

The Relationship Between Parenting Patterns, Play Activities And Gadget Use With The Social Development Of Preschool Children At Khalifah Kindergarten, Depok Year 2025

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ABSTRACT

World Health Organization (WHO) reported that the prevalence of toddlers experiencing growth and development disorders reached 28.7% and Indonesia is the third country with the highest prevalence in the Southeast Asia region. This study aims to determine the relationship between parenting patterns, play activities and gadget use with the social development of preschool children at Khalifah Depok Kindergarten in 2025. The study design was cross-sectional, with independent variables (parenting patterns, play activities and duration of gadget use) and dependent variables (social development in preschool children). The study population was 106 children aged 5 to 6 years. The sampling technique used was probability sampling with a sample size of 105 respondents. The results of this study show that most parents apply a democratic parenting pattern (57.1%), a small number of children have passive play activities (21%), and almost half of children use gadgets in the moderate category (51.4%). Most children have good social development (76.2%). The results of the Chi-Square test show that there is a relationship between parenting patterns and social development $p < 0.001$ ($\text{sig} \leq 0.01$), there is a relationship between play activities and social development $p < 0.001$ ($\text{sig} \leq 0.01$) and there is a relationship between the length of gadget use and social development $p < 0.001$ ($\text{sig} \leq 0.01$). The conclusion is that there is a relationship between parenting patterns, play activities and the length of gadget use.

Keywords : Play Activities, Gadgets, Social Development, Parenting, Preschool

INTRODUCTION

According to WHO (2018), 28.7% of toddlers experience growth and developmental disorders, and Indonesia ranks third highest in Southeast Asia. The 2017 Indonesian Demographic and Health Survey (SDKI) reported that there were 9.64 million preschool children aged 5 to 6 years, and approximately 14.08% of them experienced developmental delays (Ministry of Health, 2017). More than 200 million children under five fail to reach their developmental potential, with Indonesia accounting for approximately 29.9% of these children and 27.5% experiencing motor impairments (UNICEF, 2020). The 2023 Indonesian Health Survey (SKI) on child development showed that the social development of early childhood in Indonesia was 61.8% compared to the appropriate development of

38.2%. If the causative factors are not addressed promptly, children's social development will experience deceleration.

Social development is a child's ability to interact according to social norms and values. Family and peer interactions help children recognize emotions, shape social attitudes, and develop important social skills for the lives of children aged 5–6 years (Imelria et al., 2024). Children's social development involves adapting to norms and values, influenced by parental education, and serves as the foundation for interactions within society. The rate of growth and development varies from individual to individual, depending on various factors involved during the developmental process (Choirun Nisaa' & Aryanti, 2022).

Several factors contribute to a child's social development, including parenting styles, play activities, and the use of electronic devices. The developmental levels of children aged 5 to 6 years, as stipulated in Ministerial Regulation Number 137 of 2014, include the ability to collaborate with peers, demonstrate tolerance, express emotions appropriate to the context, understand norms and ethics based on local socio-cultural values, understand regulations and discipline, demonstrate empathy, have a persistent attitude, feel pride in one's own work, and appreciate the strengths of others.

Indicators of social development in children aged 5–6 years include the ability to show empathy, as seen from the willingness to help friends or participate in play activities and other activities (Yudhiarti, 2023).

The results of research conducted by Ratna Sari and Dini Setiarsih (2021) showed a relationship between parenting styles and the social development of preschool-aged children at Nurul Ulum Kindergarten in Peterongan District, with a significance level of 0.01 ($p < 0.05$). Meanwhile, research conducted by Isnaeni and colleagues (2024) also showed a relationship between parenting styles and the social development of preschool-aged children at Pembina Kindergarten in Manado City, with a significance level of 0.002 ($p < 0.05$).

Research conducted by Nurul Afyah and colleagues (2022) showed that role-playing methods influenced the social-emotional behavior of children aged 5–6 years at Kartini Bantaeng State Kindergarten, with a significance level of 0.024 ($p < 0.05$). Meanwhile, research conducted by Fadhilah Nur Khalisha and Asep Deni Gustiana (2024) revealed that group play services had an influence on the social-emotional development of children at

the SIGAP Children's Home in Keroncong District, with a significance level of 0.011 ($p < 0.05$).

