

**PERAN ORANG TUA DALAM PENGGUNAAN GAWAI PADA ANAK  
USIA DINI**

**TESIS**

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister  
Pendidikan Anak Usia Dini



Oleh

Novi Hidayati

NIM. 1906395

**PROGRAM STUDI PENDIDIKAN ANAK USIA DINI  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2021**

**LEMBAR PENGESAHAN**

**NOVI HIDAYATI**

**PERAN ORANG TUA DALAM PENGGUNAAN GAWAI  
PADA ANAK USIA DINI**

disetujui dan disahkan oleh:

Pembimbing I



**Dr. Heny Djoehaeni, S.Pd., M.Si**

NIP. 19700724 199802 2 001


Pembimbing II



**Dr. Badru Zaman, M.Pd**

NIP. 19740806 200112 1 002

Mengetahui,  
Ketua Program Studi Pendidikan Anak Usia Dini Sekolah Pascasarjana  
Universitas Pendidikan Indonesia



**Dr. Euis Kurniati, M.Pd**

NIP. 19770611 200112 2 002

## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “Peran Orang Tua dalam Penggunaan Gawai pada Anak Usia Dini” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan.

Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Cirebon, Juli 2021  
Yang Membuat Pernyataan

**Novi Hidayati**  
NIM. 1906395

## ABSTRAK

# PERAN ORANG TUA DALAM PENGGUNAAN GAWAI PADA ANAK USIA DINI

**Novi Hidayati**

Penelitian ini di latarbelakangi pentingnya peran orang tua terutama peran ayah yang tidak dapat diabaikan. Penelitian ini bertujuan untuk melihat pendampingan yang diberikan oleh ayah dan ibu kepada anak ketika menggunakan gawai dengan teori pendampingan orang tua. Metode penelitian melalui pendekatan kualitatif dengan desain penelitian studi kasus. Pengumpulan data menggunakan wawancara mendalam dan catatan lapangan dengan melibatkan tiga orang tua yang memiliki anak berusia 2-5 tahun di kecamatan Harjamukti, Kota Cirebon yang dianalisis menggunakan *grounded theory*. Hasil penelitian ini menunjukkan bahwa orang tua mendiskusikan, mencari, memilih, menjelaskan konten yang dapat diakses pada pendampingan aktif. Kemudian, pada pendampingan terbatas orang tua memberikan pembatasan waktu, konten, aplikasi, dan jarak. Pendampingan bersama menjadi cara untuk meningkatkan kedekatan dengan anak. Dengan demikian, orang tua mengolaborasikan pendampingan aktif, pendampingan terbatas dan pendampingan bersama untuk mengatur dan mengelola penggunaan gawai anak. Selain itu, ditemukan faktor-faktor yang mempengaruhi penggunaan gawai pada anak. Adapun rekomendasi dalam penelitian ini adalah orang tua perlu diberikan literasi informasi, digital, dan media agar memiliki persiapan khusus untuk membekali anak dalam menggunakan gawai.

*Kata kunci: peran orang tua, gawai, anak usia dini*

ABSTRACT

**THE ROLE OF PARENTS IN THE USE OF GADGETS  
IN EARLY CHILDHOOD**

**Novi Hidayati**

This research is motivated by the importance of the role of parents, especially the role of the father which cannot be ignored. This study aims to look at the assistance provided by fathers and mothers to children when using devices with the theory of parental assistance. The research method uses an approach with a case study design. Data collection uses in-depth interviews and field notes involving three parents who have children aged 2-5 years in Harjamukti sub-district, Cirebon City which were analyzed using grounded theory. The results of this study indicate that parents seek, choose, explain content that can be accessed in active mentoring. Then, with limited assistance, parents provide time, content, applications, and distance. Mutual mentoring is a way to increase closeness with children. Thus, parents collaborate on active mentoring, limited mentoring and joint mentoring to regulate and manage the use of children's gadgets. In addition, found factors that affect the use of gadgets in children. The recommendation in this study is that parents need to be given information, digital, and media literacy in order to have special preparations to equip children in using gadgets.

Keywords: the role of parents, gadgets, early childhood

## UCAPAN TERIMA KASIH

*Alhamdulillah* *robbil'alamin*, segala puji dan syukur atas ke hadirat Allah SWT atas berkat dan rahmat -Nya tesis ini dapat diselesaikan.

Penyusunan tesis ini dimaksudkan untuk memenuhi salah satu syarat dalam menempuh Ujian Sidang Magister Pendidikan Anak Usia Dini Sekolah Pascasarjana Universitas Pendidikan Indonesia. Melalui tesis ini, penulis ingin mengetahui peran orang tua dalam penggunaan gawai pada anak usia dini. Sehingga penulis melihat peran pendampingan orang tua secara aktif, terbatas, dan pendampinga bersama dalam penggunaan gawai pada anak usia dini. Pada kesempatan ini, peneliti mengucapkan terima kasih kepada:

