



Parents' Perceptions of Preschoolers' on the Use of Gadget : Measured by Digital Literacy and Socioeconomic Status

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ABSTRACT:

The use of gadgets is increasingly prevalent among preschool children, especially in today's digital era. The use of gadgets by preschool children often raises pros and cons among parents and educators, regarding its positive and negative impacts on child development. This type of research is "ex post facto" because it will capture events that have occurred and that contribute to and do not provide treatment to research subjects. The purpose of this study is to examine how much influence digital literacy and socioeconomic status together and individually have on parents' perceptions of gadget use by preschool children in Borongloe Village. Researchers use a non-experimental quantitative approach because it emphasizes objective phenomena and is studied quantitatively. The population in this study were parents who have preschool children in Borongloe Village. Sampling in this study was a saturated sample method where all populations were sampled in the survey which amounted to 55 parents. The results of the study were analyzed using descriptive statistical methods, assumption tests, regression tests, t-tests, and F tests. The results of this study explain that digital literacy and socioeconomic status have a positive and significant effect on parents' perceptions of gadget use in preschool children with a significance value of 0.005;0.001 and 0.000<0.05, respectively.

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1. Introduction

In today's increasingly sophisticated world, parents and children alike rely heavily on the use of technology. One of the most visible signs of technological advancement is the emergence of gadgets, which are now essential devices in everyday life for both adults and children (Dewi, 2019; Patricia & Hermida, 2020). In the modern era, gadgets have become a medium that facilitates human communication (Arwansyah & Wahyuni, 2019; Hudaya, 2018). Various types of gadgets that exist today may include laptops, portable computers, and smartphones (Novitasari & Khotimah, 2013; Witarsa et al., 2021).

The user of gadgets in Indonesia is more than 220 million people, which is supported by data from the Association of Indonesian Internet Service Users (APJII) that almost 79 percent of Indonesia's population are active smartphone users and that is more than half of Indonesia's population (APJII, 2024). Technology has helped all groups, be it adults, teenagers, and even children (Tandi et al., 2023).

Gadgets as a form of technology have a strong pull on children's attention and interest. The rapid development of technology is the main factor positive that has led to an increase in the use of gadgets by children. The existence of gadgets has both good and bad impacts on children. The following are the positive impacts of using gadgets (Damayanti et al., 2020; Nurhalipah et al., 2020): (1) increasing knowledge, as with advanced technology, children can quickly and easily access information related to school assignments; (2) expanding friendship networks through social media, which allows sharing with friends quickly and easily; (3) making communication easier, as gadgets allow people to connect easily to the rest of the world; and (4) stimulating children's creative abilities.

The development of technology through gadgets can play an important role in improving children's academic performance and knowledge. But in practice, the negative impacts of gadget use are often more prominent. Excessive gadget use can cause children to become more introverted and tend to isolate themselves from social interactions (Fatmadani et al., 2021; Tinambunan et al., 2021). Furthermore, high dependence on gadgets can lead to various health problems, including impaired brain function, vision, hand health, and disrupted sleep patterns (Anggraeni, 2019; Joseph & Hamilton-Ekeke, 2016; Kumala et al., 2019).

When it comes to children, the roles and responsibilities of parents are inseparable. Children's interaction with technology and gadgets should also be supervised by parents. It is important to deeply understand that gadgets and technology will not only have a positive impact on its users. Excessive use of gadgets can lead to addiction to digital media and potentially cause physical and psychological problems (Ramadani, 2024; Suryani & Yazia, 2023).

Parents are expected to keep up to date with global information relating to the real world and current trends of children. Parents should understand the different types of devices, how to use them, and their functions before giving their children these devices. Some parents consider the use of these devices to be beneficial, while others argue access to that this technology pose more negative impacts (Dewi et al., 2022). Parents' perceptions are formed through several aspects, namely understanding, response, and attitude (Amalia & Setyowati, 2019).

There are two types of perception, namely positive perception, which is a view of an object and tends to make individuals accept the object because it is considered in accordance with their personality, and negative perception, which is a view of an object where individuals tend to reject the object because it is considered incompatible with their personality (Aminudin, 2022; Paridawati et al., 2021).