Research conducted by Emri Oktaresa Putri (2020) showed a relationship between the duration of gadget use and the social behavior of preschool children at Pembina 3 Pekanbaru Kindergarten, with a significance level of 0.003 ($p < 0.05$). Meanwhile, research conducted by Setianingsih (2022) also found a relationship between gadget use and the personal-social development of preschool children at Pogung Cawas Village Kindergarten, with a significance level of 0.014 ($p < 0.05$).

Good social development helps children adapt, build relationships, and achieve success. Therefore, it's important to understand the relationship between parenting styles, play activities, and gadget use on children's social development.

Based on the 2025 Basic Education Data (DAPODIK) in Limo District, there are 23 Kindergartens. One of them is Khalifah Kindergarten located at Jl. Raya Krukut No. 100, Limo District, Depok City. Khalifah Kindergarten Depok has 115 students. According to the results of a preliminary survey conducted by researchers on April 10, 2025 at Khalifah Kindergarten Depok, the results of interviews and observations of five children from the social development of children aged 5 to 6 years using a child social development questionnaire showed that four children had sufficient social development while one child showed good social development. Generally, educators assess children's development through learning outcome reports (report cards) which contain aspects of assessing children's development during the learning process.

METHOD

This research was conducted at Khalifah Depok Kindergarten located at Jl. Raya Krukut, No. 100, Limo District, Depok City. There are four variables: parenting patterns, play activities, gadget use, and social development of preschool children. The independent variables of this study are parenting patterns, play activities, and gadget use in preschool children, while the dependent variable is the social development of preschool children. The approach used in this study is cross-sectional. This approach will analyze the relationship between parenting patterns, play activities, and gadget use with the social development of preschool children at Khalifah Depok Kindergarten.

This study used primary data, obtained directly by the researcher through questionnaires. The target population was all parents with children aged 4 to 6 years. Purposive random sampling was used with a significance level of 0.01 and a total of 105 respondents. Univariate and bivariate analyses were conducted using the chi-square test.

RESULTS

Table 1. Frequency Distribution of Variables in Preschool Children at Khalifah Kindergarten, Depok in 2025

Variables	Frequency	Percentage (%)
Social Development		
Good	80	76.2
Enough	25	23.8
Total	105	100
Parenting		
Authoritarian	23	21.9
Permissive	22	21
Democratic	60	57.1
Total	105	100
Play Activities		
Active	83	79
Passive	22	21
Total	105	100
Gadget Use		
Low	33	31.4
Currently	54	51.4
Tall	18	17.1
Total	105	100

(Source :SPSS 2025 processing data)

Based on the table above, data shows that of the 105 respondents used in the study, the majority of children had good social development, namely 80 children (76.2%). The majority of children in this study had a democratic parenting style, namely 60 children (57.1%).

OnBased on play activities, information was obtained that the majority of children have play activities with active criteria, namely 83 children with a percentage of 79% and regarding the intensity of gadget use, information was obtained that the majority of children have a duration of gadget use with moderate criteria, namely 54 children with a percentage of 51.4%.

Table 2. Relationship between Parenting Patterns and the Social Development of Preschool Children at Khalifah Kindergarten, Depok in 2025

Parenting	Social Development		Total	OR	P-Value
		Good	Enough		
Authoritarian	n	14	9	23	12.2
	%	60.9%	39.1%	100%	
Democratic	n	57	3	60	30.8
	%	95%	5%	100%	
Permissive	n	9	13	22	< 0.001
	%	40.9%	59.1%	100%	
Total	n	80	25	105	
	%	76.2%	23.8%	100%	

(Source: SPSS processed data, 2025)

Based on the table above, information was obtained that in the relationship between Parenting Patterns and the Social Development of Preschool Children, the results showed that 14 respondents (60.9%) had good social development from a total of 23 respondents with a permissive parenting pattern. And as many as 57 respondents (95%) also had good social development from a total of 60 respondents with a democratic parenting pattern. While the majority of respondents who had sufficient social development were 13 respondents (59.1%) from a total of 22 respondents with a permissive parenting pattern. In addition, the significant value shows a figure of <0.001, the value <0.01 means that there is a relationship between Parenting Patterns and the Social Development of Preschool Children. The odds ratio value between democratic parenting patterns and authoritarian parenting patterns is 12.2, which means that children who are given democratic parenting patterns are 12.2 times more likely to have good social development than children who are given authoritarian parenting patterns. Meanwhile, the odds ratio value between democratic parenting and permissive parenting is 30.3, which means that children who are

given democratic parenting are 30.3 times more likely to have good social development than children who are given permissive parenting.

