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Parental Communication Patterns in Limiting the Use of *Gadget* in Early Childhood in the Salumakarra Environment, Noling Village, Luwu Regency

Pola Komunikasi Orang Tua Dalam Membatasi Penggunaan Gadget Pada Anak Usia Dini Di Lingkungan Salumakarra Kelurahan Noling Kabupaten Luwu

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Abstract

Keywords:
Restriction,
Gadgets, Parents
and Children

This study aims to find out the Communication Patterns and Factors that inhibit parents towards early childhood in the use of *gadgets* as well as understand the impact that occurs on children in the use of *gadgets* in early childhood in the Salumakarra Neighborhood, Noling Village, Luwu Regency. In this study, it was found that the communication pattern of parents in limiting the use of *gadgets* in early childhood is to provide limits on the use of *gadgets*, provide understanding in the use of *gadgets*, and control children in using *gadgets*. The factors that inhibit parents in limiting the use of *gadgets* are the busy factors of parents, lack of understanding of technology, not being able to hold back feelings of pity for children, not being firm with children, and lack of control and limiting children in the use of *gadgets*. The impact caused by the use of *gadgets* in the Salumakarra Environment shows that there are several negative and positive impacts. Risk of dependence, difficulty regulating emotions, lazy and difficult to manage, and supporting children to teach independently, accelerating the learning process.

Abstract

Kata Kunci:
Membatasi,
Gadget, Orang Tua
dan Anak

Penelitian ini bertujuan untuk mengetahui Pola Komunikasi dan Faktor penghambat Orang Tua terhadap anak usia dini dalam penggunaan *gadget* sekaligus memahami dampak yang terjadi pada anak dalam penggunaan *gadget* pada anak usia dini di Lingkungan Salumakarra Kelurahan Noling

Kabupaten Luwu. Dalam penelitian ini ditemukan bahwa Pola komunikasi orang tua dalam membatasi penggunaan *gadget* pada anak usia dini adalah memberikan batasan pada penggunaan *gadget*, memberikan pemahaman dalam penggunaan *gadget*, dan mengontrol anak dalam menggunakan *gadget*. Faktor penghambat orang tua dalam membatasi penggunaan *gadget* yaitu faktor kesibukan orang tua, kurangnya pemahaman teknologi, tidak dapat menahan rasa kasihan kepada anak, tidak bersifat tegas kepada anak, dan minimnya mengontrol dan membatasi anak dalam penggunaan *gadget*. Adapun dampak yang ditimbulkan oleh penggunaan *gadget* di Lingkungan Salumakarra menunjukkan terdapat beberapa dampak negatif dan positif. Resiko ketergantungan, kesulitan mengatur emosi, malas belajar dan susah diatur, dan Mendukung Anak Untuk Belajar Mandiri, Mempercepat Proses Belajar.

INTRODUCTION

In the last year, the development of communication technology has been very rapid based on data from *the newzoo report* in 2020, Indonesia is the fourth largest gadget user country in the world after China, India, and the United States, (Puspasari, 2023). This can be seen from a survey conducted by the Central Statistics Agency in 2021 which indicated that the use of information and communication technology in Indonesia has increased with the use of mobile phones reaching 65.87%, internet access reaching 82.07% and computer use decreasing slightly to 18.24, (Merhnaeni, et al., 2021: 20). Seeing the rapid use of technology and communication, especially on *gadgets*, can have a significant impact on changes in lifestyle, mindset, attitude in absorbing science and communication. Because *gadgets* can be used anytime and anywhere as needed.

Gadgets that were initially just a means of communication and information, but as the times go by, *gadgets* come with various additional features that are also multifunctional so that human life is easier in various fields. *Gadgets* consist of various types, including: *cellphones*, *laptops*, *tablets*, *ipads*, and so on. Along with the increasing human need for practical technology, in addition to innovations and changes in *gadgets* make people increasingly inclined to always use *gadgets*.

Children who spend their time using *gadgets* such as *Smartphones*, *Ipads*, *tablets*, and *computers*. However, more and more early children are using *smartphones* and *tablets*. This can be seen from *the artist The Asian Parent* who conducted a survey of mobile device use by children, including 2,500 parents in several countries, namely Indonesia, Singapore, Thailand, Malaysia, and the Philippines, and

concluded that 98% of children use *gadgets* in Southeast Asia. The results of the study prove that 67% of children use their parents' *gadgets*. 18% of children use *gadgets* with one family, and 14% of children use their own devices, (Pradevi, 2020: 49).

