

Parental Supervision Patterns in the Use of Smartphones for Early Children in Gampong Pinto Rimba, Trumon Timur, Aceh Selatan

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ABSTRACT

Smartphones have been widely used as communication tools, but concerns have arisen regarding their use among children. In the current era of globalization, the advancements in information media and technology have permeated nearly all levels of society. Children are the next generation of the nation and the foundation and hope of their parents. Consequently, researchers conducted a study aiming to understand the pattern of parental supervision in the early childhood smartphone usage in Gampong Pinto Rimba, East Trumon District, South Aceh Regency. This study employed a descriptive qualitative research method and involved five parents with children aged 3-6 years. The research was conducted in Gampong Pinto Rimba, East Trumon District, South Aceh Regency. Data collection was carried out through observations and interviews. The data analysis techniques included data reduction, data presentation, and drawing conclusions. The results of the research and the discussions conducted by the researchers is regarding the pattern of parental supervision in the use of smartphones during early childhood. Based on the research findings, the following conclusions can be drawn regarding the pattern of parental supervision in early childhood smartphone usage in Gampong Pinto Rimba, East Trumon District, South Aceh Regency: parents accompany and supervise their children, establish time agreements, adjust smartphone screen locks, provide good modelling, privately monitor their children's smartphone usage, and implement specific rules for smartphone use by children.

Keywords: *Patterns of Supervision of Parents, Smartphones, Early Childhood.*

1. INTRODUCTION

Children are the next generation of the nation and the foundation and hope of their parents. Therefore, it is essential to prepare children to become quality human resources in the future. The initial preparation of children begins within the closest environment to them, namely the family. According to the family plays a crucial role as an educational institution that significantly influences children's development [1]. Additionally, early childhood is a golden age for children, during which they become highly sensitive to various stimuli [2].

In the current era of globalization, the advancements in information media and technology have permeated nearly all levels of society. Technology, as an object or tool created by humans, aims to assist and facilitate

human work. One significant manifestation of technological development is the prevalence of smartphones [3].

Smartphones have become a necessity for most people, and the number of smartphones in circulation far exceeds the population of Indonesia itself. The growing dependence on smartphones among adults and even young children has raised concerns. Nowadays, basic human activities such as communication primarily rely on smartphones, with direct communication becoming increasingly rare [4].

Introducing smartphones to children at an early age can have adverse effects on their development, leading to social-emotional problems that negatively impact their readiness and school performance [5]. Therefore, it is crucial for parents not to rely on smartphones as

companions for their children and to prevent excessive smartphone use. Early childhood smartphone usage often leads to negative consequences, including eye problems, reduced social interactions, time mismanagement, and dependency due to children quickly adapting to technology and becoming complacent with its sophistication.

At this time, the era is developing so rapidly, where there are many changes in various fields that are related to each other, both in the fields of technology and social learning. But the difference in very significant changes is in the field of technology, advances in technology today cannot be avoided by mankind because technology will run and even develop in accordance with the progress of education itself [6]. The use of Smartphone's for youth have been described as addictive technologies [7].

A smartphone is a mobile phone or smart cell phone that is equipped with the latest features and has high capabilities like a computer. Smartphones can be used by all groups to do whatever they want to open, depending on the smartphone owner. Smartphone use in early childhood is usually limited and its use is limited to learning media, playing games, and watching animation or cartoons. Its use can also have varying times depending on the parents who control it [8].

Hence, parents and families play a vital role in providing education for children in the digital era. One of their efforts should involve supervising the use of smartphones in early childhood. Through this supervision, parents can monitor their children's smartphone activities and guide them towards utilizing technological advancements appropriately according to their developmental stage.

Based on the results of initial observations in December 2021 in the village of Pinto Rimba, East Trumon District, South Aceh Regency, researchers observed that young children very often use smartphones both at home and in 3 surrounding environments, they prefer to play smartphones than play with friends. Parents give too much freedom to use smartphones to their children, be it when the child is fussy, crying or when the parents are doing their job.

Based on the background above, the researcher is interested in conducting research on how "Parent supervision patterns in the use of smartphones in early childhood in Gampong Pinto Rimba, East Trumon District, South Aceh Regency".

2. LITERATURE REVIEW

1.1. Early childhood education programs (PAUD)

National Association Education for Young Children (NAEYC) says that early childhood is a child in the age range of 0–8 years, during which time the process of

growth and development occurs very rapidly in various aspects of human life [9]. Meanwhile, according to Mustafa, early childhood is children who are in the age range of 1-5 years. This definition is based on developmental psychology, including: infants (infancy or babyhood) aged 0-1 years, early childhood (early childhood) aged 1-5 years, late childhood aged 6-12 years [10].

