

VIRTUAL SURVEILLANCE: THE ROLE OF HOUSEWIVES IN CONTROLLING THE USE OF MOBILE PHONES BY EARLY CHILDHOOD CHILDREN

Suadi¹

Universitas KH. Abdul Chalim, Indonesia

suadi@staipasuruan.ac.id

M. Tarwi²

Universitas KH. Abdul Chalim, Indonesia

tarwi.muhammad@gmail.com

Abstract

As smartphones have become an integral part of everyday life, children are increasingly exposed to the digital world, raising concerns about the potential negative impact on their development. This study investigates how housewives use supervision to monitor and manage their children's smartphone activities. This study used qualitative methods to explore the role of housewives in Pasuruan Regency in controlling children's smartphone use. Data were collected through in-depth interviews with a diverse group of housewives with young children. The findings suggest that the research findings show the complexity of early childhood use of mobile phones. Good management on the part of parents, including time and content restrictions, is needed to support children's positive development. Emphasis on digital education and understanding the risks of dependency needs to be strengthened to create a supportive environment for children growing up in the technological age.

Keywords: *Virtual Surveillance, Housewives, Early Childhood.*

مستخلص البحث

نظراً لأن الهواتف الذكية أصبحت جزءاً لا يتجزأ من الحياة اليومية، فإن الأطفال يتعرضون بشكل متزايد للعالم الرقمي، مما يثير المخاوف بشأن التأثير السلبي المحتمل على نموهم. يهدف هذا البحث إلى استكشاف دور ربات البيوت للإشراف في مراقبة وإدارة أنشطة أطفالهن على الهواتف الذكية. استخدم هذا البحث الأساليب النوعية لاستكشاف دور ربات البيوت في محافظة باسوروان في مراقبة استخدام الأطفال للهواتف الذكية. وقد جمعت البيانات من خلال مقابلة متعمقة مع مجموعة متنوعة من ربات البيوت اللاتي لديهن أطفال صغار. تشير النتائج إلى أن نتائج البحث تظهر مدى تعقيد استخدام الأطفال في مرحلة الطفولة المبكرة للهواتف المحمولة. هناك حاجة إلى إدارة جيدة من جانب الآباء، بما في ذلك القيود المفروضة على الوقت والمحتوى، لدعم التطور الإيجابي للأطفال. يجب تعزيز التركيز على التثقيف الرقمي وفهم مخاطر التبعية لمخلق بيئة داعمة للأطفال الذين ينشأون في العصر التكنولوجي.

الكلمات المفتاحية: *المراقبة الافتراضية وربات البيوت والطفولة المبكرة.*



INTRODUCTION

In this digital era, early childhood is increasingly exposed to technology, including the use of mobile phones. Although mobile phones can provide educational benefits, their impact on children's cognitive development requires special attention.¹ This is emphasized by Riwu and Barus' study that the use of smartphones by young children has both positive and negative impacts.

The positive impact can be seen from Pura and Asnawati's study that mobile phones can help the development of fine motor skills in early childhood.² Parents' contribution in educating children from an early age by reducing the negative impact of cellphones is very important. Various strategies and media that parents can use will be able to improve vocabulary and language skills in early childhood.³

But on the other hand, the negative impact of using cellphones by children is also seen from Fatimah and Wantah's study that the impact on children who become less attentive to their surroundings.⁴ Sary's study also highlights the negative impact of mobile phones on early childhood is children who often get psychological violence, which can have a negative impact on early childhood development.

As technology evolves, there are more and more apps and content available on mobile phones that may not be appropriate for children. The availability of internet access also opens the door to potential risks such as harmful content, addiction, and sleep disorders. Therefore, the role of parents, especially housewives, becomes very important in controlling the utilization of mobile phones by early childhood... Housewives have a significant role in shaping children's digital environment at home. Effective control and supervision of mobile phone use can help reduce the risk of negative impacts, and guide children to use technology positively and productively.

¹ Grasela C A Riwu and Gendon Barus, "The Level of Parents' Ability to Regulate Smartphone Use in Early Childhood", *Journal of Obsession Journal of Early Childhood Education* (2023).