Increasing the use of *gadgets* in children will not only change the way children think and the way children communicate and interact but can also change them in absorbing knowledge. As an educational medium, *gadgets* can help children's growth by increasing vocabulary and learning about various colors, shapes, animals, and sounds.

Parents are the basic foundation for children's growth and development. Because they play an important role in paying attention to their children's needs in all activities, including the use of *gadgets*. Hormonal communication needs to be built in the family so that children get a good education. An open communication pattern, a supportive attitude, a sense of security, comfort, and a preserved spiritual life will affect the development of a child's soul and mindset.

Parents' parenting of children is influenced by their communication patterns. With a good communication pattern for children such as a good example in the form of a role model for their children, and parents must give gentle and affectionate advice, (Kencana, 2019: 3. As Allah SWT said in Q.S An-Nahl, verse: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ
الْحَسَنَةِ وَجِدْهُمْ يَأْتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ
هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ

Translation:

"Call (people) to the way of your Lord with wisdom and good teaching and debate them in a better way. Indeed, your Lord He knows best who has strayed from His ways, and He knows best who has been appointed.

In this verse, Allah SWT commanded the Messenger to invite his people to the right path. The verse provides examples of several methods to educate children well, including the *bil hikmah* method (with prohibitions and commands with good words), the *mau'idzah al-hasanah* method (through advice with gentle words), and the *al-jadal* method (through debate or refutation with clear evidence without violence).

According to the researcher's observations, it is often noticed that early childhood habits play with *gadgets* in the researcher's home environment. Researchers concluded that early childhood is very familiar with *gadgets*. Researchers found that some children were allowed to play with *gadgets* by their parents so that they would not cry or interfere with their parents' activities. Minors are allowed to play *gadgets* and

open applications to watch such as watching YouTube, playing games, and other applications freely.

The use of *gadgets* by children, especially children in early childhood, cannot be separated from parents. The role of parents in limiting the use and teaching children about the correct application and utilization of *gadgets*. This happens if parents apply the right communication pattern in the correct use of *gadgets* to children.

Based on some of the above facts, the researcher was interested and raised the title "Parental Communication Patterns in Limiting the Use of *Gadgets* in Early Childhood in the Salumakarra Environment, Noling Village, Luwu Regency."

RESEARCH MOTODE

This study uses qualitative description. Qualitative research is research that requires researchers to go directly into the field (location) to be researched. According to Bogdan and Taylor, qualitative research methodology is a research technique that produces qualitative descriptive data in the form of data both written and oral, from the behavior of the people (subjects) observed, (Taylor, 2008: 7). A research approach is something that can help in conducting a research, and the approach used by the researcher here is a qualitative approach, where the qualitative approach itself is an approach that has natural characteristics as a source of direct data, descriptions,

and processes are prioritized over results.

Research data is all information and information of a person who is used as a respondent as well as from documents, either in the form of statistics or in other forms for research purposes. The data taken from the object of this research include: primary data and secondary data. Primary data (primary data) is data designed by researchers for a specific purpose, namely solving the problem being addressed. The data is collected by the researcher directly from the first source or the place where the object of the study was conducted. Secondary data is data that has been collected for a specific purpose, namely solving the problem at hand. This data can be found quickly. In this study, the data sources are literature, articles, journals, and sites on the internet related to the research conducted.

The data collection techniques used are observation, interviews, and documentation.

RESULTS AND DISCUSSION

Parental Communication Patterns

The word Pattern in the Great Dictionary of the Indonesian Language has several meanings, namely forms or systems, descriptions, methods, models, examples or guidelines. Based on the definition of pattern, it can be concluded that the definition of pattern is a simple description or way of a communication process that shows the relationship

between one component of communication and another.

Furthermore, the word communication in English is called *communication* which also comes from the Latin word *communication* and comes from the word *communis* and also has the same meaning. According to Hafied Cangara, communication originates from the Latin word *communis* which means to establish togetherness between two or more people, (Samimora, 2021: 1).

Communication in terminology means communication from the point of view of terms and words. In terminology, it means the process of conveying a statement by someone to another person. From this understanding, it is clear that communication involves a number of people, where one person expresses something to others.

