



A parents' interpersonal communication in mentoring at gadgets used for elementary school children

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ABSTRACT

This article aims to explain about interpersonal communication carried out by parents in assisting the use of gadgets for their children who are still in elementary school. Using the constructivism paradigm, the case study method with data collection techniques through interviews with internal informants of Indonesian Child Protection Commission (KPAI), namely one of the supervisory analysts and institutional relations in the family sub-cluster, Alternative Care, DKI Jakarta Provincial Education Office, elementary school teachers and parents who have children still in elementary school. The results showed that it is very important to carry out interpersonal communication of parents through assistance in the use of gadgets for their children to avoid negative impacts on content that is not suitable for elementary school children. The importance of quality time between parents and children is interpersonal communication, by doing activities together, without gadgets, and both parents must be committed. .

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1. INTRODUCTION

The Gadget addiction is no longer a foreign phenomenon that we encounter in Indonesia today. Reporting from the CNN Indonesia page, based on data obtained in 2021 through a survey, it is known that more than 19% of adolescents and children in Indonesia are addicted to the internet accessed through gadgets. Through the results of the survey, it is also known that as many as 2,933 children and adolescents who use gadgets to access the internet, previously spent a duration of around 7.27 hours, eventually increasing to 11.6 hours every day. This number shows an increase of 59.7 per cent from previous years. dr. Kristiana Siste also mentioned that the increase also occurred in young adults with an age range of 20 years and over. It is known that an increase of around 4,734 of these groups experienced an increase in online duration to 10 hours per day. Gadget addiction can have an impact on development of children and adolescents, namely emotional and behavioural disorders (Asif & Rahmadi, 2020).

This addiction to gadgets eventually led to several cases that require serious attention from all parties, starting from parents and families as the closest people, to

assistance from teachers at school and parties who are considered to play an important role in supervising the use of gadgets in children. The Indonesian Child Protection Commission (KPAI), also conducted a survey on the fulfilment of children's rights and protection during the Corona 19 virus pandemic, from 8-14 June 2020, with 25,164 child respondents and 14,169 parent respondents in 34 provinces in Indonesia, showing that around 71.3 per cent of children have their own gadgets, and 79 per cent of parents allow children to use gadgets for activities other than online learning, and 21 per cent of parents prohibit children from using gadgets other than for online learning. Teenagers have experienced excess screen time which is the use of devices for approximately 6-8 hours or more every day (Chaidirman et al., 2019).

Psychologist Seto Mulyadi or Kak Seto said, children who are addicted to gadgets can suddenly get angry when the signal is difficult, the quota runs out, because they feel as if their enjoyment and comfort are not fulfilled. Some have even been admitted to mental hospitals. When children play gadgets, parents should accompany and give direction to their children. Such assistance is very useful so that children can know whether the sites they access are correct or not. In addition, by being accompanied by parents, children will feel more emotionally comfortable and feel closer to their parents. According to Triningtyas (2016), a form of parental assistance to children in using gadgets can be done by continuing to interact with children. This interaction in communication studies is commonly known as interpersonal communication. Leaders perform high level in interpersonal communication skills (Sabanci & Şahin, 2016).

Interpersonal communication or what is commonly referred to as interpersonal communication is communication that takes place between one person and another person. Or interpersonal communication is commonly known as communication that occurs between two people only. Interpersonal communication not only pays attention to the content of the message conveyed, but also pays attention to the level of interpersonal relationships of each of the communication actors. In interpersonal communication, it is also known that each party involved in the communication process not only acts as a communicator but also as a communicant. In this context, communication between parents and their children. As our world struggles with major social and ecological problems, educating children about social and sustainable entrepreneurship is a wise idea (Hogenstijn & Cuypers, 2023).

Good communication in the family, especially the relationship between parents and children, should be familiarised from an early age (Fitroh 2022). The habit of communicating in many ways with children will lead to attachment. Communication with children established from an early age can also make it easier to educate and direct children. However, in conducting good communication, parents must have communication skills so that later it is as expected. Excessive use of gadgets has a negative impact on adolescent behavior in the family, including emotional instability which causes adolescents to become irritable, emotional, anxious, and even shut themselves up (Fitriana et al., 2021).

