

The Impact of Giving Gadgets to Children Based on Parental Perception

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Abstract:

Gadgets are a technology that is developing today, and not only adults but children of different ages have been exposed to them. One of them is in preschool children, parents give gadgets to children so that they can become learning media and parents can do activities without any distractions. Gadgets certainly impact their users depending on how they are used. This study aims to determine parents' perceptions of the impact of giving gadgets to preschool children. This study uses a quantitative research approach. The sample in this study was 32 children. The researcher provided an instrument in the form of a questionnaire regarding parents' perception of gadgets and the impact of giving gadgets to preschool children. The results of this study showed that parents' perception of the impact of giving gadgets to preschool children was mainly in the good category. However, gadgets also hurt children; children become addicted to playing with gadgets. Suggestions can be used as an essential reference in researching the perception and impact of gadget use further and better.

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INTRODUCTION

Gadgets, such as smartphones, tablets, and other digital devices, have now become an inseparable part of everyday life, including for children. The use of gadgets provides many benefits, such as helping children access educational information, increasing creativity through interactive applications, and enabling long-distance communication with family and friends (Bhat et al., 2023; Sariyani et al., 2022; Muhamad & Amali, 2023). Various online learning platforms also make it easier for children to learn independently and keep up with technological developments from an early age. However, gadgets must be monitored and limited to continue to have a positive impact (Yewale et al., 2024; Mahbubur et al., 2021).

On the other hand, excessive use of gadgets can hurt children's development. Too much time spent in front of the screen can affect physical health, causing visual impairment and a lack of physical activity important for growth (Kaimara et al., 2022). In addition, children who use gadgets too often are at risk of experiencing concentration disorders, social problems, and addiction. Parents play an important role in regulating the time of gadget use, choosing appropriate content, and balancing digital activities with direct interaction and outdoor activities so that children grow in a balanced way (Limone & Toto, 2021; Yohana & Mulyono, 2021).

A survey conducted by The Asian Parent Insight on five countries in the Southeast Asian region, namely Singapore, Thailand, the Philippines, Malaysia, and Indonesia, involving a sample of 3,917 children aged 3-8 years from a sample of parents with a total of 2,417 who have gadgets. The results of the survey were obtained that 98% of children aged 3-8 years use gadgets, as many as

67% use gadgets owned by parents, 18% use gadgets owned by relatives or family, and 14% use gadgets owned by private owners (Triastutik, 2018).

The use of gadgets by children today creates many perceptions about gadgets, some of which are positive and some negative. The amount of content children can see will undoubtedly impact the receivable, both positive and negative impacts of the use of Gadgets depending on the control parents have over their children when children use Gadgets. Usually, parents who are too busy with their work will let their children play with Gadgets by themselves calmly. This research proves that 74 percent of parents say that Gadgets can be used as second caregivers because when using Gadgets, children will sit and be busy playing with them so that parents can do their activities without being disturbed (Noorsahiha, 2016).

Parental perception of gadget use in children reflects their views and attitudes towards the impact of technology in children's lives. Some parents view gadgets as tools that support children's development, especially regarding education and creativity. Educational applications and games can stimulate cognition, improve critical thinking skills, and introduce children to technology from an early age. In addition, gadgets are often a practical means of communication, allowing parents to stay connected with their children, especially outside the home (AISamhori et al., 2024; Gong et al., 2024; Kuriakose et al., 2020).

However, many parents are concerned about the negative impacts of excessive gadget use. These concerns include the potential for addiction, exposure to age-inappropriate content, and reduced social interaction and physical activity (Gupta, 2021; Qutoshi et al., 2021; Mellolo et al., 2024). Parents also often need to control the duration of gadget use so as not to interfere with children's daily routines, such as study time, sleep, and play. Therefore, parents' perceptions of gadgets are greatly influenced by personal experiences, family values, and information they obtain about the benefits and risks of technology in child development (Park et al., 2024; Hosen et al., 2021; Tyastiti, 2020).

