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## MANAGEMENT OF PARENTING ACTIVITIES IN PAUD IN MOTIVATING TO BE A WISE PARENT IN THE DIGITAL ERA

Nita Supartini<sup>1</sup>, Arifah A. Riyanto<sup>2</sup>, Kuswandy A Marfu<sup>3</sup>, Sri Nurhayati<sup>4</sup>

<sup>1,2,3,4</sup> Program Pascasarjana Pendidikan Masyarakat – IKIP Siliwangi - Jawa Barat - Indonesia

<sup>1</sup>supartininita@gmail.com

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### Abstract

The rapid progress of Information and Communication Technology (ICT) accompanied by easy access to social media, especially by minors who are easily exposed to information that has a negative impact on the character of children. Therefore, the involvement of parents is very helpful for teachers to carry out the process of educating children, especially educating children when at home (Parenting). Survey data related to the use of ICT by parents / family are grouped into 4 main topics, namely data about parents, home / family environment data, family activity data and ICT data as child care tools. The survey findings that ICT has become a means of caring for the modern era but does not facilitate parenting parents and children demand more time with ICT. On the other hand, there are still many parents using books, toys, and TV in parenting activities for entertainment, educating, disciplining or valuing children. The second finding is that high intensity use of ICT by children is not a major concern of parents compared to concerns on health and education. The third finding is that most parents are of the opinion that ICTs cannot be used as an educational tool and are not harmful.

**Keywords:** digital age, parenting, parents/families, ICT, ECD

### Abstrak

Pesatnya kemajuan Teknologi Informasi dan Komunikasi (TIK) disertai dengan kemudahan akses media sosial terutama oleh anak di bawah umur yang mudah terpapar informasi yang berdampak negatif terhadap karakter anak. Oleh karena itu, pelibatan orang tua sangat membantu para guru dalam melaksanakan proses mendidik anak khususnya mendidik anak saat di rumah (Parenting). Data survei terkait penggunaan TIK oleh orang tua / keluarga dikelompokkan menjadi 4 topik utama, yaitu data tentang orang tua, data lingkungan rumah / keluarga, data aktivitas keluarga, dan data TIK sebagai alat pengasuhan anak. Hasil survei menemukan bahwa TIK telah menjadi sarana untuk merawat era modern tetapi tidak memfasilitasi orang tua dan anak untuk menuntut lebih banyak waktu dengan TIK. Di sisi lain, masih banyak orang tua yang menggunakan buku, mainan, dan TV dalam kegiatan parenting untuk hiburan, mendidik, mendisiplinkan atau menghargai anak. Temuan kedua adalah bahwa penggunaan TIK dengan intensitas tinggi oleh anak-anak bukanlah perhatian utama orang tua dibandingkan dengan perhatian pada kesehatan dan pendidikan. Temuan ketiga adalah bahwa kebanyakan orang tua berpendapat bahwa TIK tidak dapat digunakan sebagai alat pendidikan dan tidak berbahaya.

**Kata kunci:** era digital, pola asuh, orang tua / keluarga, ICT, ECD

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### INTRODUCTION

The family is the best place to do education and is more perfect in nature and form than other education centers and the first time education is given by parents who are domiciled as teachers and as job leaders where in the family children educate one another and children have the opportunity to educate themselves (Dewantara , 1962). Therefore, parents become educators

(where when a husband and wife are blessed with children) is natural and is the primary and first educator for children. (Ahmadi, 1991). The important role of parents in educating their children is known as Parenting Education / Parenting, namely education given by parents to children in order to know and apply appropriate education in educating early childhood, especially when the child is in the family environment at home. The family is the smallest social part of the community formed based on the existence of a commitment between husband and wife in realizing social functions, the function of education that is carried out optimally as partners of the organizers of early childhood education (Latief, 2014). For this reason, parents do Parenting activities, namely learning efforts carried out independently by utilizing the resources available in the family and the environment, such as nourishing, guiding, and protecting in the child's growth and development process (Sasongko) , 2009) so that a harmonious family is formed as the basis for the formation of children's character (Wibowo, 2012). The important role of parenting activities is to bridge and harmonize between programs and continuous treatment between at home and at school (part of the Tri Education Center (Ahmadi, 1991), so that children's growth and development can be optimally achieved (PAUD Development, 2014).

Parenting activities in the current era (digital era) have many challenges caused by children now included in the Z generation (millennial generation), namely the generation (in the range of 1998 - present) who carry out their activities utilizing ICT media, so that this Z generation is known as the Digital generation Native. Digital native is a picture for someone (especially children to adolescents) who since their birth have been exposed to the incessant development of technology (Tapscott, 2009).