² Dwi N Pura and Asnawati Asnawati, "Fine Motor Development of Early Childhood Children through Collage Media Pencil Shavings", *Potensia Scientific Journal* (2019); Asni K Sanenek et al., "Analysis of Fine Motor Skill Development in Early Childhood", *Journal of Obsession Journal of Early Childhood Education* (2023).

³ Mirawati D Lestariningsih and Desak P Parmiti, "Improving Early Childhood Vocabulary through Wayang Papercraft Media", *Journal of Early Childhood Education Undiksha* (2021); Khassani N Amalinda and Choiriyah Widyasari, "The Effectiveness of Happy Thinking Unit II My Family Textbook to Improve Early Childhood Vocabulary", *Journal of Obsession Journal of Early Childhood Education* (2022); Chika Rahayu et al., "Android-Based Learning Games to Support Children's Curiosity in Introducing Early Mathematics", *Aksioma Journal of Mathematics Education Study Program* (2021); Eva Roswati, "Improving Early Childhood Vocabulary through Chinese Whispers Games", *Journal of Pg-Paud Trunojoyo Journal of Early Childhood Education and Learning* (2020); Vina A N Ariawan and Inne M Pratiwi, "Dialogic Reading as an Effort to Develop Early Childhood Language Skills", *(Japra) Journal of Raudhatul Athfal Education (Japra)* (2018); Isitikhoroh Nurzaman, Yasbiati Yasbiati, and Eka Rahmatty, "The Use of Chain Picture Message Games to Improve Early Childhood English Vocabulary", *Journal of Paud Agapedia* (2017).

⁴ Siti Fatimah and Mario E Wantah, "Analysis of Using Gadget Analysis in Social Interaction Skills of Children", *Journal Civics & Social Studies* (2022); Yessy N E Sary, "The Phenomenon of Psychological Violence in Early Childhood in the Family", *Journal of Obsession, Journal of Early Childhood Education* (2023).

From the above background, the use of mobile phones by early childhood can have a significant negative impact on child development, both in terms of social and psychological behavior. Therefore, it is important to pay attention to regulating and supervising the use of mobile phones in early childhood to reduce the negative impacts that may arise.

METHOD

This research adopts a qualitative descriptive approach to detail and analyze the phenomenon of controlling the use of mobile phones by early childhood, especially in the context of the role of housewives through the virtual surveillance method.⁵ The descriptive qualitative approach was chosen because it allows researchers to describe systematically and accurately the facts and characteristics of the population or object of research, which in this case is the practice of housewives' supervision of cellphone use by early childhood.⁶

The research participants were selected based on the locus and focus of the research, namely housewives in Pasuruan Regency as the main party responsible for controlling the use of mobile phones by early childhood with the main focus on the role of housewives in controlling the use of mobile phones by early childhood through the virtual surveillance method. This research will describe in detail the strategies, approaches, and understanding of housewives in supervising their children, with a special focus on the use of mobile phones.

In collecting data, the methods used include in-depth interviews, observation, and documentation. In-depth interviews were conducted to gain an in-depth understanding of housewives' perspectives on controlling the use of mobile phones by early childhood. Observation was conducted to directly observe the interaction between housewives and children when using cellphones. The documentation method was used to present physical data, such as screenshots or recordings of children's cellphone activities.

Meanwhile, data analysis techniques were carried out using the interactive model analysis method. The analysis process involved reading and coding to identify patterns and key findings, data reduction to simplify complex data, data presentation to explore findings in depth, and verification to ensure the validity of the analysis results. The interactive model was used as a framework for data analysis to describe an iterative process of reading, coding and presenting data.⁷ This model allows researchers to investigate relationships and patterns in the data to understand

⁵ I Wayan Suwendra, *Qualitative Research Methodology in Social, Educational, Cultural, and Religious Sciences*, Nila Cakra Publishing House, Bandung, 2018; Yoki Yusanto, "Variety of Qualitative Research Approaches", *Journal of Scientific Communication (JSC)* 1, no. 1 (2020).

⁶ Lexy J Moleong, *Qualitative Research Methods, 36th Printing* (Bandung: PT. Remaja Rosdakarya, 2017).

