



Economic Status, Parenting Patterns, and Duration of Gadget Use Influence the Social Development of Group B Children

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ABSTRAK

Di era globalisasi semakin banyak anak yang terpengaruh dengan kemajuan teknologi, salah satu kemajuan teknologi yang disukai anak-anak ialah gadget. Pengenalan gadget pada anak biasanya diawali dari cara orang tua maupun keluarga dengan memperlihatkan video atau game yang ada di gadget dengan harapan agar anak berhenti menangis dan tidak rewel. Tujuan dari penelitian ini untuk menganalisis dan mendeskripsikan: Gambaran status ekonomi orang tua, pola asuh orang tua, durasi penggunaan gadget dan perkembangan sosial anak usia dini. Metode penelitian ini deskriptif kuantitatif. Jumlah sample sebanyak 158 orang tua. Instrumen pengumpulan data menggunakan angket yang telah memenuhi syarat uji validitas dan reabilitas. Analisis data untuk menguji hipotesis menggunakan analisis jalur (path analysis). Berdasarkan hasil penelitian ini diperoleh bahwa pertama, terdapat hubungan langsung: status ekonomi dengan perkembangan sosial anak. Kedua, pola asuh orang tua dengan perkembangan sosial anak. Ketiga, durasi penggunaan gadget dengan perkembangan sosial anak. Keempat, status ekonomi dengan durasi penggunaan gadget. Kelima, pola asuh orang tua dengan durasi penggunaan gadget. Keenam, status ekonomi melalui durasi penggunaan gadget dengan perkembangan sosial anak. Ketujuh, status ekonomi melalui durasi penggunaan gadget dengan perkembangan sosial anak. Disimpulkan terdapat hubungan status ekonomi, pola asuh orang tua, melalui durasi penggunaan gadget dengan perkembangan sosial anak usia dini.

ABSTRACT

In the era of globalization, more and more children are being influenced by technological advances. One of the technological advances that children like is gadgets. The introduction of gadgets to children usually starts with parents and family showing videos or games on the gadget in the hope that the child will stop crying and not be fussy. This research aims to analyze and describe parents' economic status, parenting patterns, gadget use duration, and early childhood social development. This research method is descriptive quantitative. The total sample was 158 parents. The data collection instrument uses a questionnaire that meets the validity and reliability test requirements. Data analysis to test hypotheses uses path analysis. Based on the results of this research, it was found that first, there is a direct relationship between economic status and children's social development. Second, parenting styles and children's social development. Third, the duration of gadget use depends on the child's social development. Fourth, economic status and duration of gadget use. Fifth, parenting patterns and duration of gadget use. Sixth, economic status through the duration of gadget use and children's social development. Seventh, economic status through the duration of gadget use and children's social development. It was concluded that there was a relationship between economic status, parenting patterns, and duration of gadget use with the social development of early childhood.

1. INTRODUCTION

The child's development period requires guidance for the child's growth and development according to the child's age and quality activities. This is intended so that the child's social development can take place optimally according to the child's age (Dewi et al., 2020; Heni & Mujahid, 2018). A child's personal social development is an important aspect to develop during preschool age as a foundation for further social development (M. Rahmawati & Latifah, 2020; Wulandari et al., 2017). During this period, children not only

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receive informal education from family or parents, children will meet their peers and get to know the outside environment. Therefore, during this period children play outdoors more often, are more active, show great curiosity and dare to try new things (Pebriana, 2017; H. Zaini & Dewi, 2017). Social behavior in childhood includes aspects such as competition, sympathy, empathy, friendliness, cooperation and imitation (Izza, 2020; Musyarofah, 2018). Children's social development can be seen when children play in groups. From this group, activities will be formed such as playing together so that children are expected to be able to interact with other people in the group or around them (Huliana et al., 2022; Latifah et al., 2022). Social development is important to develop from an early age (Izza, 2020; Musyarofah, 2018; M. Rahmawati & Latifah, 2020; Wulandari et al., 2017). It is important to develop social development from an early age, because a child's social development will affect his ability to socialize and manage his emotions when he is young (Aisya Rodhwa Nisa et al., 2021; We & Fauziah, 2020). Children who have behaved in a friendly manner since childhood will find it easy to interact and socialize with other people when they are in a new environment. Apart from that, children's social development is also related to children's cognitive development and children's academic achievements, such as their ability to solve problems and their ability to understand moral values in their environment (Nisa et al., 2021; Sari et al., 2020).

