

Does Parent Perceived Could Predict Children Social Skill?

Wulan Patria Saroinsong^{1*} Nurminti Simatupang¹ Nurul Khotimah¹ Muhammad Reza¹
Sriwidayati¹ Mohammad Nursalim² Wagino³

¹Department of Early Childhood Education, Universitas Negeri Surabaya, Surabaya, Indonesia

²Department of Counseling and Guidance, Universitas Negeri Surabaya, Surabaya, Indonesia

³Department of Special Education, Universitas Negeri Surabaya, Surabaya, Indonesia

*Corresponding author. Email: wulansaroinsong@unesa.ac.id

ABSTRACT

The Parent's perceived on children socio-emotional skills regarding gadget usage has the significant problem which are should be explore in order to increase parent knowledge and understanding on gadget operation. The aim of this study to revealed the predictions of Parent's perceived on children socio-emotional skills regarding gadget usage. Survey method through the online survey has been spread into all the parent in Surabaya who have the children in 5-6 years old. It revealed that Parent's perceived of the gadget usage has the predictor on children socio-emotional skills. It has implications on parenting and school policy to be understanding and acquired regarding the potential risks of gadget excessive used.

Keywords: Parent Perceived, Social Skills, Emotional Skills.

1. INTRODUCTION

Currently, the Internet is the most important thing in human life [4-6]. Everyday people need it to support their work, study, business, and relationship. The total number of worldwide internet users worldwide from 2005 to 2018 was 3.9 billion and January 2019 as of the measured period, almost 4.4 billion people were active internet users, and 3.5 billion were social media users [7]. Principally, Asia has the highest number of Internet users in the world, approximately 922.3 million, representing 44% share of the world's Internet user population, according to data by Internet World Stats. In Asia, there has been a growing concern on what has been labeled "Internet addiction." It has to present as a severe public health issue in certain Asian countries [8]. In Beijing, a leading judge said that 90% of juvenile crime in Beijing city was Internet-related [9]. Besides, According to Ministry of Health, staying online more than six hours a day and having adverse reactions from not being able to go online, are symptoms of Internet addiction disorder [10].

Gadgets is defined as a small electronic device with a variety of special functions [1]. This indicates that even with a small form the gadget is able to provide all the conveniences for its users with functions that carry high-level technology. Along with the recognized benefits of gadgets by the world, gadgets are becoming increasingly popular and are used by many people to support and facilitate every activities in their lives. [9] It interprets the internet addiction meaning the Internet is a part of people daily needs and lifestyle.

Social emotional development includes emotional development and social development. [3-4] suggests that

"emotions are basically impulses to act based on feelings, biological and psychological states". Then [24] argues that "social development is the acquisition of the ability to behave in accordance with social demands". In juridical sense, social emotional development, namely "Changes in behavior that is continuous and integrated from genetic and environmental factors and increases individually both quantitatively and qualitatively covering various aspects; self awareness, sense of responsibility for yourself and pro-social behavior ". [14;22-24] In early childhood, social emotional development is very important to be developed because the child's ability to manage emotions and social interaction with others is needed when the child enters the surrounding environment. Without the ability to manage emotions and the ability to do good social interaction, children will find it difficult to adapt to their social environment. This ability will also help children to find their identity and role in real life. [2;13] concerning Parents' Perceptions of Gadgets Use in Early Childhood in Surabaya Kindergarten. Shows that parents have a good understanding of gadgets, both in terms of their types, uses and functions. Parents' responses tend to be negative, namely the negative impact of the use of gadgets in early childhood such as the impact on health, emotional development, psycho-motor and others. There are two attitudes of parents, there are those who forbid the use of gadgets and those who use gadgets with various preventive measures such as time restrictions, internet access, applications and controls. Therefore, the perception of parents in this case is considered very important because it will be able to determine the future of early childhood. In addition, [2;13] This research on the Influence of Gadget Use on Social Personality of Pre-School Age Children, shows that there is a positive influence

between the use of gadgets and the social personality of Pre-School age children.

2. METHOD

2.1. Design of Study

[18-20] This research is a quantitative study using linear regression analysis to predict the contribution of parents' perceptions of children's skills in the use of gadgets.

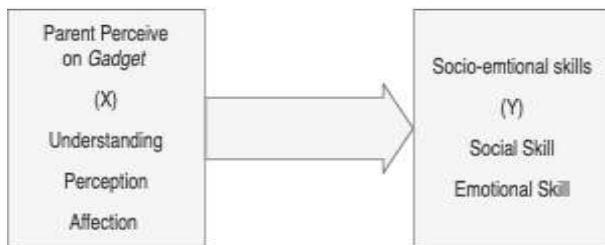


Fig.1 Design of Study

2.2. Materials

[18-20] The population of this study are parents in the city of Surabaya who have children aged 5-6 years. based on purposive and random sampling with the criteria mentioned before, the study sample was taken as many as 100 parents in the city of Surabaya.

