

## PARENTS' STRATEGY IN USING GADGETS AS A SOURCE OF CHARACTER EDUCATION

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### Abstract

This study aims to analyze gadgets and identify strategies and obstacles parents face in using gadgets as a source of character education for children aged 10-12 years in the Kerasaan I area. This research is qualitative research with a case study approach. They are implemented in the Kerasaan I village, Simalungun Regency, North Sumatra. Observation, interviews, and documentation carried out data collection techniques, while data analysis was done by data reduction, data presentation, and drawing conclusions and then verified. The results of this study are gadgets for children aged ten years and 12 years used for the need to find and add information in completing assignments given by the teacher. This can create a sense of responsibility for children. Meanwhile, children aged 11 years tend to use gadgets to play online games. If they continue, it can cause addiction in children. So the parent's strategy in guiding children to use gadgets is to limit time, give directions, give advice, and provide supervision. As for the obstacles, parents feel when they want to guide their children to use gadgets, children prefer to be silent, and children show uncontrolled emotions when parents want to know what children access through their gadgets. In conclusion, gadgets are used by children in the Kerasaan I area as a learning resource which in turn becomes a form of responsibility towards children with the habituation of strategies carried out by parents.

### Keywords

Character Building, Gadget, Parent Strategy, Kerasaan I



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## INTRODUCTION

In the 21st century, technology and communication are growing rapidly, giving rise to the interest of the Indonesian people to be able to take advantage of the results of digital technology. Along with the development of the times, technology has become a necessity that is so important for people's lives, be it parents, adults or teenagers, and children. At this time, the development of technology has focused on several mobile devices and gadgets (Ulfa, 2017);(Marpaung, 2018). *Gadgets are modern communication tools in the form of computers, laptops, and cell phones* (Chandra, 2020). Gadgets are a form of technological development that is one of the most widely used communication tools because it is useful for getting all information and also facilitate communication between humans without any time and area restrictions to carry it out. Nowadays, mobile phones or commonly referred to as gadgets, are often used by people to get information. Moreover, mobile phones are very easy to carry anywhere in their activities (Adinda et al., 2021).

Children tend to be more easily influenced by the use of gadgets because, according to the World Health Organization (WHO), during their childhood, they are at the stage of growth and development into adulthood, so children tend not to know or understand everything about their actions (Syifa et al., 2019). Of course, this is a special concern for every parent who expects everything good for the character of their child. Parents are the first place for children to get an education in a family, then this education will be realized if the relationship between parents and children can work reciprocally. The use of gadgets will make children addicted if the use of gadgets exceeds the recommended time limit, namely children aged 3-5 years are only allowed to use gadget technology 1 hour/day, and children aged 6-18 only 2 hours/day (Sari, 2022). Addiction to the use of gadgets in children often occurs because it exceeds the recommended usage time limit. The habit of children exceeding the usage limit of 1 hour/day is because children are more interested in opening and accessing applications to watch cartoons, adult films/dramas, and pornography. Thus, giving rise to children's characters who tend to be lazy in their activities and make them unproductive.

According to Thomas Lickona, "Character education is a deliberate effort to help someone so that he can understand, pay attention to and carry out core ethical values." Following Thomas Lickona's explanation, character education is one of the efforts made by parents so that children have good ethical values in their daily lives. Thomas Lickona also stated that character education needs to pay attention to ways so that children can have good behavior in carrying out life so that they can increase achievement. Children can form characters outside the school environment so that children

can accept all existing diversity and are not provoked by many social problems that exist in society. In law no. 20 of 2003 concerning national education, character education aims to form a personality that follows the identity of the Indonesian nation. It includes 18 values of character education, namely religion, tolerance, discipline, honesty, hard work, creativity, democratic independence, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, fond of reading, appreciating achievement, caring for the environment. and have a responsible attitude.

Recently, a child can use gadgets to spend time on productivity, so they don't socialize with the surrounding environment because they are preoccupied with their world (Wulandari & Hermiati, 2019). The addiction to opening and accessing social media the people of Indonesia has caused dependence, and many people who don't use gadgets every day, even for almost 24 hours, can access social media, whether it's done by parents or children (Ahmad, 2020). So, if excessive use of gadgets by children directs the child in a negative direction, it will affect the formation of the child's character. Parental strategies are needed in guiding children to take advantage of the use of gadgets because children in this century have been facilitated by the results of technological developments that hold many threats to the character of the nation's children. The term strategy comes from the Greek "strategos" which can be associated with the efforts made either by teachers or parents who act as educators for a child to be able to realize a predetermined goal and want to achieve it (Fauzi, 2020). The strategy itself is carried out by parents to make it easier to raise children in an activity. Parents as the first people who teach children to carry out activities, must ensure that the goals set for children must be achieved because this will become a guide for children.

