

# The Relationship between Parenting Style and the Level of Gadget Usage on Children's Aggressiveness in Insan Robbani Integrated Islamic Kindergarten Sibuhuan

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Abstract	Proper parenting shapes healthy gadget use habits in early childhood, while uncontrolled parenting increases the risk of adverse impacts. This study aims to identify the relationship between parenting style and gadget usage in early childhood at the Insan Robbani Sibuhuan Integrated Islamic Kindergarten. The cross-sectional method with a quantitative approach and correlation research, along with the use of questionnaires, was chosen because it allows researchers to efficiently collect and analyze data on the relationship between gadget use and the level of aggressiveness in early childhood at a single point in time in a structured and objective manner. There were 63 children and parents as samples in this study. The quota sampling technique based on non-probability sampling is a sampling technique applied by researchers. In addition, questionnaires were also used to obtain data for this study. A reliability and validity test is applied as a research instrument test. The results indicate that parenting styles and gadget usage significantly influence the aggression levels of 68% of early childhood children at Insan Robbani Sibuhuan Integrated Islamic Kindergarten, with the remainder attributed to other factors.		
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## 1. INTRODUCTION

Early childhood children have received character education but still show behavior considered naughty, such as fighting for toys, fighting, and mocking until people around them often feel disturbed. Aggressive behavior appears in children when they feel depressed, want to seek the attention of others, or children often see people around them doing the same. According to Multivariate Studies, several factors can cause aggressive behavior in children, such as low socioeconomic status, parenting, hostility in the family, child care, maternal psychology, inconsistency of parents, and also coercion carried out on children (Lyons-Ruth & Melnick, 2004). There are several types of aggression in how children express aggressive attitudes (Mouratidou et al., 2020). Such as like to annoy his friends or others by saying rude words, yelling, or physically such as hitting, kicking, pinching, and spitting (Gillies-Rezo & Bosacki, 2003; Renouf et al., 2010; Sandstrom & Jordan, 2008). This is certainly very disturbing and is considered



to inhibit positive socialization in the environment around children (Vazsonyi & Keiley, 2007), so the environment or their peers usually dislike children who have this kind of behavior because they are considered unfriendly (Findlay et al., 2006).

One factor that can influence early childhood education within the family is the parental role in providing appropriate upbringing. Parenting constitutes the most crucial aspect of a child's developmental journey as children require heightened attention, potentially impacting their psychological well-being into adulthood (Suprayitno et al., 2021). The implementation of parenting practices by parents can significantly contribute to early childhood development, with parental nurturing serving as the initial step in guiding early childhood. Parents must be mindful of various patterns and styles of parenting to effectively support the success and holistic development of early childhood, as emphasized by (Mukarromah et al. 2020; Rozana et al., 2017; Surya, 2017; Yusiya & Nuryadi, 2018) who underscored that parenting entails a strategy encompassing caring, guiding, educating, protecting, socializing, and disciplining children, thereby shaping their behavioral patterns.

Parenting, according to Baumrind, Hurlock, and Hardy & Heyes (Ayun, 2017), is divided into three parts: authoritarian parenting, democratic parenting, and permissive parenting. Where authoritarian parenting has the characteristics of parents who make all decisions, children must be submissive and obedient and should not ask questions. Democratic parenting has the characteristic of parents encouraging children to talk about what they want. In contrast, permissive parenting is the characteristic of parents giving their children complete freedom to act. Proper parenting is essential in developing child growth and development (Larasani et al., 2020).

Children will imitate every behavior of people they like (Santrock, 2007). Children also like to imitate everything they have never seen before and want to try new things (Rohayati, 2013). Aggressive behavior is learned and not carried by individuals from birth. Aggressive behavior is learned from social environments such as interactions with family, peers, and mass media with modeling (Gerde et al., 2013). Suppose aggressive behavior is not immediately followed up from an early age. In that case, this behavior will have an impact until the child grows up in adolescence because aggressive behavior that is left alone will become juvenile delinquency, which is a type of behavior that is often referred to as juvenile delinquency (Izzaty, 2017; Schepers, 2017)

One of the factors causing aggressive behavior in children is parenting. According to (Aliyah Latifah, 2019), parenting is a child's interaction with parents when meeting children's needs physically and psychologically and instilling norm values in children that apply in community life. Gunarsa (1991) conveyed different opinions and said parenting is a picture of parents when guarding (Sari & Rahmi, 2017). According to Richard J. Gelles (Huraerah, 2018) in the Encyclopedia article from Encarta, child abuse is "intentional acts that result in physical or emotional harm to children. The term child abuse covers a wide range of behavior, from actual physical assault by parents or other adult caretakers to neglect of a child's basic needs.

