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Survey on Parenting Patterns and Information Technology Use on Students' Language Development of Ikal Iqra Kindergarten of Padang City

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Abstract

Parenting patterns are very decisive and influence aspects of early childhood development, especially aspects of children's language development. Information technology is also an important aspect of the factors influencing children's language development. For this reason, this study aims to describe parenting patterns and the use of information technology on children's language development. This study used a quantitative descriptive method with 30 parents from Ikal Iqra Kindergarten in Padang City as respondents. The data collection technique used to collect parenting data and information technology on children's language development was a questionnaire. The instrument validation test employed Pearson's product-moment, while the reliability test utilized the Alpha Cronbach formula using SPSS 23. The results revealed the effect of parenting patterns on the language development of 30 children, of which five children had a good classification (16.7%), and 25 children had a very good language classification (83.3%). Meanwhile, for children's language development on the effect of using information technology, from 30 children, 23 children had a good classification (76.7%), and seven children had a very good classification (23.3%). Thus, it can be concluded that parenting patterns and the use of information technology affected the language development of Ikal Iqra Kindergarten children in Padang City.

Keywords: Parenting Patterns, Information Technology, Students' Language Development

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Abstrak

Pola asuh orang tua sangat menentukan dan mempengaruhi aspek perkembangan anak usia dini, terutama aspek perkembangan bahasa anak. Teknologi informasi juga merupakan aspek penting dari faktor-faktor yang mempengaruhi perkembangan bahasa anak. Untuk itu, penelitian ini bertujuan untuk mendeskripsikan pola asuh orang tua dan pemanfaatan teknologi informasi terhadap perkembangan bahasa anak. Penelitian ini menggunakan metode deskriptif kuantitatif dengan responden 30 orang tua dari TK Ikal Iqra Kota Padang. Teknik pengumpulan data yang digunakan untuk mengumpulkan data parenting dan teknologi informasi perkembangan bahasa anak adalah kuesioner. Uji validasi instrumen menggunakan product-moment Pearson, sedangkan uji reliabilitas menggunakan rumus Alpha Cronbach menggunakan SPSS 23. Hasil penelitian menunjukkan pengaruh pola asuh terhadap perkembangan bahasa 30 anak, dimana lima anak di antaranya memiliki klasifikasi baik (16,7%), dan 25 anak memiliki klasifikasi bahasa sangat baik (83,3%). Sedangkan untuk perkembangan bahasa anak terhadap pengaruh penggunaan teknologi informasi, dari 30 anak, 23 anak memiliki klasifikasi baik (76,7%), dan tujuh anak memiliki klasifikasi sangat baik (23,3%). Dengan demikian dapat disimpulkan bahwa pola asuh orang tua dan pemanfaatan teknologi informasi berpengaruh terhadap perkembangan bahasa anak TK Ikal Iqra di Kota Padang.

Kata Kunci: Pola Pengasuhan, Teknologi Informasi, Perkembangan Bahasa Siswa

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INTRODUCTION

Early childhood education is an effort to provide stimulation in the form of education and is given to children from birth to develop all aspects of child development. Early childhood education is also a form of coaching for children to help the process of optimal growth and development so that they can continue further education. In this case, early childhood is the right time to lay the foundation for stimulating various potentials of early childhood development in terms of the development of children's religious and moral values, language, cognitive, motor, and social-emotional (Anida & Eliza, 2021). Basically, early childhood education is based on an orientation to children's needs, children's learning through play, a conducive children's learning environment, using integrated learning, developing of life skills, utilizing educational media, and children's learning carried out gradually and repeatedly (Eliza, 2013). Therefore, parents are one of the important factors that will deliver how the child's development period is.