The use (exceeding the recommended limits (Andriana, 2018) gadgets (all ICT devices) (Widiawati, 2014) among children (digital native) has an impact on children's physical, social and emotional development (Novitasari & Khotimah, 2016), ( Sujianti, 2018), children have trouble sleeping (Yland et.al, 2015), children forget interactions with the surrounding environment, brain cancer and infertility / fertility rates (Manarship, 2015).

Based on the background explanation above, parents need to be given information and or skills (digital native education) to increase the impact of quality parenting (wise parents) on children in the family. This digital native education process aims to equalize (due to different generations) the level of understanding of ICT media. So, it is felt necessary to conduct research on "Management of Parenting Activities in Motivating to Be a Wise Parent in the Digital Age".

## **METHOD**

The method used in this study is a qualitative descriptive data collection process by conducting a normative survey of the use of ICT by parents / family in parenting which is grouped into 4 topics namely data about parents, home / family environment data, family activity data and ICT data as tools foster children.

To be able to provide information and insights on the new role of digital media - and media in general or ICT in parenting activities in the digital age, a survey was conducted on parents of children aged eight years and under. The instrument used as a survey tool is a questionnaire / questionnaire containing 19 questions divided into 9 questions with two answer choices and 10 questions with 5 answer choices. Respondents are allowed to answer one question with more than one answer choice. This questionnaire was distributed directly to parents of children who attend kindergarten Nusa Indah Cipatik West Bandung and combined with the questionnaire

using an open source application that is google form for the general public. The number of respondents was 37 parents out of 60 parents who received the questionnaire.

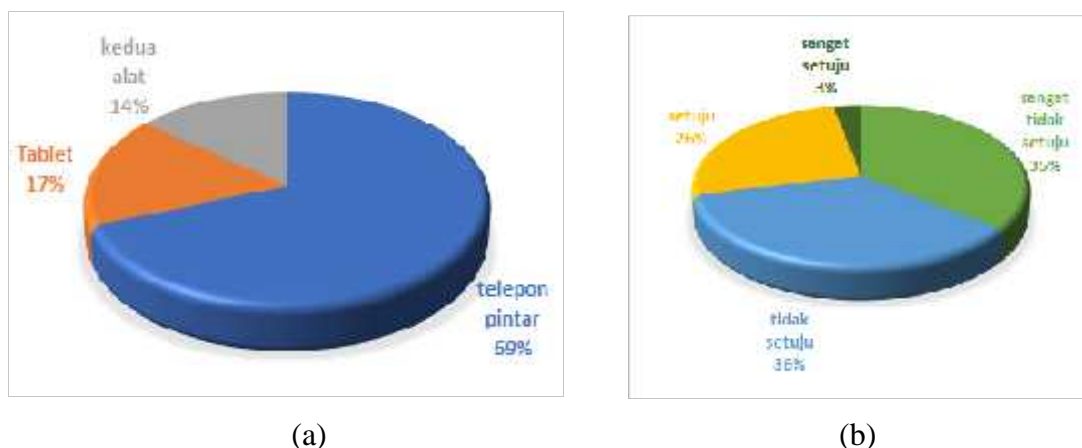
Survey data is analyzed / displayed using statistical diagrams. In the survey, several terms need to be defined including "smartphone" defined as "a cellphone that can be used to send emails, watch videos, download applications, or access the Internet (such as iPhone, Galaxy, or Android)." Tablets are defined as devices "such as the iPad or Galaxy Tab or similar devices with the same function." Pre-main handheld video games are defined as devices "such as Gameboy, PSP, or Nintendo DS." iPod video is defined as "like an iPod Touch or similar device," a mobile device "is defined as" like a smartphone, iPad, or similar device".

## RESULTS AND DISCUSSION

### Result

#### *About Parents: ICT Users*

The results of the survey of ICT devices owned by parents are shown in Figure 1a, where almost 69% of parents have smartphones at home, and 17% have tablet devices and have both devices (smartphones and tablets) 14%. Among all the parents based on the survey results in Figure 1b most parents (71% = 36% + 35%) do not think ICT devices make parenting easier, compared to 29% (26% + 3%) who agree that ICT devices can simplify the childcare process at home.



