Association of Researcher of Skills and Vocational Training, Malaysia

ANP-JSSH
ISSN 2773-482X eISSN 2785-8863
DOI: https://doi.org/10.53797/anp.jssh.v4i2.11.2023

Socialization of Parental Assistance on the Use of Gadgets in Children through Psychoeducation in Bakalan Krapyak

Satriyo Bagus Kurniawan[1*], Sannyo Agung Laksana[1], Muhammad Syahrul Alam[1],Ananta Rizal Abdullah[1], Retno Tri Handayani[1]

[1]Universitas Muria Kudus, INDONESIA

[*]Corresponding Author Email: 202033081@std.umk.ac.id

Received: 14 November 2023; Revised: 5 December 2023; Accepted: 8 December 2023; Available Online: 30 December 2023

Abstract: The use of gadgets, especially smartphones, is growing rapidly in Indonesia, including among children. Despite the benefits, gadgets can also have a negative impact on children's growth and development if not monitored properly. The role of parents in monitoring children's gadget use is very important, but there are still obstacles such as parents' lack of understanding of preschool children's development, the positive and negative impacts of gadgets, and limitations in implementing consistent rules regarding gadget use. Therefore, there is a need for psychoeducation efforts on gadget use in early childhood to reduce the risks that can interfere with children's development. The socialization of gadget use assistance in preschool children was conducted through lectures and discussions, involving parents of Ya Bunayya Kindergarten and Budi Luhur Bakalan Krapyak Kindergarten students, as well as teachers, with the results showing that this psychoeducation provided important information to parents about child development, motives for children's gadget play, and strategies for positive gadget use for children.

Keywords: Gadgets, Psychoeducation, Childhood

1. Introduction

The development of technology continues to advance as time goes by. One of the most popular examples of technological advancement is gadgets. The utilization of media such as gadgets can provide assistance and convenience in various aspects of human life. It should be noted that the use of gadgets is not only limited to adults, but has become common in the daily life of modern society, including children.

In this condition, the role of parents is needed to be wise in providing this gadget media. Widiawati and Sugiman (2014) Gadget is an electronic device or instrument that has practical purposes and functions, especially to help human work, small electronic devices that have special functions. Among them are smartphones such as iPhone and blackberry, and notebooks as the combination of portable computers such as notebooks and the internet. Parents in modern times face a big challenge, namely the presence of technology that is very close to children's lives, including the use of gadgets that are part of the contemporary era. The use of gadgets is not only limited to adults; even children today have a strong understanding of gadgets. Preschoolers, who belong to the alpha generation (born after 2010), have characteristics that include higher levels of education due to access to wider knowledge, as well as high technological skills and a strong dependence on technology.

Parents who have alpha generation children have challenges in how to nurture and manage their children. The role of technology for life is indeed enormous, but on the other hand, the existence of technology also brings a lot of negative impacts. The results of Srinahyanti et al., (2019) explain that the introduction of gadgets to children from an early age can have an impact and influence, both positive and negative on the physical and mental health of children.

Development in early childhood is in the golden age, this occurs in a complex and critical manner that does not occur in the next period. Golden age is a time when children experience a very important phase in their lives as mentioned by Al Sagr and Al Sagr (2020) a very sensitive period of child development is when the age of 1-5 years, as early childhood so often called the golden age. In this period is a very appropriate time in optimizing the growth and development of children and to lay the foundation for the development of the ability of moral religious values, physical motor, language, cognitive, social-emotional and art of children (Rowan, 2013).

*Corresponding author: 202033081@std.umk.ac.id
https://www.arsvot.org/All right reserved

Children today can be said to have become very dependent on one of the latest innovations in this era of globalization. They use these gadgets when eating, studying, playing, even when sleeping, and are difficult to separate from these devices. Parents find it difficult to go against their children's wishes. Basically, it's not time for children to be too fixated on the gadgets; they still need more diverse interactions with objects such as crayons, drawing books, playing with friends, and so on. The effects of gadget use in early childhood are negative and positive in shaping children's character depending on the supervision and direction of parents and adults around children on what is good for children at an early age (Apdillah, Simanjuntak & Sarah, 2022; Jannah, Rachman & Novitawati, 2021; Widayanti, 2018).