The main task of parents is to educate and develop their children's potential. Parents are also the first and primary agents responsible for educating children to become good children, have strong personalities, and have healthy mental attitudes and commendable morals. Furthermore, the formation of children's character starts in their family environment. In this case, parenting is decisive and influences early childhood development. Providing a great parenting style can make children become whole and integrated individuals. The initial foundation for forming a child's personality can also be obtained from parenting patterns. For this reason, parents are responsible for caring for and educating children to achieve success in building character in children (Wijanarko & Setiawati in Ivana et al., 2021).

Hurlock differentiated parenting into three types: permissive, authoritarian, and democratic parenting. The three parenting styles are essential for parents to implement, but each adopts different parenting styles in educating their children (Adawiah, 2017). On the other hand, digital technology is an important aspect of the factors affecting children's development. The entry of technology into child development innovates many stages of development that children should achieve. Technology also has a significant influence on the lives and development of children. However, current technological advances positively and negatively impact children's growth and development. In addition, entering digital technology in children's lives invades many stages of development that children should accomplish (Rowan in Ebrahimi et al., 2013). Technology makes their life faster (instant) and more efficient. For example, entertainment technology, such as television, the internet, video games, and others, has developed so rapidly that it impacts children's development. Regarding education, technology can introduce the concept of numbers and reasoning to children, but not all educators can utilize technology appropriately (Nisa, 2012). Besides, the technology often used by children is gadgets or smartphones. Thus, gadgets impact children's development, especially children's language development.

Language skills in children are vital since language is a means for children to communicate with the environment and the people around them (Fahira & Izzati, 2021). Language skills for early childhood are also essential because, with language, children can express certain stories they have experienced in everyday life and feelings children feel to adults who are more mature (Wondal, 2019 in Chandra & Eliza, 2020). Language is a system based on words and grammar that facilitates communication, a fundamental element in a child's cognitive development (Amelin et al., 2019). With language, children also learn to translate their experiences into symbols, which can be used as a means for them to communicate and think. As children grow and develop, they will convey their feelings, thoughts, and needs with language delivered by meaningful symbols (Susanto in Iman, 2021).

Moreover, most parents use permissive or independent parenting, affecting the child's language development. It impacts children so that they have not been able to say the words they should; children have difficulty understanding the content of other people's speech; children like to use taboo naughty

words (dirty words); the children have difficulty expressing something; children's mastery of the meaning of language is still small (Sulasmini et al., 2015).

For example, a child with the initial H has a speech delay problem. At home, he loves watching television and videos on YouTube. While watching, he tends to be passive and focused and does not even care about being around. Based on the story from the mother, H is an active child, has high concentration, is easy to remember, and is quick to respond. However, when asked to name something he sees, the child has difficulty naming the object. If the child is invited to sing, he also cannot sing the song. In addition, he can only mention the song's lyrics in as much as 3-5 words (Kurniati & Nuryani, 2020).

Based on the reality on the ground, it can be seen that technology has a huge impact on children's language development. Positively, it impacts children's ability to develop their language well. Technology here can be a tool to help the learning process and stimulate children's reading development. Meanwhile, the negative impact can interfere with the child's language development and hinder the child's introduction to the mother tongue. Therefore, the researchers are interested in knowing the background of parenting and the use of technology applied by parents to children, by conducting a survey on parenting patterns and use of information technology on the language development in Ikal Iqra Kindergarten Children in Padang City.

METHODS

This type of quantitative descriptive research used a survey method. This study's technique for collecting data employed a cluster sampling technique (area sampling). Meanwhile, the data collection technique was in the form of a questionnaire using a Likert scale.

