

Parenting Patterns With Intensity of Digital Media Use in Children Under Age

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Abstract

This study examines the relationship between parenting styles and the intensity of digital media use among children under age. The rapid development of digital technology has significantly altered daily activities, leading to a shift in parenting practices. The research employed a quantitative method by distributing online questionnaires to parents of young children. The study found that smartphones are the most frequently used digital devices at home, with children often engaging in activities such as watching videos and playing games. While digital media can provide educational benefits, excessive use without proper supervision poses risks, including health issues and behavioral changes. The findings underscore the critical role of parents in supervising and setting boundaries for digital media use. Effective strategies include limiting screen time, selecting age-appropriate applications, and encouraging alternative activities. The study highlights the importance of parental involvement to balance the benefits and mitigate the negative effects of digital media on children's development.

Keywords: Parenting, Digital Media, Children's Development

1. INTRODUCTION

The development of technology has brought various perspectives on activities in daily life. In the past, parents allowed their children to play traditional games outside the house with their friends (O'Hara, 2016). While today parents use technology as a game media for children (Schriever, 2021). In today's modern era, digital media has become a necessity for every individual. The use of digital media can be found in various activities related to sports, economics, socio-culture, education, and politics. This is because digital media helps in everyday life. The use of digital media can change the mindset and behavior of individuals (Ardiya et al., 2020). The relationship between individuals and other individuals is easier without distance by using digital media, but without us realizing it, it can affect direct relationships with people around us, such as when using gadgets at home, parents and children will be fixated on their respective gadgets, so that there will be a lack of communication, and gadgets are not a primary need for children. During growth, children will continue to develop. Development in early childhood has many stimuli, so that the development obtained is less than optimal. Various things that impact an individual's life since birth, so it requires collaboration between the environment and genetic factors that can provide experience. Digital media is one important aspect in influencing child development. Digital media is more instant and faster, and can affect their lifestyle. (Alia, nd). Currently, children are more adept

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at using digital media than parents. However, the use of digital media in children that is too frequent can have a negative effect. People Parents have an important role in the child's development process, so that the education needed by children can provide experience. Children's learning time cannot be disturbed by other activities, because it can affect the child's learning outcomes and children will quickly get bored with learning (Ardiya et al., 2020).

This article background will discuss the relationship between parenting patterns and the intensity of digital media use in early childhood. In the digital era, technology has become an integral part of daily life, including for children. Uncontrolled use of digital media can affect a child's development, both cognitively, emotionally, and socially. Therefore, it is essential to understand how parenting patterns can play a role in regulating children's digital media usage and its impact on their development.

Numerous studies have shown that the interaction between parenting patterns and digital media use significantly influences a child's development. According Veldhuis et al. (2014), parents who adopt more open and communicative parenting styles tend to be more successful in monitoring and regulating their children's screen time. On the other hand, permissive or authoritarian parenting styles may lead to an imbalance in media use, potentially causing behavioral issues in children (Yanxue, & Bhaumik, 2024).

In young children, the use of digital media can affect social skills and the ability to interact directly with others (McNaughton et al, 2022). Children who spend too much time on digital devices may experience delays in language development, social skills, and even motor abilities. On the other hand, controlled and guided digital media use by parents can support enjoyable learning and enhance cognitive skills.

The role of parents in regulating the intensity of digital media use is crucial (Linder et al., 2020). In this regard, the parenting style used by parents can determine how much children are exposed to digital media and how they use it. Research on effective parenting patterns for regulating screen time is necessary to provide clear guidelines for parents in facing these challenges. Furthermore, it is essential to explore other factors that may influence parenting patterns, such as parental education levels, socioeconomic status, and family culture. All these factors can affect parents' attitudes toward digital media and how they guide their children. Therefore, this study aims to explore the relationship between parenting patterns and the intensity of digital media use and its impact on the development of early childhood, hoping to provide valuable insights for parents, educators, and policymakers in creating an environment that supports children's holistic development.

