

The Role of Parents in Implementing Screen Time Restrictions on Children to Help Improve Social Development

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Abstract

Technology has a significant influence on human life, including the lives of children. Behind the many positive impacts of technology, there are also negative impacts, one of which is that children's social development will be hampered. So, time limits, assistance, and parental direction are needed to provide screen time to children. The purpose of this research is to determine the role of parents in implementing screen time restrictions on children to help improve their social skills. This research uses descriptive qualitative research methods. The data collection method used was a questionnaire. The questionnaire contains eight questions related to the role of parents in implementing screen time restrictions for children to help improve social skills. It is then distributed online to parents of early childhood children in one of the kindergartens in Megu Cilik. The data is analyzed using the Guttman scale and described. The research results show that of the 32 respondents, 90% of parents have an essential role in limiting screen time for children, which can help improve social development. Appropriate limitations on screen time and parental involvement in children's social activities are needed to increase children's social development.

Keywords: *childhood, screen time, social development*

Abstract

Technology has a significant impact on human life, including the lives of children. Behind the many positive impacts of technology, there are also negative impacts, one of which is that children's social development will be hampered. So, it is necessary to limit parents' time, assistance, and direction in giving screen time to children. The purpose of this study is to determine the role of parents in implementing screen time restrictions on children to help improve their social skills. This research uses descriptive qualitative research methods. The data collection method used is a questionnaire. The questionnaire contains eight questions related to the role of

parents in implementing screen time restrictions on children to help improve social skills, then distributed online to parents of early childhood in one of the kindergartens in Megu Cilik then the data is analyzed using a Guttman scale and described by Kariadinata, 2012; Ngafifi, 2014; Tatminingsih, 2017 in Munafiah., & Latif, 2022). The results showed that out of 32 respondents, 90% of parents have an essential role in limiting screen time in children, which can help improve social development. It is necessary to limit screen time appropriately and involve parents in children's social activities to improve children's social development.

Keywords: *Children, Screen time, Social development*

1. Introduction

Nowadays, from time to time, there has been a very rapid development. It must be connected to the increasingly advanced and sophisticated technology that impacts human life. Technological advances can make it faster and easier to carry out various activities requiring technology, such as finding the latest news, accessing learning videos, and interacting with millions worldwide. Due to the development of technology, such as the digital era, humans create technology to simplify many things related to life.¹ Technology has a massive impact on human life, including the lives of children. The rapid advancement of technology makes children involved in close interaction with technology. Electronic devices such as *smartphones*, TVs, laptops, video games, computers, and tablets have become integral to children's daily lives.

Electronic devices can help stimulate and develop aspects of child development. Electronic devices are one of the media for delivering learning information and as a learning resource. Almost the same opinion was also expressed by Nurhamida et al., who said that technology can be used as a fun and interactive way to present and deliver lessons, thus increasing children's interest in participating in learning activities.² Nowadays, education requires technology as a learning media utilization for children.

¹ Rahayu Kariadinata, "Cultivating Students' Power of Reason Through Learning Mathematical Analogy," *Infinity Journal* 1, no. 1 (February 1, 2012): 10, <https://doi.org/10.22460/infinity.v1i1.3>; Muhamad Ngafifi, "Technological Progress and Human Life Patterns in a Socio-Cultural Perspective," *Journal of Educational Development: Foundations and Applications* 2, no. 1 (June 1, 2014): 33-47, <https://journal.uny.ac.id/index.php/jppfa/article/view/2616>; Sri Tatminingsih, "The Impact of Tik Use on Early Childhood Behavior: A *Journal of Education* 18, no. 1 (March 2, 2017): 42-52, <https://doi.org/10.33830/jp.v18i1.281.2017>; Nidaul Munafiah and Muhammad Abdul Latif, "The Role of Parents in Early Childhood (Yogyakarta: UIN Sunan Kalijaga Yogyakarta, 2022), 23-28.