The use of gadgets has a great impact on humans, including children, especially during the childhood period which is crucial for their development. Excessive gadget use in children during this time can hinder their development as childhood experiences influence later development. Children also often unknowingly adopt the principle of "What you see is what you get," which shows the importance of visual experiences in their learning. Targeted and integrated parental and family guidance is important to avoid negative impacts on children's development.

Therefore, parents need to be more creative in educating their children, especially during the golden age of early development. They should provide a healthy and developmentally appropriate play and learning environment. The role of parents is crucial in dealing with the impact of technology on children, especially in the use of gadgets. Early childhood developmental stages include motor, thinking, emotional, language and communication aspects, which are important focuses in the development of children as the nation's future assets.

Gadgets are a tool with two sides, providing benefits and dangers. Parents must be wise in managing them so as not to harm the next generation. While the development of gadgets is inevitable, adults should educate children without taking away their right to access digital information. Individual differences affect the impact of digital technology on children, and the role of parents in their children's growth is becoming increasingly important, although sometimes displaced by gadgets that limit face-to-face communication.

The positive impact of gadget use can be seen from the results of Herodotou (2018) research which found that the use of gadgets in children aged 2-5 years can have a positive impact in the form of increased development of literacy, science, problem solving and children's self-efficacy. The use of gadgets will also have negative effects. Through gadgets, children can access content that shows violence, crime, horror or movies that are virtual not real, therefore active assistance from parents is needed because children are not yet able to distinguish between reality and their imaginary stories between reality and the imaginary stories they get (Golomb, 2011).

The negative impact of using technology or gadgets on children can be minimized if parents take an active role in educating. Parents need to understand the child's character, monitor the use of gadgets, and have a better understanding of the gadgets the child uses. Some of the problems that arise include parents' lack of understanding of gadget features, the risk of inappropriate viewing, as well as the use of gadgets as a distraction or lack of consistency in its regulation by parents.

Gunarsa (1991) states that interpersonal relationships in the family are strongly influenced by parents (father and mother) in the views and direction of education which will create a family atmosphere. Each person is expected to know their role in the family and play it well so that the family becomes a place that allows natural development.

Psychoeducational interventions help parents control children's use of gadgets. Psychoeducation is an educational method that focuses on solving problems in life and providing information about psychology or other topics that affect people's psychosocial well-being through education. The aim is to provide understanding and solutions to parents with young children about children's gadget use and how to avoid its negative impact.

Based on the explanations that have been given, there are negative impacts that arise from excessive gadget use. Although it is important to recognize that increasingly sophisticated gadgets also have a positive impact on daily life. Therefore, students who are participating in the Real Work Lecture (KKN) program from Muria Kudus University, located in Bakalan Krapyak Village, Kaliwungu District, Kudus Regency, conduct a campaign or socialization to parents or guardians of students in kindergarten schools. The goal is to raise awareness about the importance of psychoeducation that can be applied to their children, with the hope of reducing the negative impact of gadget use.

2. Methods

The method of implementing the activity is socialization. The stages of the activity are as follows:

1. Coordination and Activity Preparation
   Coordination involves various parties, including Dewi Village Head, Field Supervisors, Kindergarten Principal, and KKN students. The purpose of coordination is to prepare participants, organize locations, and determine the time of activity implementation.
2. Information Delivery
   Information was conveyed by giving a permission letter to the local kindergarten principal, who would then send it to the student guardians.
3. Socialization of Psychoeducation
   The socialization of psychoeducation was held at Bakalan Krapyak Village Hall. The socialization material included topics on how parents can assist early childhood in using gadgets, understanding the development of children's characteristics, reasons for children to play gadgets, and strategies for using gadgets in children so that they are used

for positive purposes. The event was attended by the Head of Bakalan Krapyak Village, the Kindergarten Principal, KKN students, and student guardians, with a total of 100 participants.