1. Dr. Euis Kurniati, M.Pd., selaku Ketua Program Studi Pendidikan Anak Usia Dini Sekolah Pascasarjana.
2. Dr. Heny Djoehaeni, S.Pd., M.Si, selaku Dosen Pembimbing I yang telah meluangkan waktunya dalam membimbing dan memberikan ilmunya kepada penulis dengan penuh kesabaran serta memberikan motivasi dalam penyusun tesis ini.
3. Dr. Badru Zaman, M.Pd., selaku Dosen Pembimbing II yang telah membimbing dengan sabar dan memberikan ilmunya kepada penulis serta memberikan motivasi dalam penyusun tesis ini.
4. Seluruh Dosen SPs Pendidikan Anak Usia Dini Sekolah Pascasarjana yang telah memberikan ilmu selama ini. Serta untu seluruh Civitas Akademika Sekolah Pascasarjana Universitas Pendidikan Indonesia yang telah membantu dalam penyusunan tesis.
5. Kedua Orang Tua Tercinta, Bapak Janaina Jasrin, Serta Ibu Maspuah yang tidak pernah lelah untuk mendoakan dalam setiap waktunya. Terima Kasih untuk segala motivasi, arahan, semangat, nasehat serta dukungannya kepada penulis tanpa pernah putus. Adikku De Hartono ,Ua tercinta dan Keluarga Besar Sanusi, yang telah memberikan semangat, dukungan, serta do'a dalam penyusunan tesis ini.
6. Keluarga FIZ, HAM, dan HAB yang telah bersedia menjadi responden dalam penelitian ini serta membantu selama penelitian berlangsung.

7. Teman-teman SPs PAUD angkatan 2019 yang bersama-sama berjuang dalam penyusunan tesis untuk mencapai kesuksesan dan saling mendo'akan satu sama lain serta berbagi ilmu dan informasi.
8. Semua pihak yang terlibat dalam membantu, memberikan dukungan dalam penyusunan tesis ini yang tidak bisa peneliti sebutkan satu persatu.

Terimakasih yang tak terhingga penulis ucapkan kepada seluruh pihak yang telah membantu, memberikan dukungan, motivasi, serta telah mendoakan peneliti dalam penyusunan ini. Semoga Allah SWT. Senantiasa membalas kebaikan kepada seluruh pihak yang telah membantu dalam menyelesaikan tesis ini.

## DAFTAR ISI

TESIS .....	1
LEMBAR PENGESAHAN .....	2
LEMBAR PERNYATAAN .....	3
UCAPAN TERIMA KASIH.....	4
ABSTRAK .....	4
ABSTRACT .....	5
DAFTAR ISI.....	8
DAFTAR TABEL.....	11
DAFTAR LAMPIRAN .....	12
BAB I PENDAHULUAN .....	<b>Error! Bookmark not defined.</b>
1.1 Latar Belakang .....	<b>Error! Bookmark not defined.</b>
1.2 Rumusan Masalah .....	<b>Error! Bookmark not defined.</b>
1.3 Tujuan Penelitian.....	<b>Error! Bookmark not defined.</b>
1.4 Manfaat Penelitian.....	<b>Error! Bookmark not defined.</b>
1.5 Struktur Organisasi Tesis .....	<b>Error! Bookmark not defined.</b>
BAB II KAJIAN PUSTAKA .....	<b>Error! Bookmark not defined.</b>
2.1 Peran Orang Tua dalam Penggunaan Gawai.....	<b>Error! Bookmark not defined.</b>
2.1.1 Tipe Pendampingan Orang Tua .....	<b>Error! Bookmark not defined.</b>
2.1.2 Faktor-Faktor Pendampingan Orang Tua.....	<b>Error! Bookmark not defined.</b>
2.2 Konsep Gawai .....	<b>Error! Bookmark not defined.</b>
2.2.1 Definisi Gawai .....	<b>Error! Bookmark not defined.</b>
2.2.2 Pemberian Gawai pada Anak Usia Dini.....	<b>Error! Bookmark not defined.</b>



2.2.3	Penggunaan Gawai pada Anak Usia Dini	<b>Error! Bookmark not defined.</b>
2.2.4	Dampak Penggunaan Gawai pada Anak Usia Dini.....	<b>Error! Bookmark not defined.</b>
BAB III METODE PENELITIAN.....		<b>Error! Bookmark not defined.</b>
3.1	Desain Penelitian .....	<b>Error! Bookmark not defined.</b>
3.2	Partisipan dan Tempat Penelitian .....	<b>Error! Bookmark not defined.</b>
3.3	Pengumpulan Data .....	<b>Error! Bookmark not defined.</b>
3.3.1	Teknik Pengumpulan Data.....	<b>Error! Bookmark not defined.</b>
3.3.2	Instrumen Penelitian.....	<b>Error! Bookmark not defined.</b>
3.4	Analisis Data .....	<b>Error! Bookmark not defined.</b>
3.5	Isu Etik .....	<b>Error! Bookmark not defined.</b>
BAB IV TEMUAN DAN PEMBAHASAN .....		<b>Error! Bookmark not defined.</b>
4.1	Temuan.....	<b>Error! Bookmark not defined.</b>
4.1.1	Peran Orang Tua .....	<b>Error! Bookmark not defined.</b>
4.1.2	Tipe-tipe Pendampingan Orang Tua	<b>Error! Bookmark not defined.</b>
4.1.3	Penggunaan Gawai.....	<b>Error! Bookmark not defined.</b>
4.1.4	Faktor-faktor yang Mempengaruhi Penggunaan Gawai .....	<b>Error! Bookmark not defined.</b>
4.2	Pembahasan .....	<b>Error! Bookmark not defined.</b>
4.2.1	Pendampingan Aktif.....	<b>Error! Bookmark not defined.</b>
4.2.2	Pendampingan Terbatas .....	<b>Error! Bookmark not defined.</b>
4.2.3	Pendampingan Bersama .....	<b>Error! Bookmark not defined.</b>
BAB V KESIMPULAN DAN SARAN.....		<b>Error! Bookmark not defined.</b>
5.1	Simpulan.....	<b>Error! Bookmark not defined.</b>
5.1.1	Pendampingan Aktif.....	<b>Error! Bookmark not defined.</b>
5.1.2	Pendampingan Terbatas .....	<b>Error! Bookmark not defined.</b>

