, he will cry until his wish is obeyed by his parents. This causes children to not try to get what they want on their own.

The use of gadgets in early childhood in Tunggulrejo Village, Gabus District, Grobogan Regency is one of the means used by parents to educate their children, due to the lack of time for parents to accompany their children in their daily activities. Gadgets are introduced to children who are left by working parents from the age of 1-6 years, with the aim that the child will not be fussy when left from work. Usually children use gadgets to open YouTube, WhatsApp, TikTok, Facebook, and games applications. The duration of using gadgets in children ranges from 90 – 240 minutes/day. In using gadgets, children are not always supervised by parents, because parents are busy at work. However, some parents still check their child's gadget history when they come home from work, this is caused by parents' worry about their children. The use of early childhood gadgets in the village of Tunggulrejo is show in [Figure 2](#).



**Figure 2.** Use of Early Childhood Gadgets in the Village of Tunggulrejo

Figure 2 explains that excessive use of gadgets can have a negative impact on children. One of the pictures above shows that children experience eye pain due to excessive use of gadgets. The lack of parental supervision in the use of early childhood gadgets in the village of Tunggulrejo, Gabus District, Grobogan Regency resulted in negative influences, including children cry more easily, children prefer to be alone at home, rather than playing with peers, children always depend on parents, eye health becomes disturbed, children are lazy to move, angry child, and gadgets addiction.

### Discussion

Parenting style has an important role in the development and growth of children. Every family has a different parenting style in raising children, the parenting style that is applied is usually inherited from the previous parent. Parenting is a form of education in the family, namely how the family shapes the behavior of the nation's generation with good rules and in harmony with people's lives (Hidayatul M, 2018; A. N. Rahmawati, 2022). According to previous study factors that can influence parenting patterns include the types of kinship systems that exist in society and culture that already exist and have been passed down from generation to generation for quite a long time (Nurbaiti, 2020). According to other study parenting styles are divided into 3, namely as follows authoritarian parenting. Authoritarian parenting is applied by parents who give strict directions to their children, without any resistance from the children (Fadhilah et al., 2019). This is reinforced by study state that authoritarian parenting is a form of parenting that requires children to submit and obey all orders and rules issued by their parents, without freedom. to question it (Taib et al., 2020). The characteristics of authoritarian parenting are that children must obey their parents, rules are made unilaterally by parents, children will be punished if they break the rules, lack of parental trust in children (Bjorklund, 2022; Ulfah & Fauziah, 2020). That way authoritarian parenting has a negative impact on the growth and development of children. According to other study children will feel pressured, have no self-control, poor thinking skills, low self-confidence, inability to be independent, less creative, less mature morally, less eager to learn (Diastuti, 2021).

Second, democratic parenting is parenting in which parents shape the personality of their children by providing supervision and giving their children free opportunities to do things, but still under the supervision of parents. This parenting style encourages children to be independent, outgoing, realistic, not arrogant, respecting the opinions of others, but still provides limits and control over children's actions (Akhter et al., 2020; Mulyana et al., 2022). Democratic parenting, namely democratic parenting, is a parenting style in which parents encourage children to be independent, but still provide limits and control children's behavior (Aslan, 2019; Tabi'in, 2020). According to previous study democratic parenting has several characteristics, namely parents always encourage children to talk about their desires, hopes and needs, there is harmonious cooperation between parents and children, children are recognized as individuals, all their strengths and potential are supported and fostered. well, parents guide and direct their children, parents have good control over children (Rindawan et al., 2020).

Third, the permissive parenting style of parents does not give them any guidance, advice and correction for their children. Permissive parenting style is where parents give freedom to children in an uncontrolled manner and do not give any warning or punishment to children who make mistakes. According to previous study the characteristics of permissive parenting are that parents will also give whatever the child asks for, give full freedom to the child, and leave the child without any restrictions (Pola & Dalam, 2020). Parents who apply permissive parenting have a negative impact on children because children will do anything and make decisions on their own, this results in children being selfish and not having responsibility (Avelar et al., 2022; Sonia & Apsari, 2020).

