

Hubungan screen time dengan perkembangan sosial emosional anak usia pra sekolah di Depok = Correlation between screen time and Social-Emotional development of Preschool-Aged children in Depok

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Abstrak

Perkembangan sosial emosional merupakan salah satu perkembangan yang terjadi pada anak usia pra sekolah yang dapat dipengaruhi oleh penggunaan media elektronik. Penggunaan media elektronik dalam jangka panjang dan tanpa pengawasan orang tua menyebabkan meningkatnya screen time pada anak dan dapat menyebabkan gangguan perilaku emosional. Oleh karena itu, tujuan penelitian ini untuk mengidentifikasi hubungan screen time dengan perkembangan sosial emosional anak usia pra sekolah di Depok. Penelitian ini menggunakan desain cross sectional dan pengambilan sampel dilakukan dengan cluster random sampling melibatkan 216 responden (ibu) dari anak pra sekolah yang berasal dari 3 TK di Depok yang terpilih. Instrumen diukur dengan Kuesioner Masalah Perilaku Emosional (KMPE) dan kuesioner screen time. Hasil utama penelitian ini menunjukkan adanya hubungan antara screen time dengan perkembangan sosial emosional anak usia pra sekolah di Depok (p value = $<0,001$). Penelitian ini merekomendasikan pembatasan penggunaan screen time pada anak usia pra sekolah. Selain itu perlu adanya edukasi baik dari sekolah maupun mahasiswa keperawatan terkait faktor-faktor yang dapat mempengaruhi perkembangan sosial emosional anak, yaitu screen time.

.....Social emotional development is one of the developments that occur in pre-school children, which can be influenced by using electronic media. The use of electronic media in the long term and without parental supervision leads to increased screen time in children and can have an impact on their social emotional development such as emotional behavior disorders. Therefore, the purpose of this study is to identify the relationship between screen time and the social emotional development of pre-school children in Depok. This research used a cross-sectional design and cluster random sampling technique involving 216 respondents (mothers) of pre-school children from 3 selected kindergartens in Depok. Social emotional problems were measured with the Kuesioner Masalah Perilaku Emosional (KMPE) and screen time questionnaire. The main result showed an association between screen time and social emotional development of pre-school children in Depok (p value = <0.001). According to the results of this study, it is necessary to limit the use of screen time in pre-school children according to existing recommendations, in addition to the need for education both from schools and nursing students related to factors that can affect children's social emotional development, especially screen time.