² Nurhamida, Masnipal Marhun, and Dinar Nur Inten, "Descriptive Study of Screen Time Implementation on Aspects of Early Childhood Development," *Journal of Research in Preschool Teacher Education (JRPGP)* 3, no. 1 (2023): 55-62, <https://doi.org/https://doi.org/10.29313/jrpgp.v3i1.2031>.

Technology use has a positive and negative impact on children's physical and mental development. In line with Hasanah's opinion, technology can affect children's mental health, causing their social life to be poor, obesity, senility, aggression, addiction, sleep disorders, and other problems.³ When children already experience addiction to technology, it will have an impact on their stunted development. According to Nurhamidah et al., childhood experiences affect children's development at a later stage.⁴

Therefore, parents must accompany their children and provide time limits for accessing electronic devices. *Screen time* is the time children spend using electronic devices that use screens. According to the *American Academy of Child & Adolescent Psychiatry*, *screen time* is when children stare at the screen of electronic devices, such as gadgets, computers, televisions, and video games.⁵ In an article released on its official website, the *World Health Organization* recommends that parents avoid exposure of their children to screen media in children under 24 months of age and limit the duration of *screen time for children* aged 2-5 years to a maximum of one hour and must be accompanied by parents.⁶ Unfortunately, many parents still need to set a time limit on their children's screen time. Every family has its challenges in setting *screen time* limits for preschoolers.⁷

Excessive use of *screen time* can interfere with child development. As mentioned by the *American Academy of Child & Adolescent Psychiatry*, too much *screen time* can lead to sleep problems, lower grades at school, less book reading, less time with family and friends, less outdoor activity, overweight, emotional problems, lack of confidence, loss of leisure time and fear of being left behind.⁸ Excessive *screen time* also causes children to be too lazy to move and be active. That can make children interact less with their environment, so children's social skills are hampered; according to research

³ Muhimmatul Hasanah, "The Effect of Gadgets on Children's Mental Health," *Indonesian Journal of Islamic Early Childhood Education* 2, no. 2 SE-Articles (March 17, 2018), <https://doi.org/10.51529/ijiece.v2i2.86>.

⁴ Nurhamida, Marhun, and Inten, "Descriptive Study of Screen Time Implementation on Early Childhood Development Aspects."

⁵ Anonym, "Screen Time and Children," *The American Academy of Child and Adolescent Psychiatry*, 2020, https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx.

⁶ Anonym, "New WHO Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children under 5 Years of Age," *World Health Organization*, 2019, <https://www.who.int/news/item/24-04-2019-to-grow-up-healthy-children-need-to-sit-less-and-play-more>.

⁷ Wesley Sanders et al., "Parental Perceptions of Technology and Technology-Focused Parenting: Associations with Youth Screen Time," *Journal of Applied Developmental Psychology* 44 (2016): 28-38, <https://doi.org/https://doi.org/10.1016/j.appdev.2016.02.005>.

⁸ Anonym, "Screen Time and Children."

conducted by Sujianti, children who do *screen time* more than 60 minutes have lower social development than other children.⁹

According to Mayar, children's social development is how early childhood interacts with peers, adults, and society so that they can adjust well as expected by the nation and state.¹⁰ Social skills should be honed early because children will be in a lifelong social environment when they grow up. Parents play a significant role in helping to improve children's social skills. However, many parents must pay more attention to children's social skills. Parents only provide electronic devices as friends to interact with children, with the excuse that parents are busy, so the quality of children's interaction with their surroundings has decreased or even hampered.

Based on the above problems, parents need to control *screen time use* in children. Control can be done by accompanying children when using electronic devices. This study aimed to determine parents' role in implementing screen time restrictions on children to improve their social skills.

2. Methods

This research uses qualitative research methods with descriptive analysis, which aims to find out in-depth and as a whole so that the circumstances in the field can be clearly described. Sugiyono stated that descriptive qualitative research is research based on the philosophy of positivism or interpreter, used to study natural object conditions, where the researcher is the primary tool.¹¹ This research will describe the role of parents in implementing screen time on children to help improve social skills.