Parents are in charge of guiding children by supervising all their activities. The use of gadgets for children requires the attention of both parents as a guide in all their activities, and parents have the responsibility for the formation of children's character (Roza et al., 2018). Every child, until the child is an adult, still needs parents as a guide for his life. In line with this, children aged 10-12 years, called late childhood, are in the final stages of childhood, where physical growth at this time will slow down, and then cognitive development when school-age children are in the concrete operational stage, which means that children at that age will use his mental operations (reasoning) to be able to overcome concrete problems or problems that occur as well as the main development of children aged 10-12 namely socialization (Hurlock, 1993). Therefore, children who are unable to use gadgets properly will become anti-social individuals.

In the 21st century, parental strategies in guiding children to use gadgets can be done by supervising and limiting children's gadget use at any time so that parents can direct children to positive actions and make them individuals who have the attitude to know the pros and cons of using gadgets for themselves. And the environment. Parents also have to monitor what children access using gadgets so that children are farthest away from negative content, such as watching pornographic content.

The use of gadgets for parents and children in the area of Keras I, Pematang Bandar District, Simalungun Regency, North Sumatra, is used as a necessity to carry out daily activities. Where parents use gadgets as a communication tools, and children use gadgets as a source of learning to complete various assignments given by teachers at school. As for the condition of the families in the Keras I area who became research informants, some had a low economic condition up to a stable economy.

Furthermore, the use of gadgets by local children of Keras I, Pematang Bandar District, Simalungun Regency, North Sumatra is usually used at home and in the community, such as parks with friends of the same age. With the use of gadgets in children, parents try to use various strategies to instill character education through their gadgets by always providing habituation to children to be able to use gadgets as much as possible so that they can distinguish between good and bad gadgets so that children's behavior is maintained.

Currently, if the use of gadgets by children is not properly supervised, it will form the behavior of lazy children who tend to be unproductive in their activities. Of course, if this lasts a long time, it will threaten the child's character in the future. This makes parents have to pay more attention to their children when using gadgets so that the use of these gadgets can go well with various strategic efforts, one of which is providing supervision and providing time limits. Of course, parents want their children to have good character so that in the future, it will benefit themselves, other people, and the community.

It is relevant to the work conducted by Chusna (2017), with the research title *The Effect of Media Gadgets on Children's Character Development*, with the results of the study stating that the influence of gadgets on children's character development starts with parents' awareness to continue to monitor the growth and development of children's activities directly, so that children can show good character by being responsible for their behavior. In addition, the results of research by Agustina (2019) with the title *Formation of Children's Self-Defence in Using Gadgets: Mother's*

Strategies in the Digital Age to Form Reliable Children, the results of this study state that the strategy of mothers to defend their children from the negative effects of gadgets is carried out by implementing 5P1S (direction, training, assignment, habituation, escort, role model).

The next research was conducted by Hidayatuladkia (2021) with the research title *The Role of Parents in Controlling the Use of Gadgets in Children Aged 11 Years*. The results of the study stated that the role of parents in supervising the use of gadgets in children aged 11 years by setting a time limit for using gadgets and continuing to monitor what applications are opened by children to train children to be able to have the responsibility and want to interact socially directly.

Although there have been many studies related to parental strategies in guiding children to use gadgets, so far, there has not been found that discusses parental strategies in guiding children to use gadgets as a source of character education. Thus, with this strategy, parents can guide children in shaping their character so that the success of children's character education in a positive direction can be carried out by carrying out supervision of children so that the use of gadgets can be successful. Therefore, the researcher aims to analyze the use of gadgets and identify strategies and obstacles faced by parents in utilizing gadgets as a source of character education for children aged 10-12 years in the Kerasaan I area, Pematang Bandar District, Simalungun Regency, North Sumatra.

## METHOD

This research is qualitative research with a case study approach in the area of Keras I, Simalungun Regency, North Sumatra. According to Strauss and Corbin, qualitative research is a type of research that does not use statistical and measurement procedures to produce discovery. Qualitative research is descriptive in nature to explain findings in the form of written and unwritten or oral words that use in-depth analysis of the people or behavior to be observed. The purpose of qualitative research is to obtain a complete picture and events from a human perspective (Sugiyono, 2020).

This research was conducted at the location of Kerasaan I, Jl. Asahan, Pematang Bandar District, Simalungun Regency, North Sumatra. At the location of this research, the work that was mostly done by parents in the Kerasaan I area was as traders, farmers, and teachers with the most educational backgrounds at the high school level. The background of the location as a research location is because it was found that many children during the growth and development period aged 10-12 years who were in the late childhood period tended to be easily influenced by the

excessive use of gadgets. The reason the researchers chose Kerasaan I as the research location was because, based on the pre-observations that had been made by the researchers, some children who entered the growth and development period were used to using gadgets as one of their lifestyle needs in their activities.

