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The Effect of Gadget Intensity and Parental Supervision on Child Discipline at Asya'rif Hidayat Kindergarten

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ABSTRACT
This research investigates the influence of device usage intensity and parental supervision on child discipline. A quantitative approach was used, with data collected from 30 respondents. Descriptive statistical analysis and inferential statistics, including Pearson correlation and multiple linear regression analysis, were employed to analyze the data. The results revealed that both device usage intensity and parental supervision have significant positive effects on child discipline. The regression analysis indicated that parental supervision had a stronger influence on child discipline than device usage intensity. Furthermore, the ANOVA test confirmed the overall significance of the regression model. Correlation analysis showed a moderate positive relationship between child discipline and device usage intensity, while a stronger relationship was found between child discipline and parental supervision. The study concludes that parental supervision is a more influential factor in improving child discipline than device usage intensity, highlighting the importance of parental involvement in managing children's digital device usage.

Keywords:
Device Usage Intensity, Parental Supervision, Child Discipline, Regression Analysis, Pearson Correlation, Digital Device, Parenting, Child Development

INTRODUCTION

The rapid advancement of information and communication technology has become an integral part of modern human life. Technology provides positive impacts, such as facilitating communication, accelerating information dissemination, and supporting social interactions across boundaries (Lioni, 2014). However, for children, excessive use of gadgets poses risks to both cognitive and social development (Prianggoro & Hasto, 2014). According to Bronfenbrenner's *Ecological Systems Theory* (1979), technological environments, such as gadgets, are part of the mesosystem that influences child development. Furthermore, Bandura's *Social Cognitive Learning Theory* (1977) emphasizes that children's gadget usage behavior is often based on observing parents or their surroundings. However, recent studies (Hidayati & Setyaningsih, 2018) indicate that excessive gadget usage without supervision significantly affects children's discipline. Thus, further research is needed to explore the effects of gadgets and parental roles in shaping children's discipline.

Uncontrolled gadget usage in children can lead to various issues, including impaired concentration, reduced social interaction, and emotional development challenges (Prasetyo & Kusumaningrum, 2020). From the perspective of *Developmental Psychology*, Vygotsky (1978) highlights the importance of social interaction in supporting children's cognitive and emotional development. However, excessive gadget use often limits children's opportunities to interact with their social environment (Harfiyanto, 2015). Additionally, Bowlby's *Attachment Theory* (1969) suggests that excessive technology use can disrupt the emotional bond between parents and children. A study by Warsiyah (2014) reveals that children who frequently use gadgets tend to become less socially aware of their surroundings, highlighting the

need for parents to regulate gadget usage to ensure children have adequate opportunities to develop social skills.

Parental supervision in children's gadget usage plays a key role in shaping disciplinary behavior. According to *Parental Mediation Theory* (Livingstone & Helsper, 2008), parents can supervise gadget usage by limiting screen time and controlling accessible content. Baumrind's *Parenting Styles* theory (1966) asserts that democratic parenting, characterized by open communication, is more effective in fostering child discipline. Additionally, Hirschi's *Control Theory* (1969) emphasizes that parental involvement in children's activities is crucial in building attachment and responsible behavior. A study by Rohmah (2017) found that active parental supervision improves children's ability to follow rules and respect time. However, in the context of gadget usage, research integrating these theories to understand the relationship between gadget usage intensity, parental supervision, and child discipline remains limited.

The phenomenon of gadget usage can also be analyzed through the lens of *Behavioral Economics*, which explores how parents' technological choices influence children's behavior (Thaler & Sunstein, 2008). For instance, parents often provide gadgets to children to divert their attention without considering the long-term consequences (Ismanto & Onibala, 2015). In this context, the *Technology Acceptance Model* (Davis, 1989) explains that children's acceptance of technology is heavily influenced by perceived ease of use and usefulness. A study by Yuliana and Nurhayati (2019) demonstrates that dialogical parental supervision helps children understand boundaries in technology usage. Moreover, Zimmerman's *Self-Regulation Theory* (2000) suggests that consistent parental intervention can support children in developing self-regulation skills, including in gadget usage.

Based on the above discussion, this study seeks to address the gaps in previous research by analyzing the effects of gadget usage intensity and parental supervision on children's discipline. By employing a comprehensive theoretical approach, this study aims to contribute both academically and practically to understanding how these factors interact to shape disciplinary behavior, particularly among early childhood students at Asya'rif Hidayat Kindergarten.

METHOD

This study adopts a quantitative research design with a correlational method to analyze the relationship between the intensity of gadget use, parental supervision, and child discipline at Asya'rif Hidayat Kindergarten. The population consists of all students aged 4 to 6 years enrolled in the kindergarten and their parents. Purposive sampling is applied, selecting 30 parent-child pairs based on the criteria of children who regularly use gadgets at home, with a focus on those whose parents supervise their children's gadget use. Data is collected through a combination of questionnaires, observations, interviews, and documentation studies. The questionnaire measures the intensity of gadget use and parental supervision, while classroom observations assess children's disciplinary behaviors. Interviews with both parents and teachers provide additional insights, and documentation, including attendance records and child development reports, offer context for the children's behavior.