2. METHOD

The research method used is Quantitative. Quantitative research is research that uses data to answer research questions. This method focuses on measuring variables that can be calculated and analyzed statistically. The main purpose of quantitative research is to test the hypothesis. We use quantitative methods by distributing questionnaires via google form links filled with various questions covering how the parenting style is applied and the rules for using digital media at home that parents apply to their children, how the impact is felt by parents, and how efforts are made by parents to limit the use of digital media on children. So that in this study using respondents parents who have children who still need extra supervision, especially in the use of digital media.

Table 1. Results Based on Respondent Gender

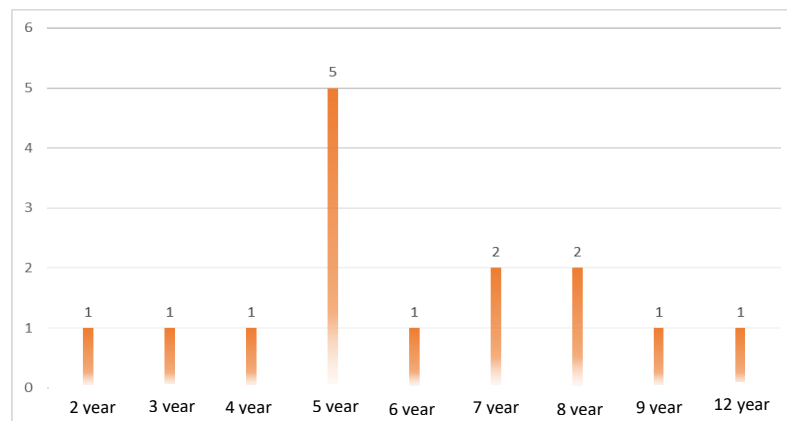
No	Gender	Amount
1	Man	4
2	Woman	11
Total		15

Participant

This study was conducted online by distributing questionnaires. The subjects of this study were parents who have children under the age of majority. Researchers chose parents because they have an important role in supervising children under the age of majority in the use of digital media at home. This study was conducted online by distributing questionnaires. The subjects of this study were parents who have children under the age of majority. Researchers chose parents because they have an important role in supervising children under the age of majority in the use of digital media at home.

3. RESULT AND DISCUSSION

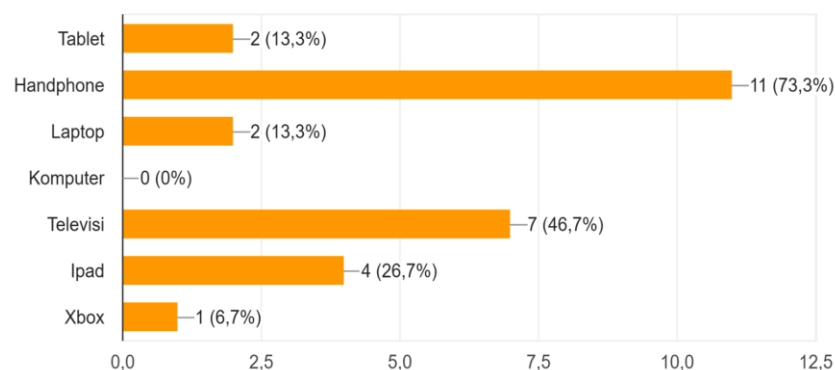
RESULTS



Picture 1. the age of each respondent's child

Based on the diagram above shows the age of each respondent's child, there is 1 child aged 1 year, 1 child aged 2 years, 1 child aged 4 years, 5 children aged 5 years, 1 child aged 6 years, 2 children aged 7 years, 2 children aged 8 years, 1 child aged 9 years, and 1 child aged 12 years. These results explain that the average respondent's child is 5 years old.