5.1.1	Pendampingan Bersama .....	<b>Error! Bookmark not defined.</b>
5.2	Implikasi .....	<b>Error! Bookmark not defined.</b>
5.3	Rekomendasi .....	<b>Error! Bookmark not defined.</b>
5.3.1	Bagi Orang tua .....	<b>Error! Bookmark not defined.</b>
5.3.2	Bagi Guru .....	<b>Error! Bookmark not defined.</b>
5.3.3	Bagi Peneliti Lainnya .....	<b>Error! Bookmark not defined.</b>
	DAFTAR PUSTAKA .....	13
	LAMPIRAN-LAMPIRAN.....	<b>Error! Bookmark not defined.</b>

## DAFTAR TABEL

- Tabel 3. 1 Kisi-Kisi Pedoman Wawancara .....**Error! Bookmark not defined.**
- Tabel 3. 2 Contoh *Open Coding* Lembar Wawancara**Error! Bookmark not defined.**
- Tabel 3. 3 Contoh *focus coding*.....**Error! Bookmark not defined.**
- Tabel 3. 4 Contoh Axial Coding .....**Error! Bookmark not defined.**
- Tabel 3. 5 Contoh *theoretical coding*.....**Error! Bookmark not defined.**

## DAFTAR LAMPIRAN

- Lampiran 2. 1 Kisi-kisi Pedoman Wawancara.....**Error! Bookmark not defined.**
- Lampiran 2. 2 Transkrip Hasil Wawancara Mamah HAM**Error! Bookmark not defined.**
- Lampiran 2. 3 Transkrip Hasil Wawancara Ayah HAM**Error! Bookmark not defined.**
- Lampiran 2. 4 Transkrip Hasil Wawancara Ibu FIZ**Error! Bookmark not defined.**
- Lampiran 2. 5 Transkrip Hasil Wawancara Ayah FIZ**Error! Bookmark not defined.**
- Lampiran 2. 6 Transkrip Hasil Wawancara Ibu HAB**Error! Bookmark not defined.**
- Lampiran 2. 7 Transkrip Hasil Wawancara Ayah HAB**Error! Bookmark not defined.**
- Lampiran 2. 8 Open Koding Hasil Wawancara .....**Error! Bookmark not defined.**
- Lampiran 2. 9 Transkrip Catatan Lapangan Keluarga HAM**Error! Bookmark not defined.**
- Lampiran 2. 10 Catatan Lapangan Keluarga FIZ...**Error! Bookmark not defined.**
- Lampiran 2. 11 Open Koding Catatan Lapangan ..**Error! Bookmark not defined.**
- Lampiran 2. 12 Fokus Koding .....**Error! Bookmark not defined.**
- Lampiran 2. 13 Axial Koding .....**Error! Bookmark not defined.**