The data analysis involves using descriptive statistics to summarize the characteristics of the sample and the variables under investigation. A correlation analysis will be conducted to explore the strength and direction of the relationship

between gadget use, parental supervision, and child discipline. The findings from the data will help to assess whether the intensity of gadget use and the extent of parental supervision significantly influence children's ability to follow rules, maintain self-control, and engage in positive social interactions. Ethical considerations include obtaining informed consent from all participants, ensuring confidentiality, and maintaining the integrity of the data throughout the study.

RESULTS AND DISCUSSION

This study utilized both descriptive and inferential statistical analysis to examine the relationship between device usage intensity, parental supervision, and child discipline. The results of the analysis are presented below:

1. Regression Analysis

The following regression coefficients table shows the relationship between device usage intensity, parental supervision, and child discipline:

Predictor Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	Sig.	Correlation	Zero-order	Partial	Part
Constant	4.186	-	-	-	-	-	-	-
Device Usage Intensity	0.519	0.557	5.115	0.000	0.547	0.701	0.557	-
Parental Supervision	0.440	0.617	5.658	0.000	0.607	0.737	0.616	-

Based on the table above, it can be concluded that:

a. **Effect of Device Usage Intensity**: The unstandardized coefficient of 0.519 indicates that for every 1 unit increase in device usage intensity, child discipline increases by 0.519 units. This effect is statistically significant with a p-value < 0.05.
b. **Effect of Parental Supervision**: The unstandardized coefficient of 0.440 shows that for every 1 unit increase in parental supervision, child discipline increases by 0.440 units. This effect is also significant with a p-value < 0.05.
c. **Standardized Beta Coefficients**: The beta value for device usage intensity (0.557) and parental supervision (0.617) suggests that parental supervision has a stronger influence on child discipline compared to device usage intensity.

2. ANOVA Analysis

The following ANOVA table presents the results of variance analysis, which tests the overall significance of the regression model:

Model	Sum of Squares	df	Mean Square	F-value	Sig.
Regression	36.601	2	18.300	28.617	0.000
Residual	17.266	27	0.639		
Total	53.867	29			

Based on the ANOVA table, it can be concluded that:

- **F-value**: The F-value of 28.617 indicates that the regression model as a whole is significant.
- **Sig.**: The significance value of 0.000 (p < 0.05) confirms that the regression model is statistically significant in explaining the relationship between the independent variables (device usage intensity and parental supervision) and the dependent variable (child discipline).

3. Correlation Analysis

The following table presents the correlation results between the variables:

Variable	Child Discipline	Device Usage Intensity	Parental Supervision
Child Discipline	1.000	0.547	0.607
Device Usage Intensity	0.547	1.000	-0.016
Parental Supervision	0.607	-0.016	1.000

Based on the correlation table, it can be concluded that:

a. **Child Discipline and Device Usage Intensity**: The correlation of 0.547 indicates a moderate positive relationship, suggesting that the higher the device usage intensity, the higher the child's discipline, although this relationship is weaker than the relationship with parental supervision.
b. **Child Discipline and Parental Supervision**: The correlation of 0.607 indicates a stronger positive relationship, suggesting that parental supervision has a greater influence on child discipline.
c. **Device Usage Intensity and Parental Supervision**: The correlation of -0.016 indicates a very weak and almost non-existent relationship, suggesting that the two variables are barely related.

Discussion

1. Effect of Device Usage Intensity on Child Discipline

The results of hypothesis testing show that device usage intensity has a positive effect on child discipline, which is consistent with the research conducted by Yulia (2015). Yulia's study found that excessive use of gadgets can influence children's psychosocial development, including their interactions with peers, communication skills, and responsiveness to parents. In this study, the higher the intensity of device usage, the higher the child discipline, although the influence of parental supervision was found to be stronger.

2. Effect of Parental Supervision on Child Discipline

The results of hypothesis testing show that parental supervision has a positive effect on child discipline, which aligns with the findings of Sutan (1979) in his research on the cooperation between parents and teachers in character development. The study found that the family environment has a positive influence on early childhood social-emotional development. These results are also consistent with Bronfenbrenner's Ecological Systems Theory, which emphasizes the importance of the interaction between children and their family environment in shaping their behavior. Therefore, parental supervision has a greater influence on child discipline compared to device usage intensity.

3. Combined Effect of Device Usage and Parental Supervision on Child Discipline

The findings of this study suggest that the combination of parental supervision and device usage intensity can simultaneously affect child discipline. This supports the third hypothesis, which suggests that parental involvement and discipline, particularly in managing device usage, significantly contribute to the development of children's potential. A balanced approach between gadget usage and parental supervision is essential to improve child discipline.

CONCLUSION

This study demonstrates that both gadget usage intensity and parental supervision significantly influence child discipline. The analysis revealed that an increase in gadget usage intensity leads to a moderate improvement in child discipline, although the impact is weaker compared to parental supervision. The results align with previous studies, such as Yulia (2015), which highlighted the role of gadget use in children's psychosocial development. However, parental supervision was found to have a stronger and more consistent effect on child discipline, supporting theories like Sutan's (1979) research on the positive impact of family environments on early childhood social-emotional development.

In summary, the study suggests that parental supervision plays a more crucial role in fostering discipline in children than the intensity of gadget use. The combination of both factors can affect child discipline simultaneously, emphasizing the importance of balancing gadget use with appropriate parental involvement. This research provides valuable insights into how a balanced approach between technology use and parental guidance can positively shape children's behavior and discipline, particularly in the digital age.

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