What media do children frequently use at home?
15 respondents

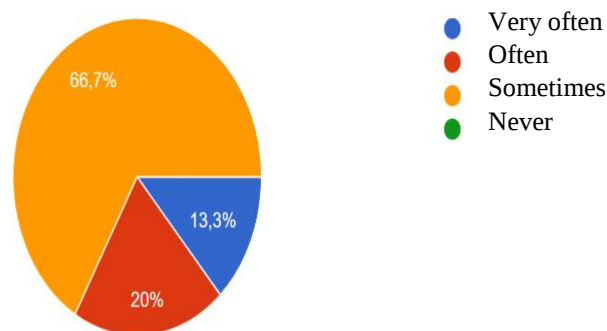


Picture 2. Social media that children often use at home

Based on the survey results above, it shows that 11 out of 15 respondents (73.3%) stated that their children most often use mobile phones when at home. This shows that mobile phones are the most dominant digital media for accessing digital content. The second position is occupied by tablets and laptops with the same percentage of 13.3%. In addition, television is still a popular media, although not as much as mobile phones. As many as 7 out of 15 respondents (46.7%) stated that they still often use television. Other digital media such as computers, iPads, and Xboxes have a much lower percentage than others. This shows that these devices are less popular among children who are survey respondents. Based on the data above, it can be concluded that mobile phones are the digital media most often used by children when at home.

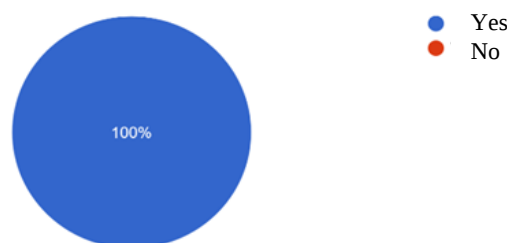
Based on the results of the diagram above, it is known that 66.7% of 10 respondents answered sometimes when using digital media in a day. 20% of 3 respondents answered often. And 13.3% of respondents 2 answered very often.

How often does your child use digital media in a day?
15 respondents



Picture 3. Children's time using social media in a day

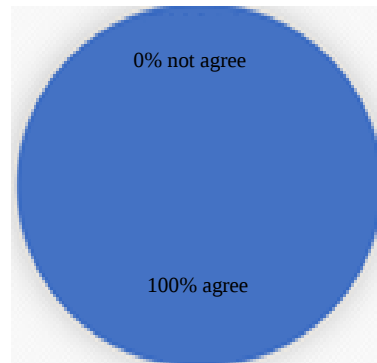
Do you think it's important to supervise minors' use of digital media?
15 respondents



Picture 4. Survey on the Importance of Supervising Social Media Use at Home

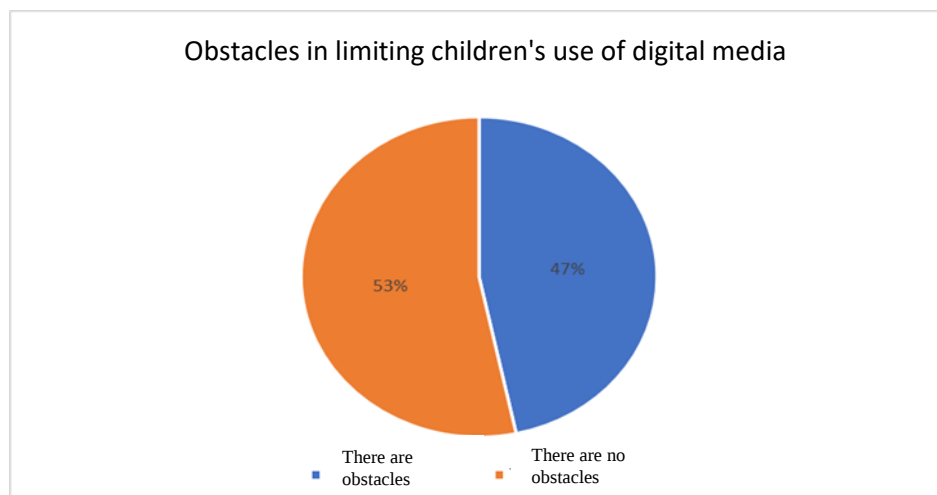
Based on the diagram results, it is known that 100% of 15 respondents know that supervision in the use of digital media in minors is a very important thing to do so that children do not become addicted to playing gadgets.

Do you agree that there should be regulations limiting children's use of digital media?
15 respondents



Picture 5. Rules for using social media at home

Based on the diagram, it is known that 100% of 15 respondents know that having special regulations to limit the use of digital media for minors is an important step to take so that children do not become addicted to playing digital media.



