




The Relationship between the Intensity of Gadget Use and Family Parenting Patterns with the Development of Children 36-72 Months in Sambaliung State Kindergarten

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ARTICLEINFO	ABSTRACT
<p>Article history:</p> <p>Received Mar 19, 2024 Revised Mar 21, 2024 Accepted Mar 26, 2024</p> <hr/> <p>Keywords:</p> <p>Child Development; Gadgets; Parenting; Pre-School Age.</p>	<p>Children who are in the early age phase (36-72 months old) are an essential period in the process of developing children's skills and intelligence that will have a major influence on adult life. The high rate of developmental problems in early childhood, especially pre-school age children (36-72 months), is inseparable from various factors that influence it. Among them are caused by environmental exposure (gadgets and parenting patterns) and psychological problems. To know the relationship between the intensity of gadget use and family parenting patterns with the development of 3-6 year old children in Sambaliung State Kindergarten. Quantitative which is associative with a cross sectional approach. the number of samples was 62 children aged 3-6 years with total sampling technique. The instruments used were gadget questionnaires and the PSDQ Questionnaire (Parenting Style Dimensions Questionnaire). BASED on the results of the spearman rank correlation test, the p value is 0.019, where this figure is <0.05, which means Ha is accepted and Ho is rejected, so it can be concluded that there is a relationship between the intensity of gadget use and child development, and based on the results of the spearman rank correlation test, the p value is 0.033, where this figure is <0.05, which means Ha is accepted, so it can be concluded that there is a relationship between family parenting style and child development. There is a relationship between the intensity of gadget use and family parenting with child development.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-NC license.</i></p> 

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1. Introduction

Children who are in the early childhood phase (0-6 years old) are an essential period in the process of developing children's skills and intelligence which will have a big influence on their adult lives. Based on research conducted by Correia et al, 2019, which is based on the prevalence of development delay based on age from 0-72 months, the results show that the age group with the highest development delay is the age group 36-72 months out of 1,226 children with a communication domain of (2, 9%), gross motor skills (5%), fine motor skills (5.9%), problem solving (4.9%) and social personality (4.5%). Meanwhile, in the

0-24 month age group, there were 1,413 children who experienced development delays in the communication domain of (1.3%), gross motor skills (3.4%), fine motor skills (1.1%), problem solving (1, 7%) and personal social (0.8%).

Based on Country profiles for early childhood development from 85 countries, the percentage of children aged 36-59 months who are not developmentally on track based on three of the following 4 domains: literacy-numeracy, physical development, social-emotional development and learning from 2010-2022, there are still several countries where children's development is not on track, namely Eastern Europe and Central Asia, still at 20%, and the highest in West Africa and Central Africa, namely 46%. for Southeast Asia, namely Thailand 7%, Timor Leste 47%, Vietnam 22%, Laos 11%, and in Indonesia 12% (UNICEF, 2020).

The still high number of developmental problems in early childhood, especially pre-school age children (36-72 months), cannot be separated from the various factors that influence it. Among them are caused by environmental exposure and psychological problems (Hasan et al, 2023). In a global review study, it was found that there is a positive correlation between excessive use of electronic devices such as smartphones and computers and psychiatric comorbidities. Where the effect occurs more in young children than in other age groups. According to the United States Centers for Disease Control and Prevention, the average child spends around 8 hours a day watching electronic screens (*Prevalence and impact of the use of electronic gadgets on the health of children in secondary schools in Bangladesh: A cross-sectional study*, 2021).

Excessive use of gadgets among children can affect their social skills. Apart from that, excessive use of gadgets can also affect the way children learn, write and read, depending on their cognitive abilities. When children are busy with gadgets, they are reluctant to learn and understand basic knowledge at school, which in turn can affect their cognitive skills (Zain dkk., 2022).

From the results of the 2021 Susenas MSBP, there were 68.01 percent of young children who watched television in the last week. Nowadays, information is not only obtained through television but also through gadgets. In 2023, there will be 38.92 percent of young children who use mobile phones and 32.17 percent of young children who access the internet (BPS, 2023)

Based on the percentage of young children according to Information and Communication Technology Access based on Provinces in Indonesia, East Kalimantan Province with gadget use, namely cellphones, with a percentage of 34.21% and internet use of 32.25%, this figure is still said to be high when compared to other provinces in Kalimantan (BPS, 2023).