## DAFTAR PUSTAKA

- Abdul, N. A. (2013). Children ' s Interaction with Tablet Applications : Gestures and Interface Design. *International Journal of Computer and Information Technology*, 02(03), 447–450.
- Aldimasi, H. H., Miqdady, A. M., ElSORI, D., & Nazir, A. (2018). Impact of Gadgets on Children ' s Development. *International Journal on Life Science and Bioengineering*, 5(2), 1–7.
- Amalia, S., & Setyowati, S. (2019). Persepsi orang tua terhadap penggunaan gadget pada anak usia dini di tk surabaya. *Jurnal PG PAUD*.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bem, D. J. (1972). Self Perception Theory. *Advances in Experimental Social Psychology*, 6.
- Beyens, I., Valkenburg, P. M., & Piotrowski, J. T. (2019). Developmental trajectories of parental mediation across early and middle childhood. *Human Communication Research*, 45(2), 226–250. <https://doi.org/10.1093/hcr/hqy016>
- Bhattacharyya, R. (2015). Addiction to Modern Gadgets and Technologies Across Generations. *Eastern Journal of Psychiatry*, 1(December), 27–37.
- BPS. (2018). *Statistika Telekomunikasi Indonesia 2018*. Jakarta.
- Brito, R., Francisco, R., Dias, P., & Chaudron, S. (2017). Family Dynamics in Digital Homes : The Role Played by Parental Mediation in Young Children ' s Digital Practices Around 14 European Countries. *Contemporary Family Therapy*, 39(4), 271–280. <https://doi.org/10.1007/s10591-017-9431-0>
- Broekman, F. L., Piotrowski, J. T., Beentjes, H. W. J., & Valkenburg, P. M. (2016). Computers in Human Behavior A parental perspective on apps for young children \*. *Computers in Human Behavior*, 63, 142–151. <https://doi.org/10.1016/j.chb.2016.05.017>
- Brooks, J. (2011). *The Process of Parenting*. Yogyakarta: Pustaka Pelajar.
- Bybee, C. R., Robinson, D., & Turow, J. (1982). Determinants of Parental Guidance of Children ' s Television Viewing for a Special Subgroup : Mass Media Scholars Determinants of Parental Guidance of Children ' s Television Viewing for a. *Journal of Broadcasting*, 26(26), 3.
- Cabello-Hutt, T., Cabello, P., & Claro, M. (2018). Online opportunities and risks for children and adolescents: The role of digital skills, age, gender and parental mediation in Brazil. *New Media and Society*, 20(7), 2411–2431. <https://doi.org/10.1177/1461444817724168>

- Catherine, O., Pandia, W. S. S., & Pristinella, D. (2017a). Exploring Parental Mediation of Elementary School-Aged Children's Gadget Use. In *International Conference on Psychology and Multiculturalism* (pp. 134–145).
- Catherine, O., Pandia, W. S. S., & Pristinella, D. (2017b). Exploring Parental Mediation of Elementary School-Aged Children's Gadget Use. *The International Conference on Psychology and Multiculturalism*.
- Chakroff, J. L., & Nathanson, A. I. (2009). Parent and School Interventions: Mediation and Media Literacy. In *The Handbook of Children, Media, and Development* (pp. 552–576). <https://doi.org/10.1002/9781444302752.ch24>
- Chang, F. C., Chiu, C. H., Chen, P. H., Chiang, J. T., Miao, N. F., Chuang, H. Y., & Liu, S. (2019). Children's use of mobile devices, smartphone addiction and parental mediation in Taiwan. *Computers in Human Behavior, 93*, 25–32. <https://doi.org/10.1016/j.chb.2018.11.048>
- Chasanah, A. M., & Kilis, G. (2018). Adolescents' gadget addiction and family functioning. In *Advances in Social Science, Education and Humanities Research* (Vol. 139, pp. 350–358).
- Chen, B. X. (2016). *What's the Right Age for a Child to Get a Smartphone?* Retrieved from <https://www.nytimes.com/2016/07/21/technology/personaltech/whats-the-right-age-to-give-a-child-a-smartphone.html>
- Clark, L. S. (2011). Parental mediation theory for the digital age. *Communication Theory, 21*(4), 323–343. <https://doi.org/10.1111/j.1468-2885.2011.01391.x>
- Collier, K. M., Coyne, S. M., Rasmussen, E. E., Hawkins, A. J., Padilla-Walker, L. M., Erickson, S. E., & Memmott-Elison, M. K. (2016). Does parental mediation of media influence child outcomes? A meta-analysis on media time, aggression, substance use, and sexual behavior. *Developmental Psychology, 52*(5), 798–812. <https://doi.org/10.1037/dev0000108>
- Connell, S. L., Lauricella, A. R., & Wartella, E. (2015). Parental co-use of media technology with their young children in the USA. *Journal of Children and Media, 9*(1), 5–21. <https://doi.org/10.1080/17482798.2015.997440>
- Coyne, S. M., Padilla-Walker, L. M., Stockdale, L., & Day, R. D. (2011). Game on... girls: Associations between co-playing video games and adolescent behavioral and family outcomes. *Journal of Adolescent Health, 49*(2), 160–165. <https://doi.org/10.1016/j.jadohealth.2010.11.249>
- Creswell, J. (2014). *Research Desain; Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Dewi, R., & Rachmaniar. (2018). Balita dan Gawai ( Sebuah Studi Komparasi Antara Balita yang Memiliki Gawai Pribadi dengan Balita yang Menggunakan Gawai Orang Tuanya ). *Golden Age: Jurnal Pendidikan Anak*