Picture 6. Constraints on limiting social media use at home

Based on the diagram above, it is known that 53% with 8 respondents have obstacles in overcoming the use of digital media in children and 47% with 7 respondents do not have obstacles in overcoming the use of digital media in children. Based on the results of the diagram above, it is known that as many as 46.7% of 7 respondents said that digital media can influence changes in children's behavior in a positive way. Meanwhile, 20% of 3 respondents stated that they did not experience any changes in the use of digital media in children.

DISCUSSION

Digital Media Often Used by Children at Home

The development of technology is currently growing rapidly, many sophisticated technologies have been created so that there are quite significant changes in human life (Puji Asmaul Chusna, 2017) So, at this time the development of technology can be marked by the emergence of cellphones that have been used by all groups, even early childhood. The results of the survey

above, digital media that is often used by children at home is cellphones. The use of cellphones is inseparable from human life. Not only adults but children are also interested in cellphones because of their sophisticated features. Cellphones have positive and negative impacts on those who use them, cellphones can attract children's attention because they have colors, features, and sounds that attract attention. In everyday life, children use cellphones for about one hour per day. There are so many platforms that are accessed by children, starting from watching videos from YouTube, downloading their own applications from the Playstore, playing games, and so on. (Rahayu et al., 2021) One of the main purposes of using digital media for children is as a learning medium. So that children can recognize letters, numbers, colors, etc. this can help accelerate the development of skills in children. In addition, the use of digital media can be used for useful entertainment. And also digital media can build social skills. (Lesbatta et al., 2022).

Percentage of Children Using Digital Media in a Day

The use of gadgets in early childhood can be beneficial, such as early interactive learning, but can also be dangerous if not properly regulated, such as social and physical disorders in children (Prasetya, 2024). In the midst of increasingly rapid technological developments, children can be given devices such as educational applications, interactive toys, and musical and audio instruments in the learning process. Education in the digital era is currently experiencing very rapid progress, and technological advances not only please adults, even children can enjoy the results of current technological developments. Technology is widely used in the world of education as a means and infrastructure for interaction between teachers and students (Jadidah et al., 2023). Current technological developments have positive and negative impacts. According to data that we have distributed through a questionnaire, as many as 66.7% of children sometimes use digital media in a day. While 20% of children answered often. Another 13.3% very often. This proves that the widespread use of the internet among children still requires parental supervision. Because internet use can have negative impacts on children, including: Examples: cyberbullying, exposure to pornographic content, etc. As the central and main place where a student spends his/her life, the family needs to care for and guide the student with affection, steadfastness, and concern. The role of teachers in developing student character becomes increasingly large, complex, and difficult. Teachers not only teach the concept of good character, but also how to guide students to apply it in their daily lives. Teachers must lead by example and demonstrate good character. The surrounding community also plays a role in monitoring and motivating the development of student character (Jadidah et al., 2023).

Supervision of Children in Using Digital Media for Minors

The role of parents for children at home is very important. Parents are a benchmark for children in speaking, interacting with others, and behaving. On the other hand, the rapid development of technology in this case the role of parents is needed to guide and guide children at home. This can be done by supervising the use of digital media, such as laptops, tablets, cellphones, computers, and so on. With the development of technology, parents can be more efficient in guiding and guiding children. However, the fact is that in today's era parents use digital media to support them in guiding and guiding children. So parents give children the freedom to use digital media every day, therefore children will spend more time playing digital media than interacting with others, including family. Digital media today

cannot be separated from children. Digital media provides various interesting things, such as color, sound, songs, and movement on one digital media. Children do not get this in other media, such as magazines, books, and others.

The various types of information presented are also very varied (Byström, 2002). Children can access information easily, so it is not uncommon for children to be addicted to digital media, so that their health declines and they rarely interact with people around them. Although digital media has a positive impact, excessive use of digital media in minors can cause several disorders, such as obesity, difficulty sleeping, brain growth that is too fast not according to age, mental disorders, aggression, and forgetfulness (Palar et al., 2018). Based on the explanation from Palar et al., 2018, the use of digital media must be properly supervised by parents when children are at home. Because in addition to having a positive impact, digital media also has negative impacts that are usually not realized by parents. The negative impact that is mostly not realized by parents is the lack of interaction or communication between parents and children, so that family harmony decreases. The development of communication technology makes it easy for minors to use it, because they are used to using digital media. Therefore, parents face many challenges in raising children in the current digital era. In this case, parenting patterns are very important to minimize these negative impacts. Family is the first foundation for children to gain knowledge to face the outside world. In today's digital era, it is not certain that children do not use digital media, so in this case parenting is very important in preparing children to be able to reject and stay away from negative things that are detrimental to them (Alia, nd).