**Figure 1.** (a) The percentage of devices ICT -owned parent in the family, (b) Percentage of opinion of parents that the device ICTs facilitate parenting in the family

#### *About Parents: Parent Concern Problems*

The results of a survey about problems that concern parents in childcare are shown in Figure 2. The number of parents concerned about; health and safety problems as much as 46%, fitness and nutrition problems as much as 40%, social and emotional skills problems as much as 38%, behavioral problems 38%, problems with the use of ICT 30%, sleep patterns problems 29% and religious problems with the smallest percentage as much as 24%.

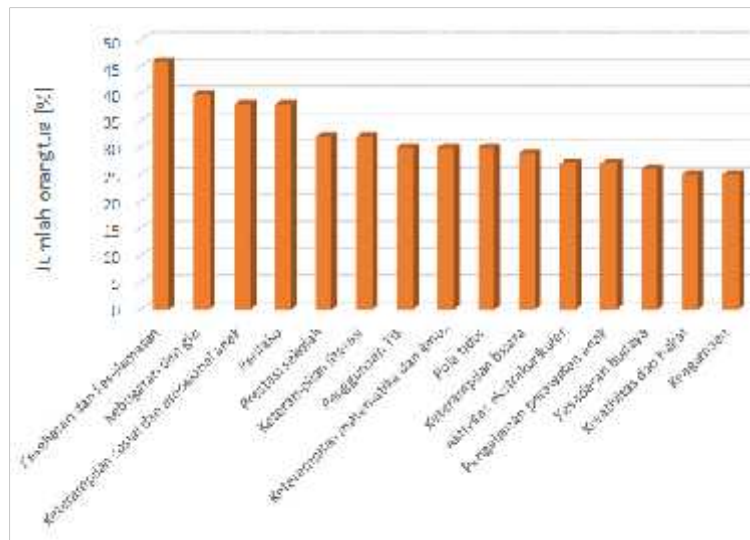


Figure 2. Percentage of number of parents who focus on areas of care for children

**About Parents: Stress Parents**

The results of surveys of the causes of stress that occur in parents can be presented as shown in Figure 3. The biggest causes of stress in parental life are (29%) "very" stressed about money, and 38% stress is normal about money. The next problem causing the highest stress is stressful about time to work (21%) and for families (13%). Health problems are the smallest stressors of 5% (very stressful) and 21% (normal stress).

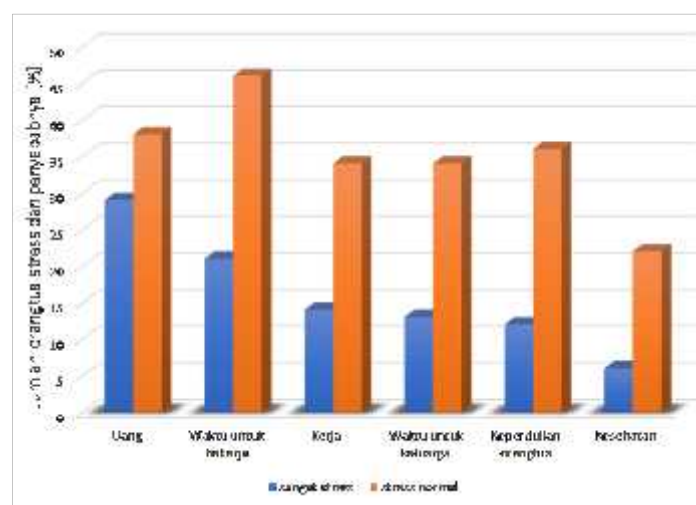


Figure 3. Percentage of stressed parents and their causes

**About Parents: Childcare Advice Resources.**

The results of a survey of sources (givers) of advice for parents who carry out the childcare process as shown in Figure 4. Couples become the biggest advisers 62% followed by "mother's parents", "pediatricians", "friends" as the next largest advisers in a sequence of 35%, 30%, 24%. Surprising results, websites, blogs, and social networking sites are the smallest sources of childcare advice, respectively, at 9% and 5%, which are highly insignificant.