Table 1. Outline of Parenting Pattern Instruments

Variable	Aspect	Indicator	No Item	Total
Parenting Pattern (Baumrind in Clarke-Stewart & Koch in *Children Development through Adolescence* 1983)	Authoritarian Parenting	1. Parents are firm when talking to their children.	2*, 8*	15
		2. Parents tend to be demanding and coercive.	1, 4, 6, 9	
		3. Parents restrain their children.	5, 7	
		4. Punishment oriented to physical or verbal	3	
		5. Communication tends to be one-way (from parents only).	10*, 11, 12, 13*	
		6. Parents rarely appreciate the ability of children.	14, 15	
	Permissive Parenting	7. Parents give their children freedom of opinion.	16*, 18, 19*, 22, 24	9
		8. Parents do not control children in speaking and language.	20*, 21	
		9. Parents do not care about children who are talking.	17, 23	
	Democratic Parenting	10. Parents give children freedom of opinion.	25, 27, 32	12
		11. Parents discuss everything with children.	26, 28, 29, 30, 31, 33	
		12. Communication takes place in two directions.	34, 35	
		13. Parents give appreciation to children who can read and understand something.	36	
		Total		**36**

*items with negative statements

Table 2. Outline of Information Technology Use Instruments

Variable	Aspect	Indicator	No Item	Total
Technology (Novitasari & Khotimah, 2016)	Gadgets	1. Technology as a learning medium for language development	7, 13,14, 15	4
		2. Technology is used to play and watch (listen).	1, 4, 6, 9*, 12	5
		3. Technology addiction to children's language	8*, 10*	2
		4. The assistance of parents in the use of technology	2, 3*, 5, 11	4
		Total		15

*items with negative statements

RESULTS AND DISCUSSION

The questionnaire assessment started from 1-5, the number of items in the questionnaire for parenting was 29, and the number of items in the technology use questionnaire was 12. The frequency of surveys on parenting patterns and the use of information technology on the language development of Ikal Iqra Kindergarten children in Padang City was determined through a level categorization test.

The Survey Data on Parenting Patterns

The level categorization of data on parenting patterns is as follows:

Xmin = 29 x 1 = 29

X max = 29 x 5 = 145

Wide distribution distance = Xmax – Xmin

= 145 – 29 = 116

(Standard deviation) $\sigma = \frac{116}{6} = 19.33$

(Theoretical mean) μ (Sd) = 29 x 3= 87

Zmin = $\frac{Xmin-Sd}{\sigma} = \frac{29-87}{19.33} = -3$

Zmax = $\frac{Xmax-Sd}{\sigma} = \frac{116-87}{19.33} = 1.5$

Based on the Zmax and Zmin values, the values obtained are:

Pmax = Zmax (distribution table) = 1.5 = 0.4332

Pmin = Zmin (distribution table) = -3 = 0.00135

Thus, the value of Pmax = 0.4332 was used for categorization.

Table 3. Categorization of Levels to Determine Frequency of Values or Level of Influence of Parenting Patterns on Children's Language Development

No.	Category	Evaluation	Classification
1.	X < (μ- (p*σ))	X < 79	Less good
2.	(μ – (p * σ)) ≤ X < (μ + (p * σ))	79 ≤ X <96	Good
3.	(μ + (p * σ)) > X	96 > X	Very good

Based on the data collection results by distributing questionnaires, the frequency distribution of the parenting's influence on children's language development at Ikal Iqra Padang Kindergarten could be seen through the frequency test conducted in SPSS. Before determining the frequency, the researchers inputted survey data regarding the influence of parenting patterns on children's language development first by providing a code or coding, as shown in the following table:

Table 4. Frequency Test Result of Parenting Patterns

Students' Name	Classification	Score
FRC	Good	87
NK	Very good	100
ES	Very good	112
HHR	Very good	104
MHR	Very good	109
SW	Very good	109
VS	Very good	98
MD	Very good	102
KHP	Very good	113
AR	Very good	110
AF	Very good	105
FKR	Very good	103
GT	Very good	106
MRA	Good	93
MRS	Very good	109
MF	Good	96
NVF	Very good	98
FHF	Very good	105
AT	Very good	101
AH	Very good	105
AZH	Very good	102
ANM	Very good	100
FD	Very good	99
NBL	Very good	100
FI	Very good	99
JD	Good	96
NA	Very good	102
LSZ	Good	96
SHK	Very good	99
SR	Very good	104