The program consisted of three sessions: opening, discussion, and closing. The opening session serves to introduce the speakers and participants. The discussion session focuses on the core material with the possibility of discussion and questions from participants. The closing session includes a summary of the material and the results of the discussion.

3. Results

The BKKBN explains that the role of parents consists of: a. The role of educator; b. The role of encourager; c. The role of role model; d. Role as a friend; e. Role as a supervisor; f. Role as a counselor. Role as a counselor. The results of the socialization showed that 100 guardians from kindergartens attended the event at Bakalan Krapyak Village Hall. Participants showed enthusiasm during the socialization, focused while listening to the resource person, and active in the discussion session despite limited time. Participants' questions were mainly related to strategies for using gadgets at home, especially if parents' views are different, and in the context of families having different approaches in accompanying children when using gadgets. In response to this issue, the socialization participants were given training on implementing gadget use strategies for children.

Many parents experience difficulties with children who are addicted to gadgets, which can have adverse effects on children's physical and mental health. Some of the challenges faced by parents include problems with eating, sleeping, and disruptions in children's daily activities. Working parents also face difficulties in interacting with their children due to time constraints. Direct interaction between parents and children during the golden years is very important as it allows monitoring of the child's development. During this period, children begin to learn to speak. A good level of closeness and communication between parents and children has a positive impact on their relationship.

The presence of gadgets in everyday life requires parents to take an active role in ensuring children are not overly dependent on the medium. The negative impact of gadgets is seen in the behavior of children who often no longer listen to their parents. Sometimes, children are more interested in interesting animations on gadgets than interacting with their parents or peers. For example, when a guest comes to the house, children prefer to play with gadgets rather than talk directly to the guest. Parents need to continue to fulfill their important role towards their children, and should not replace that role with gadgets. It is unwise for parents to let their children focus so much on gadgets that they neglect social interactions. Supervising and controlling the content on children's gadgets is one effective way. Parents should also often invite children to discuss, answer questions, and interact during free time. Playing together or just joking around during free time is a good way for children to develop their imagination, creativity, and observe adult behavior.

Parents need to impose rules on children's use of gadgets and provide an understanding of the content. Without parental guidance, children's use of gadgets can become uncontrollable. According to the American and Canadian pediatrician associations, children aged 0-2 years should not be exposed to gadgets, children aged 3-5 years are limited to 1 hour per day, and 2 hours per day for children aged 6-18 years (Simamora, 2016). The role of parents is important in supervising and guiding children in using gadgets so that gadgets can be a positive learning tool for them in the future.

Children are the hope of the future therefore, parents have an important role in guiding the growth of children as the hope of the future. While the benefits of gadgets cannot be ignored, the use of gadgets by children should be judicious with appropriate provision according to their current needs. Parents should ensure that gadgets are used for educational purposes, such as coloring apps and educational games.

According to Maulida (2013) Signs of early childhood gadget addiction:

1. Loss of desire for activity;
2. Talking about technology continuously;
3. Tends to often argue with an order if it prevents him from accessing the gadget;
4. Sensitive or easily offended, causing mood swings;
5. Selfish, difficult to share screen time with others;
6. Often lying because they cannot be separated from their gadgets, in other words, children will find any way to keep using their gadgets even if it disrupts their sleep time.

From these characteristics, it can be seen that the use of gadgets in early childhood can reduce social interactions in everyday life both with their parents, peers, and with the community. For this reason, it is better if parents need to accompany and guide their children when they are using gadgets, and the role of parents in disciplining is needed so that children do not experience dependence which will cause negative impacts on children's development, especially with their relationship with the child's social life (Ameliola, 2013).

The strategies to reduce gadget addiction and create healthy digital habits by increasing digital literacy knowledge proposed by Muduli (2014) are (1) place the internet in an open place (2) do not respond to invitations for direct meetings, (3) do not respond to emails from unknown people (4) immediately leave or exit wild sites that are not suitable for children (5) do not provide personal and family data, home address, office, school, telephone number, date of birth, passwords and personal data to children, (5) do not provide personal and family data, home address, office, school, telephone number, date of birth, password and personal data on personal sites (6) utilize the internet for learning purposes (7) provide an explanation of the positive and negative impacts of the internet (8) establish active communication with children regardless of age and regarding any information obtained through the internet, (9) use protection software

(firewall, antivirus etc.) and filters (K9 protection) (10) use a special browser for children (11) motivate children to be positively creative by using the internet.