[16] Regarding the measurement, this study use the Parent's Perceive instrument from the published journal (Amalia, 2019) and Socio-emotional Instrument for children. Those are Goleman's theory that developed and published on journal (Radiansyah, 2016 & Wahida, 2018).

3. RESULT AND DISCUSSION

The data revealed that the highest mean of parent perceived is 4.68 through the statement Gadget usage should be suitable with the necessary. It is convey, parent has awareness regarding gadget risks on children physical and mental health. Each presented indicators had classified using descriptive statistic.

TABLE 1. Parent Perceive Mean on Children on Children Socio-Emotional

Item.	Indicator	Mean
1.	Gadget adalah alat canggih yang membuat pekerjaan menjadi mudah	4,18
2.	Gadget memiliki beberapa jenis dengan fungsi yang beragam yang sangat berguna memudahkan pekerjaan saya	4,12
3.	Saya selalu mengikuti perkembangan aplikasi dalam gadget	3,63
4.	Saya yakin gadget sangat bermanfaat bagi penggunanya	4,06
5.	Saya tahu benar dampak negatif	4,35
6.	Pemilihan gadget dapat disesuaikan dengan range usia pengguna	4,17
7.	Penggunaan gadget harus sesuai kebutuhan penggunanya	4,68
8.	Penggunaan gadget harus ada batasannya	4,65

Regarding the prediction and contribution of the parent perceived on the socio-emotional skills on using gadget, it has predicted with the $\text{Sig} < .05$. Besides, Through the R^2 Parent's perceived has contribution 18 percents. Moreover, 82 percents has probabilities to contribute. Those are, parenting, nutrition, culture and other things which are related with the socio-emotional.

TABLE 2. Prediction Variables Coefficient (F value, Sig , and R^2)

No	Variabel	F	Sig	R^2
1.	X1.1 (Pemahaman)	7,45	0,02	0,1 8
2.	X1.2 (Tanggapan)		0,22	
3.	X1.3 (Sikap)		0,00	

[5-10] Parents' understanding of gadgets has a high coefficient related to understanding of the risks that will be experienced when children use excessive gadgets and do not suit their needs. The parents consider that the gadget is a sophisticated tool that makes work easier. This is inseparable from the knowledge of parents related types of gadgets with diverse functions. [1] who argues that the gadget refers to a small device or instrument that has specific practical goals and functions that are useful.

Therefore, to be able to increase their knowledge related to gadget parents tend to follow the advancement of applications in these gadgets. The more knowledge parents have, the more useful the gadget will be.

[24] stated that there are three main conditions that can affect the social emotional development of early childhood, namely: physical conditions, psychological conditions and environmental conditions. Physical conditions related to the child's physical motor, psychological conditions related to children's mental and intelligence and environmental conditions related to the place where the child grows and develops.

Regardless, parents not only know and believe in the usefulness of gadgets, but also know the negative effects that gadgets can cause. Therefore, parents believe that the use of gadgets must follow the rules of the game or meet certain conditions, including the use of gadgets must meet the needs of its users and the use of gadgets must have limits.

The influence of the use of gadgets on social abilities of young children shows that children need to communicate and understand their environment and peers. Impact Lack of socializing lies in children's empathy where they feel no need to share their goods or food with friends. related to ethical manners, low awareness of permission especially when using other people's belongings. This is embraced by a role model that can help children to develop their perceptions of norms in society. [24] revealed that the golden age is a time when children begin to be sensitive to receive various simulations and various educational efforts from their environment both intentionally and unintentionally. In order for a child's growth and development to grow and develop optimally, adults must be able to develop children's potential to the fullest by providing positive stimuli needed by children. One of the children's potential that must be developed in sensitive periods is emotional social development.

4. CONCLUSION

Gadgets is defined as a small electronic device with a variety of special functions [2]. This indicates that even with a small form the gadget is able to provide all the conveniences for its users with functions that carry high-level technology. Along with the recognized benefits of gadgets by the world, gadgets are becoming increasingly popular and are used by many people to support and facilitate every activities in their lives.

[24] stated that there are three main conditions that can affect the social emotional development of early childhood, namely: physical conditions, psychological conditions and environmental conditions. Physical conditions related to the child's physical motor, psychological conditions related to children's mental and intelligence and environmental conditions related to the place where the child grows and develops.

