



The Influence of Social Media and Parental Supervision on Social Emotional Development in Early Children

Sri Yuhana, Supriyadi

Prodi Magister PAUD, Pascasarjana, Universitas Panca Sakti Bekasi

supriyadiesbe@gmail.com, srikurniyuhana05@gmail.com

Received: 23 February 2022; Revised: 12 March 2023; Accepted: 17 April 2023

DOI: <http://dx.doi.org/10.37905/aksara.9.2.1401-1408.2023>

Abstract

Changing times affect very rapid technological changes, everything is sophisticated, practical, and fast. This study aims to reveal the influence of social media and parental supervision on the social-emotional development of early childhood. The research methodology used is quantitative research with a survey approach. Early childhood research population in the Kembangan sub-district. The research sample was 247 parents. The sample technique used random sampling. The research data were obtained from valid and reliable instruments. The results of the study 1) Social Media has a positive effect on the Social Emotional Development of Early Childhood; 2) Parental Supervision has a positive effect on Early Childhood Social Emotional Development; 3) Social Media and Parental Supervision together or simultaneously have a positive effect on Early Childhood Social Emotional Development; 4) The influence of Social Media and Parental Supervision together on the Social Emotional Development of Early Childhood is 41.1%

Keywords: Social Media, Parental Control, Social Emotional Development

Abstrak

Perubahan zaman mempengaruhi perubahan teknologi yang sangat pesat, semua serba canggih, praktis, dan cepat. Penelitian ini bertujuan mengungkap Pengaruh Media Sosial Dan Pengawasan Orang Tua Terhadap Perkembangan Sosial Emosional Anak Usia Dini. Metodologi penelitian yang digunakan penelitian kuantitatif dengan pendekatan survei. Populasi penelitian anak usia dini di kecamatan Kembangan. Sample penelitian berjumlah 247 orang tua, Teknik sample menggunakan random sampling. Data penelitian diperoleh dari instrument yang valid dan reliabel, Hasil penelitian 1) Media Sosial berpengaruh positif terhadap Perkembangan Sosial Emosional Anak Usia Dini; 2) Pengawasan Orang tua berpengaruh positif terhadap Perkembangan Sosial Emosional Anak Usia Dini; 3) Media Sosial dan Pengawasan Orang tua secara Bersama-sama atau simultan berpengaruh positif terhadap Perkembangan Sosial Emosional Anak Usia Dini; 4) Pengaruh Media Sosial dan Pengawasan Orang Tua secara bersama-sama terhadap Perkembangan Sosial Emosional Anak Usia Dini sebesar 41,1%

Kata Kunci: Media Sosial, Pengawasan Orang Tua, Pengembangan Sosial Emosional

INTRODUCTION

Changing times affect very rapid technological changes, everything is sophisticated, practical, and fast. This has a very big influence in human life. For example, on Smartpone which is easy to use and practical to carry anywhere. As time goes by, Smartpone activating items are getting more and more and making everything easier. On average, everything is done online using social media in the form of an application or website on Smartpone. Social media has made many changes to a person, both in personality, creativity, socialization, intelligence and others. Here are some examples of social media applications that are in great demand, namely: Youtube, Instagram, Facebook, WhatsApp, Blog, Twitter, Line, online games and others. separate for certain groups of people. In addition, social media is no longer just for conveying messages to people who are far away, but has now transformed into entertainment media, social media, media for determining lifestyle, business media, to educational media. Chusnah (2017) Social media is not only used by workers, but also by various groups and various ages. Social media has been used among housewives, students, even in early childhood. In early childhood, in some cases parents give their children the freedom to play social media as a