Parenting is closely related to character formation in early childhood, as stated by (Candra et al., 2017), that parenting can affect the process of character formation in early childhood. If mistakes are made in implementing parenting, it can negatively impact the formation of children's character. In line with the opinion above, success in character building in early childhood is the application of appropriate parenting. Parenting is one of the supporting factors in character building in early childhood. When children begin to learn what good character is, they will learn through their parents first. Children will imitate what is a habit of parents. The role models and modeling factors of parents are the main factors that encourage children to have good character. The results will be different for each application of different parenting styles. Therefore, it is essential to apply the right parenting style. Many factors influence the formation of children's character, and one of them is those sourced from parents because parents are responsible for introducing good character values to children from an early age (Salwiah & Asmuddin, 2022).

Based on observations from October 18 to November 20, 2023, at the Insan Robbansi Sibuhuan Integrated Islamic Kindergarten, 63 of the 78 children indicated aggressiveness problems such as hitting, pushing, pinching, fighting, damaging things, taunting, and saying dirty. The behavior of aggressive children is undoubtedly a nuisance to the environment around them, both at school and in the home environment. Because when children learn and play with their friends. They often interfere by pushing, hitting, and even yelling at their friends while studying and playing, and expressing rude words such as animal names and stupid words to friends who do not obey their wishes and also children who like to grab friends' toys such as when playing swings do not want to take turns children push their friends causing their friends to fall. In addition, some children throw toys and shoes that they hold against friends who are considered to disturb them.

Further data were obtained from the researchers' interviews with class teachers. The interviews showed that the children showed scrambling behavior. Researchers also interviewed parents of children who committed acts of aggression at school.

The parents of the child revealed that their child did the act because they did not understand how to behave and convey wishes and still wanted to win themselves. Proper parenting can shape healthy gadget usage habits in early childhood, while less controlled parenting can increase the risk of adverse impacts such as addiction and behavioral disorders. Therefore, parents need to pay attention to their parenting style in regulating their children's gadget use to influence their development positively. Based on the description described above, through direct observation and interviews conducted, researchers are interested in conducting a study entitled "The Relationship Between Parenting Style and the Level of Gadget Use on Early Childhood Aggressiveness in Islam Integrated Kindergarten Insan Robbani Sibuhuan."

## 2. METHODS

The research method used by researchers in this case is the correlational quantitative research method. Quantitative research is one type whose peculiarity is systematic, organized, and detailed, from the beginning to the preparation of the research design (Herlina et al., 2022). The resulting data will be in the form of percentage result data in the form of numbers. The results were obtained from parents and Insan Robbani Sibuhuan Integrated Islamic Kindergarten students. The reason for selecting Insan Robbani Sibuhuan Integrated Islamic Kindergarten as the research location is because it is a private kindergarten with the highest number of students, classes, and teachers in Sibuhuan (kemdikbud.go.id, 2024).

In this case, the researcher used the Likert scale for assessment. According to (Sugiyono, 2019), with the Likert scale, the variables to be measured are translated into variable indicators. Then, the indicator is used as a starting point for compiling instrument items that can be statements or questions. In hypothesis testing carried out with simple regression analysis and multiple linear regression analysis with this regression equation, two predictors can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Information:

Y: Child aggressiveness behavior

A: constant number

B1: Parenting Regression Coefficient

B2: Early Childhood Aggressiveness Regression Coefficient

X1: Parenting

## X2: Early Childhood Aggressiveness Behavior

We can use the F test to determine whether the hypothesis is accepted. The F-test is often used to determine the relationship between independent variables and the dependent variable. This study performed the F test with Analysis of Variance (ANOVA) in the SPSS program. ANOVA helps measure how significant the differences between the means of different groups are within a population. Using this technique, researchers can determine whether the differences observed between these groups result from the tested factor or just due to chance (Strunk & Mwavita, 2020). The provisions that apply if the calculated F value (SPSS output is shown in the sig column) is smaller than the error rate  $<$  which is 5%, it can be said that the test carried out has a relationship. At the same time, if the calculated F value is greater than the error rate  $<$ , the test carried out has no relationship.