The research data is in the form of data obtained from questions given by researchers to informants. Data collection techniques were carried out through observation, interviews, and documentation. The observation stage was carried out from 02-10 February 2023, while interviews were conducted with 20 informants consisting of 10 parents and ten children aged 10-12 years. The technique for determining research informants used by researchers is purposive sampling, which means the technique of taking data sources based on certain considerations, for example, considerations about someone who is considered to know more than what we expect and want, where someone will facilitate research and make it easier for researchers. Understand the social situation under study (Sugiyono, 2019). The reason the researcher used purposive sampling was to collect the data that you wanted to get real by looking directly at the informants and observing and interviewing informants who were considered to have mastered the skills, work, or understood an event that would facilitate the collection of this research data. Furthermore, researchers need documentation obtained during the interview in the form of sound recordings and photographs during the interview. Then the researcher did data reduction.

Then in the data analysis stage. Data analysis with data reduction, data presentation, conclusion drawing, and verification. Researchers reduce the data that has been obtained, namely in the form of parental strategies in guiding children to use gadgets as a source of character education. Then the researcher presents the research data in the form of parental strategies for guiding children to use gadgets as a source of character education in the form of tables, diagrams, or charts. In the final stage, the researcher conducted a critical analysis of research findings related to parental strategies in guiding children to use gadgets as a source of character education with democratic parenting discourse, and further, the researcher also compared them with several related studies.

## FINDINGS AND DISCUSSION

### Findings

#### Use of Gadgets for Children in Kerasaan Areas I

Currently, gadgets are a very important part of every human life that provides various benefits, especially for children. Lifestyle changes require a child to be able to have a gadget as a study buddy and become a friend in activities in their environment. Gadgets provide benefits for children by making it easier to get information without area and time limits.

Likewise, with children in the Kerasaan I area, gadgets are widely used to make it easier for them to find information that is not known and needed, in order to make it easier for children in the Kerasaan I area to do the tasks that have been given by the teacher.

**Table 1.** Utilization of Gadgets for Children in the Region I

No.	Informant	Age	The Objective of Gadget Use	Description/Reflection	Impact
1.	Reihan Ramdani	10 years old	Complete various assignments from the teacher, and view shows in Snackvideo	The use of gadgets to complete various assignments given by the teacher is due to the limited information available in the book.	Positive
2.	Baihaqi Abdillah	11 years old	Playing games	A gadget to find various information related to his hobby, which is playing games	Negative
3.	Saoda Nuriani Damanik	12 years old	To complete assignments	Gadgets are used to complete assignments given by teachers at school	Positive
4.	Audi Khairani	12 years old	To complete the task	Informants use gadgets to find information related to the task	Negative

10-year-old Reihan Ramadan uses gadgets to complete assignments given by teachers at school. When the first informant was able to complete the task given, the child was so excited because he had gained new knowledge and information. Furthermore, the first informant seemed not to mind having to fully own the gadget for himself, so it can be seen that the first informant did not show an addictive attitude and was able to use the gadget in a positive direction. This research continued with the second informant, namely in the family of Mrs. Daronila, the parents of a child named Sri Wahyuni, ten years old.

Baihaqi Abdillah, 11 years old, uses gadgets for hobbies that are currently being enjoyed by children. Children seem not to think about using gadgets for their own needs at school. Children also seem not so concerned with learning problems because they are too engrossed in their pleasures. 12-year-old Saoda Nuriani Damanik is able to make good use of gadgets for the educational needs that are being undertaken. The use of gadgets has a good impact on these informants because children only use them for something very important. 12-year-old Audi Khairani is able to make good use of gadgets where informants access something on the internet to add information when completing tasks that cannot be known from existing open books

Based on observations the researchers made on Thursday, 02 February 2023, in the family of Mrs. Nurlela, who has a 10-year-old child named Raihan Ramadani, it shows that the child prefers to use gadgets or cellphones when the cellphone is not used by her parents, then the first informant (Reihan Ramadani) take advantage of the gadget to do assignments from school.

Furthermore, when the researcher tried to ask what tasks the child was doing, Reihan stated, "The tasks that I often do if you look at the internet are usually Religion, Indonesian, and Natural Sciences" The first informant was so excited about telling the new knowledge he got when using his gadget. The child said that when the cell phone was held by his parents, he did not feel anxious or angry towards his parents, and informant I did not have a problem with not having his own gadget. This is because the first informant seemed more interested in playing outside the home with friends of the same age than just using gadgets at home. The following is a picture of the documentation from the observations that the researchers got.

In the first informant above, it can be concluded that 10-year-old Reihan Ramadani uses gadgets for his needs in completing assignments given by teachers at school. When the first informant was able to complete the task given, the child was so excited because he had gained new knowledge and information.

The researcher continued his research related to the use of gadgets for children in the Kerasaan I in the family of the sixth informant, Mrs. Juria, parents of Baihaqi Abdillah, aged 11 11 years old is very fond of using gadgets for pleasure in carrying out his daily activities. The sixth informant seemed to have a passion for playing soccer. To fulfill his passion for soccer, the child used gadgets as much as possible to access sites related to soccer information (playing soccer games and watching live soccer broadcasts). The sixth informant, who is 11 years old, when hanging out with peers, will use his gadget to play games with other friends. The child was released from using



the gadget only when the sixth informant was playing or playing football.

Furthermore, the researcher concluded that the sixth informant in using gadgets for the preferences that are currently liked by children, children do not seem to think about using gadgets for their own needs at school.

