Improving Parents' Ability To Control Gadget Usage Among Children In Pre-School

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Abstract. TK (Kindergarten) ABA Patukan conducted its online instruction using a variety of platforms throughout the Covid-19 Pandemic. The fact that children are particularly interested in today's technology is not incorrect. This is because modern technology has developed into a highly attractive object with an attractive appearance that also uses touchscreen technology to further its attractiveness. There are concerns associated with using technology for online learning for students' kids. Parents frequently complain to teachers that their kids are getting out of hand and refuse to do schoolwork if they can't use devices or play online games, and they also throw tantrums. Parents and teachers have never received health education about the mental health of preschoolers, particularly regarding the risks associated with gadget use in kids and how to regulate the growth and development of preschoolers. The solutions proposed include gadget addiction screening, child growth and development monitoring, health counselling regarding the risks of gadget addiction in kids, and teaching regarding the development of preschoolers. The majority of students' screening results for gadget addiction fell into the low category (51%); similarly, the majority of children's screening results for growth and development are age-appropriate (61%), and parental knowledge of how to manage gadgets for kids has increased from 69.74 to 77.71.

1 Introduction

The learning process of TK ABA Patukan was affected during the Covid-19 pandemic. Online courses were delivered through a variety of platforms, including WAG, Google Meet, and Zoom. Early childhood education is affected by the advancement of technology and communication. [1], [2]. Teachers and parents who experience difficulty with signalling and parental activity during online learning are among the challenges. Parents frequently complain to teachers that their children are becoming difficult to control, refusing to complete tasks if they can't use technology or play online games, and even throwing tantrums. The principal also mentioned other children who frequently appeared to be daydreaming, lacked concentration, frequently imagined, and exhibited odd behavior. Teachers and parents have never before received health education about the mental health of preschoolers, particularly regarding the risks associated with gadget use in kids and how to regulate the growth and development of preschoolers. Preliminary research on representatives of parents and guardians of students revealed that they had no idea how to

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supervise young children using gadgets, and some of them had expressed frustration that their kids were becoming more difficult to control.

2 Methodology

In TK ABA, community service was done incrementally. The principal of TK BA Patukan started the first phase. The Service Team interviewed people on the state of schools, how students learn, and the issue of student gadget addiction.

The Smartphone Addiction Scale for Children-Parent Version (SASC-P) was given to parents and guardians of TK ABA Patukan pupils as part of the health screening stage by a community service team. Parents were required to respond to 24 items on the questionnaire that was delivered. The questionnaire that was issued covered six areas: dependence on smartphones, mental and physical health, academic achievement, social and family ties, and social contacts. The used questionnaire has undergone testing for reliability and validity.

The team's next step was to include nursing professional students who had finished their clinical practice to look for signs of infant growth and development. On Wednesday, November 30, 2022, the terrace and porch of TK ABA Patukan mosque served as the site for the detection of child growth and development. At this stage the service team consisted of UMY Nursing lecturers namely Yanuar Fahrizal, M.Kep., Ns., Sp.Kep.J and UNISA Nursing lecturer Ms. Ns.Istinengtyas Tirta Suminar, M.Kep and assisted by 10 students performed anthropometric to measure body weight and height and then proceeds with growth and development screening using the KPSP (Developmental Pre Screening Questionnaire) according to their age.

Health education was the following phase. On December 7, 2022, a health education session was held on the second floor of TK ABA Patukan mosque. Participants were given a pretest prior to the education to gauge their baseline knowledge, and after the counselling, a post-test was administered to gauge the effectiveness of the health education. Pre- and post-test information was provided to parents and guardians of pupils using a Gform. There were three subjects covered in the health education. The first subject was the risks of children being addicted to gadgets and how parents may help. The development of young children was the second theme, and mental health was the third. The first material was presented by Yanuar Fahrizal, M.Kep., Ns., Sp.Kep.J, the second by Istinengtyas Tirta Suminar, S.Kep. Ns, M.Kep, and the third by nursing professional students who are now completing a mental nursing station. Additionally, for the content, the student team did the ice breaking. The findings of the screening for gadget addiction and the findings of the child development detection were also presented during the presentation of the counselling materials.

3 Results and Discussion

According to the findings of the screening for gadget addiction, most students (51% of them) fell into the low category.

The findings of the knowledge measurement revealed an improvement in both the pre-test and post-test outcomes.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Pretest</th>
<th>Post-test</th>
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<tbody>
<tr>
<td>Average</td>
<td>69.74 / 100 points</td>
<td>77.71 / 100 points</td>
</tr>
<tr>
<td>Median</td>
<td>70 / 100 points</td>
<td>80 / 100 points</td>
</tr>
<tr>
<td>Range</td>
<td>40 - 100 points</td>
<td>50 - 100 points</td>
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Approximately 61% of children's growth and development screening results are age-appropriate.

The volunteer also collected supporting information in addition to the gadget addiction questionnaire, including frequent use of gadgets by parents (37%), occasional use of gadgets in front of the majority of children (69%), the majority of children's use of gadgets being for watching videos (43%), and the majority of children using gadgets for less than an hour per day (67%). According to observations of gadget usage, kids used them 4-5 times per day [3]. Indonesia had a high percentage of internet users, and the preferred form of communication at the moment is digital media [4]. It was not unexpected that kids these days love gadget so much given how each program (game) was presented with different colors and characters. [5].
According to the majority of the screening, parents provided their kids electronics for fun (28% games and 43% videos). Parents gave their kids devices to make them happy, to Stay updated with current trends and developments, or as playthings [6].

The majority of students used gadgets for less than an hour, according to the data collected, which was consistent with a low level of gadget addiction. Children who played online games for 1-2 hours scored much worse overall on emotional control tests than other kids [7]. The amount of time spent playing online games was linked to the formation of online gaming disorder [8]. Mild addiction was typically seen by someone who played online games for 3 hours per day [9].

The authoritative parenting style applied by parents showed that the majority of children did not experience gadget addiction [10]. As a way of keeping up with the times, parents still let their kids use electronics. However, with authoritative parenting, parents retained control and imposed limitations on their kids' usage of gadgets. This enabled kids to continue taking naturally and ordinarily pleasure in technology advancements. The usage of gadgets and the effects on children could be influenced by authoritative parenting, happy family environments, and healthy parent-child connection and interactions [11].

We appreciate the support from the community service grant provided by LPM UMY and the willingness of TK ABA Patukan to work with us as partners.

4 Conclusion

The implemented community service program enhances parents' understanding of effectively managing their children's electronic devices and gathers data on the prevalence of children's addiction to gadgets, categorized as low. Additionally, it assesses the growth and developmental milestones of children based on their age.

References