Parents can also implement digital literacy as stated by Widyanti (2018), namely (1) use the internet together with other family members who are more mature so that they can provide direction to children (2) place the computer in a family room or room that is easily supervised by parents (3) the internet can function as a source of knowledge so that it can be used optimally to find information (4) the internet can function as a source of knowledge so that it can be used optimally to find information that helps in the learning process, lectures, research, work and others. (5) parents accompany their children when accessing the internet and provide explanations and restrictions on what can be accessed and what should not be accessed (5) ask children to immediately leave inappropriate or uncomfortable sites, whether intentionally opened or unintentionally opened (6) give understanding to all family members not to answer every email or private chat from unknown people.

Psychoeducation to overcome gadget addiction in children involves several steps, such as the following:

1. Set time limits: Assist children in planning screen time and support them to stick to the schedule.
2. Encourage them to participate in other activities: Encourage children to engage in activities such as playing, exercising, reading, and interacting with friends or family.
3. Focus on social interaction: Help children build strong relationships with friends and family by encouraging daily social interactions.
4. Open discussion: Talk to children about their feelings and views regarding gadgets and find solutions together to overcome the problem.
5. Quality time together: Avoid using gadgets when traveling together and replace it with quality time to talk and interact with each other.
6. Access control: Thinking about limiting children's access to gadgets, such as setting time limits or monitoring the types of apps they use.
7. Modeling: Check if you are setting a good example for your children in terms of gadget use and consider limiting your personal gadget use.

Each child has unique characteristics, and different approaches may be needed to address the issue of gadget addiction in children. It is important to work together with children and find solutions that suit their needs. The psychoeducation socialization attended by 100 guardians from Ya Bunayya Kindergarten and Budi Luhur Bakalan Krapyak Kindergarten went well and full of communication (Fig. 1).



Fig. 1: Socialization Activities and Discussion of Parental Assistance on the Use of Gadgets for Early Childhood through Psychoeducation

4. Discussion

This socialization is in line with the results of Parish-Morris et al. (2013) research with the title of research on the importance of dialogical parental assistance in the use of gadgets in early childhood. The results show that the development of gadgets in early childhood certainly has a negative impact. Dialogical assistance from parents in overcoming the negative impact of gadget use by children is very important. This involves continuous mentoring, unlocking developmentally appropriate features, and the role of parents as teachers who use gadgets to stimulate children's development.

Similarly, the results of research from Alia (2018) entitled Parental Assistance to Early Childhood in the Use of Digital Technology. The results showed that in parent and early childhood communication, parents act as communicators and children as communicants. They use everyday language and non-verbal language such as body gestures or objects to explain messages to children. Early childhood tends to be attracted to colorful objects, which stimulates their brain development. This is a time of high sensitivity of the child to stimuli.

The training materials in the form of PowerPoint presentations help parents deal appropriately with situations of children's gadget use. Discussions during the training allowed parents to share their experiences and understanding. They realized the importance of setting time limits, choosing appropriate content, accompanying children when using gadgets, and not replacing parental roles with gadgets. Parents are also committed to spending more time with their children, strengthening emotional relationships, and reducing their children's desire to use gadgets.

5. Conclusion

Through this socialization, parents gained insights on child development, the reasons why children play gadgets, and positive ways to manage gadget use. The results showed an increase in parents' knowledge in strategies for gadget use by children. Suggestions for future activities include involving fathers, implementing stricter supervision with sanctions or conditions, and improving discipline in children's gadget use at home. The benefits or negative impacts of gadgets on children depend heavily on the role and supervision of parents. Parents need to understand the content of gadgets and provide guidance so that children use gadgets wisely. This program aims to prevent the negative impact of gadgets on early childhood such as decreased cognitive development, social-emotional problems, and decreased religious values, morals, language, and physical skills. Through proper teaching, gadgets can be a tool that stimulates children's development according to their age.