One means of information that is currently developing is a gadget. The use of gadgets is a very important requirement for today's life which has very high mobility as a means of information (Z. D. Rahmawati, 2020; Rini et al., 2021). Gadgets can be used as a means of trading, storing data, entertainment, music, documentation and information. According to previous study gadgets are cellphones with advanced features that can make phone calls, send text messages, view photos, play games, videos, etc (Mabaroh & Sugianti, 2021). The use of gadgets is not only among adults, but in the current 4.0 revolution era, many underage children are given gadgets by their parents or even children ask for gadgets to make themselves look up to date (A. Lestari et al., 2023; Sofiana et al., 2023). However, parents pay little attention to the negative effects of using gadgets. According to previous study the negative impacts of gadgets, namely hard work and pornography, are becoming commonplace, lack of socializing, and the emergence of a culture of plagiarism (Syifa et al., 2019). Therefore, parents must be able to minimize the negative impact of gadgets, especially for young children.

This research seeks to examine the role of millennial parenting on the dangers of early childhood gadget use in Tunggulrejo village. This research is expected to be useful in developing knowledge in the field of education, especially in terms of early childhood care. Furthermore, this research is expected to be the basis of reference for further studies that have related topics. This study has limitations in the process of conducting this research, namely the interview process which is limited by time due to the respondent's work, so that the data obtained is less than optimal. Based on the results of the research that has been carried out in this study, the advice that can be given by the author for further research is that you should plan the interview process carefully to get the right time.

#### 4. CONCLUSION

The parenting style of parents in Tunggulrejo Village, Gabus District, Grobogan Regency is divided into 3, namely: 1) authoritarian parenting style is carried out by parents so that children are disciplined and obey parental orders. If a child disobeys a parent's orders, he will be punished both physically and verbally ; 2) democratic parenting gives freedom to children, but parents still provide restrictions and supervision. Children with this parenting style become independent and have good creativity ; 3) permissive parenting style gives freedom to children without reprimands and punishments, even though children make mistakes. This makes children spoiled and brave towards their parents. In this study, the parenting style that is mostly applied by millennial parents in using gadgets for children aged 3-6 years in Tunggulrejo Village, Gabus District, Grobogan Regency tends to use a permissive parenting style. This parenting style gives freedom to children, without rules, warnings and punishments for children even though children make mistakes. Millennial parents think that by giving freedom to children, it makes them more comfortable to do anything. The negative impacts of using early childhood gadgets in Tunggulrejo Village, Gabus District, Grobogan Regency are eye health problems, children get angry easily, children prefer to be alone, and children are more lazy in doing things.

#### 5. REFERENCES

- Achsani, F. (2020). Dari Generasi Millennial hingga Generasi Alfa: Analisis Nama Masyarakat Banaran-Bugel. *Mabasan*, 14(1), 89–106. <https://doi.org/10.26499/mab.v14i1.329>.
- Akhter, N., Aks-E-Noor, & Iqbal, S. (2020). Impact of Parents' Authoritative Style on Personality Traits of Children: A Case Study of Elementary Class Students in Pakistan. *Journal of Elementary Education*, 29(2), 37–50. <http://journals.pu.edu.pk/journals/index.php/jee/article/view/1616>.
- Ardoin, N. M., & Bowers, A. W. (2020). Early childhood environmental education: A systematic review of the research literature. *Educational Research Review*, 31(November 2019), 100353. <https://doi.org/10.1016/j.edurev.2020.100353>.
- Aslan, A. (2019). Peran Pola Asuh Orangtua di Era Digital. *Jurnal Studia Insania*, 7(1), 20. <https://doi.org/10.18592/jsi.v7i1.2269>.