METHOD

This research is quantitative descriptive research. Descriptive quantitative research is a type of research that aims to describe or explain phenomena systematically based on quantitative data. This research uses numbers as the basis of analysis to describe a variable's characteristics, patterns, or relationships in a particular population or sample. The researcher used an instrument in the form of a questionnaire for parents of preschool children. Before conducting the research, the researcher conducted an ethical test and was declared ethically feasible by the Muhammadiyah University of Bengkulu in 2024. The research sample amounted to 32 children in the working area of the Central Sidodadi Bengkulu Health Center.

RESULT

The results of this study showed that parents' perception of the impact of giving gadgets to preschool children was mostly in the good category.

Table 1. Frequency Distribution of Respondents' Characteristics

Characteristic	f	%
Gender		
Man	14	63.6
Woman	8	36.4
Child Age		
5 Years	22	100
Total	22	100
Mother's Age		
21-30	3	13.6
31-40	11	50.2
41-50	6	27.3
51-60	2	9.1
Total	22	100
Mother's education		
Elementary school	6	27.3
Junior High	8	36.4
Senior High	8	36.4
Total	22	100
Mother's Work		
IRT	22	100
Private	0	0
Total	22	22

Based on the results of Table 1.1, The characteristics of the respondents from the table above include children and mothers. Most children are male 14 people (63.6%) and female sex eight people (36.4%). Meanwhile, the age of all children is 5 years old. The characteristics of mothers showed that most of them were 31-40 years old, as many as 11 people (50.0%), six people aged 21-30 years old (27.3%), while mothers aged 41-50 years were five people (22.7%). Meanwhile, most of the mothers' education graduated from junior high school, as many as 8 Orang (36.4%), graduated from high school as many as eight people (36.4%), and graduated from elementary school as many as six people (27.3%).

Table 2. Frequency Distribution of Respondents' Perception

Perception	Frequency	Percentage
Good	14	63.6%
Enough	6	27.3%
Bad	2	9.1%

Based on the results of Table 2 shows that most of the parents' perceptions are good; namely, 14 people (63.6%), six people (27.3%), and two people (9.1%) have bad perceptions.

DISCUSSION

Based on the frequency distribution of parental perception, most parents' perception of using gadgets is good. Based on the research obtained during the interview, the three informants had

similar answers regarding the impact of gadget use on preschool children, including increasing children's knowledge, emotional development, and behavioral development.

This research is also in line with Zaini & Soenarto (2019) that parents' perception of the use of gadgets for children is the need for time restrictions and parental guidance when children use gadgets, gadgets can present more interesting learning methods, stimulate children to learn through audio and Based on research conducted by Novitasari et al. (2021) the provision of gadgets is one of the distractions of children's attention so that children are more focused on using visual sensory tools And hearing what he says is like funny cartoon characters, easy-to-remember children's songs, engaging children's movies so that it makes children feel happier and entertained. Children are calm when given gadgets and accompanied by parents. Families can use gadgets that display audiovisuals with the implementation of Family Center Care (FCC) because the family is the center of care at home; applying audiovisuals can give comfort and be distracting.

Parents understand that gadgets are handy to make work easier, so they tend to keep up with developments. Parents understand that the more knowledge they have, the more beneficial the use of these gadgets will be. However, parents also understand that gadgets can cause adverse effects, so their use must be according to the user's needs, and there must be limits (Sharma et al., 2023; Rajab et al., 2020). The benefit of gadgets as a learning medium is that they facilitate interaction between teachers and children, creating an effective and efficient learning process. In particular, the existence of gadgets will make it easier to deliver learning materials and improve the ability to understand the material (Arastoopour et al., 2024; Kanitkar et al., 2021). Gadgets can increase children's knowledge because children can add insight and get helpful information; the use of gadgets in daily life can affect children's cognition to be more intelligent because gadgets can function well as a means that complements the learning process as children (Huntington et al., 2023).

CONCLUSION

Parents' perception of the impact of providing gadgets to preschool-age children in the Kandang Limun Village Area was mostly good, namely 14 people (63.6%), six people (27.35%), and two people (9.1%). However, gadgets also hurt children; children become addicted to playing with gadgets. Suggestions can be used as an essential reference in researching the perception and impact of gadget use further and better.

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CONFLICT OF INTEREST

There is no conflict of interest in this research. The research was carried out according to procedures, and official permission was obtained. Research is not related to the interests of other parties or anything else.

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