Decisions regarding gadget use include duration, type of gadget, and internet access using gadgets are also decisions that come from parents. In fact, various reasons for using gadgets can be related to the development of pre-school children (36-72 months) on the pretext that children are more creative by playing games, easier to learn by watching educational videos, more cooperative with busy parents and do not interfere with parents' work. so that the child becomes calmer.

Optimizing brain development is supported by environmental stimulation, one of which is through social interaction with parents/guardians. This also means that in general parents prefer their children to play rather than socialize with other people. Where in general the parenting style is described as authoritative (having clear rules), authoritarian (requiring rigid obedience), or permissive (spoil the child).

Several studies have shown that there is a relationship between the intensity of gadget use and parental parenting patterns on child development. Another research conducted by Sari, (2019) where the results show that the intensity of gadget use has a significant relationship with personal social and language development (Sari, 2019). Other research has also been carried out by (Setyoboedi & Krisnana, 2020) showing the results of research where based on the results of the spearman test, each parenting pattern was identified, namely showing that there is a relationship between parental parenting patterns and development, namely democratic parenting patterns.

Based on the literature review, consideration of the results of previous research, and preliminary studies that have been carried out, it is important to carry out an analysis of the relationship between the intensity of gadget use and family parenting patterns with the development of 36-72

months which is expected to become evidence-based practice to provide good parenting patterns for children aged 36-72 months. This research highlights the interplay between gadget use, family parenting and child development. It provides an understanding of how these factors interact with each other and affect early childhood development.

2. Research Methods

The design of this research is quantitative research with an associative nature with a cross sectional approach, there are independent variables, namely the use of gadgets and family parenting patterns and the dependent variable, namely the development of children aged 36-72 months. The research population was all children aged 36-72 months in the Sambaliung State Kindergarten, totaling 62 children with total sampling because the population was less than 100. Data analysis was carried out including Univariate Analysis and Bivariate Analysis.

3. Results and Discussions

3.1 Research result

a. Description of the intensity of gadget use in children 36-72 months at the Sambaliung State Kindergarten

The intensity of gadget use in this study was categorized into 3 groups, namely low, medium and high. With a frequency distribution as follows:

Table 1. Description of the intensity of gadget use among children aged 36-72 months in Sambaliung State Kindergarten

Gadget Use Intensity	Frequency (n)	Percentage (%)
Low	17	27
Currently	33	53
Tall	12	19
Total	62	100

b. An overview of parenting styles for families with children 36-72 months at the Sambaliung State Kindergarten

Family parenting patterns in this research are categorized into 3 groups, namely democratic, authoritarian and permissive parenting styles. With a frequency distribution as follows:

Table 2. Description of parenting patterns for families with children 36-72 months at the Sambaliung State Kindergarten

Family Parenting Style	Frequency (n)	Percentage (%)
Democratic	54	87
Authoritarian	3	5
Permissive	5	8
Total	62	100

Source: Primary Data 2024

c. An overview of the development of children 36-72 months at the Sambaliung State Kindergarten

The development of children in this study was categorized into 3 groups, namely appropriate, doubtful and deviant. With a frequency distribution as follows:

Table 3. Description of the Development of Children Aged 3-6 years in Sambaliung State Kindergarten

Child development	Frequency (n)	Percentage (%)
In accordance	14	23
Doubtful	40	64

Digress	8	13
Total	62	100

Source: Primary data 2024

d. The relationship between the intensity of gadget use and the development of children 36-72 months in Sambaliung State Kindergarten

Table 5. Relationship between intensity of gadget use and child development.

Use of Gadgets	Child development						Total		P value	Rs
	In accordance		Doubtful		Digress		N	%		
	N	%	n	%	n	%				
Low	6	10	11	18	0	0	17	27	0.019	0.297
Currently	6	10	23	37	4	6.5	33	53		
Tall	2	3	6	10	4	6.5	12	29		
Total	14	1	40	64	8	13	62	100		

Source: Primary data 2024

e. The relationship between family parenting styles and the development of children 36-72 months in Sambaliung State Kindergarten

Table 5. Relationship between family parenting styles and the development of children aged 36-72 months in Sambaliung State Kindergarten

Parenting	Child development						Total		P value	rs
	In accordance		Doubtful		Digress		N	%		
	N	%	N	%	n	%				
Democratic	10	16	36	58	8	13	54	87	0.033	-0.271
Authoritarian	1	2	1	2	0	0	3	5		
Permissive	3	5	2	3	0	0	5	8		
Total	14	23	40	64	8	13	62	100		