So based on the results of the interviews that the researchers conducted with ten informants. Furthermore, the researcher took a thematic approach in which to find out in detail the patterns or codes related to the formulation of the problem "How are the use of gadgets for children in the Kerasaan I area?". After the researcher detailed the results of the interviews as above, the researcher found a code that was continuously repeated by the ten informants as follows:

**Table 2.** Transcript of Interview Results and Code I

No.	Informant	Results
1.	Reihan Rahmadani (10 years old)	To learn to complete assignments from school
2.	Sri wahyuni (10 years old)	Doing tasks
3.	Silvi (years old)	Doing homework
4.	Sergio Harahap (11 years old)	Get information for assignments from teachers and play games
5.	Hafsah Azura (11 years old)	Playing games and doing assignments
6.	Baihaqi Abdillah (11 years old)	Playing games
7.	Dafi Adrian Pratama (11 years old)	Playing games
8.	Saoda Nuriani Damanik (12 years old)	Doing tasks
9.	Widea putri (12 years old)	<i>Accessing Youtube</i>
10.	Audi Khairani (12 years old)	Doing tasks

Based on the analysis of the code that has been found by researchers. Furthermore, the researcher will give the name of the group according to the meaning of the code. The code which has similarities will be combined by the researcher and bring up a description of the code obtained.

**Table 3.** Grouping Codes According to Meaning I

No.	Group	Result	Description
1.	The benefit of gadgets for 10-12 years old children	To learn to complete assignments or homework (PR)  To get information related to assignments from teachers	The data shows the high interest of children in the Kerasaan I area in using gadgets to do assignments from the teacher  Exposure to doing any task that is done is not very visible. Children aged 10 and 12 years show more interest in doing high tasks Children aged 11 years show less concern for doing assignments or homework from the teacher.
2.	The impact of gadgets on children	Addicted to playing games	1) Children aged 11 years tend to use gadgets to play games.  2) Children aged 11 years show addictive behavior in playing online games.

Thus, based on grouping the code according to the meaning it has. Furthermore, researchers look for themes that describe something important related to the formulation of the problem. The researcher concluded that the theme related to the use of gadgets for children in the Kerasaan I area was the theme "Gadgets for Doing Assignments from the Teacher." The theme will be described and explained by the researcher according to the relevant literature as follows:

#### **Gadgets for Doing Assignments From the Teacher**

Gadgets are widely used by children in the Kerasaan I area, especially children aged ten years and 12 years, to complete assignments given by a teacher, and this has been able to show an attitude of responsibility for children, which is useful as character education for children so they are able to behave properly. At the same time, gadget children for 11-year-old have not been able to use gadgets in a positive direction because they prefer to use gadgets for negative things, whereas they prefer to use gadgets to play online games.

## Parents' Strategies for Using Gadgets for Children Aged 10-12 Years As a Source of Character Education

**Table 4.** Parents' Strategy in Using Gadgets for Children Aged 10-12 Years  
as a Learning Resource

No.	Informant	Strategy	Effort	Result
1.	Nurlela	Limiting time	The informant keeps the children busy with taking Koran lessons	Children receive orders given by parents
2.	Sari	Giving understanding	The informant gave examples of children who are addicted to playing with gadgets so that this will have an impact on their future	Children tend not to follow directions given by their parents and continue to play online games
3.	Raviah	Limiting time	The informant gave firmness when giving a time limit. If it was violated, it would be subject to sanctions	Children follow the directions given by their parents because they are afraid of the sanctions that will be given
4.	Wati	Limiting the time of gadget use	The informant tried to keep the children busy by ordering them to do activities at home in order to maintain the duration of using the gadget	Children follow every direction given by parents

Based on Table 4, it is known that Nurlela's mother has a strategy to use gadgets for Reihan Ramadani, a 10-year-old child, namely by limiting the time children use gadgets so that children do not only focus on gadgets which will cause addiction.

Mrs. Juria as the parent of Baihaqi Abdillah, aged 11, applies a strategy to guide children to use their gadgets by advising the child who has a penchant for using gadgets to see a game he likes. This action is taken so that the child does not only focus on his preferences. Raviah, a parent from Saoda Nuriani Damanik, has a strategy to guide children to make good use of gadgets by limiting the time they use gadgets so that children don't play with them too much. Raviah's mother has a firmness that guides children in a positive direction. So that children are able to use gadgets well and only use them when there is a need. Mrs. Wati, a parent of Audi Khairani, who is 12 years old,

has a strategy for children to be able to use gadgets well, namely to limit the duration of using gadgets for children so that children do not become addicted to using gadgets.

Parental strategies to take advantage of the use of gadgets for children to create good character or behavior in accordance with the norms in society. Parents in the Kerasaan I area mostly work as farmers and traders and become housewives and office workers. The busyness of parents who work a lot as farmers, traders, as well as housewives, and office workers is not an obstacle for parents to implement strategies in guiding children to use gadgets. According to KBBI, a trader is someone who has a trading job that aims to gain profit from the transactions that have been made (Sigit, 2021). Farmers are a group of people or individuals who have a very important role in cultivating crops from crops so as to provide benefits and earn a living from these farming activities (Anantanyu, 2011).