1.2. Aspects of Early Childhood Development

The level of achievement in child growth and development varies across specific age ranges. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, which concerns the National Standards for Early Childhood Education (PAUD), Chapter III, Article 7, Paragraph 2, child development refers to the continuous and integrated changes in behavior resulting from genetic and environmental factors. It involves individual growth, both quantitatively and qualitatively. In terms of early childhood development, as stated in Chapter III, article 10, it encompasses the following aspects: (1) Development of religious and moral values, (2) Physical motor skills, (3) Cognitive development, (4) Language development, (5) Social-emotional development, and (6) Creative development (art).

1.3 The Role of Parents

According to an Islamic perspective (Handayani, 2020: 18), parents are adults who bear the responsibility of assisting their children in both their physical and spiritual development. Their ultimate goal is to guide their children to reach maturity and become independent individuals capable of fulfilling their duties as servants of Allah. Regarding the role of parents in educating children (Danial, 2018: 78), it includes:

1. Educating through habituation, which involves deliberately and repeatedly carrying out activities to instill certain habits in children.
2. Setting an example, wherein parents' actions can be imitated and serve as a role model for others.
3. Providing motivation, creating conditions that stimulate certain behaviors and give direction and strength, such as offering encouragement and support.
4. Offering advice, which makes children feel cared for. However, it is important for parents not to be indifferent to their children's mistakes and deviations.
5. Supervising the child's associations, as parents naturally monitor and guide their children away from negative influences.
6. Employing punishment as a last resort, when a child repeatedly makes mistakes despite receiving reprimands and advice multiple times[9][10].

1.4 Parental Control Patterns

According to Ali bin Abi Talib, there are three groupings for educating children based on their stage of development:

1. The first age group, from 0 to 7 years old, involves treating children like kings.
2. The second age group, from 7 to 14 years old, involves treating children like prisoners.
3. The third age group, from 14 to 21 years old, involves treating children like friends [11].

Parents can implement various forms of supervision in the use of smartphones with their children, including the following approaches:

1. Accompanying and supervising children while they use smartphones is essential to prevent them from accessing negative content.
2. Establishing agreements regarding time limits for smartphone use is crucial, as excessive smartphone usage can lead to children losing time and enthusiasm for studying or playing with their friends.
3. Setting agreements on which features and applications can be accessed. Parents should be selective in choosing applications that promote children's intelligence and mindset.
4. Teaching children responsibility is important to instill discipline and ensure they follow the rules set by parents for smartphone use.
5. Demonstrating good behavior and modeling positive smartphone use is crucial since children tend to imitate their parents.
6. Encouraging joint study or play sessions to demonstrate care for children's development by dedicating time to help them learn, engage in discussions, and ask questions [12].

1.5 Smartphone Use in Early Childhood

According to Wiranto and Hermawan (2018: 252), smartphones can be utilized by individuals to access various functionalities based on their preferences as smartphone owners. In the context of early childhood, smartphone usage is typically limited and primarily revolves around learning media, gaming, and watching animations or cartoons. The duration of smartphone use may vary, depending on the parental control over it [7].

1.6 The Positive Impact of Smartphones on Early Childhood

Irwansyah highlights several positive impacts of smartphones, including:

1. Enhancing children's knowledge and insight.
2. Facilitating the building of relationships and making new friends regardless of distance and time limitations.
3. Stimulating children's creativity.
4. Improving language skills [13].

1.7 The Negative Impact of Smartphones on Early Childhood

Smartphones can have negative impacts on early childhood, such as:

1. Diminishing children's social interactions due to excessive gaming on smartphones.
2. Inducing a lack of time awareness, as children may become engrossed in smartphone usage anytime and anywhere.
3. Potentially causing eye problems due to the harmful radiation emitted by smartphones.
4. Hindering developmental progress.
5. Affecting the brain's ability to process information due to prolonged exposure to smartphone habits.
6. Impairing psychological development in children [4].
7. Please note that I have made some slight revisions to improve the flow and coherence of the sentences.

2. RESEARCH METHODS

This research was conducted using qualitative research methods with a qualitative descriptive approach. Qualitative research is a research procedure that generates descriptive data in the form of written or spoken words from individuals and observable behaviors [14].

The research was conducted in Gampong Pinto Rimba, led by TGK Sayutri, located at Jalan Tapaktuan-Medan, East Trumon District, South Aceh Regency. The study involved five parents who had children between the ages of 3 and 6 years and who used smartphones. The focus of this study was to investigate the pattern of parental supervision in the use of smartphones during early childhood.

Data collection techniques employed by the researcher's included observation and interviews. Observations were conducted by directly visiting the subjects' residences and assessing the pattern of parental supervision in smartphone use among children, based on observation sheets compiled by the researchers. Interviews were conducted through face-to-face question-and-answer sessions between the interviewer and the respondents.