The data that had been input into the SPSS application, their frequency was looked for so that the output data are as follows:

Table 5. Parenting Pattern Data Statistic

Parenting Statistics		
N	Valid	30
	Missing	0
Mean		2.8333
Median		3.0000
Std. Deviation		0.37905
Sum		85.00

The statistical data output shows that the mean was 2.8333, the median was 3.0000, the standard deviation was 0.37905, and the sum was 85.00. From the results of the statistical data output above, the frequency results were obtained as follows:

Table 6. Parenting Pattern Data Classification

		Freq	%	Valid %	Cum %
Valid	Good	5	16.7	16.7	16.7
	Very good	25	83.3	83.3	100.0
	Total	**30**	**100.0**	**100.0**	

Based on the table above, of 30 children, five had a good classification (16.7%), and 25 had a very good language classification (83.3%). It can be seen in the following histogram graph:

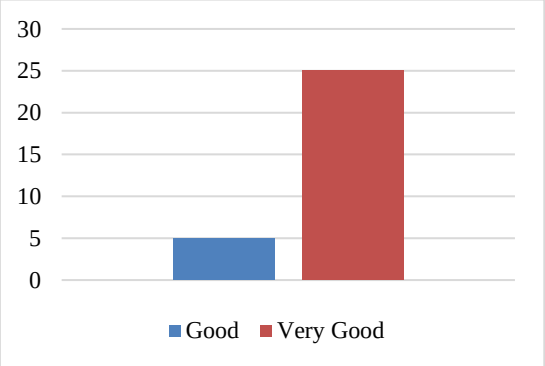

Figure 1. Parenting Pattern Data Classification

The Survey Data on Information Technology Use

Categorization of the use of information technology variable is as follow:

Xmin = 12 x 1 = 12

X max = 12 x 5 = 60

Wide distribution distance = Xmax – Xmin

= 60 – 12 = 48

(Standard deviation) $\sigma = \frac{116}{6} = 8$

(Theoretical mean) μ (Sd) = 12 x 3= 36

Zmin = $\frac{Xmin-Sd}{\sigma} = \frac{12-36}{8} = -3$

Zmax = $\frac{Xmax-Sd}{\sigma} = \frac{60-36}{8} = 3$

Based on the values of Zmax and Zmin, the values obtained are:

Pmax = Zmax (distribution table) = 3 = 0.9987

Pmin = Zmin (distribution table) = -3 = 0.00135

Therefore, the value of Pmax = 0.9987 is used for categorization.

Table 7. Categorization of Levels to Determine Frequency of Values or Level of Influence of Information Technology Use on Children's Language Development

No.	Category	Evaluation	Classification
1.	X < (μ- (p*σ))	X < 29	Less good
2.	(μ – (p * σ)) ≤ X < (μ + (p * σ))	29 ≤ X <44	Good
3.	(μ + (p * σ)) > X	44 > X	Very good

Based on the data collection results by distributing questionnaires, the frequency distribution of the influence of the information technology use on children's language development in Ikal Iqra Padang Kindergarten could be seen through the frequency test conducted in SPSS. Before determining the frequency, the researchers inputted survey data about the effect of using information technology on children's language development first by coding, as presented in the following table:

Table 8. Frequency Test Result of Information Technology Use

Students' Name	Classification	Score
FRC	Good	43
NK	Good	41
ESR	Very good	45
HHR	Good	40
MHR	Good	43
SW	Good	39
VS	Good	40
MD	Very good	45
KHP	Very good	46
AAR	Good	42
AF	Good	42
FKR	Good	43
GT	Good	44
MRA	Good	44
MRS	Good	43
MF	Good	41
NVF	Good	44
FHF	Good	42
AT	Good	41
AH	Very good	46
AZH	Very good	47

ANM	Good	42
FD	Very good	46
NB	Good	40
FI	Good	43
JD	Good	38
NA	Good	39
LSZ	Good	41
SM	Good	43
SR	Very good	46