Based on observations (Thursday, 02 February 2023) that the researchers did, it was found that in the first family, namely Mrs. Nurlela, the parent of 10-year-old Raihan Ramadani. Mrs. Nurlela has a job as a trader in a food stall in the Kerasaan I area. Mother Nurlela, who works from 16.00 PM-01.00 AM WIB at the food stall, makes the relationship between Reihan Ramadani's 10-year-old child and Mrs. Nurlela interact a little because when Mrs. Nurlela has free time and has not yet left for work, Reihan Ramadani was at school and only came home from school at 12.00 WIB. When the child has free time between 12.00-14.00 WIB before leaving for the Koran at 15.00 WIB at that time, the mother chooses the time to rest for a nap, and at that time, the child, Reihan, aged 10, is allowed to use his mother's gadget to do chores from the teacher if available and when he finishes doing assignments, sometimes Reihan, aged 10, will use his gadget to play games.

Researchers see that even though Mrs. Nurlela had little time to interact with her child. The mother gives understanding to her child to understand the busy work of her parents, and the mother also provides limits on the use of the child's time when he wants to use gadgets. Furthermore, the researcher took a thematic approach in which to find out in detail the patterns or codes related to the formulation of the problem "What are the parents' strategies for using gadgets for children aged 10-12 years as a source of character education in the Kerasaan I area?". After the researcher detailed the results of the interviews as above, the researcher found a code that was continuously repeated by the ten informants as follows:

**Table 5.** Transcript of Interview Results and Code II

No	Informant	Result
1.	Nurlela, the mother of Reihan Rahmadani (10 years old)	Limiting time
2.	Daronila, the mother of Sri Wahyuni (10 years old)	Controlling
3.	Nuriatik, the mother of Silvi (10 years old)	Don't have gadgets
4.	Deni Suryani, the mother of Sergio Harahap (11 years old)	Limiting time
5.	Butet, the mother of Hafsah Azura (11 years old)	Scolding
6.	Juria, the mother of Baihaqi Abdillah (11 years old)	Advising
7.	Sari, the mother of Dafi Adrian Pratama (11 years old)	Giving understanding
8.	Raviah, the mother of Saoda Nuriani Damanik (12 years old)	Limiting time
9.	Srianun, the mother of Widea putri (12 years old)	Giving instructions
10.	Wati, the mother of Audi Khairani (12 years old)	Limiting the duration of gadget use

Based on the transcript of the interview results that have been carried out by the researcher by searching and creating a code based on the results of the interview, then the researcher will make a group based on the code that has been found to be made into one that has the same meaning so that conclusions are found. The following is a grouping of codes:

**Table 6.** Grouping of Codes According to Meaning II

No	Groups	Result	Description
1	Parents' strategies for using gadgets for children aged 10-12 years	Provide time restrictions for using gadgets Provide oversight Advise Give directions	1) Parents do the most strategies in utilizing gadgets by providing time limits so that children do not become addicted to gadgets. 2) Presentation of parental strategies in guiding their children in using gadgets is less visible. 3) Parents are more interested in setting time limits on using gadgets for their children compared to giving directions to children. 4) Lack of interaction between parents and children in carrying out the strategies presented by parents.
2	Attempts to prohibit parents from using	Not yet allowed to have gadgets	1) Parents of children aged 10 and 11 years tend to be busy with their activities, so parents cannot provide

gadgets for scolded children

maximum supervision to their children when using their gadgets. So what parents do is not allow children to use gadgets if they have reached the required time limit with gadgets.

2) Parents of children aged ten years tend not to allow children to already have gadgets.

Based on the conclusion of the code grouping according to the meaning that has been obtained. Furthermore, researchers will look for themes that describe something important related to the formulation of the problem, namely how parents use gadgets for children aged 10-12 years as a source of character education in the *Kerasaan I* area, and link them to relevant literature.

### **Obstacles Faced by Parents in Guiding Children to Use Gadgets as a Source of Character Education in the Area of Feelings I**

**Table 7.** Obstacles Faced by Parents in Guiding Children to Use Gadgets as a Source of Character Education in the Area of Feelings I

No.	Informant	Issues	Childrens' Attitudes	Description
1.	Butet	Children are difficult to direct	Being lazy	Children show a lazy attitude when parents want to ask children for help because they are engrossed in playing with gadgets.
2.	Juria	Children show anger towards parents	emotion	Children show uncontrolled emotional attitudes when parents want to give directions
3.	Sari	Children do not want to listen to parental advice	Don't care	Children show an attitude of not caring about what parents tell them
4.	Deni Suryani	Child shows dislike	Don't care	Children show an attitude of not caring about what their parents tell them because they feel it is disturbing their pleasure

Mrs. Butet, the parent of 11-year-old Hafsah Azura, researchers found that Mrs. Butet's family, who had a child aged 11 years felt a problem when the child showed a difficult attitude to follow the directions of the parents in guiding the child to use gadgets.