*Usia Dini*, 1(2), 1–12. <https://doi.org/10.29313/ga.v1i2.3136>

- Dias, P., Brito, R., Daniela, L., Rubene, Z., Dreier, M., Gemo, M., ... Chaudron, S. (2016). The role of parents in the engagement of young children with digital technologies: Exploring tensions between rights of access and protection, from ' Gatekeepers ' to ' Scaffolders .' *Global Studies of Childhood*, 6(4). <https://doi.org/10.1177/2043610616676024>
- Downes, T. (2002). Children ' s and families ' use of computers in Australian homes. *Contemporary Issues in Early Childhood*, 3(2), 182–196.
- Farizal, E. B. (2018). Hubungan Pengetahuan Orang Tua Tentang Penggunaan Gadget Pada Anak Usia 2-5 Tahun Terhadap Dampak Penggunaan Gadget. *Menara Ilmu*, 12(12), 140–147.
- Feng, Y., & Xie, W. (2014). Teens' concern for privacy when using social networking sites: An analysis of socialization agents and relationships with privacy-protecting behaviors. *Computers in Human Behavior*, 33(April), 153–162. <https://doi.org/10.1016/j.chb.2014.01.009>
- Findahl, O. (2013). *Swedes and the Internet 2013. at the World Internet Project Tokyo Meeting*. Stockholm: The Internet Infrastructure Foundation. Retrieved from [http://www.worldinternetproject.com/\\_files/\\_Published/\\_oldis/SwedenInternet2003.pdf](http://www.worldinternetproject.com/_files/_Published/_oldis/SwedenInternet2003.pdf)
- Gabrielle A. Strouse, Katherine D. O'Doherty, and G. L. T. (2013). Effective Co-Viewing: Preschoolers' Learning from Video. *Developmental Psychology*, 49.
- Genc, Z. (2015). Parents ' Perceptions about the Mobile Technology Use of Preschool Aged Parents ' Perceptions about the Mobile Technology Use of Preschool Aged Children. *Procedia - Social and Behavioral Sciences*, 146(August 2014), 55–60. <https://doi.org/10.1016/j.sbspro.2014.08.086>
- Handriani, R., & Mahawati, E. (2016). *Pengaruh Unsafe Action Penggunaan Gadget Terhadap Ketajaman Penglihatan Siswa Sekolah Dasar Islam Tunas Harapan Semarang*. Universitas Dian Nuswantoro.
- Haugland, S. W. (2000). Computers and Young Children. *Clearinghouse on Elementary and Early Childhood Education*, 3.
- Hendriyani, Hollander, E., d'Haenens, L., & Beentjes, J. W. J. (2012). Children's media use in Indonesia. *Asian Journal of Communication*, 22(3), 304–319. <https://doi.org/10.1080/01292986.2012.662514>
- Herodotou, C., Hall, W., & Mk, M. K. (2017). Young children and tablets: A systematic review of effects on learning and development. *Journal of Computer Assisted Learning*, (May), 1–9. <https://doi.org/10.1111/jcal.12220>

- Hidayati, F., Veronika, D., & Kaloeti, S. (2002). Peran Ayah dalam Pengasuhan Anak. *Jurnal Psikologi Undip*, 9(1).
- Holloway, D., Green, L., & Livingstone, S. (2013). Zero to eight: Young children and their internet use. *EU Kids Online*, 36. <https://doi.org/10.1186/1479-5868-10-137>
- Hosokawa, R., & Katsura, T. (2018). Association between mobile technology use and child adjustment in early elementary. *PLOS ONE*, 13(7), 1–17. Retrieved from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=648321f4-1680-43f4-9e87-747075e1610e%40sessionmgr4009>
- Iswidhaarmanjaya, D. (2014). *Bila si Kecil Bermain Gadget*.
- Izzaura. (2014). Mediasi Orangtua terhadap Penggunaan Media oleh Anak ( Studi terhadap Ibu Berprofesi sebagai Pendidik dalam Memediasi Penggunaan Televisi dan Internet dari Anaknya ), 1–19.
- Kabali, H. K., Irigoyen, M. M., Nunez-davis, R., Budacki, J. G., & Mohanty, S. H. (2015). Exposure and Use of Mobile Media Devices by Young Children. *PEDIATRICS*, 136(6). <https://doi.org/10.1542/peds.2015-2151>
- Kathy Charmaz. (2006). *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Sage Publications. London.
- Kirwil, L. (2009). Parental Mediation Of Children ' s Internet Use In Different European Countries. *Journal of Children and Media*, 3(4), 37–41. <https://doi.org/10.1080/17482790903233440>
- Lamb, M. E. (2000). The History of Research on Father Involvement. *Marriage & Family Review*, 29(3). <https://doi.org/10.1300/J002v29n02>
- Lauricella, A. R., Wartella, E., & Rideout, V. J. (2015). Young children ' s screen time: The complex role of parent and child factors. *Journal of Applied Developmental Psychology*, 36, 11–17. <https://doi.org/10.1016/j.appdev.2014.12.001>
- Lee, S.-J., & Chae, Y.-G. (2007). Children's internet use in a family context: Influence on family relationships and parental mediation. *Cyberpsychology and Behavior*, 10(5), 640–644. <https://doi.org/10.1089/cpb.2007.9975>
- Lee, S. (2012). Parental restrictive mediation of children ' s internet use: Effective for what and for whom? *New Media and Society*, 15(4). <https://doi.org/10.1177/1461444812452412>
- Lestari, S. (2016). *Psikologi Keluarga : Penanaman Nilai dan Penanganan Konflik dalam keluarga*. Jakarta: Kencana.
- Lim, S. S. (2018). Transcendent Parenting in Digitally Connected Families When the Technological Meets the Social. In *The Challenges for Families in the Digital Age* (pp. 31–39). Göteborg: Nordicom.



- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011). Risks and safety on the internet: the perspective of European children: full findings and policy implications from the EU Kids Online survey of 9-16 year olds and their parents in 25 countries. *LSE, London: EU Kids Online*, 170. <https://doi.org/2045-256X>
- Livingstone, S., & Helsper, E. J. (2008). Parental Mediation of Children ' s Internet Use Parental Mediation of Children ' s Internet Use. *Journal of Broadcasting & Electronic Media* ISSN: <https://doi.org/10.1080/08838150802437396>
- Livingstone, S., Mascheroni, G., & Dreier, M. (2015). How parents of young children manage digital devices at home : The role of income , education and parental style. *EU Kids Online, LSE*.
- Livingstone, S., Mascheroni, G., Dreier, M., Chaudron, S., & Lagae, K. (2015). *How parents of young children manage digital devices at home: The role of income , education and parental style. EU Kids Online, LSE*. London. <https://doi.org/10.1136/bjophthalmol-2011-300110>
- Lodin, C., Forsman, M., & Richter, H. (2012). Eye- and neck/shoulder-discomfort during visually demanding experimental near work. *Work*, 42. Retrieved from <https://content.iospress.com/articles/work/wor0613>
- Mardina, R. (2011). Potensi Digital Natives dalam Representasi Literasi Informasi Multimedia Berbasis WEB di Perguruan Tinggi. *Jurnal Pustakawan Indonesia*, 11(1), 5–15.
- Marvin, R. (2019). *How Old Should Kids Be When They Get Their Own Digital Devices?* Retrieved from <https://sea.pcmag.com/news/33742/how-old-should-kids-be-when-they-get-their-own-digital-devices>
- Mendoza, K. (2009). Surveying Parental Mediation : Connections , Challenges and Questions for Media Literacy. *Journal of Media Literacy Education*, 1, 28–41.
- Moleong, L. (2007). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Sodikarya.
- Mukhlis, H. (2015). Pahami Remaja Generasi Z. *AF MAGAZINE*, (November), 1–34.
- Mulyasa. (2012). *Manajemen PAUD*. Bandung: PT Remaja Rosdakarya.
- Nadar, S. (2018). A study on impact of electronic gadgets on children's behaviour with reference to primary& secondary school children. *Journal of Chemical Information and Modeling*, 3(3), 209–215. <https://doi.org/10.1017/CBO9781107415324.004>
- Nathanson, A. I. (1999). Identifying and Explaining the Relationship Between Parental Mediation and Children's Aggression. *Communication Research*,

26(2). <https://doi.org/10.1177/009365099026002002>

Nathanson, A. I. (2008). Parental Mediation Strategies. *The International Encyclopedia of Communication*.  
<https://doi.org/10.1002/9781405186407.wbiecp007>

Nathanson, A. I., & Botta, R. A. (2003). Shaping the Effects of Television on Adolescents' Body Image Disturbance. *Communication Research*, 30(3).  
<https://doi.org/10.1177/0093650203252409>

Nevski, E., & Siibak, A. (2016). The role of parents and parental mediation on 0–3- year olds' digital play with smart devices : Estonian parents' attitudes and practices. *An International Research Journal ISSN*:  
<https://doi.org/10.1080/09575146.2016.1161601>

Nikken, P., & Haan, J. de. (2015). Guiding young children's internet use at home: Problems that parents experience in their parental mediation and the need for parenting support. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 9(1). <https://doi.org/https://doi.org/10.5817/CP2015-1-3>

Nikken, P., & Jansz, J. (2006). Parental mediation of children's videogame playing: A comparison of the reports by parents and children. *Learning, Media and Technology*, 31(2), 181–202.  
<https://doi.org/10.1080/17439880600756803>

Nikken, P., & Jansz, J. (2014). Developing scales to measure parental mediation of young children's internet use. *Learning, Media and Technology*, 39(2), 250–266. <https://doi.org/10.1080/17439884.2013.782038>

Nikken, P., & Schols, M. (2015). How and Why Parents Guide the Media Use of Young Children. *Journal of Child and Family Studies*, 24(11), 3423–3435.  
<https://doi.org/10.1007/s10826-015-0144-4>

Novianti, R., & Garzia, M. (2020). Penggunaan Gadget pada Anak Usia Dini ; Tantangan Baru Orang Tua Milenial Abstrak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 1000–1010.  
<https://doi.org/10.31004/obsesi.v4i2.490>

Novianti, R., & Maria, I. (2019). The Role of Parents in Assisting the Use of Gadget in Alpha Generation. In *Proceeding of the SS9 & 3rd URICES* (pp. 978–979).

Novitasari, W., & Khotimah, N. (2016). Dampak penggunaan gadget terhadap interaksi sosial anak usia 5-6 tahun. *Jurnal PAUD Teratai*, 5(3), 182–186.

