

THE ROLE OF DIGITAL PARENTING IN PREVENTING DEVELOPMENTAL DISORDERS CHILDREN

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ABSTRACT In the digital age parents have a huge challenge in caring for children, internet users don't look at the age from child to adult, many parents in the digital era find it difficult to find the best way to cares for children. The digital age offers a variety of new opportunities to develop, but also preserves threats. Parents need to develop a parenting model that aims to keep their children from threats and maximize their digital potential. The purpose of this community dedication is to provide digital parental knowledge to immigrant workers in Malaysia to be able to accompany and prepare children to face the breadth of technological developments, protect children from the threats of digital technology and maximize the benefits of digital potential. Partners of Public Service are KESAH Educate Resources, PCINU, PPI, UPSI and SIKL-KBRI Kuala Lumpur. Total participation of 113 migrant workers in Malaysia. Activity methods with presentations and discussions. The activity resulted in increased knowledge of participants about how to communicate with children, how to protect children's gadgets, ways to make deals with kids, select content that is suitable for children, understand the information provided by the media, analyze digital content to find positive and negative patterns, verify digital media, and evaluate media content. It is hoped that parents will be able to implement digital parenting in the parenting process by maximizing the benefits of digital technology to stimulate the development of children according to their age and can prevent the negative impact of digital technologies

KEYWORDS: *Children, Development, Digital, Parenting*

1. INTRODUCTION

The factors that influence the development of the child is the pattern of caring. Parenting is a parenting or educational effort carried out by a family using the resources available in the family and the environment. Parenting as a process of sustained interaction between parents and children in support of the physical, emotional, social and intellectual development of children includes the activities of guiding and protecting children as they grow and develop. (Kemendikbud, 2016).

In the digital age parents have a big challenge in caring for children. The digital age offers a variety of new opportunities to develop, but also preserves threats. Parents need to develop a parenting model that aims to keep their children from threats and maximize their digital potential. (Zulfitria, 2017)

Digital Parenting is an educational initiative that introduces the digital world to parents, as well as educate them to be able to prepare their children for the breadth of technological developments. These skills include how to communicate with a child, how to protect a child's gadgets, to make deals with the child, to select content that is suitable for the kid, to understand the information provided by the media, to analyze digital content to find positive and negative patterns, to verify digital media, and to evaluate media content. (Azizah, 2017)

2. METHOD

Initial licensing and collaboration with KESAH Educate Resources, PCINU, PPI, UPSI and SIKL-KBRI Kuala Lumpur, continued with targeting 113 immigrant workers in Malaysia. The implementation phase is the provision of digital parenting-related material, i.e. how to protect the child's gadgets, how to make agreements with the child, select content that is suitable for the children, understand the information provided by the media, analyze the digital content to find positive and negative patterns, verify the digital media, and evaluate the media content, after the submission of the material is discussed and questioned.

3. RESULT AND DISCUSSION

Public dedication Results There is an increase in the participants' knowledge of how to communicate with children, how to protect child gadgets, ways to make deals with kids, select content that is appropriate for children, understand the information provided by the media, analyze digital content to find positive and negative patterns, verify digital media, and evaluate media content.



Figure 1: PKM III participants and migrant workers working in Malaysia who took part in PKM III activities



Figure 2: Providing counseling material by resource persons using online methods to PKM III participants and migrant workers working in Malaysia who take part in PKM III activities

Children need guidance and guidance from parents to use digital media wisely. Parents need to understand the core values of the digital world: creativity, collaboration and critical thinking. Parents are expected to be able to protect their children from the threats of the digital age, but do not hinder the potential benefits it can offer. Parents can balance the exposure of digital media by introducing real-world experiences such as art activities, outdoor activities, sports, interactive reading, music and movements, traditional games and so on to the child. If the child is already exposed to digital devices, it is better to direct with effective communication to decide how long and when they can use it. Time to use and time to stop using digital media devices at night (Kemendikbud, 2017).