parental companion tool. This is considered because it can control their children not to play away from home, not to play in the dirt, and not to make a mess of the house. For this reason, parents provide various application features that can attract children's attention so as not to complicate the parents' situation and not interfere with their activities. Early childhood is in the "golden age" or golden age, where all aspects of a child's development are developing rapidly. Chusnah (2017) The golden age is marked by the development of the number and function of brain nerve cells, which will function optimally when there are synergistic efforts. Aspects of this development include biological aspects, cognitive aspects, socio-emotional aspects, aspects of creativity, and aspects of communication in accordance with the stages of growth and development. Prastiti (2016) This growth only occurs once in a lifetime. This period is also called a critical period where a child needs the right stimuli to reach perfect maturity and as a basis for development in the next period. Sujiono (2013, p. 6) who argued that "early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life". One aspect that is growing rapidly is the aspect of social emotional development. Early childhood is at its golden age throughout the age range of human development. This golden age occurs in the age range 0-6 years. At this time, the growth and development of children in various aspects is experiencing rapid development. Prabhawani in Supriyadi (2020) states that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions. The role of parents in accompanying their children's success while studying at home is very central, in this regard WHO, (2020) released various guidelines for parents in accompanying their children during this pandemic which includes parenting tips to be more positive and constructive in assisting children during activities at home. Lestari in Supriyadi, (2020) states that the family is seen from its functions, namely having the duties and functions of care, emotional and material support, and fulfilling certain roles. Many studies reveal social media variables, parental supervision and social emotional development of early childhood, what is interesting in this study are 1). Revealing the influence of social media on the social emotional development of early childhood; 2). Revealing the influence of parental supervision on social emotional development of early childhood; 3). Revealing the influence of social media and parental supervision together on the social emotional development of early childhood. This study entitled: "The influence of social media and parental supervision on the social emotional development of early childhood".

METHOD

The research method used in this study is a quantitative research method with a survey approach. The population of this study were all students in the Kembangan sub-district, West Jakarta, totaling 2600 students. Referring to Isaac Michael's sample table for a population of 2600 with a significance of 10%, a sample of 247 parents of students was obtained. The sampling technique used is random sampling, sampling technique random sampling is a sampling technique that is carried out proportionally and randomly. Data collection in the form of scores was taken using valid and reliable instruments, including the Social Media instrument, the Parental Monitoring instrument and the social emotional development instrument for early childhood in the form of an attitude scale instrument. The instrument used was first tested on a trial sample in the study population, but was outside the research sample. Data analysis technique using multiple regression analysis. Research hypothesis a. There is the influence of social media on the social emotional development of early childhood; b. There is an influence of parental supervision on the social emotional development of early childhood; c. There is the influence of social media and parental supervision jointly or simultaneously on the social emotional development of early childhood.

RESULT AND DISCUSSION

After obtaining research data, further research data is described as follows: 1). Social Media Variables, the number of respondents was 247 parents of Early Childhood students with the lowest score of 62 and the highest score of 85, with an average score (mean) of 72.7045, score range of 23,



standard deviation or standard deviation of 6.91688, score frequently occurring (mode) 76, mean (median) 72; 2). Variable parental supervision, the number of respondents was 247 parents of Early Childhood Students with the lowest score of 48 and the highest score of 82, with an average score (mean) of 68.7692, score range of 34, standard deviation or standard deviation of 7.40573, score that occurs frequently (mode) 73, mean value (median) 69; 3). Variable Social emotional development, the number of respondents was 247 parents of Early Childhood students with the lowest score of 53 and the highest score of 99, with an average score (mean) of 87.4615, score range of 43, standard deviation or standard deviation of 8.04696, the score that occurs most often (the mode) is 99, the mean (median) is 87. Below is a table of descriptions of the research variable data.

Statistics

		Media Sosial	Pengawasan Orang Tua	Perkembangan Sosial Emosional
N	Valid	247	247	247
	Missing	0	0	0
Mean		72,7045	68,7692	87,4615
Std. Error of Mean		,44011	,47122	,51202
Median		72,0000	69,0000	87,0000
Mode		76,00 ^a	73,00	99,00
Std. Deviation		6,91688	7,40573	8,04696
Variance		47,843	54,845	64,754
Range		23,00	34,00	43,00
Minimum		62,00	48,00	56,00
Maximum		85,00	82,00	99,00
Sum		17958,00	16986,00	21603,00

a. Multiple modes exist. The smallest value is shown

The prerequisite test in this study tested the normality and homogeneity of research data. Following the results of the prerequisite test for data normality of the three variables by conducting the One-Sample Kolmogorov-Smirnov Test, the following results were obtained:

One-Sample Kolmogorov-Smirnov Test

		Media Sosial	Pengawasan Orang Tua	Perkembangan Sosial Emosional
	N	247	247	247
Normal Parameters ^{a,b}	Mean	72,7045	68,7692	87,4615
	Std. Deviation	6,91688	7,40573	8,04696
Most Extreme Differences	Absolute	,080	,069	,076
	Positive	,080	,063	,076
	Negative	-,064	-,069	-,076
Kolmogorov-Smirnov Z		1,263	1,089	1,201
Asymp. Sig. (2-tailed)		,082	,187	,112

a. Test distribution is Normal.

b. Calculated from data.