The data that had been input into the SPSS application, their frequency was looked for so that the output data are as follows:

Table 9. Information Technology Use Data Statistic

Information Technology Use Statistics		
N	Valid	30
	Missing	0
Mean		2.2333
Median		2.0000
Std. Deviation		0.43018
Sum		67.00

In the statistical data output, the mean was 2.2333, the median was 2.0000, the standard deviation was 0.43018, and the sum was 67.00. From the results of the statistical data output above, the frequency results were obtained as follows:

Table 10. Information Technology Use Data Classification

		Freq	%	Valid %	Cum %
Valid	Good	23	76.7	76.7	76.7
	Very good	7	23.3	23.3	100.0
	Total	**30**	**100.0**	**100.0**	

Based on the table above, out of 30 children, 23 had a good classification (76.7%), and seven had a very good classification (23.3%). For more details, the results can be seen in the following histogram graph:

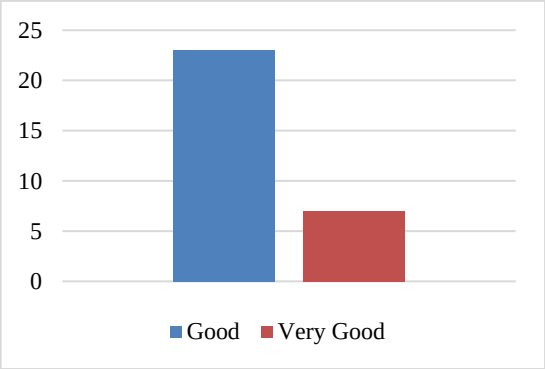

Figure 2. Information Technology Use Data Classification

Data Analysis

To test the hypothesis using the t-test, a prerequisite analysis test was first carried out with normality and homogeneity tests on the test results to determine whether the data from the variables studied were normally distributed and homogeneous.

Normality test

This normality test used the Liliefors test, as stated in the data analysis technique. It indicates that if L0 < Lt, it is not significantly different, meaning that the data are normally distributed.

Based on the normality test, the values of L0 and Lt were obtained at a significance level of 0.05 or a 95% confidence level for N= 30. For more details, the complete results of liliefors in this study can be seen in the following table:

Table 11. Result of Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Stat	df	Sig.	Stat	df	Sig.
Parenting Pattern	.085	30	**.200***	.977	30	**.750**
Information Technology Use	.105	30	**.200***	.968	30	**.483**

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

a. Lilliefors Significance Correction

Based on the table above, it can be seen that Lo<Lt. Thus, the data obtained from the questionnaire distribution showed that Lt was greater than 0.05, indicating that the data were normally distributed.

Homogeneity test

The second prerequisite test was the homogeneity test, using the one-way ANOVA variance test. This test aimed to determine whether the data came from a homogeneous group. The homogeneity determination of the variance test states that if the F-count is smaller than the F-table (Fc < Ft) in accordance with the second significant level α= 0.05, the data group comes from homogeneous variance. In other words, the data are said to be homogeneous if the sig value is greater than 0.05.

Following are the outputs or results of the homogeneity of variance test of research data using SPSS of parenting pattern variable on children's language development.

Table 12. Result of ANOVA Test of Parenting Pattern on Language Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112.133	1	112.133	3.661	**.066**
Within Groups	857.733	28	30.633		
Total	969.867	29			

Based on the output results above, it is concluded that the data came from the same or homogeneous group, seen from the sig value of 0.066 > 0.05.

Following are the outputs or results of the homogeneity of variance test of research data using SPSS of information technology use variable on children's language development.

Table 13. Result of ANOVA Test of Information Technology on Language Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.033	1	.033	.006	**.940**
Within Groups	162.933	28	5.819		
Total	162.967	29			

Based on the table, it can be seen that the sig value was 0.940 > 0.05, so the data were homogeneous.

