The Effect of Parenting and Gadget Use Habits on Children's Social Character in Elementary School

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Abstract

Technological developments make human behaviour change. Gadgets, as a product of technological sophistication, can change the social character of humans. However, the effect of using gadgets for children can be managed properly if the right parenting style is applied. This study aims to determine whether there is an influence of the habit of using gadgets and also parenting patterns on children's social character. The research approach used is a quantitative approach with a 3x2 factorial experimental research type. The number of samples in this study was 180 students spread across six schools in the city and district of Cirebon. The data collection technique uses a questionnaire instrument. The results of this study indicate that the use of gadgets and parenting styles both have an influence on the formation of children's social character.

Keywords: *Gadgets; Social Character; Parenting*

Introduction

Advances in information technology and science are clearly visible through human knowledge, which changes the pattern of human life. Information technology facilitates human activities, both work activities, communication, school assignments, buying and selling of goods and so on. Communication Technology has contributed to the advancement of technology in the 4.0 era, including parents' views regarding the sophistication of communication technology (Windiyani et al., 2023). Previously, parents always let their children play traditional games with their peers. But nowadays, parents have a tendency to free their children to divert traditional games to more modern things, such as games or videos on smartphones through internet networks (Latifah et al., 2023).

Gadgets or gadgets are small electronics that have special functions, like smartphones (Putri, 2021; Oktavia & Mulabbiyah, 2019; Magdalena et al., 2021). Gadgets are the latest innovations from the latest technology features and better capabilities that have more practical and more useful purposes and functions. The development of the type of gadgets is getting more and more models and brands. Models of gadgets based on quality and shape make people interested in buying them. But all of them have the same function, and only the facilities are different. The nation's generation refers to children who then grow to become personal leaders. A leader who is able to lead himself is the most important factor. This character education starts from an early age to elementary school, the foundation of character education (Mahendra, 2019; Suryaman & Hari, 2018). Children learn according to their experience, which is the beginning of a part of the process of learning to know about life. The perfect combination of genetic and environmental factors to be able to provide the best learning experience are all aspects and components that influence human life from birth (Andayani et al., 2022).

The use of devices or gadgets has a negative impact on children, including bad content, affecting physical health, experiencing dependence, and even hindering children's social development (Putri, 2021; Hariyanto et al., 2023; Yanti & Silvianetri Nelfi Yanti, 2022). Gadgets have a negative impact on children's social interactions. The negative impact felt by children is that it can affect children's social relationships with their immediate environment. In addition, in children's mental development, children will become aggressive, and children's communication with parents or other people will worsen (Firadhani et al., 2021; Hadi & Sumardi, 2023). Children with high gadget dependence have little opportunity to interact with other people. In this case, many children use gadgets to play, and many parents report that their children go online at least once a week (Setiawan et al., 2022).

The use of gadgets is not only among adults but also among teenagers and children. Of course, this is not just happening without reason because the power and consumptive nature and needs of today's society are far different compared to the past few decades. Today, children are familiar with gadgets, and elementary school children are no exception (Ainulluluah et al., 2022).

At this time, elementary school children should fill their time with things that can help encourage children's brain and social development, such as playing and learning. In playing and learning, there must be harmony, meaning that there is no monotony in both. Children can play while learning or learn through games. Electronic games on video game computers are able to attract and influence children's hearts, such as PlayStation, online games, and games open gadgets. Sometimes children don't even care about their surroundings because they are too engrossed in the games they play (Febriyanti et al., 2022).

The importance of supervising and controlling children in the use of gadgets, especially in the family environment, namely parents who have the first role in forming the character and development of children, where giving and using gadgets to children should have clear boundaries and rules (Ariston & Frahasini, 2018; Boiliu, 2020; Julaeha, 2022). In the elementary school environment, teachers, as parents schools, must be able to serve and guide students regardless of their background of students, ethnicity, caste, religion, social status and so on.

This presentation illustrates the importance of character education that must be instilled in children, especially in their social character. Education in the family (parenting) will be the foundation of character in behaving and behaving in society. However, the development of media and technology is a challenge in character education. Many parents give their children as much freedom as possible by buying gadgets from an early age. They reasoned that this action would be safer and easier to monitor children's activities. But they have not thought about how the influence that occurs on the development of social character arises from the habit of playing with gadgets. Many negative impacts will arise, including it will be difficulty in socializing, slow motor development, and significant changes in behaviour. So it is very important for parents to supervise, control and pay attention to all children's activities. Based on this

explanation, researchers are interested in examining how gadgets influence children's social character in terms of differences in parenting styles. This study aims to determine whether there is an influence of the habit of using gadgets and also parenting patterns on children's social character.