The data used in this study was primary. The data collection method used is a questionnaire distributed online via Google Forms. According to Sugiyono, a questionnaire is a data collection technique that asks or answers questions or statements to respondents in writing.¹² A total of 32 parents filled out the questionnaire. The questionnaire contains eight statements about applying screentime restrictions to help improve social skills. The results of the questionnaire were then processed using a Guttman scale measurement. According to Sugiyono, as also cited by Riyanti and Atmaja, the Guttman scale is used to obtain firm answers from respondents, which only have two

⁹ Sujianti Sujianti, "The Relationship between the Length and Frequency of Gadget Use with the Social Development of Preschool Children at Al Irsyad 01 Cilacap Islamic Kindergarten," *JOURNAL KEBIDANAN* 8, no. 1 (October 30, 2018): 54-65, <https://doi.org/https://doi.org/10.31983/jkb.v8i1.3735>.

¹⁰ Farida Mayar, "Early Childhood Social Development as a Seed for the Future of the Nation," *Al-Ta Lim Journal; Vol 20, No 3 (2013)DO - 10.15548/Jt.V20i3.43*, November 21, 2013, <https://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/43>.

¹¹ Sugiyono, *Quantitative, Qualitative and R&D Research Methods* (Bandung: Alfabeta, 2017).

¹² Sugiyono, *Understanding Qualitative Research* (Bandung: Alfabeta, 2016).

intervals such as "agree-disagree," "yes-no," "true-false," "positive-negative," "ever-never," and others. This measurement scale produces multiple-choice questions in which the highest score (yes) is worth one, and the lowest score (no) is worth zero.¹³

Population is the result of existing values, and the result of calculations or measurements can be qualitative or quantitative research; the characteristics of all group members will be more accessible to study and study.¹⁴ The population of this study were parents of children aged 3-6 years in one of the kindergartens in Megu Cilik Village. Due to the small population, a saturated sampling technique was used. According to Sugiyono, saturated sampling is a technique where all population members are used as samples.¹⁵ The sample used was parents of 3-6 years of early childhood in one kindergarten in Megu Cilik Village, totaling 32 parents.

3. Results and Discussion

Parents play an essential role in providing screen time limits for children. That is in line with the opinion of Pramono et al. that parents need to know the right time limit when children are using gadgets.¹⁶ In addition to being given a time limit on screen time, parents also need to accompany children when playing with gadgets. According to Sudarsana et al., parental assistance is significant in directing children to open sites appropriate for their age.¹⁷ Parents need to invite children to socialize in the surrounding environment so that children are not only focused on gadgets. Families can increase socializing in the community.¹⁸

In this study, 32 respondents were parents of early childhood children in one of the Megu Cilik Village kindergartens. The results of this questionnaire can be seen in the following table:

Table 1. Results of questionnaire analysis of parents' responses to the implementation of screen time restrictions to improve social skills

| Indicator/Component | Percentage (%) | Category |
|---------------------|----------------|----------|
|---------------------|----------------|----------|

¹³ Sugiyono, *Quantitative, Qualitative and R&D Research Methods*; Ana Riyanti and Hanung Eka AtmajaKinerja 18, no. 1 (2021): 8-14, <https://doi.org/https://doi.org/10.30872/jkin.v18i1.8994>.

¹⁴ Sudjana, *Statistical Methods* (Bandung: PT Tarsito, 2017).

¹⁵ Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*.

¹⁶ Didi Pramono et al., "Implementation of Technology Use by Parents by Moral Character Education for Early Childhood," *Journal of Education and Technology* 1, no. 2 (2021): 104-12.

¹⁷ I Ketut Sudarsana et al., "The Utilization of Gadgets in Instilling Character of Children Using Hypno Parenting," *Journal of Physics: Conference Series* 1175, no. 1 (2019): 12163, <https://doi.org/10.1088/1742-6596/1175/1/012163>.