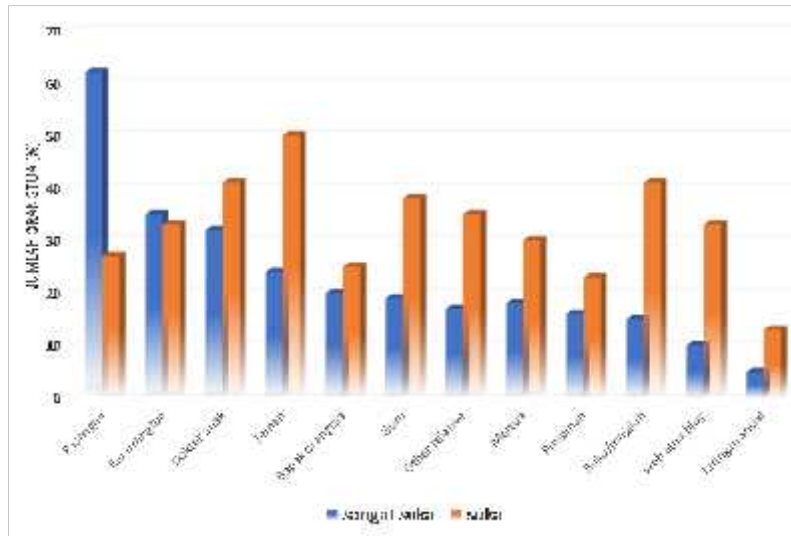
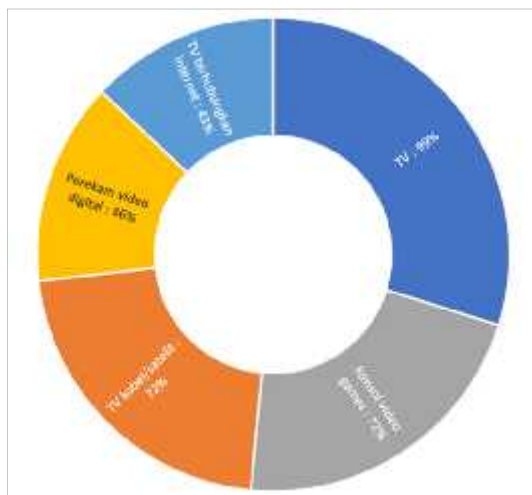


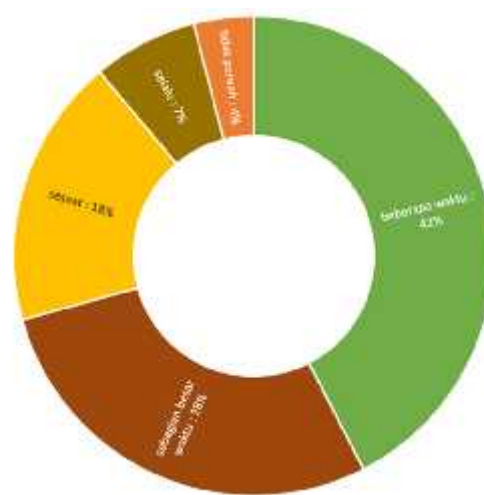
Figure 4. Percentage of parents and source of advice

**Home Environment: Television.**

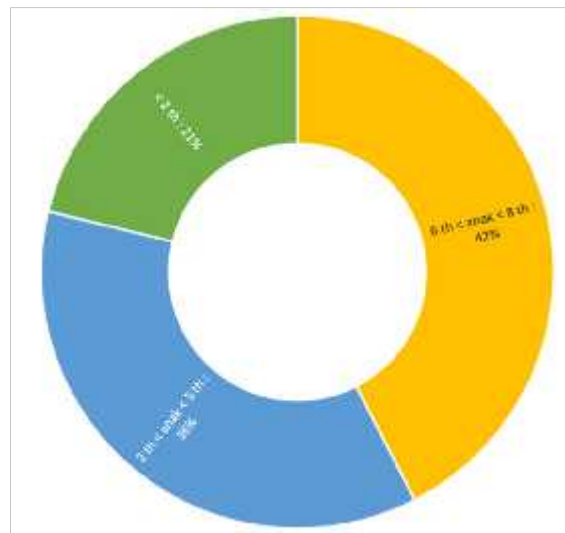
The survey results on the number of families related to television use and the like are shown in Figure 5a. Television is still the main focus of most family media environments. Less than 1% of families do not have a TV; 49% have three or more TVs, and 22% have four or more TVs. As many as 72% have console video game players connected to the TV. As many as 46% of all families have a digital video recorder (DVR), and as many as 43% of their TVs are connected to the Internet so they can download or stream content. But as many as 28% do not have cable or satellite TV and continue to depend exclusively on broadcast. Many families leave the TV "on" as if someone is watching it or not as shown in Figure 5b. 35% of families said TV was left "always" or "most of the time" the condition was "on", while 22% said it was "almost never" or "never" the condition "on" and as many as 42% said it was left on "some time" condition "on". As many as 36% of families have TVs in children's bedrooms, 21% for children under 2 and 42% for children aged 6-8 years as shown in Figure 5c.