Method

The method used in this study is an experimental method using a quantitative approach in the research design using a 3x2 factorial design.

Table 1. The 3x2 Factorial Experiment Research Design

Use of Gadgets (B)	Social Character of Children (A)		
	Authoritarian Parenting (A1)	Democratic Parenting (A2)	Permissive Parenting (A3)
Gadget (B1)	A1B1	A2B1	A3B1
Conventional (B2)	A1B2	A2B2	A3B2

From the design above, it can be explained that there are two groups where a gadget group is a group where the majority of students there are accustomed to using gadgets in their daily activities. A conventional group is a group where the majority of students rarely even don't have gadgets at all. The two groups were divided into three more based on the parenting style of the parents in the family, namely Authoritarian Parenting, Democratic Parenting and Permissive Parenting, which will later have something to do with the social character of the child.

The population of this study were fourth-grade students taken from several public elementary schools in Cirebon City and Regency. This study used a purposive sample with a purposive sampling technique. The experimental class in this study were three schools in the Kesambi sub-district, Cirebon City and the control class, namely three schools in Sedong District, Cirebon Regency.

Table 2. Research Sample Class

Gadget User Group		Conventional Group	
School	Sample	School	Sample
School 1 in Kesambi District, Cirebon City	37	School 1 in Sedong District, Cirebon Regency	22
School 2 in Kesambi District, Cirebon City	33	School 1 in Sedong District, Cirebon Regency	24
School 3 in Kesambi District, Cirebon City	39	School 1 in Sedong District, Cirebon Regency	25
180 students			

The data collection technique in this study used a questionnaire instrument consisting of 20 statements related to gadgets, ten statements related to parenting and ten statements related to children's social characteristics.

The data analysis technique used includes data description, normality test, homogeneity test and two-way ANOVA test. The data analysis technique in this study used the SPSS version 25 application.

Result and Discussion

Result

Table 3. Data description

Descriptive Statistics				
Dependent Variable: Karakter Sosial				
Penggunaan Gadget	Parenting Patterns	Mean	Std. Deviation	N
Accustomed to Using Gadgets	Authoritarian Parenting	80.5046	11.19989	109
	Democratic Parenting	79.2202	13.49167	109
	Permissive Parenting	72.6606	12.12529	109
	Total	77.4618	12.74373	327
Not used to using gadgets	Authoritarian Parenting Pattern	79.0141	13.92889	71
	Democratic Parenting Pattern	84.2958	14.64572	71
	Permissive Parenting	74.8592	10.95353	71
	Total	79.3897	13.76533	213
Total	Authoritarian Parenting	79.9167	12.33240	180
	Democratic Parenting Pattern	81.2222	14.13840	180
	Permissive Parenting	73.5278	11.69559	180
	Total	78.2222	13.17735	540

Based on the description of the data in the table above, it shows that the group of children who are used to using gadgets has a high social character with an average of 80.5 for children who get authoritarian parenting. Meanwhile, children who receive permissive parenting have low social characteristics, with an average of 72.6. As for the group of children who are not used to using gadgets, they have a high social character, with an average of 84.2 for children who get democratic parenting. Meanwhile, children who receive permissive parenting have low social characteristics, with an average of 74.8

Table 4. Normality test results

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Karakter	.072	540	.341	.970	540	.722
a. Lilliefors Significance Correction						

Based on the results of the normality test data in the table above, the significance value obtained is 0.722, which means it is greater than 0.05. Thus it can be concluded that the data is normally distributed.

Table 5. Homogeneity test results

Levene's Test of Equality of Error Variances[a,b]

		Levene Statistic	df1	df2	Sig.
Karakter Social	Based on Mean	4.969	5	534	.659
	Based on Median	4.552	5	534	.077
	Based on the Median and with adjusted df	4.552	5	522.636	.133
	Based on trimmed mean	5.004	5	534	.056

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Karakter Sosial

b. Design: Intercept + Gadget + Asuh + Gadget * Asuh

If you look at the results of the homogeneity test data in the table above, it is obtained that the significance value based on the mean is 0.659, which means it is greater than 0.05. Thus it can be concluded that the data is homogeneously distributed.