This is what parents need to do with their children regarding gadget use. Communicate interpersonally with love, give them understanding and knowledge to calm the good and bad, and how to utilise the gadget. Parents should set rules in terms of gadget use. It can be regulated when and where to use it. These rules can be flexible and can be negotiated between parents and children. So they need Coaching routine twice a week - academic and non academic (Anugrawati, 2014).

Gadgets in general are considered to be electronic devices that have specific functions for each device. For example: computers, mobile phones, games and others (Darwin, 2023). Media users play an active role in selecting and using the media. Users have choices to satisfy their needs. Human needs are influenced by the social environment, group affiliation and personality traits so as to create human needs related to the media. The role of the subject's environment does not need to be controlled to obtain models of

one's creative process. The individual and the environment are a continuum in the process of creativity (Helmi, 2016).

2. RESEARCH METHOD

The research was conducted in Jakarta, in July 2023. Using a qualitative/interpretive approach, which is trying to understand something based on data, information, text on a social phenomenon (Cresswell, 2012). A paradigm is a fundamental view of a discipline about what is the subject matter that should be studied (Kanji & Agrawal, 2020). The research method used is a qualitative method by conducting a combination of a literature meta-analysis and observation (Pertwi & Irwansyah, 2020). In other words, a paradigm is a foundation used in thinking. Using a constructivist paradigm, which is often referred to as a naturalistic approach. Emphasises the perspective of problems in social life based on the conditions of social reality (Cronje, 2020). The case study method is an empirical method that investigates contemporary phenomena (cases) in depth and in the context of the real world (Nur'aini, 2020), especially when the boundaries between phenomena and context are not clearly visible (Hollweck, 2016). Data collection techniques through in-depth interviews with internal Indonesian Child Protection Commission (KPAI), namely an analyst of supervision and institutional relations in the family sub-cluster, Alternative Care, DKI Jakarta Provincial Education Office, Elementary School Teachers and representatives of parents who have children still in elementary school. Miles and Hubberman data analysis technique, which consists of data reduction, data presentation and conclusions.

3. RESULTS AND DISCUSSIONS

Interpersonal communication interactions within a family that utilise technology are inevitable. Technology has greatly and profoundly changed the patterns of communication within families. Gadgets/mobile phones allow parents and children to stay in close contact, either to convey certain information, or just to chat. If not done directly, it can also utilise applications on the gadget such as whatsapp, instagram, and others that elementary school children are very familiar with. However, the problem is that children are now more often communicating with their online communities, or with games (online games) through their gadgets. So that they communicate less directly, especially with their parents. When people go online to interact with others, their motivations, expectations, behavior, and interaction outcomes could differ from those of other modes of interpersonal communication such as face-to-face interactions (Lin, 2009).

It bears emphasizing that environmental conditions are but one determinant of human activity. One's behaviors are also determined partly by one's own self-influence). Effective self-regulators use this influence to tailor their environments to help them accomplish their goals. Technological tools (e.g., laptops, phones, tablets) can also be creatively used to enhance self-direction and self-monitoring; however, the gadgets designed to better manage our lives also are used to avoid and distract. To be used effectively, technological tools require people to exercise self-directedness and self-observation (Alexander et al., 2020)

This is what needs to be watched out for regarding the negative impact of gadgets. So it is important that parents continue to build good interpersonal communication with their children. The communication process that occurs in a family is strongly influenced by the type/classification of the family (Devito: 2022) according to the number of people in the family, the orientation of their parents' affection, and the presence or absence of children or members in a large family. Economic resilience is one component of strengthening family resilience (Alie & Elanda, 2020).