This study conclude that parent perceived could predicted the children' socio-emotional skills on using gadget, even though there are another variables as well that could be the

predictors. Those are parenting, nutrition, culture and other things which are related with the socio-emotional.

In Surabaya, Parents' understanding of gadgets has a high coefficient related to understanding of the risks that will be experienced when children use excessive gadgets and do not suit their needs. The parents consider that the gadget is a sophisticated tool that makes work easier. This is inseparable from the knowledge of parents related types of gadgets with diverse functions.

Furthermore this study could bear the major and minor recommendation such as the policy maker and parent particularly. Gadget usage in kindergarten should be preventive in application software that probability could use through the restriction appropriate with ages. Moreover, parent through the knowledge and understanding regarding the high risks of the gadget excessive, could apply in time management and make the restriction of the time usage.

REFERENCES

- [1] Castelluccio, Michael. 2007. Gadget An- Essay. <http://www.thefreelibrary.com/Gadgets-an+essay.-a0170115914> diakses pada 9 November 2019.
- [2] Chusna, Puji Asmaul. 2017. Pengaruh Media Gadget Pada Perkembangan Karakter Anak. Dinamika Penelitian: Media Komunikasi Sosial Keagamaan. Vol. 17, No. 2.
- [3] Goleman, Daniel(2015).Emotional Intelligence: Kecerdasan emosional mengapa Ellebih penting daripada IQ, Jakarta:PT. Gramedia Pustaka Utama.
- [4] Goleman, D. (2016). Social Intelligence. Jakarta: PT. Gramedia Pustaka Utama.
- [5] K. S. Young. (1998). Internet addiction: The emergence of a new clinical disorder. Cyber Psychology & Behavior, 1, 237–244.
- [6] K. S. Young. (1998). Caught in the Net: How to recognize the signs of Internet addiction and a winning strategy for recovery. New York: John
- [7] M. Young, The Technical Writer's Handbook. Mill Valley, CA: University Science, 1989.
- [8] Saroinsong.W, Sun.X.J, Boonrungrut.C, Aziz. B, Nursalim,M. Wagion, and Simatupang, N. "Excessive Internet Use and Its Hours Usage Control among Indonesian Students in China". Proceeding of ICEI. Atlantis Press.
- [9] S. Levy. (1996, December 30/January 6). Breathing is also addictive. Newsweek, 128, 52-53.

- [10]J. J. Block. Issues for DSM-V: Internet addiction. Am. J. Psych 165(3), 306-307 (2008).
- [11]I. J. Bakken, H. G. Wenzel, K. G. Gotestam, et al. Internet addiction among Norwegian adults: A stratified probability sample study. Scand. J. Psychol 50(2), 121-127 (2009).
- [12]K. Jetlund. "Improvements In Automated Derivation Of Owl Ontologies From Geospatial UML Models." International Archives of the Photogrammetry, Remote Sensing & Spatial Information Sciences 42.4 (2018).
- [13]Wahida, M. (2018). Hubungan Kecerdasan Emosional Dengan Interaksi Sosial Peserta Didik Kelas VII Di Madrasah Tsanawiyah Negeri 01 Bandar Lampung. Hubungan Kecerdasan Emosional Dengan Interaksi Sosial Peserta Didik Kelas VII Di Madrasah Tsanawiyah Negeri 01 Bandar Lampung, 104-109.
- [14]Wibisono. 2003. Riset Bisnis : Panduan Bagi Praktisi Dan Akademis, Jakarta: PT. Gramedia Pustaka Utama.
- [15]West, Richard dan Lynn Turner. 2007. Introduction Communication Theory. Analysis and Application. New York: McGraw Hill
- [16]Silalahi, Ulber. 2009. Metode Penelitian Sosial. Bandung: Refika Aditama.
- [17]Slameto. 2010. Belajar dan faktor-faktor yang Mempengaruhinya. Jakarta: PT. Rineka Cipta
- [18]Sugiyono, A. 2009. Manajemen Keuangan Untuk Praktisi Keuangan. Jakarta: Gramedia Widiasarana Indonesia (Grasindo).
- [19]Sugiyono. 2016. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.
- [20]Suharsimi. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- [21]Syamsuar Muchtae. 1987. Dimensi Supervisi Pendidikan. Bandung: Alfabeta.
- [22]Tirtayani, Luh Ayu, dkk. 2014. Perkembangan Sosial Emosional Pada Anak Usia Dini. Yogyakarta: Graha Ilmu.
- [23]Wagner, J. A., & Hollenbeck, J. R. 1995. Management of Organizational Behavior Second Edition. New Jersey: Prentice-Hall.
- [24]Hurlock. H (1998). Perkembangan Anak Jilid I.Jakarta : Erlangga