Source: Primary data 2024

3.2 Discussion

a. Description of the intensity of gadget use in children 36-72 months at the Sambaliung State Kindergarten

Based on table 1, it is known that the majority of respondents with moderate gadget usage intensity were 33 people (53%). Use of gadgets with moderate intensity with a score of 3-4 obtained from the sum of frequency and duration points. This means using gadgets for a duration of >30 minutes to <75 minutes/day with a frequency of 2-4 times/day (Sari, 2019). Where this is still within ideal limits as stated by Sigman in (Sari, 2019), namely the ideal time for preschool children to use gadgets is 30 minutes to 1 hour a day.

This is in line with research by Heryanto, et al in 2023 entitled "Length of Gadget Use in Pre-School Age Children" stating that the majority of respondents used gadgets with medium criteria, namely 48.1% and the lowest were children with low gadget use, namely 11 people (10.4%)

It can be concluded that all children aged 36-72 months in Sambaliung State Kindergarten are currently exposed to gadgets in the medium intensity category because most parents have given permission for their children to use gadgets 1-2 times a day for 40-60 minutes.

b. Description of family parenting patterns for children 36-72 months in Sambaliung State Kindergarten

Based on table 2, it is known that the majority of respondents with a democratic family parenting style were 54 people (87%). This means that the majority of respondents had the highest scores on the democratic parenting style indicator which describes the application of a bias in this parenting style.

Democratic parenting is a parenting style characterized by a high attitude of acceptance, giving attention and affection as well as sincere love for children provides space for the development of children's talents and interests, is responsive to children's needs, develops warm needs with children, namely by establishing open communication. Involving children in discussions, especially regarding children's lives and giving children a little freedom to manage their lives (Nafiah dkk., 2021).

The factors that influence the implementation of democratic parenting as stated by Watson in Zahroh 2021 are the values held by parents, personality factors, socio-economic factors and educational factors.

This is in line with research by (Hidayati, 2022) entitled "The Relationship between Parental Parenting Patterns and the Growth and Development of Preschool Age Children" which states that results of univariate analysis of the characteristics of authoritarian parenting with 6 respondents (14.6%), permissive with 16 respondents (29.3%), moderate democratic with 23 respondents (56.1%).

It can be concluded that there are similarities in this research with related research, namely that democratic parenting is the parenting pattern that is most often applied by parents in raising their children.

c. Description of Child Development in children 36-72 months in Sambaliung State Kindergarten

Based on the results of this research, it is known that the majority of respondents with questionable developments were 40 people (64%).

According to the Indonesian Ministry of Health's SDIDTK guidebook 2022, a child's development is interpreted as doubtful if the number of "Yes" answers to the KPSP is 7-8. This means that children whose development is categorized as doubtful are still unable to carry out the 3-point commands listed on the KPSP sheet, both in terms of fine movement, speech and language, social independence and gross movement.

Other research is also in line with research conducted by Aswan & Ridwan in 2023 entitled "Early Detection of Child Development in Suli Regency, Luwu Regency" where, there were 13 children (47%) who were classified in the "Appropriate" development category, there were 11 children (39%) were classified in the "Doubtful" development category, and 4 children (14%) were classified in the "Deviant" development category (Aswan & Ridwan, 2023).

It can be concluded that there are similarities between the results of this research and Aswan & Ridwan 2023, most of the respondents have points 7-8 on the KPSP sheet so they are included in the doubtful category.

d. The relationship between the intensity of gadget use and child development

The results of this research show that the majority of respondents use gadgets with moderate intensity and their child's development is doubtful, namely 23 children (37%). Based on the results of the Spearman rank correlation test, a p value of 0.019 was obtained, where this number is <0.05, which means H_a is accepted and H_0 is rejected, so it can be concluded that there is a relationship between the intensity of gadget use and the development of children aged 36-72 months in kindergarten. Sambaliung.

The results of this research are in line with the theory which explains that in terms of neurophysiology, the brains of pre-school children are still in the developmental stage. Children's brain development will be more optimal if children are given direct sensory stimulation (Yumarni, 2022).