Ozgur, E. (2010). Mobile phone radiation-induced free radical damage in the liver is inhibited by the antioxidants n-acetyl cysteine and. *Int. J. Radiat. Biol.*, 86(11), 935–945. <https://doi.org/10.3109/09553002.2010.496029>

Padilla-walker, L. M., Coyne, S. M., Fraser, A. M., Dyer, W. J., & Yorgason, J. B. (2012). Parents and adolescents growing up in the digital age : Latent growth

- curve analysis of proactive media monitoring. *Journal of Adolescence*, 35(5), 1153–1165. <https://doi.org/10.1016/j.adolescence.2012.03.005>
- Palaiologou, I. (2016). Children under five and digital technologies : implications for early years pedagogy. *European Early Childhood Education Research Journal*, 24(1), 5–24. <https://doi.org/10.1080/1350293X.2014.929876>
- Park, C., & Park, Y. R. (2020). The Conceptual Model on Smart Phone Addiction among Early Childhood The Conceptual Model on Smart Phone Addiction among Early Childhood. *International Journal of Social Science and Humanity*, 4(2). <https://doi.org/10.7763/IJSSH.2014.V4.336>
- Pinola, M. (2018). How and When to Limit Kids' Tech Use. *The New York Times*. Retrieved from <https://www.nytimes.com/guides/smarterliving/family-technology>
- Plowman, L., Mcpake, J., & Stephen, C. (2010). The Technologisation of Childhood? Young Children and Technology in the Home. *Children and Society*, 24, 63–74. <https://doi.org/10.1111/j.1099-0860.2008.00180.x>
- Plowman, L., Stephen, C., & Mcpake, J. (2010). *Growing Up with Technology*. New York: Routledge.
- Prasanti, D. (2016). Perubahan Media Komunikasi dalam Pola Komunikasi di Era Digital. *Jurnal Commed Vol, 1*(1), 69–81.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5).
- Putra, Y. S. (2016). Teori Perbedaan Generasi. *Among Makarti*, 9(18), 123–134.
- Rahmat, P. S. (2009). Penelitian-Kualitatif. *Equilibrium*, 5(9), 1–8.
- Rahmawati, Z. D. (2020). Penggunaan Media Gadget Dalam Aktivitas Belajar Dan Pengaruhnya Terhadap Perilaku Anak. *TA" LIM: Jurnal Studi Pendidikan Islam*, 3(1), 97–113.
- Ramirez, E. R., Norman, G. J., Rosenberg, D. E., Jacqueline, K., Saelens, B. E., Durant, N., & Sallis<sup>2</sup>, J. F. (2011). Adolescent Screen Time and Rules to Limit Screen Time in the Home. *J Adolesc Health*, 48(4). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3058142/>
- Rideout, V. (2013). *Zero to Eight Children's Media Use in America 2013. A Common Sense Media Research Study*. <https://doi.org/10.1111/j.1749-6632.1994.tb44091.x>
- Rode, J. A. (2009). Digital Parenting : Designing Children ' s Safety. *People and Computers XXIII – Celebrating People and Technology*, 6(12), 244–251.
- Roseberry, S., Hirsh-pasek, K., Parish-morris, J., & Golinkoff, R. M. (2009). Live Action : Can Young Children Learn Verbs From Video ? *Child Development*, 80(5), 1360–1375.

- Rosen, L. D., Lim, A. F., Felt, J., Carrier, L. M., Cheever, N. A., Mendoza, J. S., & Rökkum, J. (2014). Media and technology use predicts ill-being among children , preteens and teenagers independent of the negative health impacts of exercise and eating habits. *Computers in Human Behavior*, 35, 364–375. <https://doi.org/10.1016/j.chb.2014.01.036>
- Rusmianto, A., & Putra, K. P. (2020). Studi Pengetahuan Orang Tua tentang Gawai dan Pemberian Gawai pada Anak Usia 9-12 Tahun. *Jurnal Keperawatan Muhammadiyah*, 5(1), 135–141.
- Sari, T. P., & Mitsalia, A. A. (2016). Pengaruh Penggunaan Gadget Terhadap Personal Sosial The Effect Of The Use Of Gadgets To Personal Social ( Tkit ) Of Al Mukmin. *Profesi*, 13(2), 72–78.
- Schlebbe, K. (2020). support versus restriction: parents’ influence on young children’s information behaviour in connection with mobile devices. In *Proceedings of ISIC: the information behaviour conference Pretoria*. Retrieved from <http://informationr.net/ir/25-4/istic2020/istic2020contents.html>
- Schooler, D., Kim, J. L., & Sorsoli, L. (2017). Setting Rules or Sitting Down : Parental Mediation of Television Consumption and Adolescent Self-Esteem , Body Image , and Sexuality, 3(4), 49–62.
- Sekarasih, L. (2016). Restricting, Distracting, and Reasoning: Parental Mediation of Young Children’s Use of Mobile Communication Technology in Indonesia. In *Trends in Communication* (pp. 73–82). <https://doi.org/10.1007/978-94-017-7441-3>
- Sergi, K., Gatewood, R., Elder, A., & Xu, J. (2017). Parental perspectives on children’s use of portable digital devices. *Behaviour and Information Technology*, 36(11), 1148–1161. <https://doi.org/10.1080/0144929X.2017.1360941>
- Shaik, R. B. (2016). Impact of electronic gadgets on psychological behavior of middle school children in UAE. *Gulf Medical Journal*, 5(2), 54–60.
- Sharma, A. (2017). *The Right Age To Introduce Gadgets To Children*. Retrieved from <https://www.parentcircle.com/article/the-right-age-to-introduce-gadgets-to-children/>
- Shin, W. (2015). Parental socialization of children’s Internet use: A qualitative approach. *New Media and Society*, 17(5), 649–665. <https://doi.org/10.1177/1461444813516833>
- Siregar, N. S. S. (2013). Persepsi Orang Tua terhadap Pentingnya Pendidikan bagi Anak. *Jurnal Ilmu Pemerintahan Dan Sosial Politik*, 1(1), 11–27. Retrieved from <http://www.ojs.uma.ac.id/index.php/jppuma/article/view/548/877>
- Smahelova, M., Juhová, D., Cermak, I., & Smahel, D. (2017). Mediation of young children ’ s digital technology use : The parents ’ perspective. *Journal of Psychosocial Research on Cyberspace*, 11(3).