T-Test

After the homogeneity and normality tests, it was continued with a t-test to find out whether parenting affected children's language development and whether the use of information technology affected children's language development. Since this study did not look for a relationship or correlation between parenting and the use of technology on children's language development, the researchers only needed to look for the effect of parenting on language development and the use of information technology on language development to find hypothetical results.

The following hypotheses used to guide result analysis of this research:

Ho_1: Parenting patterns do not affect children's language development.

Ha_1: Parenting patterns affect children's language development.

Ho_2: The use of technology does not affect children's language development.

Ha_2: The use of technology affects children's language development.

The result of hypothesis testing of two variable using t-test are presented in the below tables.

Table 14. Test Output of T-Test Parenting Pattern on Language Development

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parenting patterns on children's language development	96.669	29	.000	102.066	99.907	104.226

Based on the output table above, the significance (sig) value of the one-sample t-test was 0.000 < 0.05, so it can be concluded that Ho_1 was rejected, and Ha_1 was accepted, in accordance with the decision-making of the significance test. Thus, it can be concluded that parenting patterns affect children's language development.

The following is a descriptive test before the t-test for the use of technology and information on children's language development:

Table 15. Test Output of T-Test Information Technology on Language Development

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Information technology on children's language development	-74.78	29	.000	-32.366	-33.251	-31.481

Based on the output table above, the significance (sig) value of the one-sample t-test was 0.000 < 0.05, so it can be concluded that Ho2 was rejected, and Ha2 was accepted. Thus, it can be concluded that information technology use affects children's language development.

Discussion

Parenting patterns and the use of information technology affect children's language development. It was confirmed by the research results and data analysis that the researchers did through the distribution of survey research questionnaires related to parenting patterns and the use of information technology on children's language development. It was found that parenting patterns affected children's language development, shown by sig of 0.00 < 0.005. Meanwhile, for a significant test on the survey of the use of information technology on children's language development, the results were 0.000 < 0.005, indicating that the use of information technology affected children's language development in Ikal Iqra Kindergarten, Padang City. Thus, the quantitative descriptive analysis results can be concluded that parenting patterns and the use of information technology affected the language development of Ikal Ira Kindergarten children in Padang City.

The research results above refer to previous research. First, the analysis results using the Chi-Square test obtained a p-value of 0.001 (p-value < 0.05), meaning that there was a significant influence between the use of gadgets on speech and language development in children aged 3-5 years (Anggrasari & Rahagia, 2020). Second, 34 children (77.3%) had appropriate language development, and ten children (22.7%) had questionable language development. Also, there was a relationship between parenting styles and children's language development (aged 3-6 years) with a p-value = 0.032, where parenting is one of the factors influencing children's language development (Mulqiah et al., 2017).

In addition, the frequency of test results can be seen from the results in the graph, revealing the level of children's language development. The number or percentage of developmental levels showed that concerning the influence of parenting on children's language development, out of 30 children, five children had a good classification (16.7%), and 25 had a very good language classification (83.3%). It can be seen in the histogram graph above. Meanwhile, regarding the influence of technology use on children's language development, from 30 children, 23 children had good classification (76.7%), and seven children had very good classification (23.3%). In Dewi's research, there was a significant positive relationship between the use of gadgets and early childhood language development, with the test results being significantly smaller than the t-table. In addition, it was also influenced by other factors, i.e., the involvement of parental supervision in using gadgets that lead to educational games (Dewi et al., 2019).

CONCLUSION

Parenting patterns and the use of information technology affected children's language development at Ikal Iqra Kindergarten in Padang City, with a very good classification. The results also showed the effect of parenting and the use of information technology on children's language development. For further research, it is expected to conduct more in-depth research on the effect of parenting and the use of information technology on children's language development. As a parent, it is hoped to imply a parenting pattern in accordance with the child's needs so that the child's growth and development are optimal and in accordance with the desired expectations. In addition, the researchers would like to thank all parties who have been involved and spent their time participating in the completion of the research.

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