Positive perception arises when the perceived object aligns with one's appreciation and can be accepted both rationally and emotionally, leading individuals to perceive it positively or tend to like and respond favorably to the object (Warahma & Kadir, 2022). On the other hand, negative perception occurs when the object does not align with one's appreciation, resulting in a negative perception or a tendency to avoid, reject, or respond oppositely to the perceived object. (Paridawati et al., 2021).

In the current digital era, parental supervision of gadget use is very influential in overcoming the problems that can be caused in using gadgets. Introducing gadgets from an early age is good because a gadget can be useful to help humans when doing their activities (Novitasari & Novitasari, 2023). However, the introduction of gadgets to children from an early age is also feared to have an impact on children.

Society views gadgets as a testament to the sophistication of today's technological advancements. Parents are expected to stay up-to-date with global information developments, particularly concerning the current world and trends among children. Research by Yumarni (2022) on the impact of gadget use in early childhood found that the effects can be either positive or negative, depending on the level of supervision and guidance provided by parents, who act as role models for young children. Therefore, parents should always supervise and care for their children properly and appropriately.

All family members, especially parents, must have skills and a deep understanding of the use of digital media and its possible impacts, both positive and negative (Prasetya, 2022). These skills can be understood as digital literacy, which is the ability to understand and utilize information obtained from various digital sources in

an effective way. According to Gilster in (Nugroho & Nasionalita, 2020) states that digital literacy not only involves the ability to read, but also requires critical thinking skills that allow a person to analyze and assess information received through digital media. The good or bad use of gadgets for children depends on how well parents introduce and supervise children when they play gadgets (Dewi et al., 2022). Therefore, parents need to understand the content of the devices used, and provide assistance so that children get benefits without deviating from what they are taught.

Every family member, especially parents, needs to have the skills and in-depth knowledge of the functions of various gadget devices as well as the potential positive and negative impacts that may result. To optimize the benefits of gadget use, Parents must have a deep understanding of the content while carefully facilitating their children's access to the digital devices these devices offer. Therefore, the active involvement of parents in the form of mentoring becomes very important to ensure that the use of gadgets is in line with the values that have been taught.

This study chose to be conducted in a village for several reasons related to the context of gadget use by preschool children, namely the digital divide where limited access to technology and the internet affects parents' perceptions and children's use of gadgets. The digital divide between villages and cities is an important reason to study the unique challenges faced by rural communities. In addition, villages have significant variations in terms of the socioeconomic status of their residents. By conducting research in villages, we can explore how factors such as parents' income, occupation and education level affect their attitudes towards technology and its impact on children's gadget use.

Based on the initial observation conducted in Borongloe Village, the researchers found that many preschool children in Borongloe Village have access to gadgets, although usually the gadgets belong to their parents or families. Preschoolers spend a considerable amount of time everyday using gadgets, mainly to watch videos and play games. But most parents have limited knowledge about safe and educational use of gadgets for preschoolers and parents' level of awareness of the risks of gadget use, such as addiction and exposure to inappropriate content, is low.

This study aims to identify the impact of parents' digital literacy and socioeconomic status on the use of gadgets by preschool children in Borongloe Village. By focusing on villages, this study can provide deeper and contextual insights into parents' perceptions of their children's use of gadgets, as well as the digital literacy factors and socioeconomic status that influence them. Based on this explanation, the researcher is interested in studying parents' perceptions of gadget use by preschool children in Borongloe Village in relation to digital literacy and socioeconomic status.

2. Method

2.1. Research Approach

In this study, researchers used a non-experimental quantitative approach because it emphasizes objective phenomena and is studied quantitatively. This type of research includes "*expost facto*" because this research will capture events that have occurred and that have contributed and not provide treatment to research subjects. The population in this study are parents (father or mother) who have preschool children in Borongloe Village. Taking fathers or mothers as subjects can provide a broader representation of the population of parents who have the same responsibility for children.