From the table above the Asymp score. Sig. (2-tailed) for the Social Media variable, we get p-value = 0.082 > 0.05, thus the Social Media variable is normally distributed. The Parental Control variable obtained p-value = 0.187 > 0.05, thus the Parental Control variable was normally distributed and for the Social Emotional Development variable, it was obtained p-value = 0.212 > 0.05, thus the Social Emotional Development variable was normally distributed.

Homogeneity test in this study by conducting Levene's Test of Equality of Error Variances obtained the following test results:

Levene's Test of Equality of Error Variances^a

Dependent Variable: Skor

F	df1	df2	Sig.
1,466	2	738	,232

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Kelompok

From the table above, the Levene test results show a sig of 0.232 > 0.050, thus the three data groups come from homogeneous groups

The results of hypothesis testing are as follows:

Multiple Linear Equations and Significance Test of Regression Equation Coefficients. From the coefficients table above, the constants $b_0 = 35.880$ regression coefficients $b_1 = 0.225$, and $b_2 = 0.513$. So the multiple linear regression equation is $\bar{Y} = 35.880 + 0.225X_1 + 0.513X_2$. Hypothesis: $H_0 : \beta_1 < 0$ vs $H_1 : \beta_1 > 0$ and $H_0 : \beta_2 < 0$ vs $H_1 : \beta_2 > 0$. The results of the analysis are summarized in the table showing the statistical price for the coefficient of the variable X_1 , namely $t_{count} = 2.201$ and p-value = $0.029 / 2 = 0.0145 < 0.05$ (right side test), or H_0 is rejected which means Social Media has a positive effect on social emotional development. Furthermore, the statistical price for the coefficient of variable X_2 is $t_{count} = 5.379$ and p-value = $0.000 / 2 = 0.000 < 0.05$ (right side test), or H_0 is rejected, which means parental supervision has a positive effect on social emotional development;

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35,880	4,195		8,552	,000
1 Media Sosial	,225	,102	,193	2,201	,029
Pengawasan Orang Tua	,513	,095	,472	5,379	,000

a. Dependent Variable: Perkembangan Sosial Emosional

Test of Significance of Multiple Regression Equations. $H_0 : \beta_1 = \beta_2$ or $H_0 : \beta_1 - \beta_2 = 0$ and $H_1 : \beta_1 \neq \beta_2$ or $H_1 : \beta_1 - \beta_2 \neq 0$. From the results of the analysis summarized in the ANOVA table above, it is obtained that the value of the statistic $F_{count} = 85.029$, and p-value = $0.000 < 0.05$ or this means H_0 is rejected. This means that there is a linear influence of Social Media and Parental Control on Social Emotional Development. This also means that there is a simultaneous (simultaneous) influence of Social Media and Parental Supervision on the Social Emotional Development of Early Childhood;



ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6542,365	2	3271,182	85,029	.000 ^b
1 Residual	9387,020	244	38,471		
Total	15929,385	246			

a. Dependent Variable: Perkembangan Sosial Emosional

b. Predictors: (Constant), Pengawasan Orang Tua, Media Sosial

Double Correlation Coefficient Significance Test. Statistical hypothesis: $H_0 : \rho < 0$ and $H_1 : \rho > 0$
The significance test of the multiple correlation coefficient is obtained from the model summary table above. It can be seen that the multiple correlation coefficient ($R_{y.12}$) = 0.641 and F_{hit} (F_{change}) = 85.029, and p -value = 0.000 < 0.05 or H_0 is rejected. Thus the multiple correlation coefficient between X_1 and X_2 with Y is significant or significant. While the coefficient of determination is shown by R Square = 0.411, which implies that 41.1% of the variability of the variable Social Emotional Development of Early Childhood (Y) can be explained by Social Media (X_1) and Parental Control (X_2), so it can be concluded that the influence of Social Media and Parental Control together on the Social Emotional Development of Early Childhood is 41.1%;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.641 ^a	.411	.406	6,20253	.411	85,029	2	244	.000

a. Predictors: (Constant), Pengawasan Orang Tua, Media Sosial

Partial Correlation Coefficient Significance Test. Correlation Between Social Media (X_1) and Social Emotional Development (Y) by controlling for the influence of Parental Control (X_2) ($r_{y1.2}$). From the results of the analysis in the table above it is obtained ($r_{y1.2}$) = 0.140 and p -value = 0.014 < 0.05 or H_0 is rejected. Thus, the correlation coefficient between Social Media (X_1) and Early Childhood Social Emotional Development (Y) by controlling for Parental Control variable (X_2) is significant;