Based on informal interviews with several parents at Mekar Asih Kindergarten, Kindergarten 2 Tunas Palma, and Kindergarten Asih Asuh, it was found that many parents said that their children were familiar with gadgets and played with gadgets for 30 minutes to 5 hours a day when at home. All respondents said their children like watching videos, playing games, or looking at photos on their cellphones. Many respondents said that their children often ignored their parents' orders to eat or bathe. Children often lose track of time, meaning they forget time to eat lunch, take a nap and often ignore the people around them because they are too busy playing with gadgets. Addiction to excessive and inappropriate use of gadgets will cause children to act indifferent both at home and in society. A person's indifference to their surroundings can cause them to be rejected or even ostracized from their environment. Children's freedom to play is now being taken away by gadgets. Some parents set limits on using gadgets, namely during school holidays, but there are also parents who allow their children to play with gadgets every day with a time limit of one hour per day (Novianti & Garzia, 2020; Pebriana, 2017; Yana, 2019). The use of gadgets also affects children's social development. Based on research conducted by Ministry of Communications and Informatics (KOMINFO) and United Nations International Children's Emergency Fund (UNICEF) on the internet behavior of Indonesian children and teenagers, it can be concluded that 98% of children and teenagers know about the internet and 79.5% of them are internet users. The increasing access and use of the internet among children and teenagers is caused by the increasing use of smartphones, who previously tended to use personal computers in internet cafes and school laboratories and only used laptops at home. Encourage children and young people to use the internet to search for information, connect with old and new friends, and for entertainment. Parents and teachers are increasingly aware of the use of gadgets and the internet as a means of supporting children's education and learning (Zaini & Soenarto, 2019).

Early childhood social development problems are of course influenced by several factors. In terms of social development, the aspects that parents have a big influence on children's development, where parents' parenting patterns, parents' socio-economic conditions also influence children's development by 20.4%, parents' work by 23.3%, and the rest is influenced by environmental factors. The socio-economic situation of parents has an important role in children's growth and development and education, one of which is social development (Anwar, 2018; Atika & Rasyid, 2018). Parents' economic status is a strong indicator of certain aspects of a child's personality. Children from families with high economic status are more patient, tend to behave in a friendly manner and generally do not cause problems, while children from families with low economic status tend to cause problems (Aningsih & Soejoto, 2018; Garzia et al., 2019). Apart from the economic status of parents which influences children's social development, there is also the parenting style of parents. Family is the main place where children are educated and raised (Kurniati et al., 2020; Ulfasari & Fauziah, 2021). All parental behavior implemented in the family, especially the mother, definitely influences the formation of a child's personality and character. This behavior consists of affection, touch, emotional attachment, and instilling values that can influence children's character (Irbah et al., 2022; Mastoah & Zulaela, 2020; Rahmadiani, 2020). This means that the family plays a very important role in shaping children's behavior based on the child's development and the child's characteristics. The fundamental thing in children's social development is the warmth of the relationship between parents and children, so that children's social development can develop according to the child's age stages (Apriyanti, 2019; Lindriany et al., 2022; Rochimi & Suismanto, 2019). The warmth that exists in the family creates communication and a sense of security between family members.