2.2. Participant and Procedure

The population in this study are parents (father or mother) who have preschool children in Borongloe Village. Taking fathers or mothers as subjects can provide a broader representation of the population of parents who have the same responsibility for children. The population in this study were parents who had preschool children in kindergarten/early childhood in Borongloe Village, totaling 55 people (13 fathers and 46 mothers). The research procedure begins with the preparation and distribution of questionnaires. The collected data from the questionnaires were then compiled, processed, and further analyzed using statistical methods.

2.3. Instruments

Quantitatively, the variables that are the main problem of this research are as follows: The independent variable which is the independent variable in this research is parents' perceptions and the dependent variable in this research is digital literacy and socioeconomic status. The instrument is presented in Table 1.

Table 1 Research Instrument

Variable	Indicator	Questions
Perception	Understanding	1, 2, 3, 4, 5, 6, 7, 8, 9

Variable	Indicator	Questions
	Response	10, 11, 12, 13, 14, 15
	Attitude	16, 17, 18, 19, 20, 21, 22, 23
Digital Literacy	Accessing	1, 2, 3
	Selecting	4, 5, 6,
	Understanding	7, 8, 9
Socioeconomic Status	Education	Parents' highest education
	Occupation	Parents' type of job
	Income	How much do parents earn per month?
	Number of Family Members	Number of Children
	Ownership	How many gadgets are there at home?

2.4. Data Collection and Analysis

For data collection, researchers used a questionnaire to collect data. Questionnaires were used to measure parents' perceptions, digital literacy and socioeconomic status. The data analysis used by researchers in this study aims to answer the questions listed in the questionnaire. The data analysis technique used is the statistical analysis method using IBM SPSS Statistic 26 software. In this study, the collected data were analyzed using three stages, namely: (1) Descriptive Analysis, (2) Classical Assumption Test, (3) Hypothesis Test (t test and F test).

3. Result And Discussion

3.1. Result

Digital Literacy of Parents

The digital literacy variable with 9 statement indicators on the questionnaire shows that the data on this variable consists of 59 data with a data range of 23, which is indicated by a maximum value of 45 and a minimum of 22.

Table 2 Digital Literacy Variable Assessment Criteria

Interval	Frekuensi	Persentase	Criteria
9 – 16	0	0	Very Low
17 – 24	1	1,69	Low
25 – 31	5	8,48	Medium
32 – 38	28	47,46	High
39 – 45	25	42,37	Very High

Based on the data in Table 1, it can be explained that most respondents stated that their digital literacy level was in the "High" category of 47.46%, while in the "Very High" category of 42.37%, in the "Medium" category of 8.48% and in the "Low" category only 1.69%. Based on these results, it can be seen that the level of digital literacy of parents in Borongloe Village is in the high and very high classification.

Socioeconomic Status of Parents

The characteristics of the socio-economic status of the research are the last education of parents, parents' occupation, parents' income, the condition of the house and the wealth owned by the family. Based on these questions, a composition is made which will be presented in the following table.

Table 3 Respondents by Parents Income

Income per month	Frequency	Percent
No Income	16	27.1
Under Rp. 500.000	5	8.5

Income per month	Frequency	Percent
Rp. 500.000 – Rp. 1.000.000	10	16.9
Rp. 1.000.000 – Rp. 2.000.000	6	10.2
Rp. 2.000.000 – Rp. 5.000.000	18	30.5
More than Rp. 5.000.000	4	6.8

Based on Table 3, of the 59 respondent parents, the majority or 30.5% had a monthly income of Rp. 2,000,000 - Rp. 5,000,000. A total of 27.1% of respondents had no income, while 16.9% had an income between Rp. 500,000 - Rp. 1,000,000 per month. In addition, 10.2% of respondents had an income of Rp. 1,000,000 - Rp. 2,000,000, and 8.5% of respondents had an income below Rp. 500,000. The smallest group, 6.8%, had an income of more than Rp. 5,000,000 per month. This shows that there is quite a wide variation in parents' income levels.

Table 4 Respondents Based on Parents Education

Last Education	Frequency	Percent
Not in School	3	5.1
Ementary School	2	3.4
Junior High School	10	16.9
Senior High School	17	28.8
Diploma	3	5.1
Bachelor	24	40.7

Based on Table 4, of the 59 respondent parents, the majority or 40.7% had a bachelor's degree (S1). A total of 28.8% of respondents completed their education at the senior high school level, while 16.9% had an educational background at the junior high school level. Respondents with a diploma and those who had never attended school each accounted for 5.1%, while only 3.4% of respondents had a primary school education. This shows that most respondents have a fairly high level of education, with the majority having a bachelor's degree.