Mrs. Juria, the parent of Baihaqi Abdillah, is 11 years old. It is known that Mrs. Juria often feels that her child Baihaqi Abdillah often shows excessive emotion when the mother tries to tell the child not to use the gadgets she has too much.

Mrs. Sari, the child of Dafi Andri Pratama, is 11 years old. The activity of the child who always uses gadgets while playing with friends in the environment makes children feel free when using their gadgets. When the mother tries to guide the child to use the gadget, the child ignores the mother's advice. Deni Suryani's mother felt anxious because when the mother wanted to try to supervise her child, 11-year-old Sergio Harahap, she didn't like it and showed more uncontrollable emotions. Deni Suryani's mother, who works as a trader, only has some free time to watch over her child, but 11-year-old Sergio Harahap gave an unfavorable response when the mother wanted to try to guide her child to use gadgets.

In facing the development of the current era, parents have so many challenges that must be overcome in order to provide character education to their children. In particular, parents in the Kerasaan I area found obstacles faced by parents in guiding children to use their gadgets, and children tend to be angry when parents want to direct their children not to play with their gadgets.

Based on observations (Thursday, 02 February 2023) that researchers did, it was found that Mrs. Nurlela's family, as parents of 10-year-old Raihan Ramadani, seemed able to guide children to use gadgets and did not feel quite heavy obstacles because Raihan Ramadani, ten years old, still did not seem to attach much importance to gadgets for him. In line with this, based on an interview (Saturday, 04 February 2023) with Mrs. Nurlela, Are there any obstacles that you face when you want to guide your child to use or use their gadgets?

Furthermore, the researchers made observations (Sunday, 05 February 2023) in the family of Mrs. Butet, parents of Hafsa Azura, aged 11. guiding children to use gadgets. When the researcher asked questions (Interview Monday, 06 February 2023) to Mrs. Butet related to Are there any obstacles that you face when you want to guide your children to use or use their gadgets?

Furthermore, the researcher took a thematic approach in which to find out in detail the patterns or codes related to the formulation of the problem "What are the obstacles faced by parents in guiding children to use gadgets as a source of character education in the Kerasaan I area?". Furthermore, after the researcher detailed the results of the interviews as above, the researcher found a code that was continuously repeated by the ten informants as follows:

**Table 8.** Transcript of Interview Results and Code III

No	Informant	Result
1	Nurlela, the mother of Reihan Rahmadani (10 years old)	Children follow parental advice
2	Daronila, the mother of Sri wahyuni (10 years old)	The child shows silence
3	Nuriatik, the mother of Silvi (10 years old)	The child does not fight or get angry
4	Deni Suryani, the mother of Sergio Harahap (11 years old)	Child shows dislike
5	Butet, the mother of Hafsah Azura (11 years old)	Children are difficult to direct
6	Juria, the mother of Baihaqi Abdillah (11 years old)	Children show anger towards parents
7	Sari, the mother of Dafi Adrian Pratama (11 years old)	Children do not want to listen to parental advice
8	Raviah, the mother of Saoda Nuriani Damanik (12 years old)	Make agreements that children must follow when playing with gadgets
9	Srianun, the mother of Widea putri (12 years old)	The child gives a silent response
10	Wati, the mother of Audi Khairani (12 years old)	Children do not give an exaggerated response

Based on the transcript of the interview results that have been carried out by the researcher by searching and creating a code based on the results of the interview, then the researcher will make a group based on the code that has been found to be made into one that has the same meaning so that conclusions are found. The following is a grouping of codes:

**Table 9.** Grouping of Codes According to Meaning III

No	Group	Result	Description
1	Parental constraints guide children in using gadgets	The child shows silence Child shows dislike Children are difficult to direct Children show anger towards parents	1. Children aged 10 and 12 years tend to prefer to be silent when parents are guiding them to use gadgets without any response from the children. 2. Children aged 11 years are more difficult to be guided by parents. 3. Children aged 11 years provide many obstacles that must be faced by parents in guiding the use of gadgets because children get angry easily when parents try to approach and see what is opened through their gadget



Based on the conclusion of the code grouping according to the meaning that has been obtained. Furthermore, the researcher will look for a theme that describes something important related to the formulation of the problem, namely what are the obstacles faced by parents in guiding children to use gadgets as a source of character education in the Kerasaan I area. The themes that have been obtained by the researcher aim to find out the answers to the problem formulation. , the theme in question is first "Children Prefer Silence When Guided" and second, "Children's Emotions Are Out of Control." Furthermore, the researcher will describe the two themes that have been obtained so that a clear picture of the causes of the obstacles faced by parents can be seen. The following is an explanation that the researcher made with relevant theories related to the theme.