(a)



(b)



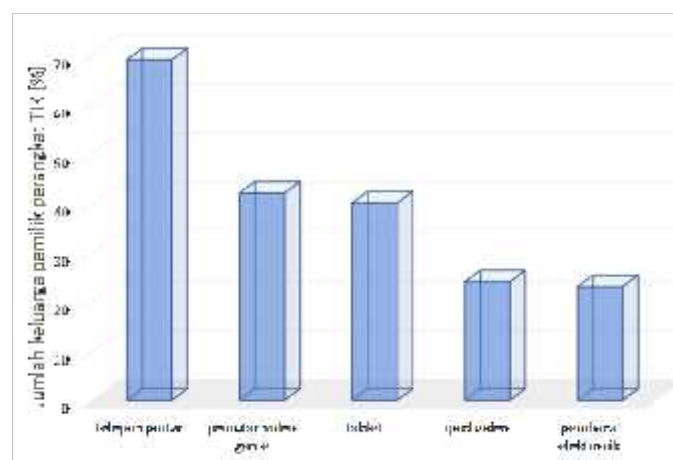
(c)

**Figure 5.** (a) Percentage of number of families that have television and the like, (b) Percentage of number of families related to the length of television use, (c) Percentage of number of families who have television in a child's bedroom with a certain age range

#### **Home Environment: Cellular Media Technology**

The survey results of the number of families (having children) who have ICTs as shown in Figure 6. As many as 69% have smartphones (cellphones that can be used to download applications, connect to the Internet, and watch videos), as many as 40% have tablet devices (iPad, Galaxy Tab), as many as 24% have an iPod video (iPod Touch or similar device), and as many as 23% have an electronic reader (e-reader) at home.

The survey results of the number of children in families who have (use) ICT as shown in Figure 7. A total of 6% of children aged 0 - 8 years have their own iPod Touch or similar device, and the same percentage has their own iPad or other tablet device. Only 2% have a cellphone. Among children aged 6-8 years, 6% have an iPod, and 7% have their own tablet. This compares to 24% who have their own handheld games like Nintendo DS, Gameboy, or PSP, and 27% who have educative game players.



**Figure 6.** Percentage of families that have ICT devices

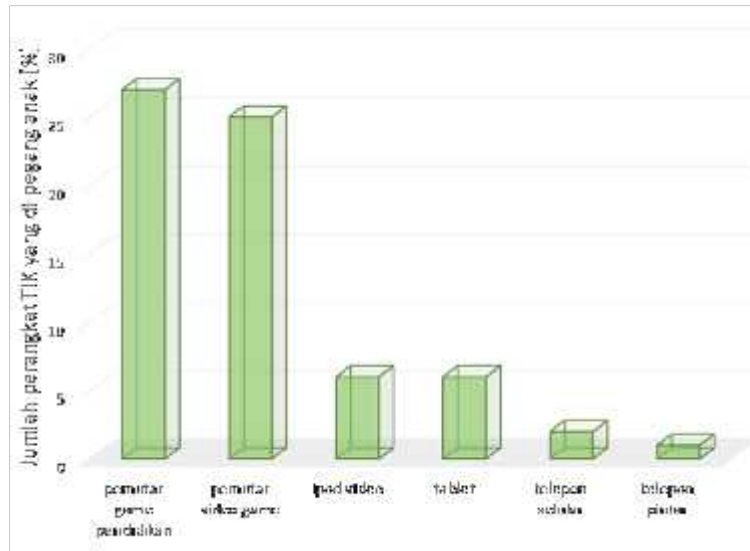


Figure 7. Percentage of number of family children who have ICT devices

### Family Activities

The results of a survey of the number of families doing activities using ICT as shown in Figure 8. The number of parents doing activities with children of a certain age as shown in Figure 9 "during or most of" time by watching TV by 31%, using computers by 29%, or playing on smartphone by 29%.