Table 5 Respondents Based on Parents Occupation

Type of Work	Frequency	Percent
Not Working	16	27.1
Conveyance Operator	13	22.0
Labor	9	15.3
Self-employed	5	8.5
Administrative Personnel	2	3.4
Agency Leader	14	23.7
Expert Profession	16	27.1

Based on the data in Table 5, of the 59 parents of respondents, 27.1% were unemployed and the other 27.1% worked in skilled professions. A total of 23.7% of respondents act as leaders in an agency, while 22.0% work as transportation operators. In addition, 15.3% of respondents work as laborers, 8.5% run their own businesses, and 3.4% work as administrative personnel. This data shows that respondents have a diversity in employment types, with most of them distributed between not working, professional experts, and agency leaders.

Table 6 Respondents by Number of Gadgets Owned

Number of Gadget Owned	Frequency	Percent
Have 1 gadget	11	18.6
Have 2-5 gadgets	45	76.3
Have more than 5 gadgets	3	5.1

Table 6 above shows that the majority of families in the data have 2-5 gadgets in their homes, as many as 45 families (76.3%). A small number of families, as many as 11 families (18.6%) only have 1 gadget, while those who have more than 5 gadgets are very few, namely only 3 families (5.1%). This reflects that most families have fairly wide access to technological devices, although some are still limited.

Table 7 Respondents by Number of Children

Number of children	Frequency	Percent
Has 1 child	18	30.5
Has 2 children	26	44.1
Has 3 children	12	20.3
Has 4 children	3	5.1

Table 7 above shows that 18 families (30.5%) have 1 child, 26 families (44.1%) have 2 children, 12 families (20.3%) have 3 children, and 3 families (5.1%) have 4 children. This reflects that most families in this group tend to have 1 to 2 children, with the number of families having more than 2 children decreasing and no families having 5 or more children.

Parents' Perception of Preschoolers' Use of Gadgets

The parental perception variable with 23 statement indicators on the questionnaire shows that the data on this variable consists of 59 data with a data range of 40, which is indicated by a maximum value of 111 and a minimum of 71.

Table 8 Criteria for Rating Variables of Parents' Perceptions of Gadget Use

Interval	Frekuensi	Persentase	Criteria
23-41	0	0	Strongly disagree
42-60	0	0	Disagree
61-79	7	11,86	Quite agree
80-97	41	69,49	Agree
98-115	11	18,65	Strongly Agree

Based on the results of table 8 data, it can be explained that most respondents stated that their perception of the use of gadgets by preschool children was in the "Agree" category of 69.69%, while in the "Strongly Agree" category of 18.65% and in the "Moderately Agree" category only 11.86%.

Multiple Regression Analysis

F Test or Simultaneous Test

The F statistical test basically shows whether all the independent variables included in the model have a joint influence on the dependent / dependent variable. The method used for the F test is to look at the significant probability of the F value at a significant level of 0.05. The results of the F test analysis are:

Table 9 F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1788.351	2	894.175	17.750	.000 ^b
	Residual	2821.039	56	50.376		
	Total	4609.390	58			

a. Dependent Variable: Persepsi_Y

b. Predictors: (Constant), SES_X2, Literasi_X1

Based on table 9, the F test results show that the independent variables simultaneously affect the dependent variable. With the results of F count 17,750 > F table 3,159 and a significance value of 0.000 < 0.05. digital literacy and socioeconomic status variables jointly affect parents' perceptions of gadget use by children. There is an effect of digital literacy and socioeconomic status together on parents' perceptions of gadget use by preschool children in Borongloe Village.

T Test or Partial Test

The t statistical test basically shows how far the influence of one independent variable individually in explaining the variation in the dependent variable. The decision-making criterion is to compare the probability value with the significance level (0.05). The results of the T test analysis can be seen in table 4.18 below.