- Assari, S. (2018). Parental educational attainment and mental well-being of college students; diminished returns of blacks. *Brain Sciences*, 8(11), 1–10. <https://doi.org/10.3390/brainsci8110193>.
- Avelar, D., Dore, R. A., Schwichtenberg, A. J., Roben, C. K. P., Hirsh-Pasek, K., & Golinkoff, R. M. (2022). Children and parents' physiological arousal and emotions during shared and independent e-book reading: A preliminary study. *International Journal of Child-Computer Interaction*, 33, 100507. <https://doi.org/https://doi.org/10.1016/j.ijcci.2022.100507>.
- Bjorklund, D. F. (2022). Children's Evolved Learning Abilities and Their Implications for Education. In *Educational Psychology Review* (Vol. 34, Issue 4). Springer US. <https://doi.org/10.1007/s10648-022-09688-z>.
- Danuri, M. (2019). Development and transformation of digital technology. *Infokam*, 15(2), 116–123. <https://doi.org/10.31004/jptam.v5i3.234>.
- Diastuti, I. M. (2021). Hubungan antara Pola Asuh Keluarga dan Karakter Anak. *Jurnal Pendidikan Tambusai*, 5(3), 8447–8452. <https://doi.org/10.31004/jptam.v5i3.234>.
- Effendi, F. P., & Dewi, D. A. (2021). Generasi Milenial Berpancasila di Media Sosial. *Journal Civics & Social Studies*, 5(1), 116–124. <https://doi.org/10.31980/civicos.v5i1.1051>.
- Fadhilah, T. N., Handayani, D. E., & Rofian, R. (2019). Analisis pola asuh orang tua terhadap motivasi belajar siswa. *Jurnal Pedagogi Dan Pembelajaran*, 2(2), 249–255. <https://doi.org/10.23887/jp2.v2i2.17916>.
- Fatmawati, E., Ismaya, E. A., & Setiawan, D. (2021). Pola Asuh Orang Tua Dalam Memotivasi Belajar Anak Pada Pembelajaran Daring. *Jurnal Educatio FKIP UNMA*, 7(1), 104–110. <https://doi.org/10.31949/educatio.v7i1.871>.
- Gustian, D. (2018). Pola asuh anak usia dini keluarga muslim dengan ibu pekerja pabrik. *Ta Dib Jurnal Pendidikan Islam*, 7(1), 370–385. <https://doi.org/10.29313/tjpi.v7i1.3532>.
- Hadi, R., & Sumardi, L. (2023). Penggunaan Gadget oleh Anak Usia Dini. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 1062–1066. <https://doi.org/10.54371/jiip.v6i2.1324>.
- Hidayatul M, F. A. (2018). Pengaruh Pola Asuh Orang Tua Dan Penggunaan Gadget Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas Vii Smp Negeri 1 Singosari. *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)*, 5(1), 40. <https://doi.org/10.18860/jpips.v5i1.7330>.