¹⁸ S. Setianingsih, "The Impact of Gadget Use on Preschool-Aged Children Can Increase the Risk of Concentration of Attention and Hyperactivity Disorders," *GASTER* 16, no. 2 (2018): 191-205, <https://doi.org/https://doi.org/10.30787/gaster.v16i2.297>.

| | | |
|---|---------|-----------|
| Parents set limits on their children's screen time | 93,75% | Very good |
| Parents limit what their children watch | 93,75% | Very good |
| Parents provide direction on what shows/games are allowed or not to be accessed by children | 96, 87% | Very good |
| Parents give warnings or sanctions when children <i>screen time</i> beyond the agreed time limit. | 100% | Very good |
| Parents invite children to do activities together to watch YouTube/movies together. | 87,5% | Very good |

Based on the table above, the first and second indicators obtained a percentage of 93.75%, which is very good. The third indicator obtained a percentage of 96.87%, which is an outstanding category. The fourth indicator obtained a perfect percentage of 100% with an outstanding category. The fifth indicator obtained the lowest percentage, 87.5%, with a perfect category.

The results of the questionnaire analysis of parents' responses to the implementation of screen time restrictions to improve social skills

| Indicator/Component | Percentage (%) | Category |
|---|-----------------------|-----------------|
| Parents invite children to watch television while interacting | 96,87% | Very good |
| Parents get children used to socializing with the surrounding environment | 100% | Very good |
| Parents invite children to play outside | 93,75% | Very good |

The first indicator obtained a percentage of 96.87%, which is an excellent category. The second indicator obtained a perfect percentage of 100% with an outstanding category; the third indicator obtained a percentage of 93.75 with an excellent category.

This analysis shows that almost all parents of early childhood parents in one of Megu Cilik's kindergartens have provided limits, assistance, and direction for children while doing screen time. That is in line with the opinion of Widiastiti and Agustika that parents need to provide assistance, supervision, and direction when children use gadgets.¹⁹ According to Susilo & Dewi, parents must have the 3T principle, namely Firm, Firm, and Firm, on children when they spend screen time.²⁰ Parents warn or sanction children when screen time exceeds the agreed time limit. Parents need to negotiate or conduct parental mediation with children to provide firm time limits in order to reduce the impact of technology addiction.²¹

Minimizing screen time in children to improve social development can be done by inviting children to interact while watching. It is the same as stated by Warisyah: a dialogical approach effectively reduces the intensity of children staring at the screen.²² From the results of the questionnaire analysis above, parents can also invite children to play outside, or parents can create exciting games so that they can reduce the intensity of children's screen time. Parents can invite children to do other activities that are more fun, such as playing traditional games. Traditional games stimulate children's physical motor development and invite them to cook together or play music.²³ To help reduce screen time in children, parents accustom children to socialize with the

¹⁹ Ni Luh Gede Mita Widiastiti and Gusti Ngurah Sastra Agustika, "The Intensity of Gadget Use by Early Childhood 8, no. 2 (2020): 112-20, <https://doi.org/https://doi.org/10.23887/paud.v8i2.25179>.

²⁰ Markus Nanang Irawan Budi Susilo and Rusmalia Dewi, "Training for Parents of PAUD Students in Overcoming Children Who are Attached to Gadgets as an Effort to Improve the Quality of Family Education," in *Proceedings of National Seminar Series 8 "Realizing a Civilized and Sustainable Society" Yogyakarta, Dissemination of Service Results* (Yogyakarta: Universitas Islam Indonesia, 2018).

²¹ Herni Wulandari and Meilanny Budiarti Santoso, "Parental Mediation Process for Preschool-Aged Children in Using Gadgets," *Focus*: 2, no. 2 (February 12, 2019): 213-226, <https://doi.org/https://doi.org/10.24198/focus.v2i2.26252>; Octa Dwienda Ristica, "Midwifery Care for Toddlers with Gadget Tendencies at Sahira Pandau Jaya Kindergarten," *Journal of Health Communication* 10, no. 2 (2019): 55-61, <https://doi.org/https://doi.org/10.56772/jkk.v10i2.150>.