Table 10 T Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.576	6.822		8.000	.000
	Literasi_X1	.573	.198	.331	2.899	.005
	SES_X2	.252	.070	.411	3.598	.001
a. Dependent Variable: Persepsi_Y						

Based on table 10, it shows that the results of the t test or partial test for all independent variables on the dependent variable are as follows:

1. It is known that the significance value for the effect of X1 on Y is $0.005 < 0.05$ and the calculated t value is $2.899 > 2.003$, so it can be concluded that Digital literacy affects parents' perceptions of gadget use by preschool children in Borongloe Village, which means that there is an influence of X1 on Y.
2. It is known that the significance value for the effect of X2 on Y is $0.001 < 0.05$ and the calculated t value is $3.598 > 2.003$, so it can be concluded Socioeconomic status affects parents' perceptions of gadget use by preschool children in Borongloe Village, which means there is an effect of X2 on Y.

3.2. Discussion

The Influence of Digital Literacy on Parents' Perception of Gadget Use by Preschoolers

Most respondents in this study agreed with the use of gadgets by preschoolers, with 69.69% agreeing and 18.65% strongly agreeing. This shows that the majority of parents accept the use of gadgets by their children, although only a small percentage support it completely without hesitation. In addition, most respondents also have a high level of digital literacy, with almost 90% being in the "High" and "Very High" categories. This means they are able to use and understand gadgets well, which is important in managing children's use of gadgets. With a high level of digital literacy, parents may feel more confident in introducing gadgets to their children, as they know how to use them wisely and understand the risks and benefits.

Parents who have higher digital literacy tend to have a more positive perception of the benefits of gadget use by children, such as for learning purposes, playing educational games, accessing information, or communicating with peers (Fatmawati & Sholikin, 2019; Visier-Alfonso et al., 2023). This is in line with research by Zaini & Soenarto (2019) where it is explained that giving gadgets will have a positive impact if it provides time limits and parental guidance, parents wisely introduce educational applications not just games, and stimulate children's learning through audio and visual through gadgets.

Gilster's theory emphasizes the importance of digital literacy in navigating the digital environment, which is crucial for parents in educating their children to avoid the risks and negative impacts associated with gadget use. Parents with lower digital literacy tend to have more negative perceptions. They worry that their children's use of gadgets is only for playing games or social media without any educational benefits and instead may cause many harmful effects. This is because they lack understanding of the positive benefits of gadgets and how to manage their use wisely. This lack of knowledge about digital technology has the potential to influence the policies they adopt regarding their children's gadget use, such as excessively restricting or prohibiting it.

This is also supported by the research of Dzakiah et al. (2024), which states that parents' digital literacy mastery influences the nature of their guidance in their children's digital activities. The findings of Dzakiah et al. show that parents have a good level of digital literacy, which can serve as a reference for one of the standards for

parental digital literacy mastery. It also serves as a means to shield and protect children from the risks and negative impacts of digital activities, enabling them to develop better resilience. This is because parents have a significant influence on their children's digital behavior (Ruby et al., 2022). Research conducted by Wardani & Mardiana (2023) which explains that the results of the study have an influence between understanding digital literacy on decision making to give gadgets to early childhood.

Influence of Socioeconomic Status on Parents' Perception of Gadget Use by Preschoolers

The description of the perceptions of parents who have preschool children in Borongloe Village can be seen in table 4.12 as follows.

Tabel 10 Education with Parents' Perception

Education	CS	% CS	S	% S	SS	% SS
No School	1	33.3%	2	66.7%	-	0%
Elementary School	1	50%	1	50%	-	0%
Junior High School	1	10%	9	90%	-	0%
Senior High School	7	35%	10	50%	-	0%
Diploma	-	0%	3	100%	-	0%
Bachelor	1	4.5%	19	86.4%	4	9.1%

When analyzed by parental education, groups with lower education such as No School and Elementary School tend to give perceptions that are divided between the Moderately Agree (CS) and Agree (S) categories. On the other hand, groups with higher education such as Bachelor's degree show a dominance in the Agree (S) perception of 86.4%, with an additional contribution to the Strongly Agree (SS) category of 9.1%. This shows that parents' education level generally affects the acceptance of gadget use by preschoolers, where parents with higher education tend to be more accepting or supportive of gadget use compared to parents with lower education.