⁷ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

the role of housewives in controlling the use of mobile phones by early childhood through virtual surveillance methods.

To ensure the validity and validity of the data, the researcher tries to use the method of checking the validity of the findings. In this study, data validity checks are based on criteria to ensure the trustworthiness of the data obtained through research. ⁸According to Sugiyono, there are 4 criteria, namely: credibility (degree of trust), transferability (transferability), dependability (dependability), and confirmability (certainty).

RESULTS AND DISCUSSION

Respondent Profile

The results of the study of the role of housewives in controlling the use of mobile phones by early childhood, researchers involved 32 respondents of housewives in Pasuruan Regency by conducting observations, interviews and documentation. From the field, researchers selected 32 respondents who were all housewives who had early childhood as follows: Housewives: 20 people (62.5%), Teacher profession: 5 (15.625%), Trader profession: 2 (6.25%), other professions: 5 (15,625%).

Of the 32 respondent housewives, there are 32 early childhood children whose data are as follows: 9 children aged 4-6 years, 14 children aged 7-9 years, 9 children aged 10-11 years. From this data, it can be concluded that the age of children who are the object of research is between 4 years and 12 years. The age distribution of children who use cellphones reflects diversity in age groups, with the majority of children aged 7-9 years (43.75%).

The results of the study involving 32 children also found data on the impact of the level of dependence of early childhood in using cellphones as follows: dependent on handphones 10 children or 31.25%, not dependent on handphones 17 children or 53.125%, not too dependent 5 children or 15.625%.

This phenomenon shows that the use of mobile phones has a significant impact on children's daily lives. Such dependency may indicate that some children may be exposed to content or activities on mobile phones that create dependency, so it is necessary to pay attention to the use of mobile phones by mothers in their children.

Furthermore, researchers also examined cellphone ownership in early childhood as presented in the following data: 10 children have their own cellphones and 22 children use their parents' cellphones. This means that in the context of cellphone ownership, the data shows that 31.25% of

⁸ Sugiyono, *Qualitative and R&D Quantitative Research Methods*, (Bandung: Alfabeta, 2013), p. 17

children have their own cellphones. In contrast, the majority of children (68.75%) did not have their own mobile phone. However, children who do not have their own mobile phones may borrow from their parents, who may impose certain restrictions. This illustrates the variation in children's access to mobile phones and the potential differences in their influence on their daily lives.

Based on the results of the interviews, the impact of mobile phones on children's learning was found to vary. Of the 32 children studied, some experienced positive impacts such as assistance in learning and increased creativity. However, others experienced negative impacts, including lack of focus, difficulty resting, losing track of time, lack of socialization, and potential addiction to playing mobile phones. Time limits imposed by parents can help reduce these negative impacts, while unclear boundaries can increase the risk of addiction and disruption in children's daily lives.

The results of this study also show the importance of managing children's mobile phone use. Parents have a key role in setting boundaries and guiding their children's use of mobile phones. A balanced approach between allowing creative freedom and limiting time and content can support children's positive development.

Discussion

Presenting the data that has been interpreted and analyzed by a specific technique and has been processed by the specific theory (also from the researcher's idea).

From the results of the data above, it further strengthens the results of previous studies on the impact of cellphone addiction on various aspects of children's lives, such as Alageel's study which found 51.0% of respondents showed cellphone addiction (Alageel et al., 2021).⁹ Son (2021) explored the effects of Korean parents' mobile phone addiction that parents' mobile phone usage behavior can influence children's mobile phone usage patterns.

Furthermore, Denecker examined the relationship between parental mobile phone use and parents' perceptions of family life, suggesting a potential link between parental behavior and children's experiences.¹¹ Morris also examined the impact of parental mobile phone use on language development in young children, emphasizing the potential consequences of parental mobile phone use on children's cognitive development.¹²

⁹ Asem Alageel et al., "Smartphone Addiction and Associated Factors Among Postgraduate Students in an Arabic Sample: A Cross-Sectional Study", *BMC Psychiatry* (2021).