- Sucipto, & Huda, N. (2016). Pola Bermain anak usia dini di era gadget siswa PAUD. *Jurnal Ilmiah Fonema*, 3(6).
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suhana, M. (2018). Influence of Gadget Usage on Children's Social-Emotional Development. In *Advances in Social Science, Education and Humanities Research (ASSEHR)* (Vol. 169, pp. 224–227). <https://doi.org/10.2991/icece-17.2018.58>
- Sukiman. (2016). *Seri Pendidikan Orang: Mendidik Anak di Era Digital*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sundus, M. (2018). The impact of using gadgets on children. *Journal of Depression and Anxiety*, 7(1), 1–3. <https://doi.org/10.4172/2167-1044.1000296>
- Talves, K., & Kalmus, V. (2015). Gendered mediation of children's internet use: A keyhole for looking into changing socialization practices. *Cyberpsychology*, 9(1). <https://doi.org/10.5817/CP2015-1-4>
- Tosun, N. (2020). An Examination of Digital Parenting Behavior in Parents with Preschool Children in the Context of Lifelong Learning. *Sustainability*, 12. <https://doi.org/10.3390/su12187654>
- Upadhyay, A. (2014). Impact of electronic gadgets. *International Journal of Emerging Trends in Science and Technology*, 1(9), 1495–1499.
- Valkenburg, P. M., Krcmar, M., Peeters, A. L., & Marseille, N. M. (1999). Developing A Scale to Assess Three Styles of Television Mediation: "Instructive Mediation," "Restrictive Mediation," and "Social Coviewing" *Journal of Broadcasting & Electronic Media/ WINTER*, 43(September 2014), 52–66.
- Verma, S., Suman, N., & Verma, P. (2018). Effect of electronic gadgets on cognitive milestones of children below 2 years of age. *International Archives of Integrated Medicine*, 5(6), 52–54.
- Vittrup, B., Snider, S., Rose, K. K., & Rippy, J. (2016). Parental perceptions of the role of media and technology in their young children's lives. *Journal of Early Childhood Research*, 14(1), 43–54. <https://doi.org/10.1177/1476718X14523749>
- Wahyuni, A. S., Siahaan, F. B., Arfa, M., Alona, I., & Nerdy, N. (2019). The Relationship between the Duration of Playing Gadget and Mental Emotional State of Elementary School Students. *Public Health*, 7(1), 148–151.
- Wahyuningrum, E., Suryanto, & Suminar, D. R. (2020). Parenting in Digital Era : a Systematic Literature Review. *Journal of Educational, Health and Community Psychology*, 9(3).

- Warren, R. (2001). In Words and Deeds: Parental Involvement and Mediation of Children's Television Viewing. *The Journal of Family Communication*, 1(4), 37–41. <https://doi.org/10.1207/S15327698JFC0104>
- Wartella, E. (2014). Parenting in the Age of Digital Technology. *Journal of Broadcasting & Electronic Media*, 3(1), 21–29. Retrieved from [https://www.bmz.de/en/publications/topics/health/Materilie345\\_digital\\_health\\_africa.pdf](https://www.bmz.de/en/publications/topics/health/Materilie345_digital_health_africa.pdf)<https://www.gsma.com/newsroom/press-release/gsma-forty-ceos-back-launch-of-digital-declaration-at-davos/><https://www.itu.int/web/pp-18/en/backgrounder/6049-digital>
- Wijayanti, R. M., & Fauziah, P. Y. (2020). Keterlibatan Ayah dalam pengasuhan anak. *VISI : Jurnal Ilmiah PTK PNF*, 15(2), 95–106.
- Yin, R. K. (2019). *Studi Kasus : Desain dan Metode* (1st ed.). Depok: RajaGrafindo Persada.
- Yustisia, N. (2016). Teori Generasi. Retrieved from <https://dosen.perbanas.id/teori-generasi/>
- Zaman, B., Nouwen, M., Vanattenhoven, J., & Ferrerre, E. De. (2016). A Qualitative Inquiry into the Contextualized Parental Mediation Practices of Young Children's Digital Media Use at Home. *Journal of Broadcasting & Electronic Media*, 60(1). <https://doi.org/10.1080/08838151.2015.1127240>