Research shows most of the gadgets parents give their children based on their child's wishes for specific purposes such as introducing technology early or just to keep them bored. Sometimes the gadget is used by the parents to distract the children so that they do not interfere with the work of their parents so that the parents provide gadget facilities for their children who are at an early age. (Nurrachmawati, 2014). The dependence on gadgets in children is due to the length of the duration in using the gadget. Playing gadgets with a fairly long duration and done every day, can make a child develop into an antisocial personal direction. The impact of this is that it can make the child more individualistic because it forgets to communicate and interact with the surrounding environment. (Maulida, 2013). Early childhood is the age when a child can develop the ability to socialize well in a social environment.

Most of the causes of delayed speech and language development in children are lack of exercise, more play alone, too passive, too much playing games in HP. Research has shown that the use of digital media can delay the development of language in children, especially children aged 2 years and under. (Kemendikbud, 2017). Research finds that the use of gadgets in early childhood is more enjoyable than playing with peers. This is because the various gaming applications that are present on the gadget are more attractive to children than the games that are available in the surrounding environment. The child has unconsciously become addicted to the gadget. This dependency is one of the negative impacts that greatly affects the social development and independence of the child. (Pebriana, 2017)

Parents need to accompany and guide their children while using the gadget, and the role of parents in disciplining the child is necessary so that the child does not experience dependencies that will cause a negative impact on the development especially its relationship with the social development of the child. (Waisyah, 2015). Some general principles of digital parenting include norms, technology impact, message impact, sensitive issues and examples of behavior. Parents should give a good example of digital media behavior to their children. If you want a wise child to use digital media, the parents must give you a certificate of authenticity. Determine the time spent on digital media that does not interfere with important activities such as eating, resting, studying, playing, worshiping, family interaction.

Parents also need to get used to accessing only important and useful information, teaching their children about these habits and discussing with their children the negative issues arising from digital media for their age. Based on these principles, parents need to develop patterns of parenting that protect and regulate children's access to digital media. Technical protection and surveillance alone are not enough, parents need to talk about security and self-control, discuss digital media behavior and encourage curiosity for positive things. Develop digital parenting according to the

growth and development phases of the child. There are many benefits that can be obtained from the sophistication of technology. Through gadgets and the internet, children's learning process becomes more creative and enjoyable. If a child has a talent for dancing or drawing playing video tutorials on youtube can be imitated and inspired for the child (Kemendikbud, 2017)

The use of digital media should be appropriate to the age and stage of development of the child. At the age of 4-6 years, parents need to pay attention to, among other things, 1) Using educational programs/applications related to school readiness, e.g. literacy, numeration and literacy.

2) Have a mutual agreement that is understood and lived by the child, monitor its implementation, consistently enforce the consequences of the violation and give appreciation for the success of the child in implementing the agreement. 4) Discuss the similarities and differences between children and their favorite characters seen through the media, with the aim of improving their skill to distinguish between the bad and the good. 5) Avoid the display of digital media programs that are filled with violence and sexuality. 6) Avoid digital media programmes that are biased in gender identification and deviation. (Kemendikbud, 2016)

It can interfere with the development of the child's brain, because excessive stimulation of the exercise causes 1) Cognitive delays, disturbances in the learning process, tantrums, increasing impulsive characteristics, lowering the child to self-reliance. 2) Grow slow because of restricting physical movement. 3) Delay language development. 4) Risk of obesity that can lead to diabetes, stroke and heart in adulthood. 5) Sleep problems due to the impact of viewing screens too long and the effects of digital media content. 6) Difficulty in concentration and active behavior. 7) Social development disturbed, growing into self-serving individuals so difficult to socialize directly. 8) Excessive use of exercise at an early age can hamper development of quadratic skills, social and solving problems usually acquired by children by exploring, playing and interacting with peers (Kim, 2013)

According to the American Academy of Pediatrics, the gadget should not be introduced in children under 2 years of age because the first two years of children' brain is developing rapidly. The child who interacts with the gadget will receive short-sighted light waves. It can affect the way the brain works and the range of attention of the child. On the gadget, colors, sounds, and vibrations change rapidly. If the use is excessive, the child will become accustomed to quick and short stimulation, when the child in school is faced with conditions unlike in the gadget then the concentration will quickly disappear (Kim, 2013).