Tabel 11 Income with Parents' Perception

Income	CS	% CS	S	% S	SS	% SS
No income	4	25%	11	68.8%	1	6.3%
Under 500k per month	3	23.1%	10	76.9%	-	0%
500k - 1 million per month	3	33.3%	6	66.7%	-	0%
1-2 million per month	1	20%	4	80%	-	0%
2-5 million per month	-	0%	11	78.6%	3	21.4%
More than 5 jt per month	-	0%	-	0%	-	0%

When analyzed based on total parental income, respondents with no income showed a predominance of Agree (S) perceptions at 68.8%, with contributions of Moderately Agree (CS) at 25% and Strongly Agree (SS) at 6.3%. The group with income below 500k per month showed a dominance of Agree (S) at 76.9%, followed by Moderately Agree (CS) at 23.1%. The group earning more than 5 million per month showed a predominance of Agree (S) of 78.6% with a contribution of Strongly Agree (SS) of 21.4%. This indicates that higher income tends to increase acceptance of gadget use, both by fathers and mothers.

Table 12 Occupation with Parents' Perception

Employment	CS	% CS	S	% S	SS	% SS
Not Working	4	25%	11	68.8%	1	6.3%
Laborer	3	23.1%	10	76.9%	-	0%
Self-employed	3	33.3%	6	66.7%	-	0%
Administrative Personnel	1	20%	4	80%	-	0%
Agency Leader	-	0%	2	100%	-	0%
Professional Experts	-	0%	11	78.6%	3	21.4%

When analyzed based on total parental employment, respondents who did not work showed a predominance of Agree (S) perceptions at 68.8%, followed by Moderately Agree (CS) at 25%, and the remaining 6.3% gave Strongly Agree (SS) perceptions. Respondents with jobs as laborers and self-employed were mostly in the Agree (S) category at 76.9% and 66.7% respectively, followed by Moderately Agree (CS) at 23.1% and 33.3%. In the Expert Profession group, the perception of Agree (S) dominated at 78.6%, with a contribution of Strongly Agree (SS) of 21.4%.

These results suggest that the type of parental occupation can influence perceptions of gadget use, where occupations that tend to be more professional or technology-related have a higher acceptance of gadget use by preschoolers.

Parents with moderate socioeconomic status have a balanced view regarding the benefits and risks of gadget use. They may see gadgets as a useful tool for children's education and entertainment, but also recognize the potential negative impacts such as addiction or lack of physical activity. Thus, their perceptions tend to be based on a balance between utilizing technology for child development and managing its use wisely.

This study shows that parents' perceptions of gadget use in preschool-age children are positive, which means that parents already understand gadgets, including their meaning, their use in children, and their impact. One of the factors influencing this favorable perception is the parents' education level. Most of the fathers in this study had a bachelor's degree, and the mothers' education was also dominated by a bachelor's degree. Parents' education level is related to their ability to control their children's gadget use. This is as shown in the research of Amalia & Setowati (2019) which states that a high level of intelligence and knowledge, parents tend to have a good understanding of gadget use, including its benefits and negative impacts. As a result, parents will decide whether they support or prohibit the use of gadgets by early childhood.

Bronfenbrenner's theory explains about the environment that influences a person's development where family conditions will affect the development of children (Dharma, 2023; Mujahidah, 2015). Bronfenbrenner's theory explains about the environment that influences a person's development, including how parents provide access to gadgets and how parents apply rules in playing gadgets. Putri et al. (2023) stated that parental control is mainly from the control given by a mother. Mothers with higher education tend to find interesting methods to limit gadget use by children, while mothers with low education may have difficulty finding effective ways. Parents' perceptions affect their attitudes in parenting (Marsuq & Kristiana, 2018). Ritblatt (Supratman, 2018) explains that parents' attitudes and behaviors are influenced by their perceptions and the information they receive. Professional parents usually get information from books and their networks, while ordinary parents often get information from family and friends. This contradicts the research conducted by Neshteruk (2021) where monitoring of children's screen use cannot always be done by working parents due to busy work schedules, making it difficult to supervise children's screen use.