The data obtained in this study were analyzed through several steps, including data reduction, data presentation, and drawing conclusions, following the approach described by Miles and Huberman [15]. To ensure data validity, the triangulation technique was employed, where the researcher cross-checked the accuracy of data obtained from interviews with observations

3. RESULTS AND DISCUSSION

The results of the research and the discussions conducted by the researchers regarding the pattern of parental supervision in the use of smartphones during early childhood in the village of Pinto Rimba, East Trumon sub-district, South Aceh district are as follows:

1. Pattern of Supervision R1 in the use of smartphones in children

R1 applies a pattern of supervision by directly accompanying and supervising children when using smartphones. Usually, children are allowed to use smartphones after studying or when they need entertainment, such as playing games. Typically, children spend 2 hours using a smartphone.

R1 faces challenges when supervising children, as they are often disturbed by friends and may cry. R1's efforts to divert children from smartphones include inviting them to play outside the home. There haven't been any noticeable impacts on R1's children after using a smartphone. If the child does not play with a smartphone, they will engage with other toys. However, when using a smartphone with children, R1 often uses the smartphone in front of the child, does not establish specific rules, and never sets a screen lock on the smartphone.

2. Pattern of Supervision R2 in the use of smartphones in children

R2 applies a pattern of supervision by indirectly supervising the child. This involves admonishing the child to stop when they have been using the smartphone for too long, setting a screen lock on the smartphone, and setting a good example by not using the smartphone in front of the child. There is cooperation between parents in supervising the children. Children are allowed to use smartphones after R2 has finished their homework to clear their minds. R2 establishes rules and determines that the child can use the smartphone for about 30 minutes, although the rules are not fixed.

R2 does not encounter any problems when supervising the children, and efforts are made to divert them from smartphones by inviting them to play outside the home. The positive impact of using smartphones for children is gaining knowledge, while the negative impacts include children becoming negligent with smartphones.

3. Pattern of Supervision R3 in the use of smartphones in children

R3 implements a supervision pattern by directly accompanying the children, observing what they are doing on the smartphones, setting a screen lock on the device, and setting a good example by not using smartphones in front of the children unless necessary. Sometimes parents work together in supervising the children. R3 does not give children the freedom to use smartphones. If allowed, it is only for a brief period to access games. R3 determines specific times when children are allowed to use smartphones, usually for half an hour, but R3 does not establish specific rules. The challenge R3 faces when supervising the children is when the child becomes whiny when not given a smartphone. Efforts to divert children from smartphones include redirecting their attention to other activities and inviting them to play outside the home. The impact of using smartphones on children is that they can become addicted to them.

4. Pattern of Supervision R4 in the use of smartphones in children

R4 implements an indirect surveillance pattern by monitoring the videos watched by children and setting a screen lock on the smartphone. There is cooperation between parents in carrying out supervision. R4 allows children to use smartphones only when R4 is busy or needs entertainment, so as not to interrupt their work. R4 determines a maximum duration of 1 hour for children to play with smartphones.

One obstacle R4 faces when supervising children is that sometimes children get bored with repeatedly watching videos. R4's efforts to divert children from smartphones involve offering other games or activities outside the home.

5. Pattern of Supervision R5 in the use of smartphones in children

R5 applies a direct supervision pattern by accompanying and observing what the child is doing on the smartphone and setting a screen lock on the device. There is cooperation between parents in carrying out the supervision. R5 does not frequently allow children to use smartphones; sometimes children are only permitted to use smartphones during the day to watch videos. R5 does not establish specific rules but rather limits the time children spend using smartphones, typically around half an hour. If a child uses a smartphone outside the specified time, the smartphone will be taken away. The challenges R5 faces when supervising children are children's requests for more time to use smartphones. R5's efforts to divert children from smartphones include providing alternative games such as toy cars, inviting children to play with toys together, and discussing the negative effects of excessive smartphone use on children. As for the impact of using smartphones on R5 children, they

may become less motivated to learn, and sometimes they imitate what they see on smartphones. However, during the supervision of children, R5 sometimes forgets that the child has been using the smartphone for too long, and there are instances when R5 uses the smartphone in front of the child, especially when accessing social media.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the pattern of parental supervision in the use of smartphones in early childhood in Gampong Pinto Rimba, East Trumon District, South Aceh Regency is carried out by accompanying children, supervising children, making time agreements, setting locks screens on smartphones, good modeling, privacy of videos watched by children, and making special rules for using smartphones for children.

Based on the conclusions while the researchers were conducting research in Gampong Pinto Rimba, East Trumon District, South Aceh District, the suggestions for this study were:

1. For parents, it is hoped that parents will focus more on supervising children when using smartphones, be more creative in educating children, provide playing, learning and other media that are healthier and in accordance with the child's developmental period, especially at an early age so that children do not make deviations through technology in the future. Not only mothers have a role for children, but fathers must also play a role in supervising the use of smartphones in children and it is also hoped that fathers can make an even better contribution to researchers who will conduct further research.
2. For readers, it is hoped that the results of this research can be used as reference material for coursework and further research.

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