- Hidayatuladkia, S. T., Kanzunudin, M., & Ardianti, S. D. (2021). Peran orang tua dalam mengontrol penggunaan gadget pada anak usia 11 tahun. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 363–372. <https://doi.org/10.23887/jppp.v5i3.38996>.
- Karlina, D. A., Aeni, A. N., & Syahid, A. A. (2020). Mengeanalisis Dampak Positif dan Negatif Internet Untuk Anak Pada Orang Tua. *Jurnal Pasca Dharma Pengabdian*, 1(2), 53–56. <https://doi.org/10.17509/jpdpm.v1i2.24002>.
- Kholifah, H. E. N., & Atzmardina, Z. (2023). Pengaruh Penggunaan Gadget Terhadap Ketajaman Mata Murid Kelas Viii-Ix Smp N 1 Karanganyar. *Jurnal Kesehatan Tambusai*, 4(2), 1379–1384. <https://doi.org/10.31004/jkt.v4i2.15289>.
- Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. <https://he02.tci-thaijo.org/index.php/PRIJNR/article/download/5805/5064>.
- Latifah, A. (2020). Peran Lingkungan Dan Pola Asuh Orang Tua Terhadap Pembentukan Karakter Anak Usia Dini. *JAPRA) Jurnal Pendidikan Raudhatul Athfal (JAPRA)*, 3(2), 101–112. <https://doi.org/10.15575/japra.v3i2.8785>.
- Lestari, A., Putri, D., Pardosi, R. A., & Gusmaneli, G. (2023). Pengaruh Gadget Terhadap Akhlak Seorang Anak. *Journal of Creative Student Research*, 1(4), 216–228. <https://doi.org/10.55606/jcsrpolitama.v1i4.2247>.
- Lestari, M. (2019). Hubungan pola asuh orang tua dengan kemandirian anak. *Jurnal Pendidikan Anak*, 8(1), 84–90. <https://doi.org/10.21831/jpa.v8i1.26777>.
- Mabaroh, B., & Sugianti, L. (2021). Gadget Addiction and the Students' Achievement. *International Journal of Social Learning*, 1(3), 321–332. <https://doi.org/10.47134/ijsl.v1i3.59>.
- Makhmudah, S. (2018). Penguatan Peran Keluarga dalam Pendidikan Anak. *Martabat*, 2(2), 269–286. <https://doi.org/10.21274/martabat.2018.2.2.269-286>.
- Mardiyana, R. (2022). The Effectiveness of Increasing Parental Competence in Assisting Children Accessing Gadgets in The Covid-19 Pandemic Era Before and After Being Given Counseling. *Jombang Nursing and Midwifery Jojournal*, 1(1), 40–48. <https://doi.org/10.57101/jnmj.v1i1.8>.
- Marpaung, J. (2018). Pengaruh penggunaan gadget dalam kehidupan. *KOPASTA: Journal of the Counseling*, 5(2). <https://doi.org/10.33373/kop.v5i2.1521>.