Parents' economic status is an economic status that plays an important role in child development (Gür & Türel, 2022). In families with lower socioeconomic status, children's screen use tends to be higher, whereas in families with higher socioeconomic status, children's screen use is usually lower (De Lepeleere et al., 2018; Ginting et al., 2024). In the study by Sholihah et al. (2022), it was added that low socioeconomic status, authoritarian parenting styles, and low levels of education among parents resulted in the highest scores on child behavior problems, game addiction, and sleep disorders in children. But this is different from the research findings of Sari and Mitsalia (2016) which show that the use of gadgets in children is more likely to produce positive impacts such as gadgets can help children memorize the Qur'an, learn English vocabulary, and become a means of entertainment.

The Influence of Digital Literacy and Socioeconomic Status on Parents' Perception of Gadget Use by Preschoolers

The early introduction of gadgets to children can affect their development. The ease of access and entertainment offered by gadgets often makes children reluctant to put in more effort, especially in terms of physical activities. As a result, children prefer to sit still while holding gadgets and watching videos on the internet (Saputri & Pambudi, 2018). Gadgets offer educational content that can stimulate children's development as long as parents are present to guide and explain (McPake et al., 2013). Lev Vygotsky's proximal zone theory of development is very relevant to the use of gadgets for early childhood. According to this theory, children can learn things beyond their current abilities with the help of adults. Without parental assistance, children's learning potential through gadgets cannot be maximized because they tend to only use entertaining features, interaction between children and parents when using gadgets is also beneficial for children's cognitive and social development. therefore Vygotsky's theory supports the use of gadgets for early childhood as long as it is done with parents to achieve appropriate developmental goals.

Parental supervision is crucial in monitoring every activity their children engage in while using gadgets, and there should be limitations on accessing certain features. Parents need to be smarter than their children. Specific

strategies are necessary to reduce and prevent children's excessive use of gadgets. Parents must continuously improve their digital literacy to keep up with technological developments and understand how gadgets and the applications used by children work.

Good digital literacy will enable parents to make informed decisions and provide effective guidance for their children. In addition to digital literacy, parents with higher socioeconomic status may have more knowledge about parental control features and how to use them to limit children's access to inappropriate content. Parents with high digital literacy and good socioeconomic status have greater access to high-quality information on healthy gadget use. This knowledge helps them understand how gadgets can be used to support children's development, as well as how to avoid potential risks. Parents who have good digital literacy and socioeconomic status are better able to set clear rules about the duration and type of content that children can access (Koch et al., 2024). They can utilize parental monitoring apps to monitor their children's activities on gadgets. Koch et al also mentioned that people's higher socioeconomic status enables higher digital maturity. When digital literacy and socioeconomic status are combined, they provide a stronger and more holistic influence on parents' perceptions of preschoolers' gadget use. But in contrast to the findings of (Hasanah & Musayyadah, 2022) which states that parents with high socioeconomic status and also a good understanding of gadgets, parents still give their children gadgets without time limits because parents are busy with their work and so that children do not disturb parents at work.

The combination of digital literacy and socioeconomic status allows parents to create a balanced environment where gadgets are used as learning tools, not just entertainment. This is in line with the findings of Novitasari & Novitasari (2023) which states that parents with middle to upper socioeconomic status and good digital literacy argue that gadgets have benefits again children's growth, gadgets can be used for play and learning.

4. Conclusion

Digital literacy and socioeconomic status have a significant influence on parents' perceptions of gadget use by preschool children. The majority of parents in Borongloe Village have high digital literacy, which enables them to understand and utilize technology effectively in supporting child development. This contributes to the relatively high acceptance of gadget use by preschoolers, with the majority of parents agreeing or strongly agreeing. In addition, socioeconomic status also plays an important role in shaping parents' perceptions, where parents with better socioeconomic status tend to have greater access to quality information on good and positive gadget use. The combination of good digital literacy and adequate socioeconomic status allows parents to create a balanced environment, where gadgets are used as a useful learning tool for children, not just entertainment.

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