The incessant development of technology requires parents to prepare themselves to care for their children from an early age. Parents in the digital era must learn to deepen their knowledge of technology

and applications to educate children, help children use technology so they don't get addicted or fall into the ease of using technology (Novianti & Garzia, 2020; Pebriana, 2017). In this case, parental role models are important because the ease of accessing sophisticated and attractive technological sophistication on gadgets means children can use gadgets themselves (Pramudyani, 2020; Widiastiti & Agustika, 2020). The phenomenon that occurred at Asih Asuh Kindergarten was that children aged 4 to 6 years were using gadgets belonging to their parents and themselves. Parents say that their children have been using gadgets since they were 2 years old and the activities they do using gadgets are playing games and watching YouTube, in the hope that the children will not be fussy and stop crying. It can be seen nowadays that the nation's next generation has been damaged by the times, resulting in a generation that is not good for the nation. Previous research findings also emphasize that parents need to anticipate so that children are no longer addicted to gadgets and reducing children's addiction to gadgets can be done slowly and gradually (Fitrianis & Yaswinda, 2020; Widiastiti & Agustika, 2020). People don't need to immediately prohibit children from playing with gadgets. Stimulating children's social development is not an easy thing. Other findings also confirm that children who often play with gadgets cause less social interaction with their friends (Novianti & Garzia, 2020; Pebriana, 2017). This can be seen from their daily behavior when they are together, but when they are together they are busy playing with their respective gadgets. So, even though they are together there is no communication or social interaction. There are no studies that analyze the description of parents' economic status, parenting patterns, duration of gadget use and early childhood social development. Based on this, the aim of this research is to analyze the picture of parents' economic status, parenting patterns, duration of gadget use and social development of early childhood.

2. METHOD

This type of research is quantitative research using descriptive methods with a quantitative approach. This research is intended to determine the relationship between four variables, namely the parent economic status variable (X1), the parent parenting variable (X2), the duration of gadget use (Z) as an intermediary variable and the child's social development (Y) as the dependent variable. The population in this study were parents and group B kindergarten children in Gugus Teratai, South Kelumpang District, Kotabaru Regency with a total of 260 people. Samples were taken in this research using the Probability Sampling technique. This research uses this technique because the sample members were taken based on the population area, the sample used was based on group B aged 5 - 6 years in Teratai Kindergarten, South Kelumpang District, Kotabaru Regency using the Slovin formula. Based on the total population of parents and children in Gugus Teratai Kindergarten of 260 people with a confidence level of 5%, a minimum sample size of 158 for each parent and child was obtained. The methods used to collect data are observation, interviews and questionnaires. The instrument used to collect data was a questionnaire. The questionnaire grid is presented in Table 1, and Table 2.

Table 1. The Instrument Grid for Parents' Economic Status

Variable	Sub Variable	Indicator	Items
Economic Status	Ownership of Wealth	Valuable Wealth	1,2,11
		Transportation	3
		Valuables	5,6
	Level of Education	Parents' Last Education.	7,8
	Income Level	Number of Dependents of Parents	4,9,10
		Monthly Income	10,12

(Soerjono Soekanto, 2001)

Table 2. The Indicators of Early Childhood Social Development

Variable	Indicator	Items
Child Social Development	1. Selfish	9,19,22,23
	2. Dissident	1,2,3
	3. Disagree	4,5,13,15,16,17
	4. Cooperation	7,10,12,18
	5. Aggression	6.14
	6. Teasing/Teasing	8,11,20,21,24

(Susanto, 2012)

The techniques used in analyzing data are qualitative descriptive analysis, quantitative and inferential statistics. The data that has been collected is described by presenting the percentage of respondents' answers to each statement item and then tabulating the data for each variable with the scores obtained. Next, the data is processed using SPSS to obtain the maximum value, minimum value, mean, medium, frequency distribution and standard deviation. Normality test uses One Sample Kolmogorov of Smirnov. Hypothesis testing uses Product Moment correlation.

3. RESULT AND DISCUSSION

Result

Path analysis is used to determine the magnitude of the influence of a variable on other variables, whether direct or indirect influence. Path analysis was carried out using the multiple regression method with the help of the SPSS version 22 program. The results of the Regression of the Relationship between X₁ and Z are presented in Table 3.

Table 3. The Regression Results of the Relationship between X₁, and Z

	Model	Standardized Coefficients Beta	t	Sig.
1	(Constant)		15.181	0.000
	Economic Status	0.213	3.295	0.097

Based on the results of the analysis carried out in this research, it shows that there is a direct positive and significant relationship between economic status and the social development of group B children at Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. This is proven by the path coefficient value of 0.213, meaning that there is a positive relationship in the low category between economic status and the social development of group B children at Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. Even though the relationship between economic status and children's social development is in the low category, the economy in the family is sufficient to provide opportunities for children to develop broader skills. The results of the analysis of the relationship between parenting styles and early childhood social development or the relationship between X₂ and Z are presented in Table 4.