### 3. FINDINGS AND DISCUSSIONS

The results of this research are divided into data descriptions of each variable studied. Furthermore, to be tested through multiple linear regression analysis, the data is tested first with analysis prerequisite tests consisting of the normality Test, linearity test, multicollinearity test, and heteroscedasticity test, and then a hypothesis test is carried out using the t-test and f test.

#### *Data Description*

This research was conducted at Taman Kank-Kanak Islam Terpadu Insan Robbani Sibuhuan. The total population is 63 children and older people. Then, the research sample was taken from the existing population using the non-probability sampling method, which was then selected using a saturated sample technique, namely taking sample members from the entire population. To retrieve the data needed, the instrument used in this study is in the form of a questionnaire.

#### *Description of Parenting (X1)*

Based on the results of the respondents, it can be illustrated that the distribution obtained by the researcher is that the parenting variable (X1) obtained the minimum and maximum scores. The minimum score is 30, while the maximum score is 61. The average score was also obtained as much as 45.98, and the standard intersection as much as 6.862. This can be seen in the following table:

**Table 1.** Statistical Description of Parenting Variables (X1)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Parenting	63	30	61	45.98	6.862
Use of Gadget	63	25	54	41.41	5.871
Child aggressiveness	63	12	36	20.43	6.562
Valid N (listwise)	63				

Source: SPSS 24.0 output Secondary data has been processed

Furthermore, to be able to determine the level of tendency of parenting scores into five categories can be done with the following steps:

Specify Range = Ideal maximum score – Ideal minimum score.

Define multiple classes by looking at the number of categories defined. In this study, there are five categories, namely, excellent, good, enough, less, and significantly less.

Determine the length of the interval by the formula:

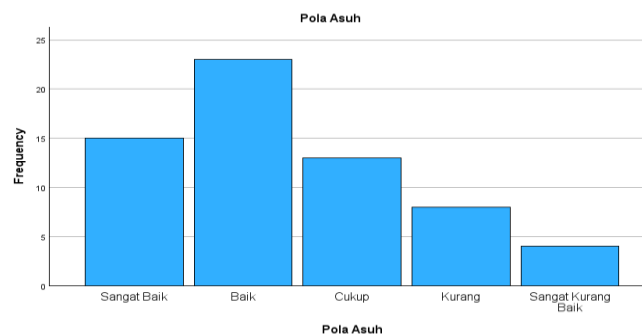
Interval length = Range/ (Number of Classes) Then, the above interval length is converted into a tendency table with 5 (five) categories as follows:

**Table 2.** Parenting Categories

No	Value Interval	F	Percentage (%)	Category
1	55-61	15	23.8 %	Excellent
2	45-51	23	36.5 %	Good
3	39-45	13	20.6 %	Enough
4	33-39	8	12.7 %	Less
5	27-33	4	6.3%	Very Lacking
	Sum	63	100.0 %	

Judging from the table above, it can be analyzed that based on the overall answers of respondents in the questionnaire, respondents who answered the parenting style of parents who are classified in the excellent category as many as 15 people, with a percentage of 23.8%. Then, those who answered the parenting style classified in the excellent category were as many as 23 people, with a percentage of 36.5%. Respondents who answered the parenting style in the category were enough as many as 13 people with a percentage of 20.6%. The answer to parenting in the less category is as many as eight people, with a percentage of 12.7%. The respondents who gave answers were much less than four people, with a percentage of 6.3%.

The table above shows that the highest number of respondents' answers is 23 people, with a range of 45-51, and it is included in the excellent category. If the frequency table above is inserted into the bar chart, it can be seen in the following figure:



**Diagram 1.** Parenting (X1)

### *Descriptive Use of Gadget (X2)*

Based on the respondents' results, the researcher obtained the distribution that using Gadget (X2) obtained the minimum and maximum scores for the variable. The minimum score is 25, while the maximum score is 54. The average score was as much as 41.41, and the standard intersection was 5.871. This can be seen in the following table

**Table 3.** Statistical Description of Gadget Usage Variable (X2)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Parenting	63	30	61	45.98	6.862
Use of Gadget	63	25	54	41.41	5.871
Child aggressiveness	63	12	36	20.43	6.562
Valid N (listwise)	63				

Source: SPSS 24.0 output. Secondary data has been processed

Furthermore, to be able to find out the level of tendency of the Gadget Use score into five categories can be done with the following steps:

Specify Range = Ideal maximum score – Ideal minimum score.