¹⁰ Hye-Gyeong Son, Heeran J Cho, and Kyu-Hyoung Jeong, "The Effects of Korean Parents' Smartphone Addiction on Korean Children's Smartphone Addiction: Moderating Effects of Children's Gender and Age", *International Journal of Environmental Research and Public Health* (2021).

¹¹ Floor Denecker et al., "Does Parental Smartphone Use Predict Parents' Perceptions of Family Life? An Examination of Momentary Associations Between Parental Smartphone Use, Parental Experiences of Quality Time, and Parental Perceptions of Difficult Child Behavior", *Mobile Media & Communication* (2022).

¹² Amanda J Morris, Maria L Filippetti, and Silvia Rigato, "The Impact of Parents' Smartphone Use on Language Development in Young Children", *Child Development Perspectives* (2022).

From the various studies above, children's dependence on mobile phones cannot be avoided. This is also reinforced by the findings in the field, which state that 31.25% of early childhood already have their own cellphones, although they are still limited by parents.

This is relevant to Kurniati's study, which states that parents in effective communication with children are very important in guiding and motivating children.¹³ Effective communication between parents and children has a very crucial role in guiding and motivating children in order to: build openness, deep understanding, provide emotional support, encourage self-confidence, and form values and ethics.

Parents play an important role in guiding children's learning, assisting with tasks, and providing knowledge, including about the appropriate use of smartphones.¹⁴ Riwu and Barus also recommend parents to regulate the use of smartphones by introducing them at the right time, directing children to positive and fun content, setting usage limits, and continuing to supervise their use.¹⁵ Furthermore, parents can set limits on the use of gadgets, including time limits, application limits, content limits, and device limits.¹⁶

Therefore, it is very important for parents to regulate and supervise the use of mobile phones in early childhood. In addition, effective communication, guidance, setting limits, and providing a conducive learning environment are also important aspects of the role of parents in managing the use of mobile phones in early childhood.

Housewives' understanding of children's use of mobile phones is a key factor in shaping their policies and approaches to children's use of technology. The following aspects can be further elaborated in relation to housewives' understanding of children's use of mobile phones: understanding of benefits, understanding of risks and harms, knowledge of appropriate content, awareness of parental controls, understanding of online challenges and opportunities, understanding of age and time limits. The understanding of housewives about children's use of mobile phones needs to be the basis for their supervision and control policies. Therefore, it is important to provide adequate information and support to enable mothers to make informed and responsible decisions regarding the technology their children use.

¹³ Euis Kurniati, Dina Kusumanita Nur Alfaeni, and Fitri Andriani, "Analysis of the Role of Parents in Accompanying Children During the Covid-19 Pandemic", *Journal of Obsession: Journal of Early Childhood Education* 5, no. 1 (2020): 241-256.

¹⁴ Wiwin Yulianingsih et al., "Parental Involvement in Children's Learning Assistance during the Covid-19 Pandemic", *Journal of Obsession, Journal of Early Childhood Education* (2020).

¹⁵ Riwu and Barus, "Parents' Level of Ability to Regulate Smartphone Use in Early Childhood".

¹⁶ Novi W Hidayati, Heny Djoehaeni, and Badru Zaman, "Parental Assistance in Limiting the Use of Gadgets in Early Childhood", (2023).

CONCLUSION

This study illustrates variations in the context of controlling the use of mobile phones by young children, with the role of housewives as the main supervisors. Of the 32 research subjects, the majority of housewives (62.5%) were the primary controllers, while other maternal occupations included teachers (15.625%), traders (6.25%), and others (15.625%).

The age distribution of children showed the dominance of children aged 7-9 years (43.75%), followed by 4-6 years (28.125%) and 10-12 years (28.125%). The results of the influence of cellphones on children show variations, with 31.25% of children experiencing dependence, 53.125% not dependent, and 15.625% not too dependent.

Mobile phone ownership is also an important factor, with 68.75% of children not having a personal mobile phone, while 31.25% do. However, children without their own mobile phone can still access their parents' mobile phone.

In the context of learning, the impact of mobile phones includes positive influences such as assistance in learning and increased creativity, but also negative impacts such as lack of focus, difficulty resting, losing track of time, lack of socialization, and the risk of addiction.

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