Acknowledgments

The KKN Student Team of Bakalan Krapyak Village, Kudus Regency would like to express their gratitude to various parties who have supported and provided facilities in the implementation of socialization activities. Thank you to the Bakalan Krapyak Village Government, LPPM UMK, Muria Kudus University, teachers, staff, parents/guardians of Ya Bunayya Kindergarten and Budi Luhur Bakalan Krapyak Kindergarten students, and all those who have contributed to this activity. Hopefully this effort can help create a superior generation in the future.

Conflict of Interest

The authors declare no conflicts of interest.

References

Al Sagr, A. N., & Abdullah Al Sagr, N. (2020). The effect of electronics on the growth and development of young children: A narrative review. *Journal of Health Informatics in Developing Countries, 14*(1). Retrieved from https://www.jhidc.org/index.php/jhidc/article/view/250.

Alia, T. (2018). Parental Assistance in Early Childhood in the Use of Digital Technology. *A. Journal of Language, Literature, Culture and Education*, *14*(1), 65-78.

Ameliola, N. (2013). Perkembangan Media Informasi dan TeknologiTerhadap Anak dalam Era Globalisasi. [Online] Diakses dari http://icssis.files.wordpress.com/2013/09/2_013-0229 pada tanggal 15 September 2023.

Apdillah, D., Simanjuntak, C. R. A., & Sarah, C. N. (2021). The role of parents in educating children in the digital age. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar, 6*(2), 123–130.

Golomb, C. (2011). The creation of imaginary worlds: The role of art, magic & dreams in child development. Jessica Kingsley Publishers.

Gunarsa, S. D. (1991). *Psikologi praktis: anak, remaja dan keluarga*. Jakarta: BPK Gunung Mulia.

Herodotou, C. (2018). Young children and tablets: A systematic review of effects on learning and development. *Journal of Computer Assisted Learning, 34*(1), 1-9.

Jannah, A. M., Rachman, A., & Novitawati. (2021). The influence of the role of parents and parenting patterns in the use

of gadgets on the social behavior of children. *Journal of K6 Education and Management, 4*(4), 401–407. https://doi.org/10.11594/jk6em.04.04.03.

Maulida, H. (2013). Menelisik pengaruh penggunaan aplikasi gadget terhadap perkembangan psikologis anak usia dini. *Jurnal Ilmiah Teknologi Pendidikan*, *2*(1), 1-11.

Muduli, J. R. (2014). *Addiction to technological gadgets and its impact on health and lifestyle: A study on college students* (Doctoral dissertation).

Parish-Morris, J., Mahajan, N., Hirsh-Pasek, K., Golinkoff, R. M., & Collins, M. F. (2013). Once upon a time: Parent–child dialogue and storybook reading in the electronic era. *Mind, Brain, and Education*, *7*(3), 200-211. https://doi.org/10.1111/mbe.12028.

Rowan, C. (2013). The impact of technology on child sensory and motor development. Retrieved March, 10, 2017.

Simamora, A. S. (2016). Persepsi orangtua terhadap dampak penggunaan gadget pada anak usia pendidikan dasar.

Srinahyanti, S., Wau, Y., Manurung, I., & Arjani, N. (2019, July). Influence of gadget: a positive and negative impact of smartphone usage for early child. *In Proceedings of the 2nd Annual Conference of Engineering and Implementation on Vocational Education (ACEIVE 2018),* 3rd November 2018, North Sumatra, Indonesia.

Widayanti, Wiwik. (2018). Peran Orangtua dalam Upaya Pencegahan Pornografi Bagi Anak Melalui Internet Sehat. *Media Informasi Penelitian Kesejahteraan Sosial. 42*(2): 181-186

Widyawati, I., & Sugiman, H. E. (2014). Pengaruh Penggunaan Gadget terhadap Daya Kembang Anak. In *Seminar Nasional Multidisiplin Ilmu*, 10(6), p.12.