Table 4. The Regression Results of the Relationship Between X₂, and Z

	Model	Standardized Coefficients Beta	Q	Sig.
1	(Constant)		16.118	0.000
	Parenting	0.420	2.556	0.012

Based on the results of this research analysis, it was identified that there was a direct positive relationship between parental parenting and children's social development. This is proven by the path coefficient of 0.420, meaning that there is a positive relationship in the medium category between parenting patterns and the social development of children in Group B, Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. The results of the analysis of the relationship between the duration of gadget use and the social development of early childhood are presented in Table 5.

Table 5. The Regression Results of the Relationship Between Y, and Z

	Model	Standardized Coefficients Beta	Q	Sig.
1	(Constant)		16.129	0.000
	Duration of Gadget Use	0.759	2.009	0.046

Based on Table 5, it can be seen that the R value is 0.759, which means that there is a significant and directional relationship between the duration of gadget use and the social development of early childhood. For the standard error of estimate (Se) value. If the value is smaller, the regression model will be more accurate in predicting the dependent variable. The results of this research identified that most children in the Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency have the habit of using (playing) gadgets for more than 2 hours each day. This is shown by the percentage of research results that have been conducted which identified 78% or 123 people out of 158 respondents who stated that their children play with gadgets for 2 hours every day and this is considered to exceed the recommended habit of playing with gadgets. Based on the results of the analysis, it shows that there is a direct relationship

between the duration of gadget use and children's social development. This is proven by the path coefficient of 0.759, this means that there is a positive relationship in the strong category between the duration of gadget use and the social development of group B children at Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. This means that the longer the duration of a child's gadget use, the more influence it will have on the child's social development. The results of the analysis of the relationship between economic status and duration of gadget use are presented in [Table 6](#).

Table 6. The Regression Results of the Relationship Between X₁, and Y

	Model	Standardized Coefficients Beta	t	Sig.
1	(Constant)		15.590	0.000
	Economic Status	0.371	0.094	0.073

Based on the results of this research analysis, it shows that there is a direct relationship between economic status and the duration of gadget use. This is proven by the path coefficient of 0.371, this means that there is a positive relationship in the low category between economic status and the duration of gadget use in Group B, Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. The results of the analysis of the relationship between parenting styles and duration of gadget use are presented in [Table 7](#).

Table 7. The Regression Results of the Relationship between X₂, and Y

	Model	Standardized Coefficients Beta	t	Sig.
1	(Constant)		9.611	0.000
	Parenting	0.698	2.522	0.013

Based on the results of this research, there are indications that there is a direct relationship between parenting patterns and the duration of gadget use. This is proven by the coefficient value of 0.698, which means that there is a relatively strong positive correlation between parenting patterns and the duration of gadget use in Group B, Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. Based on the results of the analysis in this study, there is an indirect relationship between parents' economic status and children's social development through the duration of gadget use. This is proven by the coefficient value of 0.961, meaning that there is a strong indirect relationship between parents' economic status through the duration of gadget use and the social development of group B children at Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency. Based on the results of this research analysis, it shows that there is an indirect relationship between parenting patterns and children's social development through the duration of gadget use. This is proven by the coefficient value of 0.967, which means that there is a strong indirect relationship between parenting patterns through the duration of gadget use and the social development of children in group B, Gugus Teratai Kindergarten, South Kelumpang District, Kotabaru Regency.