²² Yusmi Warisyah, "The Importance of Parents' 'Dialogical Assistance' in the Use of Gadgets in Early Childhood," in *PROSIDING SEMINAR NATIONAL EDUCATION "Learning Innovation for Progressive Education"* (Ponorogo: FETT Muhammadiyah Ponorogo University, 2015).

²³ Desni Yuniarni, "The Role of PAUD Teachers in Minimizing the Impact of Gadgets on Early Childhood Development through Traditional Games," *Yaa Bunayya: Journal of Childhood Education* 3, no. 1 (2019): 1-6, <https://doi.org/https://doi.org/10.24853/yby.3.1.1-6>; Setianingsih, "The Impact of Gadget Use on Preschool-Aged Children Can Increase the Risk of Concentration and Hyperactivity Disorders."

surrounding environment. Because later, the child will continue to be in the neighborhood all the time.

Table 2 shows that engaging children in interaction or small talk while watching television can help improve social development. Inviting children to socialize or interact with the surrounding environment, such as taking children to play outside with their peers, can help improve children's social development. According to Novitasari, providing opportunities for children to experiment, explore, and play outside the home with their friends is one of the parental strategies that can help improve children's social development.²⁴ Social development is one of the most critical developments for children because children will constantly interact with their environment, such as their peers. According to Melinda, children need peers to help in social relationships; quiet children will open up to their friends, and children who lack confidence will be supported by their friends.²⁵ Playing with peers helps children adapt, adjust, and have new activities so that they will forget about electronic devices.²⁶

Screen time or technology is good today because various learning resources in technology can help stimulate child development. However, there needs to be a parental role in screen time or technology use. Parents need to provide limits, assistance, and direction to children. For children not to become technology addicts, they need to socialize and interact with their surroundings because the surrounding environment is closely related to children's lives, where the surrounding environment will last a lifetime.

4. Conclusion

Based on the results and discussion above, parents have an essential role in managing and limiting children's time using screen time. That can be seen from the results of all questionnaire answers, which showed that out of 32 respondents, 90% of parents have a role in limiting *screen time* for children so that it can help improve social development. However, it is necessary to

²⁴ Nurul Novitasari, "Parental Assistance Strategy towards the Intensity of Gadget Use in Children," *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education (IJEICIE)* 3, no. 2 (2019): 167-88, <https://doi.org/https://doi.org/https://doi.org/10.35896/ijecie.v3i2.77>.

²⁵ Aprilia Elsy Melinda and Izzati Izzati, "Early Childhood Social Development Through Peers," *Undiksha Journal of Early Childhood Education* 9, no. 1 (2021): 127-131, <https://doi.org/https://doi.org/10.23887/paud.v9i1.34533>.

²⁶ Pahlita Ratri Ramadhani and Puji Yanti Fauziah, "Peer Relationships and Traditional Games in Early Childhood Social and Emotional Skills," *Journal of Obsession* : 4, no. 2 (March 23, 2020): 1011-20, <https://obsesi.or.id/index.php/obsesi/article/view/502>; Maria Winayang Andangjati, Tritjahjo Danny Soesilo, and Yustinus Windrawanto, "The Relationship Between Peer Social Interaction and Social Acceptance of Grade XI Students," *Mimbar Ilmu* 26, no. 1 (2021): 167-173, <https://doi.org/https://doi.org/10.23887/mi.v26i1.33360>; Rika Widya, "The Negative Impact of Gadget Addiction on Early Childhood Behavior and Its Handling at Ummul Habibah PAUD," *Abdi Ilmu Scientific Journal* 13, no. 1 (June 26, 2020): 29-34, <https://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/888>.

limit *screen time* appropriately and involve parents in children's social activities to improve children's social development, such as inviting them to interact with their social environment. Limiting *screen time* and encouraging children to interact can reduce the use of electronic devices and improve children's social development. *Screen time* and social development are exciting topics to discuss, but much still needs to be developed in research on *screen time* and social development.

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