## **Discussion**

### **Use of Gadgets for Children in Kerasaan Areas I**

Utilizing gadgets for children in the Kerasaan I area, especially children aged 10-12 years who are in the late childhood stage of the behavioral development phase, which is the late childhood which, affects the child's personal adjustment to the social environment. In this phase, if they do not get the guidance, What is clear from parents will shape the character of children who are anti-social. According to Omeri (2015), Character education is defined as an effort made to create goodness for oneself, individuals, and also the people around them. In this case, the efforts made will direct the individual to good deeds.

In line with this, Gadgets for children aged ten years and 12 years in the Kerasaan I area are more utilized for the purposes of finding and adding information that is unknown and needed because of the limited information from books to fulfill assignments given by the teacher. An indicator for a child to instill an attitude of responsibility is to see whether the child has an interest in independent learning, participates actively while in the process of learning activities taking place, and is able to utilize learning resources.

Thus, using gadgets as a source of learning by children aged 10 and 12 years in the Kerasaan I area has shown that children are able to take good responsibility for what they are assigned. In line with this, children aged 10 and 12 years who have been able to complete tasks with maximum effort in completing these tasks also become a manifestation of the attitude of responsibility that children have. This is in accordance with Law no. 20 of 2003 regarding character education which aims so that every Indonesian citizen is able to form a strong personality, one of which is being able to behave and have a personality that is responsible for what he does and how he uses something that

is a source of knowledge.

This will certainly be useful as a form of successful management of character education carried out by parents so that children are able to behave properly. Meanwhile, 11-year-old children have not been able to make full use of gadgets in a better direction because 11-year-old children prefer to use these gadgets to play online games.

In the use of gadgets for a child aged 10-12 years, they tend to make gadgets as friends in activities, especially to help carry out assignments given by teachers from school. Assignments in the Big Indonesian Dictionary (KBBI) mean something that must be done and must be done, which aims to build responsibility. So the tasks given by a teacher to a child are not only to make the child get the latest information that is not yet known to the child but also related to how to shape the child's responsible character. Responsibility is defined as a natural substance that becomes a part of human beings (Rochmah, 2016).

Hence, in order to overcome the excessive use of gadgets by children, which will lead to the negative impact of using gadgets, a strategy for parents is needed to guide children to make the best use of gadgets, namely by:

### **Giving Directions**

Nowadays, children really need parental figures to carry out all their activities. Every child's behavior in carrying out activities must see or make parents as a guide. Parents become leaders in a family who become instructions (directions) for children at home to carry out or do something. If when parents give directions to children and children do not carry out these directions, sanctions will be obtained. For example, when children play with gadgets beyond the specified time limit, the gadgets that children play with can be detained, or they may not play other games until the time set by the parents. This can lead to the character of discipline in children

### **Giving Advice**

Giving advice to a child is important for the development of a child's behavior in the future. In Arabic, there are two meanings of advice, the first advice is defined as pure, and the second is gathered. So if someone aims to advise others, then they intend to purify the person being advised to stay away from negative things (Mulyadi, 2020). Good advice, especially for children, is not just for their own sake but aims to be useful for the environment in which the child is located so that the child is able to become a person who has a noble character.

## Providing Oversight

Supervision given by parents to their children is an effort that must be made by mothers or fathers so that activities or good intentions can be carried out so that they are achieved in accordance with the expectations of parents or families for children. Parental supervision can be interpreted as an examination carried out by a family member, whether father or mother, of the child, whether in providing supervision in living his life or when using a gadget, for example, when a child is angry when a parent is supervising the use of his gadget, then the gadget may not be played again, and parents can leave it alone and give time for children to be able to enjoy games with friends without using the gadgets they have that are real and useful for the development of a child's behavior (Anggraeni, 2020).

In line with this, parental supervision in the use of children's gadgets must be carried out more strictly so that children avoid being addicted to playing with gadgets and so that children have an attitude that understands the good and bad of everything. Character education in the Kerasaan I area can be done in the following ways:

1. Parents limit the time for children to use gadgets so that when children do not exceed the specified time limit, parents have provided social character education for children to get used to the environment and their peers.
2. Parents give directions that children must do that when using gadgets that are not in accordance with good intentions, and they will be subject to sanctions, and this will form a disciplinary character for children
3. Parents give advice to children that it is better to do things that are useful instead of just playing with gadgets. Giving advice to children aims to shape the character of children who have noble character.
4. Parents provide supervision for children by conducting regular checks on what children open when using gadgets so that children avoid negative things in the form of addiction.

When using gadgets, 11-year-old children only use them for fun, but the difference in using gadgets for children during late childhood does not make 11-year-old children and ten and 12-year-old children become anti-social personalities. Children's preferences for gadgets can still be balanced by social interaction. The findings that the researchers got were obtained through coding results obtained through interviews with informants where children in the Kerasaan I area, especially aged 10 and 12 years, use gadgets to fulfill educational needs at school.

So the findings obtained by researchers are in accordance with what was conveyed by Sudarti (2019) that education in children's schools will affect the development of children's behavior with the Behaviorism Learning Theory, which focuses on attitudes and behavior of children in learning process activities between educators or teachers and students who increase knowledge that can be observed and evaluated regarding changes in a child's behavior that requires strengthening of the habituation that is done.