Define multiple classes by looking at the number of categories defined. In this study, there are five categories, namely, excellent, good, enough, less, and significantly less.

Determine the length of the interval by the formula:

Interval length = Range/ (Number of Classes) Then, the above interval length is converted into a tendency table with 5 (five) categories as follows:

**Table 4.** Category Gadget Use

No	Value Interval	F	Percentage (%)	Category
1	48-54	8	12.5 %	Excellent
2	42-47	25	39.1 %	Good
3	36-41	23	35.9 %	Enough
4	30-35	4	6.3 %	Less
5	24-29	3	4.7%	Very Lacking
	Sum	63	100.0 %	

Judging from the table above, it can be analyzed that based on the overall answers of respondents in the questionnaire, respondents who answered the use of gadgets classified in the excellent category as many as eight people, with a percentage of 12.5%. Then, those who answered the use of gadgets classified as a good category were as many as 25 people, with a percentage of 39.1%. Respondents who answered the use of gadgets in the category were 23 people, with a percentage of 35.9%. The answer to using gadgets in the less category was as many as four people, with a percentage of 6.3%. The respondents who gave answers were less than three people, with a percentage of 5.7%.

The table above shows that the highest number of respondents' answers is 25 people, with a range of 42-47, and it is included in the excellent category. If the frequency table above is inserted into the bar chart, it can be seen in the following figure:

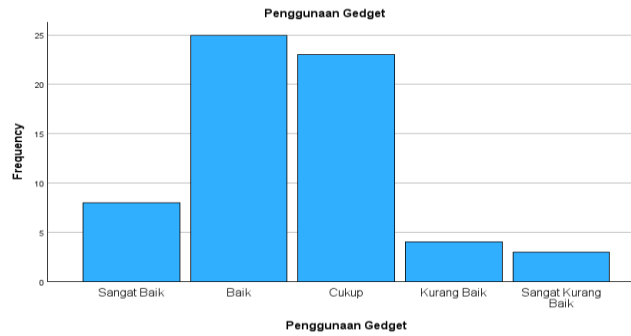


Diagram 2. Gadget Usage Rate

### Description of the Behavior of the Aggressiveness of the Child (Y)

Based on the respondents' results, the researcher obtained the distribution for the variable aggressiveness of children (Y), with minimum and maximum scores obtained. The minimum score is 12, while the maximum score is 36. The average score was also obtained as much as 20.43, and the standard intersection as much as 6.562. This can be seen in the following table:

Table 5. Statistical Description of Gadget Usage Variable (X2)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Parenting	63	30	61	45.98	6.862
Use of Gadget	63	25	54	41.41	5.871
Child aggressiveness	63	12	36	20.43	6.562
Valid N (listwise)	63				

Source: SPSS 24.0 output. Secondary data has been processed

Furthermore, to be able to determine the level of tendency of children's Aggressiveness scores into five categories can be done with the following steps:

Specify Range = Ideal maximum score – Ideal minimum score.

Define multiple classes by looking at the number of categories defined. In this study, there are five categories, namely, excellent, good, enough, less, and significantly less.

Determine the length of the interval by the formula:

Interval length = Range/(Number of Classes) Then, the above interval length is converted into a tendency table with 5 (five) categories as follows:

Table 6. Child Aggressiveness Category (Y)

No	Value Interval	F	Percentage (%)	Category
1	21-36	5	7,8 %	Excellent
2	26-30	9	14,1 %	Good
3	21-25	15	23,4 %	Enough
4	16-20	13	20,3%	Less
5	11-15	21	32,8%	Very Lacking
	Sum	63	98,4%	

Judging from the table above, it can be analyzed that based on the overall answers of respondents in the questionnaire, respondents who answered the aggressiveness of children were classified as very good.

#### One-Sample Kolmogorov-Smirnov Test

		Parenting	Use of Gadget	Child aggressiveness
N		63	63	63
Normal Parameters <sup>a, b</sup>	Mean	45.98	41.41	20.43
	Std. Deviation	6.862	5.871	6.562
Most Extreme Differences	Absolute	.078	.092	.147
	Positive	.058	.092	.147
	Negative	-.078	-.075	-.099
Test Statistics		.078	.092	.147
Asymp. Sig. (2-tailed) <sup>c</sup>		.200d	.200d	.002
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.441	.205	.002
	99% Confidence Interval	Lower Bound	.428	.195
		Upper Bound	.454	.215

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

As many as five people, with a percentage of 7.8%. Then, those who answered the aggressiveness of children classified in the excellent category were as many as nine people, with a percentage of 14.1%. Respondents who answered about the use of gadgets in the category were as many as 15 people, with a percentage of 23.4%. Answer: The aggressiveness of children in the less category was 13 people, with a percentage of 20.6%. The respondents who gave answers were less than 21 people, with a percentage of 32.8%.