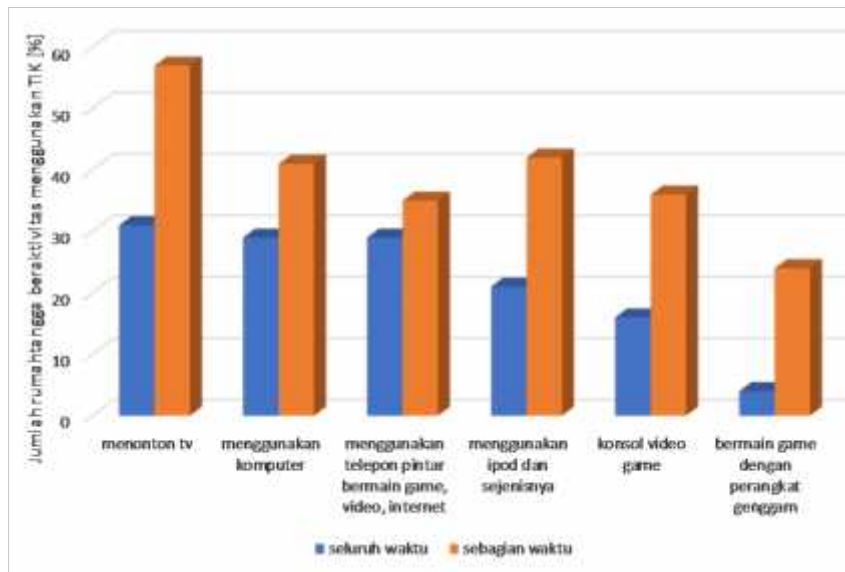
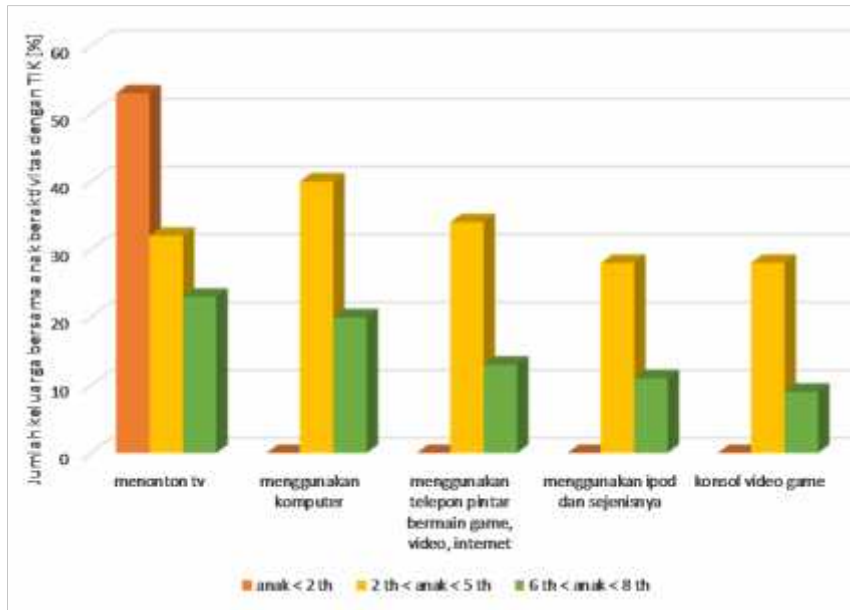


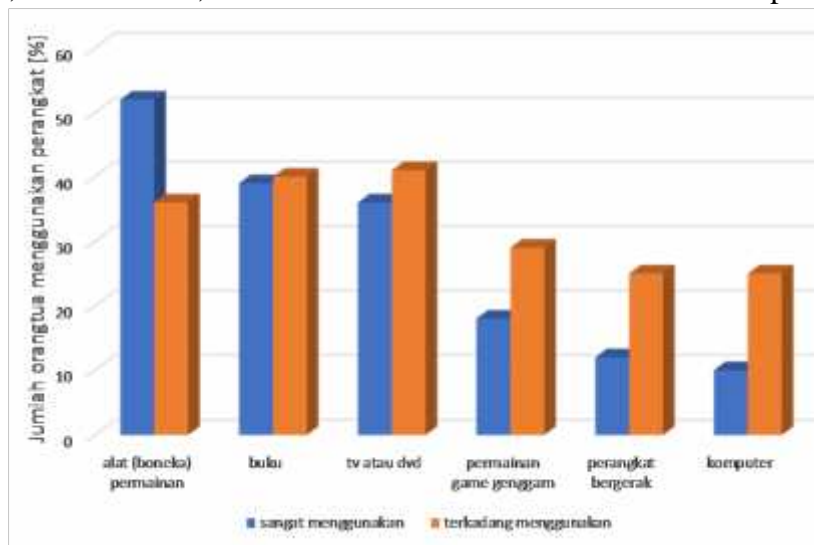
Figure 8. Percentage of families who are active in using ICT devices



**Figure 9.** Percentage of families who are active in using ICT devices with children of a certain age range

**ICT as Childcare Tools: Keeping Children Busy.**

The survey results the number of parents who make children busy playing using play devices (ICT and children's toys) as shown in Figure 10. 52% of parents use children's toys (dolls), 39% use books, 36% use TVs, 12% use mobile devices and 9 & use a computer.