Discussion

First, there is a relationship between parents' economic status and the social development of group B children. Parents' economic status is a strong factor in children's development. Children with high economic status tend to be better off and less likely to cause problems ([Aningsih & Soejoto, 2018](#); [Atika & Rasyid, 2018](#)). And vice versa, children with low economic status tend to cause problems more often. This shows that there is a significant relationship between parental income and children's prosocial behavior. The economic status of parents is an economic status that has a crucial role in children's development ([Atika & Rasyid, 2018](#); [Garzia et al., 2019](#)). Economic status groups people based on similar job characteristics, income and education. Children born to families with relatively low economic status tend to be at risk for their physical and psychological development, and vice versa. For example, families who are in a better economic status will be able to pay better attention to meeting the daily needs of their children, including thinking about their children's future to make it better. The important aspects in measuring the economic status of a person and/or family are the level of education and income ([Aningsih & Soejoto, 2018](#); [Irawan et al., 2019](#)). Previous research findings also show that there is a positive correlation between the family's economic status and the level of children's social skills ([Atika & Rasyid, 2018](#)). This means that parents with relatively high economic status will be able to support the social development of their children, the intended child will have greater opportunities to develop their abilities widely with the financial support of their parents ([Aningsih & Soejoto, 2018](#); [Atika & Rasyid, 2018](#)). On the other hand, for families with relatively

low economic status, their children will have less opportunity to develop their abilities because the children in question will be hampered financially by their parents.

Second, there is a relationship between parenting styles and the social development of group B children. Although the relationship between parenting styles and children's social development is in the moderate category, parents definitely educate and equip children to behave in accordance with social guidelines. Parenting patterns are a description of the attitudes and behavior of parents and children in communicating and interacting (Annisa, et al., 2019; Anwar, 2018). The better and improved the parenting style of parents, the better the children's social development will be (Munajat, 2022; Safitri et al., 2020). A child's social development is greatly influenced by the quality of the child's interaction with his parents, which basically results in intimacy within the family (Kamar et al., 2020; Khasanah & Fauziah, 2020). Relatively good communication and connections will create an atmosphere and situation of closeness and trust for children to their parents. This will encourage children's relationships with their parents to be more enjoyable and then children can develop their personalities and social relationships better.

Third, there is a relationship between the duration of gadget use and the social development of group B children. This means that the longer the duration of a child's gadget use, the more influence it has on the child's social development. This is supported by research which states that the negative impact of excessive use of gadgets on children is that it has an unhealthy influence on children's social interactions (Annisa, Marlina & Zulminiatu., 2019; Serlan, 2021; M. Zaini & Soenarto, 2019). There is a significant relationship between the duration of gadget use and children's social development. In this research, it is explained that children's habits of playing with gadgets can have an influence on the child's social development. The more often a child plays with gadgets, the greater the risk for him or her of experiencing social development disorders, including physical and psychological ones (Pramudyani, 2020; Yuliana Asnita et al., 2020). The impact of the child's development is not only in the short term, but will also be visible in the long term during the child's development process. Because childhood is the initial period of social development, including physical and psychological, if children are not able to achieve their development potential as well as expected, then it is feared that the children who will grow into adults will not be able to become productive people. In line with expectations and able to overcome life's challenges that will be tougher in the future.

Some children also experience health problems such as eyes that are unable to see objects clearly at a distance (farsightedness) and read books clearly at close distances (farsightedness). A gadget is an object or item that was created specifically in this advanced era with the aim of making everything easier and easier compared to previous technology (Rahmawati, 2020; Sadruddin Bahadur Qutoshi, 2020; Subarkah, 2019). One factor that plays an important role in giving gadgets and their impact on children who use them is the duration of use of the gadget to use them. The American Academy of Pediatrics (AAP) provides recommendations for using gadgets, namely not to introduce these gadgets to children who are under 18 months old, and parents may introduce these gadgets when their children are 18-24 months old, provided that the child - these early childhood children watch quality programs. Furthermore, this institution does not recommend using gadgets for children so as not to exceed 1 hour per day for children aged 2 - 5 years, and for children aged 6 years and over, the use of gadgets is permitted provided that there is still parental supervision and restrictions regarding the duration (Novianti & Garzia, 2020; Pramudyani, 2020).

