

Children's Social Skill: Parents' Perceptions in Digital Era

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ABSTRACT

This study purposes to obtain parents' perception in digital era related to children's social skills. In 4.0 Era, the younger generation is prompted to use gadget more often. It happens in this digital era when children play with gadgets while sitting or lying down at home. This leads them to do fewer physical activities and they prefer to communicate through social media rather than with their parents. In addition, parents have important rules to take care of their children during their early development. This study used survey of parents and their children in East Java, in order to find out the prevalence of parents' perception of children's social skills. This study revealed that excessive usage of gadgets gave the worse impact of children's social skill and physical growth. Most of parents perceived that gadget affects children's social skill but they could not overcome the excessive usage of gadgets on their children. It has an implication of physical and social activities on early childhood. Additionally, parenting is crucial to supervise children about time management of children's activities and to monitor their social development.

Keywords: Parents' perception, digital era, social skills

1. INTRODUCTION

In the current era, technology is increasingly developed. One of them is a gadget which is broadly used by society. gadget is a small electronic device with a variety of special functions. It can provide all the convenience for users with functions that have high-level technology. Bhattacharyya (2017) argues that social development is the acquisition of the ability to behave in accordance with social demands. The results of using gadgets make a person has little interaction and emotion because they become introverted and impatient. Wahida (2018) obtained the effects of excessive use of gadgets would increase the problems of children's interpersonal and social skills that make them depart from nature and environment (Slameto, 2010). This situation can change their behavior, they will withdraw from social life, and their creativity would be decreased. Another study examined that parents have a good understanding of gadgets, both in terms of their types, uses and functions. Dhamayanti, Dwiwina, and Adawiyah (2019) explained that the excessive and frequently use of smartphone technology is able to raise fears about gadget addiction and its effects on mental and emotional development of adolescents. Thus, the researchers are interested in conducting research to describe parents' perceptions related to the use of gadgets for the social-emotional development of early childhood.

1.1. Research Hypothesis

- 1) There is an influence of parents' understanding of gadgets on children's emotional abilities.
- 2) There is an influence of parents' responses about gadgets on children's emotional abilities.
- 3) There is an influence of parental attitudes about gadget on the child's social emotional abilities.
- 4) There is a simultaneous influence of parents' understanding, responses and attitudes on the child's emotional abilities. According to the generation type of assumptions, we divided the existed work into two categories.

2. METHOD

2.1. Participant

The technique used in taking the sampling uses non-probability sampling whose sampling type is Purpose Sampling. Purpose Sampling is a sampling technique based on certain criteria (Brown, 2011). The respondent criterion of sample is parents who have early childhood. Determination of the number of samples can be known the amount of population is to use the following formula:

$$n = \left(\frac{Z_{\alpha/2} \cdot \sigma}{e} \right)^2$$

Information:

n = Number of samples

Z_α = Value obtained from the normality table of confidence level

e = Error sampling

So based on the formula above the value of the sample is 96.04 people so that it is rounded up to 100 people.

2.2. Materials

Research Material used a questionnaire that was distributed using Google form by using the criterion for parents who have early children who use gadgets. The excessive and frequently use of smartphone raises concerns on addiction and its effects on mental and emotional development of adolescent. Furthermore, it could affect children's social development.

2.3. Procedure

Expert lecturers approved the instruments that were given to respondents. The research instruments in the variable of parents' perceptions of the gadget use and children's social emotional in instrument grating. The further process was entering a list on the instrument grating into Google form that consisted of 41 items.

3. RESULTS AND DISCUSSIONS

This chapter consists of results and discussions parents' perceptions of gadgets for children's emotional abilities.

3.1 Data Validity Test

Validity test calculation showed the r r-count > 0.3 then declared valid. The following table 1 is the result of testing the validity of each statement item with 100 respondents.

Table 1 Validity test result

Sub Variable	r- Empiric	r- Critical	Explanation
Parental Understanding	0,738**	0,3	Valid
	0,845**	0,3	Valid
	0,628**	0,3	Valid
	0,783**	0,3	Valid
	0,546**	0,3	Valid
	0,685**	0,3	Valid
	0,426**	0,3	Valid
	0,497**	0,3	Valid
Parent Response	0,763**	0,3	Valid
	0,777**	0,3	Valid
	0,744**	0,3	Valid
Parents' Attitude	0,594**	0,3	Valid
	0,796**	0,3	Valid
	0,827**	0,3	Valid
	0,822**	0,3	Valid
	0,746**	0,3	Valid
	0,670**	0,3	Valid

	0,812**	0,3	Valid
	0,835**	0,3	Valid
	0,801**	0,3	Valid
	0,663**	0,3	Valid
Social Ability	0,730**	0,3	Valid
	0,798**	0,3	Valid
	0,855**	0,3	Valid
	0,857**	0,3	Valid
	0,749**	0,3	Valid
	0,752**	0,3	Valid
	0,601**	0,3	Valid
	0,751**	0,3	Valid
	0,827**	0,3	Valid
	0,738**	0,3	Valid
Emotional Ability	0,757**	0,3	Valid
	0,649**	0,3	Valid
	0,862**	0,3	Valid
	0,503**	0,3	Valid
	0,607**	0,3	Valid
	0,712**	0,3	Valid
	0,621**	0,3	Valid
	0,712**	0,3	Valid
	0,783**	0,3	Valid
	0,862**	0,3	Valid

Source: Primary Data Processed, 2019

Based on Table 1, the results of the validity test show that each items has r-critical with a significantly more level of 3%, so it can be said that the research instrument used was valid.

respondents as many as 100 people for each variable can be seen in Table 2 below.