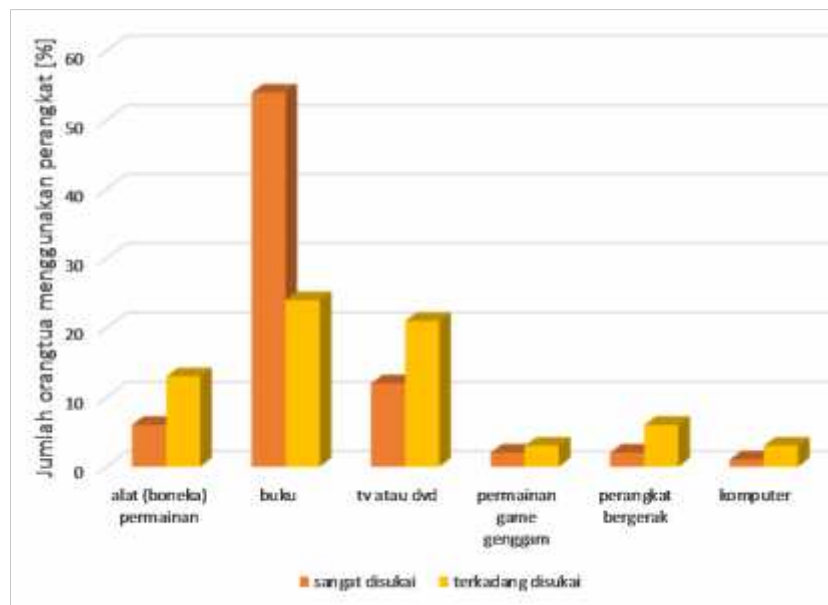


**Figure 10.** Percentage of number of parents using a device (play) to keep a child busy

**ICT As Childcare Tools: Preparing Children for Sleep.**

The results of the survey using ICTs to make children sleep appear in Figure 11. About 5% use toys (dolls), 54% use books, 10% use TVs 2% use handheld games and about 1% use computers