Fourth, there is a relationship between economic status and the duration of gadget use for group B children. The existence and use of gadgets is relatively large to support and facilitate a person's daily activities. The benefits of using gadgets will be felt and positive if they are used properly or according to their true purpose (Munawar & Zuhri, 2018; Umri et al., 2020). For example, children use gadgets to access information in order to increase knowledge, insight and facilitate communication (Prasetyo et al., 2022; Rozalia, 2017). Parents' economic factors are one of the factors that contribute greatly to influencing children's use of gadgets (Annisa, Marlina & Zulminiatu., 2019; Serlan, 2021). In families with relatively low economic status, the use of gadgets by their children is relatively higher, and conversely, for parents with relatively high economic status, the use of gadgets by their children is relatively lower. This phenomenon can occur because parents have relatively broader insight and are better able to meet the needs of their family (including their children) which in turn can improve their children's social development. Parents' economic factors are one of the factors that contribute greatly to influencing children's use of gadgets (Hudaya, 2018; Safitri et al., 2020). In families with relatively low economic status, the use of gadgets by their children is relatively higher, and conversely, for parents with relatively high economic status, the use of gadgets by their children is relatively lower. The reason stated by Sholiha in her research is that this phenomenon can occur because parents have relatively broader insight and are better able to meet the needs of their family (including their children) which can then improve their children's social development.

Fifth, there is a relationship between parental parenting patterns and the duration of gadget use for group B children. Gadgets can influence children's growth and development, this is because excessive use of gadgets can affect children's interactions with their family and environment. This causes children to behave passively because they prefer to sit with gadgets rather than play with their peers and the environment (Hidayatul M, 2018; Ulil et al., 2020; Umri et al., 2020). Parents are advised to provide guidance and direction with certain strict boundaries to their children when giving their children permission to play with gadgets. For this reason, parents must set certain limits for children when playing with gadgets, both in selecting content or viewing material for children and limiting time as recommended or recommended by education and child psychology experts (Annisa, Marlina & Zulminiati., 2019; Prasetyo et al., 2022; Rozalia, 2017; Serlan, 2021). For example, providing content or viewing material specifically for children, or if necessary, when children play with their gadgets, there is parental assistance. Apart from that, children are not allowed to use gadgets for too long, namely no more than 1 hour per day. This is done in order to avoid negative impacts on children when using these gadgets.

This finding is strengthened by previous research findings stating that there is a significant relationship between parental parenting patterns and the duration of children's gadget use (Juniarti et al., 2020; Sugiartini et al., 2019). With the argument that parents play an important role in reducing children's use of gadgets if they consistently implement good parenting patterns, for example accompanying their children when they are playing with gadgets and giving advice or reprimanding children when they forget about time due to having fun playing with gadgets. Apart from that, parents also need to equip their children with balanced knowledge to be able to respond to their children's use of gadgets so that they can eliminate negative impacts and can prioritize the positive impacts of using gadgets on their children. The implications of this research can provide an explanation of the relationship between economic status, parenting patterns, duration of gadget use and children's social development in learning both individually and collectively and provide understanding to parents of young children and parents who need to pay attention to appropriate parenting patterns. applied in caring for their children when using gadgets. Considering that it is alleged that the use of gadgets in early childhood will have negative impacts, such as children becoming aloof (asocial), individualistic and tending to be egoistic, exposed to radiation, and damaging the child's eye health as well as the child's physical and psychological growth. To overcome the negative impact of children's use of gadgets, parents must be firm and intensive in setting certain limits (especially regarding the duration of gadget use and the content accessed or watched), because this kind of strategy can allegedly help parents develop their children's talents. children and to reduce or prevent children from spending more time playing with gadgets. In the end, it is hoped that this kind of strategy can help parents develop their children's growth and development and that children will also be able to socialize well with their surrounding environment, especially with their peers.

4. CONCLUSION

The results of data analysis show that economic status, parenting patterns and duration of gadget use can influence the social development of Group B children. This research has a number of limitations, namely, it is descriptive and correlational, only describing the variables of economic status, parenting patterns, duration of gadget use on social development. children without controlling other variables that might influence the results of this research, that this research data was explored from the parents' perspective regarding children's social development, because young children cannot yet express their opinions regarding social development, the parents who fill out the questionnaire are not the children themselves.

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