Four types of families (Devito: 2022) can be identified as consensual families, protective families, pluralistic families, and laissez-faire families: - Consensual families: high in conversation and high in conformity. These families encourage open communication and agreement. - Protective families: high in conformity and low in conversation. These families emphasise agreement and try to avoid conflict but with little communication. - Pluralistic families: low in conformity and high in conversation. Members of these families are encouraged to express different attitudes and viewpoints and to engage in open communication while supporting each other. - Laissez-faire families: low in conformity and low in conversation. These families avoid interaction and communication, and encourage privacy and a "whatever" attitude. There is growing evidence that not all communication strategies produce equal results and that a locally involved strategy that takes into account communal needs and social spheres can fare better than traditional methods (Sansom et al., 2021).

The concepts of the four family types presented above are closely related to the interpersonal communication process within the family. The more ideal the family type, the more ideal the communication process. Although it is possible that there are differences in the application of each family in the communication process with their family members. Feminist theory has often been critical of naturalistic explanations of sex and sex-uality that assume that the meaning of women's social existence can be derived from some fact of their physiology (Germann, 2016).

Parents' assistance to their children at primary school age through the perspective of interpersonal communication is very important, especially in the use of gadgets. Children who according to the classification of elementary schools are in the age range of 7-12 years, are a group that is still very vulnerable to need guidance and assistance from their parents. So it is very necessary to establish intense interpersonal communication. Parents should establish good compatibility and conversation with their children, so that important messages can be received well by their children. The next set of questions dealt with development of skills. A number of non-cognitive skills related to entrepreneurship was included. It is very difficult to attribute development on these skills to the Fawaka program (Hogenstijn & Cuypers, 2023).

The development of digital technology has made significant changes (Pertwi & Irwansyah, 2020). Children need flexible, negotiable family rules so that they can learn to communicate their opinions to their parents or to other family members. The use of gadgets for primary school children should be regulated by their parents, so that children are able to utilise gadgets according to their needs and education. Content selection also needs to be communicated, play and learning skills through gadgets must also be adjusted to their age, in order to avoid the bad influence of gadgets (Hogenstijn & Cuypers, 2023).

Gadgets are needed as a means of information and education for children. This recognises that children in the Generation Z era have an attachment to technology. However, it is important to set time restrictions on the use of gadgets together with children. Furthermore, it states that the use of devices as learning media can be allowed as long as the time of use is limited. It is also emphasised to give pauses or breaks so that children can nourish their eyes and brain. It was also discussed that the use of gadgets allows for a personalised learning experience, with apps and websites that can be tailored to children's abilities and needs. The study of creativity has initially favoured psychometric and personality measures to on psychometric and personality measures to categorise creative individuals, which seemed to pay little attention to factors outside the individual that might influence creativity (Radelius, 2014).

This provides flexibility and the opportunity to access learning materials that suit the individual child. However, there are obstacles in directing children's gadget use. However, learning apps and software can help train and strengthen children's skills in a fun and practical way. In this case, it is important for parents to guide children in using

the apps and ensure their use is in line with the desired learning objectives (Pintrich & Groot, 1990).

Furthermore, it is mentioned that the use of gadgets as learning media can be done with the consent of teachers and parents. This emphasises the importance of responsible parties' involvement and consent in monitoring and directing children's gadget use in the context of learning. Overall, this discussion highlights the benefits of using gadgets as a learning and information tool for children. However, it also emphasises the importance of limiting the time of use, parental assistance and supervision in directing gadget use so that it remains beneficial for children's development.

4. CONCLUSION

Based on the description of the research results and discussion above, it can be concluded as follows, that it is very important for parents to conduct interpersonal communication through gadget use assistance for their children to avoid the negative impact of inappropriate content for elementary school children that they can access through gadgets. The importance of quality time between parents and children doing interpersonal communication, by doing activities together, chatting with family members without gadgets, and both parents must have a joint commitment in mentoring their children.

Further research that must be done is research that specifically examines or observes the construction of problems in certain cases that occur in society. This is important because there are so many case phenomena that have not been explained perfectly to get a comprehensive picture of this.

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