- Mayasari, F. (2022). Etnografi Virtual Fenomena Cancel Culture dan Partisipasi Pengguna Media terhadap Tokoh Publik di Media Sosial. *Journal of Communication and Society*, 1(01), 27–44. <https://doi.org/10.55985/jocs.v1i01.15>.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis : a methods sourcebook* (Third Edition). In *SAGE Publications*. SAGE Publications.
- Mulyana, A., Suryani, I. S., Nurakillah, H., Darusman, S. E., & Kurnia, F. (2022). Perbedaan pola asuh demokratis dan otoriter terhadap kemandirian anak tunagrahita di slb yayasan “b” kota tasikmalaya. *Jurnal Ilmu Keperawatan Dan Kebidanan*, 13(2), 522–529. <https://doi.org/10.26751/jikk.v13i2.1532>.
- Munisa. (2020). Pengaruh Penggunaan Gadget Terhadap Interaksi Sosial Anak. *Jurnal Ilmiah Abdi Ilmu*, 13(1), 102–114. <https://doi.org/https://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/896>.
- Muyasaroh, L., A., O. M. M., Mahfud, C., Mustakim, & Sejati, Y. G. (2020). The utilization of gadget in maintaining prophetic values in millennial generation. *International Journal of Psychosocial Rehabilitation*, 24(4), 5602–5615. <https://doi.org/10.37200/IJPR/V24I4/PR201655>.
- Nadeem, K., & Ahmed, N. (2020). Persistent use of gadgets and internet in lockdown endangers childhood. *Electronic Research Journal of Social Sciences and Humanities*, 2. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3650517](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3650517).
- Nurbaiti, N. (2020). Kesetaraan Gender Dalam Pola Asuh Anak Perempuan Gayo. *Alim | Journal of Islamic Education*, 2(2), 137–150. <https://doi.org/10.51275/alim.v2i2.181>.
- Osin, R. F., Purwaningsih, N. K., & Anggayana, I. W. A. (2021). The Model of Development Tourism Village Through the Involvement of Millennial Generation in Bali. *International Journal of Multicultural and Multireligious Understanding*, 8(1), 300–306. <https://doi.org/https://ijmmu.com/index.php/ijmmu/article/view/2322/1967>.
- Pebriana, P. H. (2017). Analisis Penggunaan Gadget terhadap Kemampuan Interaksi Sosial pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 1(1), 1. <https://doi.org/10.31004/obsesi.v1i1.26>.
- Pola, P., & Dalam, A. (2020). Minat Belajar Anak Di Desa Medini. *Jurnal Muara Pendidikan*, 5(2), 697–704. <https://ejournal.ummuba.ac.id/index.php/mp/article/download/377/246>.
- Pratiwi, A., & Asyarotin, E. N. K. (2019). Implementasi literasi budaya dan kewargaan sebagai solusi disinformasi pada generasi millennial di Indonesia. *Jurnal Kajian Informasi & Perpustakaan*, 7(1), 65–80. <https://doi.org/10.24198/jkip.v7i1.20066>.
- Prayogi, Rayinda Dwi; Estetika, R. (2019). Kecakapan Abad 21: Kompetensi Digital Pendidik Masa Depan. *Jurnal Manajemen Pendidikan: Universitas Muhammadiyah Surakarta*, 14(2), 144–151. <https://doi.org/10.15330/jpnu.5.1.40-46>.
- Prijanto, J. H., & Kock, F. De. (2021). Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(3), 238–251. <https://ejournal.uksw.edu/scholaria/article/view/4318>.
- Rahmawati, A. N. (2022). Peran Pola Asuh Orang Tua Milenial Terhadap Pembentukan Keterampilan Berpikir Abad 21. *Jurnal Bimbingan Dan Konseling Islam*, 12(1), 21–36. <https://doi.org/10.29080/jbki.2022.12.1.21-36>.
- Rahmawati, Z. D. (2020). Penggunaan Media Gadget Dalam Aktivitas Belajar Dan Pengaruhnya Terhadap Perilaku Anak. *TA'LIM: Jurnal Studi Pendidikan Islam*, 3(1), 97–113. <https://doi.org/10.52166/talim.v3i1.1910>.
- Rindawan, I. K., Purana, I. M., & Kamilia Siham, F. (2020). Pengaruh Pola Asuh Orang Tua Dalam Pembentukan Karakter Disiplin Pada Anak Dalam Lingkungan Keluarga. *Jurnal Pacta Sunt Servanda*, 1(2), 53–63. <https://doi.org/10.23887/jpss.v1i2.361>.
- Rini, N. M., Pratiwi, I. A., & Ahsin, M. N. (2021). Dampak Penggunaan Gadget Terhadap Perilaku Sosial Anak Usia Sekolah Dasar. *Jurnal EDUCATIO*, 7(3), 1236–1241. <https://doi.org/10.31949/educatio.v7i3.1379>.
- Rizanti, W. N., Jufri, A. W., & Jamaluddin. (2023). Peningkatan Pendidikan Karakter Peserta Didik Melalui Bahan Ajar IPA Berbantuan Media Game. *Journal of Classroom Action Research*, 5(1), 233–238. <https://doi.org/10.29303/jcar.v5i1.2870>.
- Saputra, W. (2021). Pendidikan anak dalam keluarga. *Tarbawy: Jurnal Pendidikan Islam*, 8(1). <https://doi.org/10.32923/tarbawy.v8i1.1609>.
- Saputri, A. D., & Pambudi, D. A. (2018). Dampak Penggunaan Gadget Terhadap Kemampuan Intraksi Sosial Anak Usia Dini. *Annual Conference on Islamic Early Childhood Education (ACIECE)*, 3, 265–278. <https://vicon.uin-suka.ac.id/index.php/aciece/article/view/103>.