Correlations

Control Variables		Media Sosial	Perkembangan Sosial Emosional
Pengawasan Orang Tua	Correlation	1,000	,140
	Significance (1-tailed)		,014
	df	0	244
Perkembangan Sosial Emosional	Correlation	,140	1,000
	Significance (1-tailed)	,014	
	df	244	0



Correlation Between Parental Supervision (X2) and Early Childhood Social Emotional Development (Y) by controlling for the influence of Social Media (X1). The results of the analysis obtained ($r_{2.1}$) = 0.326, and p-value = 0.000 < 0.05 or H0 was rejected. Thus, the correlation coefficient between Parental Supervision (X2) and Early Childhood Social Emotional Development (Y) by controlling for Social Media variables (X1) is significant.

Correlations

Control Variables		Perkembangan Sosial Emosional	Pengawasan Orang Tua
Media Sosial	Perkembangan Sosial Emosional	Correlation	1,000
		Significance (1-tailed)	,326
		df	0
	Pengawasan Orang Tua	Correlation	,326
		Significance (1-tailed)	,000
		df	244

Social Media has a positive effect on Early Childhood Social Emotional Development

The results of this study are in line with the results of research by Elwani et. al. (2020) with the title Utilization of Social Media in Social Marketing for Teenagers. The results of his research reveal that the results of the research show that social media can be used as a social marketing communication channel for teenagers. However, social media cannot stand alone, so choosing an omni-channel is a more effective strategy. The low engagement of substance content compared to non-substance is a challenge faced by social marketing of the GenRe program on social media. Frequency, consistency and involvement of influencers are some of the strategies that can be implemented to overcome these problems. The results of the study also support Chusnah's theory (2017) that the golden age is marked by the development of the number and function of brain nerve cells, which will function optimally when there are synergistic efforts. Aspects of this development include biological aspects, cognitive aspects, socio-emotional aspects, aspects of creativity, and aspects of communication in accordance with the stages of growth and development. Prastiti (2016) This growth only occurs once in a lifetime. This period is also called a critical period where a child needs the right stimuli to reach perfect maturity and as a basis for development in the next period. Sujiono (2013, p. 6) who argued that "early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life". One aspect that is growing rapidly is the aspect of social emotional development. Early childhood is at its golden age throughout the age range of human development. This golden age occurs in the age range 0-6 years. At this time, the growth and development of children in various aspects is experiencing rapid development. Thus the first hypothesis in this study is supported by empirical data

Parental Supervision has a positive effect on the Social Emotional Development of Early Childhood

The results of this study support the research by Remngganis et. al. (2019) with the title Parental Supervision In Intensity Use of Social Media Against Academic Procrastination, the research results show that there is a negative correlation and a significant relationship between parental supervision in the intensity of social media use on academic procrastination. Calculation of the significant regression test obtained that there is a significant effect between parental supervision in the intensity



of social media use on academic procrastination. Parental supervision in the intensity of using social media makes an effective contribution to academic procrastination by 37.9%, while the remaining 62.1% is determined by other factors not examined. Thus the second hypothesis in this study is supported by empirical data

Social Media and Parental Supervision together or simultaneously have a positive effect on Early Childhood Social Emotional Development