Table 6. Two-Way Anava Result

Tests of Between-Subjects Effects

Dependent Variable: Karakter Sosial

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7514.563[a]	5	1502.913	9.323	.000
Intercept	3173296.441	1	3173296.441	19685.926	.000
Gadget	479.404	1	479.404	7.974	.000
Asuh	5959.511	2	2979.756	18.485	.000
Gadget * Asuh	931.548	2	465.774	6.889	.000
Error	86078.770	534	161.196		
Total	3397700.000	540			
Corrected Total	93593.333	539			

a. R Squared = .080 (Adjusted R Squared = .072)

The results table of the 2-way ANOVA test above can determine the decision-making of the hypotheses in this study. The decision to test the hypothesis based on the table above is: 1) a significance value of 0.000 <0.05 is obtained, which means that there are differences in children's social interaction based on the habit of using gadgets; 2) a significance value of 0.000 <0.05 is obtained, which means that there are differences in children's social interactions based on different parenting styles; 3) a significance value of 0.000 <0.05 is obtained, which means that there is an interaction between the use of gadgets and upbringing on children's social character.

Discussion

Children who attend public elementary schools in Kesambi District, Cirebon City and Sedong District, Cirebon Regency, have different characteristics. Children who attend public elementary schools in Kesambi District tend to be used to using gadgets in their daily activities, both for communicating with other people, playing games, opening social media, browsing and other activities that can be done using their gadgets. Most of the students at the school have personal gadgets. The reverse condition occurs for children who attend public elementary schools in Sedong District. Most of the students are not used to using gadgets. Gadgets are only owned by students' parents, and their function is only used to communicate. Occasionally students use gadgets for the online learning process during a pandemic, and even that is limited in time because, during a pandemic, the teacher prefers to carry out the teaching and learning process by coming to each student's house. The reason is that the internet connection network is not supported in that area. Under these conditions, children's activities are more often used to playing traditional games without using gadgets.

The child's habit of using this gadget for a long time can affect child psychology, including children's social interactions in the community environment (social character) (Chusna, 2017; Hasanah, 2017; Fitrianis & Yaswinda, 2020). Children who tend to get used to using gadgets will focus on activities carried out on gadgets and ignore the conditions around them (Novitasari, 2019). This certainly reduces the child's direct interaction with the people around him. If allowed to continue, it will have an impact on the low social character of children. Social character includes the individual's ability to interact with others, form good relationships with others, respect differences, understand social norms and values, and play an active role in social activities (Agusniatih & Manopa, 2019; Khalilah, 2017; Hamzah, 2020). At the same time, students who are not accustomed to using gadgets will get more time and opportunities to interact with other people around them because they are not preoccupied with activities in cyberspace through their gadgets. Thus it will slowly grow and strengthen the social character possessed by the child.

The use of gadgets is not entirely bad for children. If handled and managed wisely, it will minimize the negative impact and maximize the positive impact. The use of gadgets for children can be controlled through parenting patterns applied by parents. Democratic parenting style for children who are not used to using gadgets has a great opportunity to grow children's social character. This is because democratic parenting provides opportunities for children to make decisions and be responsible for their actions by using gadgets (Viena, 2021; Tridonanto, 2014; Ulya & Ruhaena, 2013). Children who are not used to using gadgets will not experience excessive anxiety if they do not use gadgets for a long time because there are many activities that children can do in their traditional environment. But it would be dangerous if parents apply permissive parenting for children who are not used to using gadgets. The reason is that giving freedom without restrictions to children will make children more vulnerable to the bad effects of using the gadget itself (Suteja & Yusriah, 2017; Nasution, 2018; Masni et al., 2021).

The use of gadgets can be optimized for children who are used to using gadgets if parents apply an authoritarian parenting style because this parenting style will provide clear and firm boundaries for children so that children have a clearer understanding of what is allowed and what is not in using gadgets (Anisah, 2017; Ngewa, 2021). This parenting style is good for children who are already addicted to gadgets because it emphasizes discipline and obedience to children so that children learn to obey rules. On the other hand, if parents apply permissive parenting for students who are used to even being addicted to gadgets, it will have a bad impact on children because it will drag on avoiding direct contact/interaction with other people and choosing to interact virtually with gadgets.

Conclusion

The use of gadgets and parenting styles both have an influence on the formation of children's social character. Children who are not used to using gadgets have a high social character compared to children who are used to using gadgets. As for parenting, children who are not accustomed to using gadgets will be more effective in growing children's social character if they apply democratic parenting. Whereas authoritarian parenting is more effectively applied to children who are used to using gadgets to grow their social character.

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