According to psychologists, what children need as they grow up is the presence of their parents to always accompany and monitor what they do. The digital age requires two-way communication, which means that parents not only forbid or give instructions to their children, but

also act as good listeners and provide solutions to problems faced by their children. Publicly communicate anything that the child does not deserve to do or see, for example explaining why parents forbid the child to watch videos or screenings with adult content. Explain the wise rules of using the gadget. Open communication between parents and children has proven to be effective in anticipating children from the negative influence of gadget use. (Rahman, 2017)

Parents need to add knowledge when doing the digital generation, parents need to take the time to look at the sites their children have visited. Parents need to direct the use of digital devices and media clearly. If the child is already exposed to digital devices, it is better to direct with effective communication to decide how long and when they can use it. Wake up time using digital media with real world interactions, parents can balance digital media exposure by introducing real world experiences such as artistic activities, music and movements, traditional games and so on to their children (Kemendikbud, 2016)

Parents need to identify programs/applications that have an education and have a positive impact on the development of the child. Parents should accompany and interact with the child during the use of digital media. Parents should use digital devices wisely while interacting with their children and do not use the digital devices before going to bed. Browsing the child's activities in the virtual world, parents can monitor websites that have been visited and make sure the child does not visit websites that are not suitable (Herlina, 2018) Currently, there are software programs (web filtering) that can help parents scan or block websites that contain features that do not fit the children's development, one of which is parental control. This feature allows parents to restrict access to content that they find unsuitable for their children. (Herlina, 2018)

In the digital age, one of the best kindergartens for parents is to accompany their children when accessing the practice. for two main interests: negotiating access times and choosing media and channels. While experts suggest a maximum of two hours of screen time per day, if the activity is combined with productive or affective activities (such as communicating with families in remote areas) then the duration can be flexible. On the contrary, if parents are able to provide more beneficial activities or there is important social interaction then the time of access to the exercise can be reduced. Otherwise, the parents' willingness to know the media and channels the child likes will be very useful in building effective communication in parenting. (Nahriyah, 2017)

Selection of content suitable for children can be done with software and understanding. Parents can use the categorization or rating used by the content provider. Game app rating on Android-based mobile phones has age indicators that are allowed to use the app and this should be known to parents. Usually the indicator is written under the title of the application when we select the application in the play store. Safe apps for children aged 4-6 are apps with a rating of 3+ or 4+

(Fahrizal, 2018) Some apps on the play store have special family categories that contain child-friendly content. Other apps like youtube also provide kids' youtube channels, make sure kids only watch from secure channels. But such an arrangement is not enough, because the values of each family are different, then parents need to emphasize the limitations of the mandatory content related to the appearance of the body, the scenes of violence, the value of the story and so on.

Parents need to understand the information provided by the media. Understanding is done using the moral and rational framework of each family (Fahrizal, 2018). Parents can direct access time to exercises for productive activities such as learning to draw, process words, learn letters and more. Children learn that using digital media effectively will foster their skills and knowledge (Kemendikbud, 2016). The key to digital foster care is that there is an agreement between parents about how to foster a child that best fits their values. Apply that kindergarten method consistently through direct interaction, tauladan scholarship, and habits in the family. Use digital media in the middle of the family wisely. Make rules and agreements within the family regarding the use of the digital media. Make sure the whole family gets more benefits than the negative effects. (Kemendikbud, 2017)

4. CONCLUSION

There was an increase in participants' knowledge of how to communicate with children, how to protect children's gadgets, ways to make deals with kids, select content that is suitable for children, understand the information provided by the media, analyze digital content to find positive and negative patterns, verify digital media, and evaluate media content. It is expected that immigrant workers will be able to implement digital parenting in childcare by monitoring and accompanying the use of gadgets in children so that they can maximize the benefits of digital technology to stimulate children's development according to their age and prevent the negative impact of digital technologies.

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