The results of this study are in line with the results of research by Elwani et. al. (2020) with the title Utilization of Social Media in Social Marketing for Teenagers. The results of his research reveal that the results of the research show that social media can be used as a social marketing communication channel for teenagers. However, social media cannot stand alone, so choosing an omni-channel is a more effective strategy. The low engagement of substance content compared to non-substance is a challenge faced by social marketing of the GenRe program on social media. Frequency, consistency and involvement of influencers are some of the strategies that can be implemented to overcome these problems. The results of the study also support Chusnah's theory (2017) that the golden age is marked by the development of the number and function of brain nerve cells, which will function optimally when there are synergistic efforts. Aspects of this development include biological aspects, cognitive aspects, socio-emotional aspects, aspects of creativity, and aspects of communication in accordance with the stages of growth and development. Prastiti (2016) This growth only occurs once in a lifetime. This period is also called a critical period where a child needs the right stimuli to reach perfect maturity and as a basis for development in the next period. Sujiono (2013, p. 6) who argued that "early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life". One aspect that is growing rapidly is the aspect of social emotional development. Early childhood is at its golden age throughout the age range of human development. This golden age occurs in the age range 0-6 years. At this time, the growth and development of children in various aspects is experiencing rapid development. The results of this study support the research of Rengganis et. al. (2019) with the title Parental Supervision In Intensity Use of Social Media Against Academic Procrastination, the results of the study show that there is a negative correlation and a significant relationship between parental supervision in the intensity of social media use on academic procrastination. Calculation of the significant regression test obtained that there is a significant effect between parental supervision in the intensity of social media use on academic procrastination. Parental supervision in the intensity of using social media makes an effective contribution to academic procrastination by 37.9%, while the remaining 62.1% is determined by other factors not examined. Thus the third hypothesis in this study is supported by empirical data.

CONKCLUSION

From the results of the research and discussion it can be concluded: 1) Social Media has a positive effect on the Social Emotional Development of Early Childhood; 2) Parental Supervision has a positive effect on Early Childhood Social Emotional Development; 3) Social Media and Parental Supervision together or simultaneously have a positive effect on Early Childhood Social Emotional Development; 4) Social Emotional Development Variables of Early Childhood (Y) can be explained by Social Media (X1) and Parental Supervision (X2), so it can be concluded that the influence of Social Media and Parental Supervision together on Children's Social Emotional Development Early Age of 41.1%



REFERENCE

- Rulli Nasrullah. 2014. Komunikasi Antar Budaya: Di Era Budaya Siber. Jakarta: Kencana Prenadamedia Group. Hal: 24.
- Puji Asmaul Chusna. 2017. Pengaruh Media Gadget Pada Perkembangan Karakter Anak. *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan*. Vol. 17, No. 2, November 2017.
- Wiwien Dinar Pratisti. 2016. Psikologi Anak Usia Dini. Jakarta: PT Indeks.
- Puji Asmaul Chusna. 2017. Pengaruh Media Gadget Pada Perkembangan Karakter Anak. *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan*. Vol. 17, No. 2, November 2017.
- Rengganis et.ai. (2019) judul Pengawasan Orang Tua Dalam Intensitas Penggunaan Media Sosial Terhadap Prokrastinasi Akademik. *JKKP : Jurnal Kesejahteraan Keluarga dan Pendidikan*. doi.org/10.21009/JKKP.062.07
- Supriyadi 2020. Pengaruh Kemandirian dan Dukungan Orang tua pada Pembelajaran Jarak Jauh (PJJ) Terhadap Prestasi Belajar Dimasa Pandemi Covid-19. *Jurnal Inovasi Pendidikan Vol 4 (2)* ; September 2020. <http://journal.thamrin.ac.id/index.php/jipmht/article/view/434>
- Yuliani Nurani Sujiono. 2011. Konsep Dasar PAUD. Jakarta: Permata Putri Media. Hal: 54
- Atmosiswoyo dan Subyakto. *Anak Unggul Berotak Prima*, (Jakarta: Gramedia Pustaka Utama, 2002), 212
- Purnama, S. (2018). *Al Hikmah Proceedings on Islamic Early Childhood Education*. Pengasuhan Digital Untuk Anak Generasi Alpha, 1(April), 493–502
- Susanto, A. 2011. Perkembangan Anak Usia Dini. Jakarta: Kencana.
- Sumanto. 2005. Pengembangan Kreativitas Seni Rupa Anak TK. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi.
- Sunarti Euis, *Mengasuh Anak dengan Hati*, (Jakarta: PT Elex Media Komputindo, 2004)
- Sugiharto, dkk, *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2007), 31.
- Supriyadi et.al. 2021. Pengaruh Pola Asuh Terhadap Kemandirian Belajar Anak Usia Dini di Masa Pandemi Covid-19. *Jurnal Inovasi Pendidikan*. <https://doi.org/10.37012/jipmht.v5i2.755>