The next one is Agustina et al. (2022) that children who are addicted to using gadgets will form highly individualistic behavior, which will make children indifferent to their environment, so this must receive special attention from parents. The consequences of not caring about the surrounding environment. Whereas Hidayat & Maesyaroh (2022) state that the influence of gadgets on children's character development starts with parents' awareness to continue to monitor the growth and development of children's activities directly. M. Agustina et al. (2019) reveal that strategies or habits given by mothers to defend children from the negative effects of gadgets are also carried out by implementing 5P1S (direction, training, assignment, habituation, escort, role model).

In line with what was conveyed by Skinner that "behaviorism learning theory is the relationship between stimulus and the response shown by the individual or subject occurs through interaction with the environment." Because in the theory of behaviorism learning makes a child aged 10-12 years get direct experience in the classroom during the learning process given by the teacher to be able to do assignments/homework through children's gadgets by getting guidance or reinforcement from parents so that the actions taken will lead the child to have a responsible attitude towards what has been assigned otherwise the child will form a person who does not care about his environment.

### **Obstacles Faced by Parents in Guiding Children Utilizing Gadgets as a Source of Character Education in the Area of Feelings I**

Children prefer to be silent when guided because of feelings of inferiority that children have, so they are not too able to voice the opinions they want to convey to their parents. Furthermore, what causes children to be silent when parents try to guide their children to use their gadgets is because parents do not realize that the actions they take towards children are too protective, so children are afraid of being wrong when expressing their opinions. Therefore, it is hoped that parents must be aware of and pay attention to actions when educating children so that they do not become shy individuals and threaten the development of behavior regarding children's grammar.

Parents should also often invite children to talk and interact with each other so that children will become individuals who are open to their own parents. As stated by Yanto (2018) that guidance provided by parents can help the development of children's behavior so that it is optimal according to the stage of basic abilities and talents of children with various family backgrounds, educational and social status, and the environment. Individual guidance, according to Hadi & Saifullah (2019), is a process of assistance given to a child, teenager, or adult that is carried out by an expert so that the person being guided is able to understand and develop his or her own abilities based on the norms prevailing in society.

Children's emotions are out of control, and controlling children's emotions is a task that every parent must go through. Emotions that are not controlled by children will become chaos and will cause unbalanced children in carrying out daily activities. Obstacles faced by parents in the *Kerasaan I* area when they want to guide children aged 10-12 years, children aged 11 years tend to be unable to hold back their angry emotions due to advances in gadget technology that provide access to playing online games. Parents, when trying to implement strategies in using gadgets for children aged 11 years, tend not to like to be guided or supervised and show more uncontrolled emotional attitudes. In contrast to children aged 10 and 12 years, when parents try to guide their children to accept directions given by their parents, they tend to accept directions given by their parents.

These findings were obtained by the researcher through observation and the results of interviews that the researchers conducted where parents had facilitated 11-year-old children to have their own gadgets. The freedom for children to use their own gadgets gave rise to a sense of freedom about what they wanted to see on these gadgets, especially for parents who were busy with work and children who use gadgets out of reach of parents' eyes. In line with what was said by Kusuma Rini & Huriah (2020) that the signs of a child who is addicted to using gadgets are that children will often show mood swings, especially if the fun they have when using gadgets is disturbed by other people.

Furthermore, the problem is that children prefer to remain silent when guided theoretically due to feelings of inferiority and having feelings of fear of being wrong to parents who are overly protective of what is being done in children's activities. As stated the theory states that parents must routinely provide constructive directions to children when using gadgets and are not allowed to be overly protective of children so that the interactions generated between children and parents will go well and so that children can voice their opinions more.

Changes in mood that occur in children can respond to parents to rebel by crying, getting angry, and even hitting things around them. As stated in the theory underlying the uncontrolled development of children's emotions, namely, the presence of technological advances will put emotional pressure on children, especially when children access technology excessively. This theory, stated by Aryani & Fauziah (2020), there are emotional disturbances in children due to the lack of guidance given by parents and the lack of communication given by parents to children.

## CONCLUSION

From research on parental strategies in guiding children to use gadgets as a source of character education, it can be concluded that the use of gadgets for children in the Kerasaan I area is used to obtain unknown information and is used as a learning resource to complete assignments from the teacher. Parents' strategies in guiding children to use gadgets for children aged 10-12 years are limiting time, giving directions, giving advice, and providing supervision. Limiting time is done so that children do not overuse gadgets which will lead to addiction. Limiting time using gadgets for children will maintain children's cognitive, intellectual, and physical development, and by limiting the time parents use gadgets, children will avoid anti-social attitudes. Obstacles faced by parents guiding children to use gadgets as a source of character education in the Kerasaan I area, namely first, children prefer to be silent when parents try to guide children to use their gadgets due to the child's embarrassment to voice their opinion, and secondly, uncontrolled emotional constraints for children will become chaos and causing unbalance for children to carry out their activities, the child's angry emotions will be released if parents want to supervise children.

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