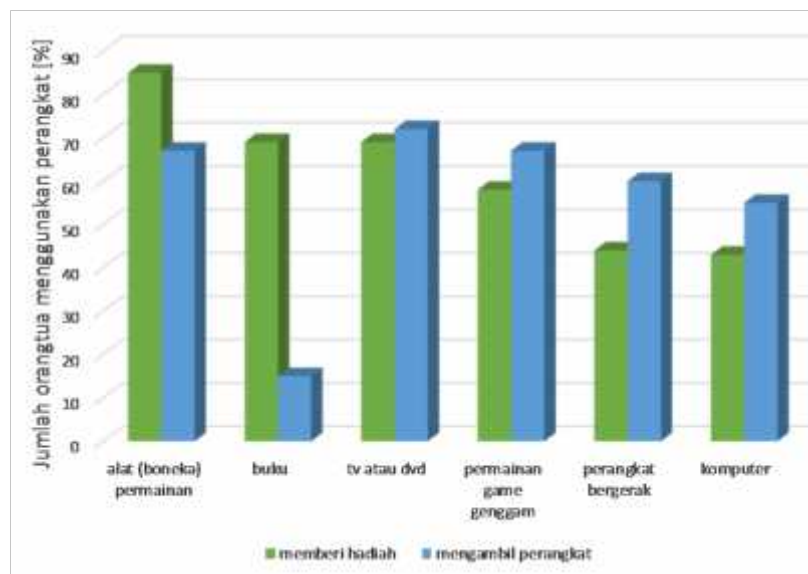




**Figure 11.** Percentage of number of parents using a device (play) to prepare children for sleep

**ICT As Childcare Tools: Appreciating or Disciplining Children.**

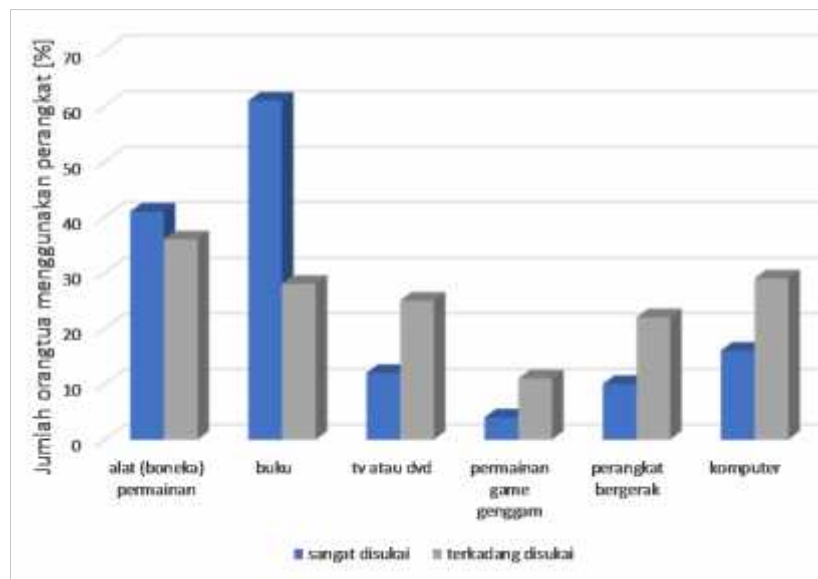
The survey results the number of parents using ICTs as gifts (or taking) to make children disciplined as shown in Figure 12. As many as 83% of parents use dolls, 68% of parents use books or TV, 56% of parents use handheld play devices and 41% of parents use cellular or computer.



**Figure 12.** Percentage of number of parents using the device (playing) as a gift (or taking it) so that the child is disciplined

**ICT As Childcare Tools: Educating Children.**

The survey results of the number of parents using ICT as a tool to educate children as shown in Figure 13. Around 61% of parents give their children books when they want them to have educational activities; only 10% said the same thing about smartphones or iPads (among those who owned it), and even computers ranked far lower than books, only 16%.



**Figure 13.** Percentage of parents who use the device (play) as a nurturing medium to educate children

## Discussion

Based on the survey results "About Parents" related to ICTs in Figure 1 to Figure 4 obtained the following information; the majority of parents / families, 83%, have ICTs and the majority of parents, around 71%, do not think ICT tools can make parenting easier, which is strengthened by the results of a survey that parental concerns / anxiety are around 46% focused on health problems (one of which is caused by the use of smartphones) and child safety. The various sources of causes of anxiety / anxiety parents motivate parents to look for sources / advisors to reduce the level of anxiety. From the survey results it turns out that life partners become the biggest source of advice around 62% and the smallest around 14% as a healthy source is a website and social media. In addition to the source of anxiety those who cause parents to be very stressed are money and work (65%) and the level of care and health of family members is only 15%.

Based on the survey results on the "Home Environment" in Figure 5 to Figure 7 obtained information as follows; all families around 99% have a TV, with varying duration of TV usage that is 35% TV is always "on", 42% of TV is only "on" for a certain time duration and 22% of TV is only a moment of use. Most of the use of TV in the family is used by children to watch accompanied by parents (31%) and the remaining children watch unaccompanied.

Based on the results of a survey on "Family Activity" in Figure 8 to Figure 9, information was obtained that 83% of families with ICT were also used by children to play educational games (27%) and around 29% were used as children's play devices (smartphones) to please and 29% of computers to be shared.

Based on the survey results on "ICT as a Care Tool" in Figure 10 through Figure 11, information is obtained that most parents (57%) use ICT for parenting tools, the rest use puppets and books. Some parents (13%) use ICTs to prepare children for sleep and the rest use dolls and books. In addition, most parents (97%) use ICT to discipline children and the rest use

puppets and books and a small proportion of parents (26%) use ICT to educate children and the rest use books.

## **CONCLUSION**

The study surveyed parents of children at a maximum of eight years to gain insight into the new role of digital media - and media in general (ICT media).

The results of the first survey are changing parents' views on media and parenting, namely: that new digital media such as smartphones and tablets have become tools of caring for the modern era and children demand a demand for more time with media, with parents continuously. One important finding of this study is that although access to ICT is spreading rapidly, it still has not made much impact on parenting in children. Very few parents use the internet or social media (ICT media) as sources of advice (information providers) about caregiving, and most don't think ICT tools have made parenting easier. Most parents still rely on television as a medium (tool) for family entertainment and are used to educate, discipline, or value children. The second finding is that the intensity of the use of ICT media by parents shapes the tendency (orientation) of the family to ICT media which influences how much time a child spends with the media. There appear to be three different parenting styles towards the media, namely the media-centric approach, the media-moderate approach, and the media-Light approach (a little neglected / unimportant).

The third finding is that high intensity use of ICT media by children is not a major concern for parents compared to greater global concerns on children's health and education. Parental understanding is limited to physical activity and there are no family member conflicts due to the use of ICT media by children. The fourth finding is that parents are of the opinion that ICT media are not the main media for educational resources and do not endanger children.

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