Based on the results of the questionnaire that we have distributed to parents who have children under the age of 15, the results show that 100% with 15 respondents know that supervision in the use of digital media in children under the age of 15 is very important to do so that children are not addicted to playing gadgets. Therefore, families, especially families, have an important role in supervising their children while at home.

Rules Made By Parents In Limiting The Use Of Digital Media

In this era, parents cannot completely prohibit children from accessing digital media. because it must be realized that the existence of this digital media device is needed for children so that they can prepare themselves to face global challenges, therefore parents also need to introduce this digital technology. However, in the use of digital media for children, parents have the responsibility to control and supervise children when using digital media. Supervision carried out by parents has an important purpose because it can affect what information is received by children so that children do not fall into the negative impacts of using digital technology. If the use of digital media is not supervised and controlled, children will not be able to use digital media wisely, this will cause several problems related to changes in children's behavior who tend to be individualistic, do not care about their environment, and are addicted to playing gadgets (Sekarasih, 2016).

The results of the analysis of the questionnaire that our group has distributed to 15 parents who have children aged 1-12 years with the benefit of knowing what rules are used by parents in limiting and accompanying their children when accessing digital media. The results of the questionnaire data show that all parents do not give their children the freedom to use digital media, but parents make strict rules in the form of giving time limits or when the digital media

can be used, digital media is set in parental control mode or age limits, applications used, providing reading activity schedules and other activities to develop children's imagination. Time restrictions are a supervisory effort that has been determined by parents for their children to limit excessive use of digital media so that children can do other activities that can hone cognitive development according to their age. Time restrictions in using digital media determined by parents vary, some allow access to digital media in one day for only a few hours and there are parents who only allow access to digital media on weekends.

This time limit is needed to prevent children from becoming dependent on using digital media. Parents who have children aged 1-5 years provide time restrictions on playing digital media which aims to prevent children from focusing on gadgets alone because this can make them not care about their surroundings because they rarely interact with their families. In addition, the limitation of time for using digital media also aims to train children in managing emotional outbursts when their desires are not achieved because in the age range of 1-5 years, children still cannot understand their feelings (Sundus, 2018).

Parents not only provide time limits but also determine what applications can be accessed and set digital media in parental control mode so that children are protected from the threat of negative impacts from using digital media. Parents who have children aged 6-12 years can find out what applications can be accessed. Because children in that age range have started to be able to access digital media themselves without having to ask for help from their parents. For example, only providing the YouTube Kids application to their children because it is safer to use, the content in it only contains cartoons and videos that are appropriate for the child's age. On the other hand, not only the YouTube application needs to be supervised, but parents must also limit children in accessing game applications because sometimes there are some games that contain things that are not appropriate for the child's age.

Therefore, in the gadget, parents must provide games whose content is related to something that can hone the child's brain development that is appropriate for their age. Prohibiting children from using social media applications such as Tik-tok, Instagram, and Facebook because at that age range children still do not have the ability to filter the information they have received on social media. Therefore, parents will strictly prohibit and supervise the use of these applications, if they have these applications, the child's account must be fully held by the parents (Catherine et al., 2017).

Forming children's habits through a behavioristic approach to change children's behavior by providing a stimulus (Browning, 2017). Parents can shape children's behavior by getting used to reading culture. Parents must also set an example for their children not to use cellphones too often (Terras & Ramsay, 2016). Interaction between families is needed to form a harmonious family according to their social roles in a family, for example, when eating with family, no one is allowed to use digital media because this is an activity that can strengthen relationships between families. Eating together can also be used as an opportunity for all families to tell each other and exchange ideas, with this children will get used to telling their lives so that they can grow self-confidence. Provide a schedule every afternoon to read the holy book after worship so that children are close to their God. To fill time besides playing gadgets, parents can also provide a book and picture media to channel children's imaginative ideas. By forming this habit, it is hoped that it can form a child's character who cares about

their surroundings because they are not addicted to playing digital media (Hidayati et al., 2023).