3.2 Reliability Test

The reliability test calculation showed the coefficient value ≥ 0.6 , so the instrument in this study can be stated as reliable. The reliability results with the number of

Table 2 Reliability test result

Variabel	Crombach value	R Critical	Explanation
Parents' Perception of the Use of Gadgets	0,864	0,6	Reliable
Emotional Social Ability of Children	0,943	0,6	Reliable

Source: Primary Data Processed, 2019

Table 2 shows that the results of the reliability testing of 100 respondents have values above 0.6 so that all variables can be declared reliable and feasible which can be used as a measurement tool in making the results of sample calculations.

3.3 Descriptive Test

The results of descriptive statistics test in table 3 show general data and statements of respondents that can be interpreted as follows:

Table 3 Descriptive test result

No	Variable	Category	Mean	Percentage
1.	Gender respondents	Male	21	21%
		Female	79	79%
2.	Age children	1-2 Years Old	5	5%
		3-4 Years Old	21	21%
		5-6 Years Old	74	74%
3.	Educational background	SD-SMP	2	2%
		SMA- D1/D2	36	36%
		D3-D4/S1	50	50%
		S2-S3	12	12%
4.	Income of Respondents	0- 1.000.000	20	20%
		1.000.000-2500000	21	21%
		2.500.000- 5.000.000	41	41%
		5.000.000 7.000.000	12	12%
		7.000.000-10.000.000	2	2%
		> 10.000.000	4	4%
5	Parents' Perception of Children's Emotional Social			
	Item 9	STS	5	5%
		TS	7	7%
		N	15	15%

		S	40	40%
		SS	33	33%
	Item 10	STS	1	1%
		TS	2	2%
		N	19	19%
		S	36	36%
		SS	42	42%
	Item 11	STS	-	-
		TS	3	3%
		N	10	10%
		S	38	38%
		SS	49	49%

Source: Primary Data Processed, 2019

Parents as respondents in the study were dominated by female. Descriptive test results based on the age of the child showed that the age of the child was dominated by 5-6 years. In addition, the educational history of the respondents based on the educational history of the respondents showed that the educational history of parents was dominated by D3-D4 / S1. And it can be seen that the respondents' income showed that Rp. 2,500,000-5,000,000. As well as the parents' perception of the social emotional of children for item 9to11 showed that the parents'

responses to the gadgets use for children's social emotional abilities were predominantly agreed and strongly agree with a fairly large percentage.

3.4 Regression Test

Regression Test Results in Table 4 show the results of the hypothesis of the effect of independent variables on the dependent variable as follows:

Table 4 Regression test result

No	Variable	F	Sig	R ²
1.	X1.1 (Understanding)	7,452	0,023	0,189
2.	X1.2 (Response)		0,223	
3.	X1.3 (Attitude)		0,000	
4.	Total X (Perception)	2,429	0,122	0,024

Source: Primary Data Processed, 2019

Based on Table 4 above, it is known the significance value for the influence of X1.1, X1.2, X1.3 on the calculated F value (7.452) > F table (1.98498), so it can be concluded that hypotheses X1.1, X1.2, X1.3 were simultaneously accepted which means there was an influence of understanding, response and attitude towards the child's emotional abilities. Moreover, it is known that the value empiric Total X = 2.429 with a significance level of 0.122 > 0.05, then the regression model cannot be used to predict the variable of social emotional abilities of children or there is no influence of parental perception variables on

the use of gadgets (X) on children's emotional abilities (Y). Referring to Hurlock (2005) there are three main conditions that can affect the emotional social development of early childhood.

In table 4, it is known the significance value for the influence of X1.1 (parents' understanding of gadgets) to Y (children's social emotional ability) 0.023 < 0.05, so it can be concluded that there was an influence of X1.1 (understanding) of Y (ability social emotional child) whereas the significance value for influence X1.2 (Parents Responses to Gadgets) to Y (children's emotional social

abilities) $0.223 > 0.05$ so, it can be concluded that the hypothesis was rejected which means there was no influence of X1.2 (parents' responses) to Y (emotional social abilities of children). As well as in table 4, the significance value for X1.3 (Parents Attitudes towards Gadgets) is known to Y (children's social emotional ability) $0,000 < 0.05$, so it can be concluded that H3 was accepted, which means there was an influence of X1.3 towards Y. Thus, according to the previous research, the stronger we are connected emotionally to someone, we have more power in both understanding and attitude.

Based on table 4 above, it can be seen that the R square value of 0.189, this implies that the effect of variables X1.1, X1.2, X1.3 simultaneously on the Y variable was 18.9%. Then, the determinant coefficient (R Square) of 0.024, which implies that the influence of the independent variable (parents' perception of the use of gadgets) on the dependent variable (social emotional children) was 2.4%. Goleman (2016) argues that perception is a process that involves the entry of messages or information into the human brain, through human perception that making contact with their environment continuously.

The major finding of recent study is there was an influence of understanding, response and attitude towards the child's emotional abilities. An emotional could not predict social skills of children. In other term that parents' perception on the gadgets use of children has not impacted.

4. CONCLUSION

Gadget is one of the real forms of the development of science and technology. Development of science and technology affects the lifestyle, including paradigm, for instance children's behavior. The parents' attitude towards gadgets is very influential on children's social emotional aspect. Hence, parents' perceptions and attitudes have a major contribution to the child's social emotional abilities.

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