So it can be concluded that communication patterns are a work in communicating by finding the best way to send messages between two or more people. This is done so that there is a mutual communication process (*feedback*) from the communication process carried out. So that people can understand the message in question.

Parental Communication Patterns in Limiting *the Use* of Gadgets in Early Childhood in the Salumakarra Environment, Noling Village, Luwu Regency

Communication is something that everyone does, including parents to their children. Communication has great power in building relationships within

the family, especially relationships between parents and children that require communication. In addition, communication also involves changing, obtaining, conveying, and sharing information in the form of messages, (Effendy, 2004: 11). Parents need communication to limit and supervise. Minors need special attention from their parents, especially the use of *the gadgets* they play. As well as *gadgets* that are now widely used as entertainment tools for children.

Some minors are already proficient in using *gadgets*, one of which is children in the Salumakarra Neighborhood who are around 1-6 years old who are in this neighborhood parents allow their children to play *gadgets*. This of course has to do with the attitude and behavior of parents. Communication is no less appropriate to make this even more developed. Many parents make mistakes in communicating with their children, the communication patterns used are not appropriate for their age, so the range of rebellious behavior in this case will easily occur, (Obsevasi, 2023). And therefore, parents need to limit the use of *gadgets* in early childhood in the following ways:

Giving Restrictions on the Use of Gadgets

Providing time limits to children in the use of *gadgets* is one of the strategies carried out by parents so that children do not become dependent on *their gadgets*. *So it is very important to*

limit the use of gadgets in every child. Parents limit the use of *gadgets* by their children by setting schedules and time management. Parents manage the time given by parents by providing a good understanding to their children to make children's activities regular. In order to avoid more serious negative impacts, it is also not good for children's health.

Providing Understanding in the Use of Gadgets

The level of closeness between parents and children is the main factor for children to do various things, such as providing an understanding in the correct use of *gadgets*, for example, avoiding the effects of radiation and maintaining screen distance when playing with *gadgets*. With the right communication method, children will listen to everything their parents say.

It is important to provide children with an understanding of how to use *gadgets*, teach them to keep their distance when playing with *gadgets* to avoid radiation and maintain eye health.

Controlling Children in Gadget Use

Effective communication patterns between parents and children are essential to maintaining a strong relationship in a family. Implementing the right communication pattern needs to be implemented so that relationships in a family are more maintained, especially parents and children. The right pattern will have a

good effect so that the relationship is maintained, and parents are more likely to provide direction for their children. Different communication patterns by parents can have different impacts on their children. The use of the right form of communication is beneficial for children's growth and development, but the opposite also happens.

The correct and appropriate communication pattern applied by parents to their children can affect the growth and development of children, thus ensuring that their learning progress is not inferior to that of their children. By controlling children when playing with *gadgets* and providing the type of content that is useful for children.

Based on interview and observation data, the researcher concluded that the communication patterns of parents in limiting the use of *gadgets* in early childhood in the Salumakarra Environment are:

1. Limiting the use of *gadgets*
2. Provides an understanding of the use of *gadgets*
3. Controlling children in using *gadgets*

Factors Inhibiting Parents in Limiting the Use of Gadgets in Early Childhood in the Salumakarra Environment, Noling Village, Luwu Regency

Inhibiting factors are caused by obstacles that hinder something, for

example in interacting with other people. Problems in communication are mistakenly considered to trigger a problem that is considered wrong. This suggests that there is a problem with supervising *gadget* use in early childhood if parents are unable to supervise their children while they are using *gadgets*. Playing with *gadgets* is fun and exciting, especially since children can easily see and watch different types of entertainment integrated in one tool. However, parents face challenges because children who like to play games certainly do not want to be bothered by others, including their parents, (Effendy, 2004: 11).

Based on the results of interviews conducted by the researcher, it is explained that the inhibitory factors in limiting the use of gadgets in the elderly in the Salumakarra Neighborhood are as follows:

Factors of Parents' Busyness

The busyness of parents can be an inhibiting factor in limiting the use of *gadgets* in children. Because parents have little time and limited energy to control their children's activities more intensively.

The busyness of parents in taking care of the household can be an inhibiting factor in limiting the use of *gadgets* in children. In reality, managing a household is a task that requires a lot of time and energy. The factor that makes it difficult to monitor and control the use of *gadgets* in children is because

parents do not have a lot of time available.