The table above shows that the highest number of respondents' answers is 21 people, with a range of 11-15, and it is included in the Very Unfavorable category. If the frequency table above is inserted into the bar chart, it can be seen in the following figure:



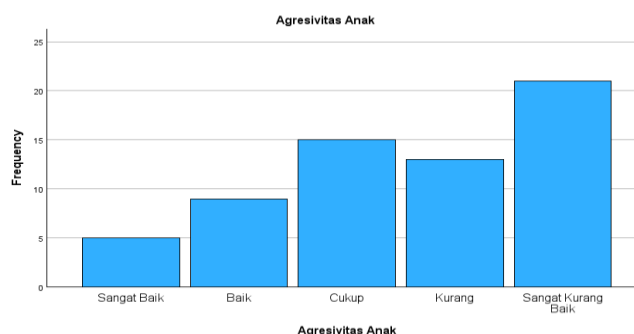


Diagram 3. The level of aggressiveness behavior of the child

## Pre-Required Test

### Normality test

The normality test aims to find out whether the sample data comes from a population that is normally distributed or not. Good data worthy of use in this study are typically distributed. In this study, researchers used the normality test with the Klomogrov-Sminov test. Here are the results of the Kolmogorov-Smirnov test can be seen as follows:

### Linearity Test

The linearity test is used to determine the relationship between the data.

### Multicollinearity Test

The multicollinearity test helps test whether regression models are found to have correlations between independent variables. The way to determine whether there is a deviation from the multicollinearity test is to look at each independent variable's Tolerance and VIP values. If the Tolerance value  $> 0.01$  and the VIF value  $< 10$ , then the data is accessible from the symptoms of multicollinearity. The hypotheses for the multicollinearity test are:

### Heteroscedasticity Test

This heteroscedasticity test determines the similarity of error variants for each value of X. In this case, testing will be carried out using the Rho Spearman test. In this test, paying attention to the variable X with the absolute residue value is necessary. If the sig value is  $< 0.05$ , heteroscedasticity will not occur, and vice versa. If the sig nilai is  $> 0.05$ , heteroscedity will not occur. The hypotheses for the heteroscedasticity assay are:

#### a. The Relationship of Parenting to Early Childhood Aggressiveness

There is a significant relationship between parenting styles and child aggressiveness at Insan Robbani Sibuhuan Integrated Islamic Kindergarten. This is evidenced by the significance value of 0.002, less than 0.05, and the t-value greater than the table value ( $3.389 > 2.042$ ). This implies that the better the parents' parenting styles are, the lower the level of early childhood aggressiveness.

Understanding how parenting styles influence child behavior is paramount in creating an environment that nurtures healthy development. At Insan Robbani Sibuhuan Integrated Islamic Kindergarten, the research findings highlight the vital role of parental engagement and the effectiveness of various parenting approaches in molding children's conduct. These insights emphasize the significance of parental involvement in academics and instilling positive values and behaviors in children. By delving deeper into supportive parenting techniques and putting them into practice, educators and parents can work together to establish a conducive learning atmosphere. Through this collaboration, they can cultivate emotional well-being among children and mitigate instances of early childhood aggressiveness, thus promoting a more harmonious and conducive educational environment

(Sanders, 2019).

Furthermore, the emphasis on effective parenting strategies echoes the broader societal need for holistic child development (Brooks, 2023). By recognizing the interplay between parental guidance and child behavior, educators and policymakers can implement comprehensive interventions that address both academic and socio-emotional aspects of learning. This holistic approach supports children's academic progress and equips them with essential life skills and resilience to navigate various challenges (Darling-Hammond & Cook-Harvey, 2018). Therefore, fostering a collaborative relationship between educators and parents, grounded in evidence-based parenting practices, is essential for creating an educational environment that promotes overall well-being and fosters positive outcomes for children at Insan Robbani Sibuhuan Integrated Islamic Kindergarten.