Obstacles Faced by Parents in Limiting Digital Media Use for Children

In the era of globalization, the use of digital media is growing rapidly, the large use of digital media has made parents who have introduced digital media to their children from an early age with the reason that children are not unfamiliar with digital media. The use of digital media in children can be in the form of watching videos and playing educational games. However, the use of digital media can also have a negative impact on children, both in terms of health and social aspects. Digital media has an impact on how children interact in their surroundings, such as children losing interest in activities that occur around them and children prefer to be alone playing digital media rather than playing with their peers. (Aryati et al., 2023).

The use of digital media by children today requires supervision, especially in early childhood (2024). If parents cannot supervise their children properly, it can give children the opportunity to see negative content such as violence. Because it is feared that children will access the content, especially because there is a strong curiosity in children, and allow children to do or find out more about the negative or violent content. (Darwis et al., 2022).

The existence of digital media today makes it difficult for parents to control and limit the use of digital media in children. Such as obstacles when children ask for additional time to play digital media on weekends, this often happens because many of their peers have the freedom to play digital media. So they have a tendency to join in playing digital media even though the time given by their parents to play digital media has run out and children assume that using digital media without restrictions is a normal thing that can be done every weekend. With the freedom to access digital media, children feel that they have entertainment in the form of videos, games, and applications that are easily accessible so that children feel less interested in playing with their peers without using digital media. With this obstacle, parents are expected to be able to create interesting activities that can divert children's attention from digital media to more positive things such as cycling, swimming, gardening or cooking activities (Adwiah & Diana, 2023).

In this global era, many parents, especially mothers who work from home, find it difficult to control their children's use of digital media (Benedetto & Ingrassia, 2021). This creates new challenges in supervising children's use of digital media and continuing to focus on work at home. The busyness of parents with their work makes it difficult for them to manage their time to supervise their children and provide digital media to calm their children when they are fussy so that children feel used to and addicted to using digital media. The tendency of children to use digital media must be addressed in the right way, such as parents giving full time and attention even though they are busy working and making restrictions on the use of digital media with consistent regulations (Darwis et al., 2022).

The Influence of Digital Media on Children's Behavioral Changes

Personality development Inherited and environmental factors affect everyone, Personality development Inherited and environmental factors affect everyone (Kurniawati et al., 2024). According to developmental psychologists, everyone has innate potential that is revealed after birth, including abilities related to personality or virtue. Along with the development of the

times, not only human behavior has changed but also digital media, Digital media is defined as media that is encoded in a format that can be read by machines. With the existence of digital media, children's habits have also changed, such as interacting and getting information has changed more or less. Thus, it can be concluded that digital media has changed social life (Cahyono, 2021). Data collection was carried out by distributing questionnaires in the form of google forms. Samples in the study This It is known that 46.7% of 7 respondents said that digital media can influence changes in children's behavior in a positive way. Meanwhile, 20% of 3 respondents stated that they did not experience any changes in the use of digital media in children. The results of this study prove that digital media has an effect on school-age children such as being better at making videos, having broader insights and children being more daring to express themselves following existing trends. Some other children said they had no effect when using digital media. However, this must also be supervised by parents so that it is not negatively affected by digital media.

The relationship between parenting patterns and the intensity of digital media use in children is a multifaceted issue that requires a comprehensive understanding of both parenting styles and the dynamics of media consumption (Banić & Orehovački, 2024). The increasing prevalence of digital devices in children's lives has raised concerns about the potential effects on their development, particularly when digital media use is not appropriately managed (Reid Chassiakos, 2016). In this context, parenting styles play a crucial role in shaping children's behavior and regulating their screen time. The findings suggest that parents who engage in active involvement, provide guidance, and set clear boundaries around media usage contribute to more balanced digital habits in their children.

One important finding from the research is the association between authoritative parenting, characterized by warmth, structure, and communication, and a more balanced approach to digital media use. According to Bjelland et al. (2015), parents who practice authoritative parenting tend to establish rules regarding screen time while also encouraging open dialogue with their children about media content. This parenting style helps children develop healthy digital habits and engage with media in a way that fosters learning and creativity rather than passive consumption (Pérez-Fuentes, 2019). The research emphasizes that children benefit from clear expectations about when and how they can use digital devices, ensuring that screen time does not interfere with other essential activities such as physical play, face-to-face interactions, and academic learning.