The obstacle in limiting *the use* of gadgets in early childhood is the busy factor of parents. So that to prevent fussy children, parents will give *gadgets* to their children with the effort of parents can do other work or rest.

Lack of Understanding of Technology

Lack of understanding of the use of *gadgets* is a factor that hinders parents in limiting the use of *gadgets* in their children. Although not all parents do not understand the use of *gadgets*. But it still happens often. Since *the use* of gadgets by children at an early age occurs for a long period of time and without parental supervision, it easily causes changes in behavior and attitudes in children. In this case, an additional problem arises because parents may let the child do the activities as he pleases or tend to give the child freedom in everything, especially with regards to *gadgets*.

Lack of understanding of the use of *gadgets* can be an inhibiting factor for parents in limiting the use of *gadgets* in children because this can make them feel unsure or unable to give effective directions and impose appropriate restrictions regarding the *gadgets* used by children.

Unable to Resist Feeling Pity for Children

Sometimes we have to fight pity for the child for the sake of the child's good, especially for the child's

good for the sake of his better growth and development in the future. We must not fulfill all children's desires because what we give to children can have a bad impact on their development and growth.

One of the inhibiting foes in limiting the use of *gadgets* in early childhood gadget addiction is the inability to fight the feeling of pity in children.

Not strict with children

Parents are often reluctant to be strict with their children for fear that their actions will cause trauma to the child. As a result, parents become permissive (let everything go), as a result of which there are many negative effects of their parenting on children. In the use of *gadgets*, parents should limit the use of *gadgets* to children.

One of the factors that hinder parents from limiting the use of *gadgets* is that they are less strict with their children, so that children do what they like and want without knowing the impact that will be caused. Parents should be strict about the use of *gadgets* but sometimes give *gadgets* to their children. When you feel there is no other option to be quiet. Therefore, a firm attitude is needed by parents so that the impact of *gadgets* on children can be reduced. The liberating pattern means that parents obey all the wishes of their child, forgetting their responsibility to supervise their child's development

which should be supervised and limited in the use of *gadgets*. In contrast, the liberating pattern means that parents let their children use *gadgets* without a time limit.

Lack of Controllers and Limiting Children in the Use of Gadgets

Lack of supervision and limiting the use of *gadgets* in children will become dependence on *their gadgets*. *Children who are minors are more easily affected by something. For this reason, parents must be able to understand factors that can change their way of thinking, one of which is gadgets.*

Based on interview data and observations, the researcher concluded several factors that inhibit parents in limiting the use of *gadgets* in early childhood in the Salumakarra Environment, namely:

1. Factors of Parents' Busyness
2. Lack of Understanding of Technology
3. Unable to Resist Feeling Pity for Children
4. Not strict with children
5. Lack of Control and Restriction of Children in the Use of *Gadgets*

Every family faces different challenges. In situations like this, every parent should give instructions and limit the use of their children's *gadgets*. This is done so that children can calmly follow their parents' directions. Communication needs to be well

established so that children can interact and communicate from an early age, good communication between parents and children is needed. where parents try to control and regulate all their children's activities. Parents should ensure that their children have enough time and control to use *gadgets*,

especially when they are at an early age, so that they do not trigger the negative effects of excessive gadget use . If children use gadgets too often, it can be a learning medium for them. Parents must provide good supervision and direction to watch it.

CONCLUSION

Based on the results of research conducted by researchers with various sources regarding "Parental Communication Patterns in Limiting the Use of Gadgets in Early Childhood in the Salumakarra Environment, Noling Village, Luwu Regency", the following conclusions can be drawn:

The communication pattern of parents in limiting the use of gadgets in early childhood is to provide limits on the use of *gadgets*, provide understanding in the use of *gadgets*, and control children in using *gadgets*. As well as the inhibiting factors in this study are the discovery of parental

busyness, lack of understanding of technology, inability to hold back feelings of pity for children, not being firm with children, and lack of control and restriction of children in the use of gadgets. And the impact caused by the use of *gadgets* by children is seen in their daily routines in the Salumakarra Neighborhood where they continue to use *gadgets*. It shows that there are several negative and positive impacts. The risk of dependence, difficulty regulating emotions, laziness and difficulty in learning, and supporting children to learn independently and accelerate the learning process.

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