#### **b. The relationship of gadget usage to early childhood aggressiveness**

There is a significant relationship between Gadget Usage and Aggressiveness in Insan Robbani Sibuhuan Integrated Islamic Kindergarten children. This is evidenced by the significance value of  $0.001 < 0.05$  and the value indicating the t-score ( $5.183 > 2.042$ ). This means that as the level of Gadget Usage is more effectively managed, the level of aggressiveness in Early Childhood decreases.

Excessive gadget usage without parental supervision and limited outdoor playtime can negatively impact children's behavior, hindering their social and emotional development. Aggressive behaviors often emerge as a response to stress or frustration, exacerbated by excessive screen time (Rini & Wulandari, 2024). Effective parental monitoring and setting boundaries on gadgets are essential in preventing these adverse effects and promoting healthier technology habits. By encouraging alternative activities and social interaction, parents play a crucial role in shaping their children's behavior and mitigating the risks of excessive gadget usage.

In Insan Robbani Sibuhuan Integrated Islamic Kindergarten, the impact of excessive gadget usage on children's aggressive behavior is a significant concern. The lack of parental supervision and limited time spent playing outdoors or interacting with their environment can exacerbate this situation (Lestari, 2019). As a school committed to holistic child development, Insan Robbani Sibuhuan is responsible for assisting parents and students in understanding the importance of healthy and balanced gadget usage. By providing guidance and support to parents regarding effective parenting practices and promoting responsible gadget usage at school, Insan Robbani Sibuhuan can play a role in shaping more positive child behavior and avoiding the adverse effects of gadget addiction. Collaboration between the school and parents is crucial in creating a conducive learning environment and promoting holistic child development.

#### **c. The Relationship between Parenting and the Use of Gadget on Early Childhood Aggressiveness**

The R-squared value of 0.688 at Insan Robbani Sibuhuan Integrated Islamic Kindergarten indicates that a significant portion, about 68.8%, of child aggressiveness can be attributed to parenting styles and the environment within the school. This underscores the importance of fostering a conducive environment and implementing effective parenting strategies at the kindergarten. By recognizing the influence of these factors, Insan Robbani Sibuhuan can work collaboratively with parents to create a supportive atmosphere that promotes positive behavior among children, thus contributing to their holistic development (Purnama et al., 2022).

Those variables play a significant role in early childhood development. Parenting styles are pivotal in shaping children's behavior and overall well-being, dictating how they perceive and interact with the world around them. Simultaneously, gadgets have become increasingly pervasive daily, offering opportunities and challenges in child development. The proliferation of gadgets presents unique avenues for learning and exploration (Mesce et al., 2022). Still, it raises concerns about excessive screen time and its potential adverse effects on children's physical, cognitive, and socio-emotional development (LaForett & Mendez, 2020).

Understanding the intricate relationship between parenting styles and gadget usage concerning early childhood aggressiveness is paramount (Ekim & Altun, 2024; Jiang et al., 2024; Liu et al., 2024). Researchers and educators can pinpoint the nuanced factors contributing to children's behavior and well-being by delving into these dynamics. With this knowledge, appropriate interventions can be designed to foster a nurturing environment supporting healthy child development (Liu et al., 2024; Nwufor et al., 2023; Sherrard & Tan, 2024). Through collaborative efforts between parents, educators, and other stakeholders, proactive measures can be taken to mitigate negative influences and promote positive outcomes for young children (Chiang et al., 2015).

The novelty value of this research lies in its contribution to understanding the factors influencing aggression levels among early childhood children within the context of Insan Robbani Sibuhuan Integrated Islamic Kindergarten. By investigating the significant relationship between parenting styles and gadget usage with aggression levels. This study sheds light on the intricate dynamics shaping children's behavior in contemporary educational settings. Furthermore, exploring these factors and their impact provides valuable insights for educators, parents, and policymakers in devising strategies to promote healthier child development and mitigate the potential negative consequences of excessive gadget use and less favorable parenting styles (Park & Lee, 2022). This research is a foundational step towards fostering a more comprehensive understanding of the multifaceted influences on child behavior. It underscores the importance of evidence-based interventions in early childhood education.

#### 4. CONCLUSION

From the study, it can be concluded that parenting styles and gadget usage are significantly related to the aggression levels of early childhood children at Insan Robbani Sibuhuan Integrated Islamic Kindergarten. The results indicate that the better the parenting style, the lower the level of child aggression, and the more controlled the gadget usage, the lower the level of child aggression. Additionally, the  $R^2$  value of 0.688 suggests that a significant portion of the variation in child aggression levels can be explained by parenting style and environment variables, while other factors influence the remainder.

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