Time in front of gadgets can affect a child's development, where it will interfere with the child's ability to develop optimally. When young children observe gadgets, they may miss important opportunities to practice and master interpersonal, motor, and communication skills (Ain, 2019).

Excessive use of gadgets can result in cognitive delays which can affect the way children learn, write and read, depending on their cognitive abilities (Zain., et al., 2022).

Apart from the theories above, this research is also in line with several studies that have been conducted previously. Where the research was conducted by Septyani, et al, in 2023 where the research results showed that the chi-square test results obtained a value of $p = 0.018$ ($p < 0.05$) which means there is a relationship between the intensity of gadget use and children's development, of which there were 29 children (33.72%) have a risk of speech and language delays.

Another study by Wandella (2022) showed the same results where it was found that 14 respondents (60.9%) had medium category gadget use, causing the development of the doubtful category for 7 respondents (30.4%) (Wandella, 2022). Data obtained from statistical results using the chi square test shows $p\text{-value} = (0.000) < (0.05)$, which means there is a relationship between gadget use and the development of pre-school age children.

Based on the theory and previous research that has been explained above, from the findings of this research there are still results that show that it is not in line with the theory and results of previous research, where there are still 2 children who use gadgets with high intensity but whose development is appropriate. This can be caused because even though the intensity of children's gadget use is high, the two children use gadgets for positive things, namely learning, whether learning to guess pictures, learning to write and learning to read. So that children can experience development according to their age. Where the results of this research are in line with research conducted by (Rahmawati, 2020) which said that children have broader knowledge because gadgets have no limits for searching for information about anything, anywhere.

This research also shows that theory and previous research are not in line, where there are still 11 children with low intensity of gadget use but experiencing questionable development. The activities of using gadgets are mostly done for watching videos and playing games. Apart from that, the results of this study also show that the majority of respondents access cellphones every day even though the frequency and duration of use in a day is low, but exposure to gadgets every day has an impact where some Most respondents indicated the effects of using gadgets, including some children not turning around when called, not answering when spoken to, not caring about their surroundings, and rarely playing with their friends. This is what has an impact on child development. One of the things that influences a child's development is the stimulation provided by parents.

Other research shows that one of the things that influences children's development, namely less than optimal stimulation, can also influence children's development, which is based on research conducted by (Pasaribu, 2020), the results of which show that there is a relationship between stimulation and the development of speech and language in toddlers.

According to researchers' assumptions, the results of this study show that there is a relationship between the intensity of gadget use and children's development, which cannot be separated from the impact of gadget use. Where this research is in line with several previous theories and research. Basically, children use gadgets for learning and entertainment activities because they are useful and convenient. However, the impact of using gadgets must be considered. Even though children use gadgets to learn online or search for information, the negative impacts still exist, especially if they are used continuously. This impact can be seen in terms of health, social, physical and mental development and cognitive skills. It is very important for parents, caregivers, and even teachers to reduce gadget dependence among children by limiting the time they use gadgets or in extra classes so that they can engage in other social activities. This can improve their cognitive, affective and psychomotor abilities.

e. The relationship between family parenting styles and child development

The results of this study showed that the highest proportion was among respondents with democratic parenting and doubtful child development, namely 36 children (58%). Based on the results of the Spearman rank correlation test, a p value of 0.033 was obtained, where this figure was <0.05 , which means H_a was accepted, so it can be concluded that there is a relationship between family parenting patterns and the development of children aged 36-72 months at Sambaliung Kindergarten.

That the parenting style applied to children can predict their behavior in the future (Prihatining Rahayu & Yunianti, 2023). The parenting style applied to your child can predict their future behavior, and parenting style is the most important factor in a child's growth and development. A family depends on the parenting style of parents and the parenting model applied by both parents. A family depends on the parenting style of parents and the parenting model adopted by both parents (Dini, 2022).

There is the existence of at least two dimensions of parenting, labeled parental support and parental control. Parental support relates to the affective nature of the parent-child relationship, while the control dimension has been subdivided into psychological control and behavioral control. Parental behavioral control consists of parenting behavior that attempts to control, manage or regulate the child's behavior, either through enforcing demands and rules, discipline strategies, reward and punishment control, or through supervisory functions (Kuppens & Ceulemans, 2019).