Permissive and authoritarian parenting styles were found to correlate with an unbalanced use of digital media, either by allowing excessive screen time or imposing rigid restrictions without room for discussion (Çaylan et al., 2021). Permissive parents, who typically avoid setting strict limits, may inadvertently enable excessive digital consumption, leading to potential issues such as addiction to screens and a lack of social interaction (Throuvala., 2021). Conversely, authoritarian parents who impose strict limitations may limit their children's ability to develop critical media literacy skills and engage with technology in meaningful ways.

The intensity of digital media use also depends on the child's age, personality, and individual needs (Nudin, 2024). The research highlights that younger children, especially those under the age of 5, are more susceptible to the negative effects of uncontrolled digital media exposure. At this stage, excessive screen time can hinder the development of social and

cognitive skills. However, the study also found that appropriate exposure to educational content and interactive digital media, when guided by parents, can support cognitive development and enhance learning experiences.

Additionally, the study explores how socioeconomic factors, parental education, and family culture influence parenting patterns and digital media usage. Parents with higher levels of education tend to be more aware of the potential risks and benefits of digital media, which often leads to more intentional parenting practices in managing screen time. Socioeconomic status also plays a role in determining access to digital devices and the extent of their use, with children from higher-income families typically having more access to technology. Family culture, particularly attitudes toward technology and media, influences how digital media is incorporated into family life. Ghosh et al.(2018), Agured that families that prioritize educational use of technology are more likely to engage in discussions about the appropriate use of screens, fostering a positive relationship between children and digital media.

In conclusion, the findings indicate that parenting patterns significantly impact the intensity of digital media use in children, with authoritative parenting styles promoting a more balanced and healthy approach. Parents play a central role in regulating digital media use and fostering an environment that encourages responsible screen time. The research underscores the importance of providing parents with the tools and knowledge to manage children's media consumption in a way that supports their overall development, ensuring that digital media becomes a tool for learning and growth rather than a source of harm.

4. CONCLUSION

The use of digital media by children under the age of majority is increasingly widespread along with the development of the times. Digital media such as mobile phones are the most dominant ones used by children to access various digital content, while other devices such as tablets, laptops, and televisions are still used but with lower frequency. Digital media has an important role in supporting children's interactive learning, such as introducing letters, numbers, and other basic concepts. In addition, digital media also provides entertainment that can build social skills if used wisely. However, excessive use without supervision can have negative impacts, including physical health disorders such as obesity, sleep problems, and unbalanced brain growth, as well as social disorders such as a tendency towards individualism and lack of interaction with the surrounding environment. This study states that parents play an important role in supervising and controlling their children in using digital media. As many as 100% of study respondents are aware of the importance of supervising the use of digital media to prevent gadget addiction and other negative impacts.

Parents implement various strategies, such as limiting usage time, setting devices in supervision mode, choosing applications that are appropriate for the child's age, and prohibiting the use of inappropriate social media. This effort aims to protect children from harmful content and help them stay focused on other activities that support their cognitive and social development. In addition, parents also encourage alternative activities such as reading, drawing, playing outside, or other more productive activities to divert children's attention from gadgets. However, there are still obstacles, especially when children ask for additional time to play gadgets, especially on weekends. Many children are influenced by the habits of their peers who have more freedom in using digital media, so they tend to want to do the same.

This situation requires a creative approach from parents, such as providing interesting activities that can divert children's attention from gadgets, such as cycling, swimming, or cooking together. Parents also need to be role models by limiting their own gadget use in front of their children, for example by avoiding using digital devices when eating together or when doing other family activities.

The use of digital media in children is inevitable in this modern era, but the role of parents as guides and supervisors is very important to ensure wise and beneficial use. A consistent approach, close supervision, and the formation of positive habits can help minimize the negative impacts of digital media while maximizing its benefits. Thus, children can grow into individuals who are physically, emotionally, and socially healthy, and ready to face the challenges of this digital era.

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