

Hubungan antara Screen Time dan Kesiapan Bersekolah pada Anak Usia Prasekolah = The Relation between Screen Time and School Readiness in Preschool-aged Children

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Abstrak

Latar Belakang Kesiapan bersekolah merupakan hal yang sangat penting karena berpengaruh positif terhadap kemampuan anak untuk lulus dari sekolah dasar. Salah satu faktor yang memengaruhi kesiapan bersekolah adalah Screen Time. Penelitian sebelumnya mengenai hubungan antara Screen Time dan kesiapan bersekolah menunjukkan bahwa terdapat asosiasi antara peningkatan Screen Time dan kesiapan bersekolah anak. Akan tetapi, penelitian-penelitian sebelumnya belum pernah diadakan di Indonesia. Oleh sebab itu, penelitian ini bertujuan untuk menentukan hubungan antara Screen Time dan kesiapan bersekolah pada anak usia prasekolah. Metode Desain penelitian cross-sectional digunakan pada anak usia prasekolah di TK Negeri Menteng 01 dan TK Negeri Cilacap untuk mencari hubungan antara kedua variable. Penelitian dilakukan dengan membandingkan jumlah Screen Time subjek per hari menggunakan kuesioner SmallQ (Surveillance of digital media habits in early childhood questionnaire) dengan hasil pemeriksaan kesiapan bersekolah anak menggunakan kuesioner Brigance Early Childhood Screens III untuk anak 3-5 tahun. Hasil Dari 69 subjek pada penelitian ini, 16 subjek berusia empat tahun (23,18%) dan 53 subjek berusia lima tahun (76,81%) yang mana 33 orang subjek berkelamin laki-laki (47,82%) dan orang subjek 36 berkelamin perempuan (52,17%) yang mayoritas di antaranya memiliki orang tua dengan pendidikan terakhir SMA (50,84%) dan S1 (30,5%). Pengukuran menggunakan instrumen menunjukkan bahwa 37 dari 69 subjek memiliki Screen Time yang lebih (53,62%) dan 19 dari 69 subjek belum siap bersekolah (27,53%). Hasil analisis antara Screen Time terhadap kesiapan bersekolah tidak menunjukkan adanya hubungan yang bermakna secara statistic ($p=0,328$). Kesimpulan Screen Time tidak berhubungan langsung dengan kesiapan bersekolah pada anak usia prasekolah karena masih terdapat banyak faktor lainnya yang turut berperan dalam kesiapan bersekolah.

.....Introduction School readiness is very important due to its positive influence on the ability of children to graduate from elementary school. One of the factors that affect school readiness is screen time. Previous studies that correlate screen time and school readiness show an association between the two of them. However, there have yet to be any studies on the same topic in Indonesia. Therefore, this study aims to determine the relation between screen time and school readiness in preschool-aged children. Method A cross-sectional research design was used for preschool children at TK Negeri Menteng 01 dan TK Negeri Cilacap to find the relationship between the two variables. The research was conducted by comparing the number of subjects' screen time per day using the SmallQ questionnaire (Surveillance of digital media habits in early childhood questionnaire) with the results of children's school readiness examination using the Brigance Early Childhood Screens III questionnaire for children with the age of 3-5 years old. Results The 69 subjects in this study consisted of 16 subjects aged four years (23.18%) and 53 subjects aged five years (76.81%) of which 33 subjects were male (47.82%) and 36 subjects were female (52.17%) the majority of whom have parents with a high school education (50.84%) and bachelor's degree (30.5%). By using the instruments, it was found that 37 of 69 subjects had more screen time (53.62%) and 19 of 69

subjects were not ready for school (27.53%). The results of the analysis between Screen Time and school readiness did not show a statistically significant relationship ($p=0.328$). Conclusion Screen time is not directly related to school readiness in preschool children because there are many other factors that play a role in school readiness.