- Sarla, G. S. (2020). Excessive use of electronic gadgets: health effects. *The Egyptian Journal of Internal Medicine*, 31(4), 408–411. <https://doi.org/10.4103/ejim.ejim>.
- 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>.
- Sofiana, S. N. A., Fakhriyah, F. F., & Oktavianti, I. (2023). Dampak Penggunaan Gadget Pada Perkembangan Emosional dan Kognitif Siswa Kelas IV Sekolah Dasar. *Indonesian Gender and Society Journal*, 3(2), 53–59. <https://doi.org/10.23887/igsj.v3i2.50414>.
- Sonia, G., & Apsari, N. C. (2020). Pola asuh yang berbeda-beda dan dampaknya terhadap perkembangan Anak. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7, 130. <https://doi.org/10.24198/jppm.v7i1.27453>.
- Syifa, L., Setianingsih, E. S., & Sulianto, J. (2019). Dampak Penggunaan Gadget terhadap Perkembangan Psikologi pada Anak Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 527–533. <https://doi.org/10.23887/jisd.v3i4.22310>.
- Tabi'in, A. (2020). Pola Asuh Demokratis sebagai Upaya Menumbuhkan Kemandirian Anak di Panti Asuhan Dewi. *Journal of Islamic Early Childhood Education*, 3(1), 30–43. <https://doi.org/10.24014/kjiece.v3i1.9581>.
- Taib, B., Ummah, D. M., & Bun, Y. (2020). Analisis Pola Asuh Otoriter Orang Tua Terhadap Perkembangan Moral Anak. *Jurnal Ilmiah Cahaya Paud*, 2(2), 128–137. <https://doi.org/10.33387/cp.v2i1.2090>.
- Tola, Y. P. (2018). Perilaku Agresif Anak Usia Dini di Lihat Dari Pola Asuh Orang Tua. *Jurnal Buah Hati*, 5(1), 1–13. <https://doi.org/10.46244/buahhati.v5i1.562>.
- Tyastiti, V. H. (2020). The impacts of the use of gadgets on the development of children 3-6 years of age. *The Southeast Asia Journal of Midwifery*, 6(1), 34–38. <https://doi.org/10.36749/seajom.v6i1.83>.
- Ulfah, A. A., & Fauziah, P. Y. (2020). Identifikasi Pola Asuh Orang Tua Tunggal Pada Anak Usia Dini. *JIV-Jurnal Ilmiah Visi*, 15(2), 153–160. <https://doi.org/10.21009/jiv.1502.7>.
- Wahyuni, F., & Azizah, S. M. (2020). Bermain dan belajar pada anak usia dini. *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan*, 15(01), 159–176. <https://doi.org/10.37680/adabiya.v15i01.257>.
- Walidah, I. A. (2018). Tabayyun di Era Generasi Millennial. *Jurnal Living Hadis*, 2(2), 317. <https://doi.org/10.14421/livinghadis.2017.1359>.
- Widiastiti, N. L. G. M., & Agustika, G. N. S. (2020). Intensitas Penggunaan Gadget oleh Anak Usia Dini ditinjau dari Pola Asuh Orang Tua di Kabupaten Badung. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 8(2), 112–120. <https://doi.org/10.23887/paud.v8i2.25179>.
- Yumarni, V. (2022). Pengaruh gadget terhadap anak usia dini. *Jurnal Literasiologi*, 8(2), 556623. <https://pdfs.semanticscholar.org/4fca/e9916692b8b4d70836b6a25f8cd9349e7ce6.pdf>.
- Zaini, M., & Soenarto, S. (2019). Persepsi Orangtua Terhadap Hadirnya Era Teknologi Digital di Kalangan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 254. <https://doi.org/10.31004/obsesi.v3i1.127>.
- Zis, S. F., Effendi, N., & Roem, E. R. (2021). Perubahan Perilaku Komunikasi Generasi Milenial dan Generasi Z di Era Digital. *Satwika: Kajian Ilmu Budaya Dan Perubahan Sosial*, 5(1), 69–87. <https://doi.org/10.22219/satwika.v5i1.15550>.