Each parent's parenting style is different. However, wrong parenting will have psychological and social impacts on children. The attitude of parents in interacting with their children is called parenting style. The golden age period is a time when a child's character, personality and attitudes begin to form and will become his character until he grows up. This character is first formed from the closest environment, namely the family, especially parents. On the other hand, children need positive support from both parents from an early age for their emotional development. If there is a delay or failure in building positive emotions, the child will become more aggressive and tend to be anti-social (BPS, 2021).

In line with the theory above, several studies have also shown findings which state that there is a relationship between family parenting patterns and child development, one of which was conducted by (Wahidanur dkk., 2023), who concluded that there was a relationship between parental parenting patterns and the development of children under five in Pidie Health Center Pidie Regency. Other research conducted by (Setyoboedi & Krisnana, 2020) shows that there is a relationship between parental parenting and development, namely democratic parenting.

Baumrind also stated that democratic parenting is a parenting style that prioritizes the child's interests but does not hesitate to control the child. This type of parent also gives children the freedom to choose and carry out behavior. Democratic Parenting Style This type of parent develops characteristics such as independence, self-control, good relationships with friends, and the ability to deal with stress, and is interested in new things (Fatmawati, 2022).

From the results of this research, there are things that are not in line with previous theory and research, where not all families who implement democratic parenting have children with appropriate/normal development, because the results of this research show that 36 respondents (55%) experienced doubtful development and 8 respondents (16%) who experience deviant development. Judging from the figures above, children who receive a democratic parenting style can also experience doubtful and deviant development.

This can happen due to other factors, one of which is the intensity of gadget use, as is known, democratic parenting tends to be more liberating for children. This is proven by the results of research where all respondents with democratic parenting with doubtful and deviant development also use gadgets with high intensity. This is in line with research conducted by (Primayana & Dewi, 2020) which concluded that there is a positive and significant relationship between democratic parenting and the intensity of device use by children, where the implementation of democratic parenting provides devices from an early age to their children, because they think that Gadgets make it easier for children to play and it will also be easier for parents to carry out their activities.

Apart from that, other research also states that child development can be influenced by other factors, including the child's age. In this study it was found that there were 18 children aged 54 months

who had doubtful development. Apart from age, gender can also influence a child's development. From the results of this study, there were 6 (9.7%) boys who experienced deviant development compared to only 2 girls (3.2%). Other factors, namely the lack of stimulation provided by parents and the child's nutritional status, can affect the child's development. Based on the results of this research, this is in line with research conducted by (Saputo dkk., 2020) where the results of the research show that there is an influence of nutritional status on child development in Sonorejo Village, Grogol District, Kediri Regency in 2019

According to the researcher's assumptions, based on the results of research, theory and previous research, the researcher concluded that family parenting is related to child development. Each parenting pattern used by a family will have an impact on achieving different levels of development in children. An active and responsive family parenting pattern where the family can find out the child's desires and abilities, so that the child can explore and be more expressive of the surrounding environment. However, the role of the family, especially parents, is to remain aware of their authority figure who has full control over the child. This can make the child have development appropriate to his age, one of which is in the personal social aspect of the child having the characteristics of being independent, cooperative and responsible.

4. Conclusion

In this study, the intensity of gadget use was divided into 3 categories, namely low, medium and high. Family parenting patterns in this research are categorized into 3 groups, namely democratic, authoritarian and permissive parenting styles. It is known that the majority of respondents with a democratic family upbringing were 54 people (87%). The development of children in this study was categorized into 3 groups, namely appropriate, doubtful and deviant. It is known that the majority of respondents fall into the doubtful category, 40 people (64.5%)

In this study, it was found that there was a relationship between the intensity of gadget use and child development with the highest proportion, namely respondents with moderate gadget use intensity and doubtful child development, namely 23 children (37%). In this research, it is also known that there is a relationship between family parenting and child development. This research shows that the highest proportion is among respondents with democratic parenting and doubtful child development, namely 36 children (58%). The limitations of the research are that the sample in this study is not homogeneous both in terms of varied ages of children, gender, parenting patterns and other aspects that can affect child development, this study is only limited to seeing the relationship between variables not to analyze how strong the relationship is between the variables studied and the change in the number of samples due to the age of respondents who experienced changes during the study. Future research can pay attention to selecting a more homogeneous sample, both in terms of child age, gender, parenting patterns, parents' education level, and other factors that can affect child development, conduct a more in-depth analysis to evaluate how strong the relationship between the variables studied and plan the research carefully, including in terms of controlling variables that might affect the results of the study.

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