Table 3. Relationship between Play Activities and the Social Development of Preschool Children at Khalifah Kindergarten, Depok in 2025

Play Activities		Social Development		Total	OR	P-Value
		Good	Enough			
Active	n	72	11	83	11.4	< 0.001
	%	86.2%	13.3%	100%		
Passive	n	8	14	22		
	%	36.4%	63.6%	100%		
Total	n	80	25	105		
	%	76.2%	23.8%	100%		

(Source: SPSS processed data, 2025)

Based on the table above, information was obtained that in the relationship between Play Activities and the Social Development of Preschool Children, the results showed that 72 respondents (86.2%) had good social development from a total of 83 respondents with active play activities. While the majority of respondents who had sufficient social development were 14 respondents (63.6%) from a total of 22 respondents with passive play activities. In addition, the significant value shows a figure of <0.001, meaning that there is a relationship between Play Activities and the Social Development of Preschool Children and an odds ratio value of 11.4, which means that active play activities are 11.4 times more likely to have good social development than passive play activities.

Table 4. Relationship between Gadget Use and the Social Development of Preschool Children at Khalifah Kindergarten, Depok in 2025

Gadget Use		Social Development		Total	OR	P-Value
		Good	Enough			
Currently	n	46	8	54	1.0	< 0.001
	%	85.2%	14.8%	100%		
Low	n	28	5	33		
	%	84.8%	15.2%	100%		

Tall	n	6	12	18
	%	33.3%	66.7%	100%
Total	n	25	80	105
	%	23.8%	76.2%	100%

(Source: SPSS Processed Data, 2025)

Based on the table above, information was obtained that in the relationship between Gadget Use and the Social Development of Preschool Children, the results showed that 28 respondents (84.8%) had good social development from a total of 33 respondents with a low category of gadget use duration. And as many as 46 respondents (85.2%) had good social development from a total of 54 respondents with moderate category gadget use. While the majority of respondents who had sufficient social development were 12 respondents (66.7%) from a total of 18 respondents with high category gadget use. In addition, the significant value shows a number of <0.001 , meaning there is a relationship between Gadget Use and the Social Development of Preschool Children. The odds ratio value of gadget use with low and moderate categories is 1.0, which means that children with low category gadget use are 1.0 times more likely to have good social development than children who use gadgets with moderate categories. While the odds ratio value between low and high category gadget use is 11.2, which means that children with low category gadget use are 11.2 times more likely to have good social development than children who use gadgets with high categories.

DISCUSSION

The Relationship Between Parenting Patterns and the Social Development of Preschool Children at Khalifah Kindergarten, Depok, in 2025

The results of this study indicate that the social development of preschool children who are cared for by parents using democratic parenting methods and authoritarian parenting methods mostly have good social development, namely as many as 57 children or 95% are given democratic parenting methods and as many as 14 children or 60.9% are given authoritarian parenting methods, while children who are given permissive parenting methods mostly have sufficient social development, namely as many as 13 children or 59.1%. The results of statistical tests using the Person Chi-Square test obtained a P-Value of <0.001 ($P < 0.01$) with an OR value (democratic/permissive) of 12.2 and an OR value

(democratic/authoritarian) of 30.8, statistically it is believed that there is a relationship between parenting patterns and social development in preschool children.

Based on the results of this study, democratic parenting is related to the social development of preschool children. Implementing democratic parenting tends to provide children with opportunities to make independent decisions, promote better communication, and support their freedom. This allows children to feel satisfied and use this freedom to develop self-discipline compared to children with authoritarian and permissive parenting styles.

These results are in line with the research of Mayasari et al. (2021) entitled The Relationship between Parenting Styles and Social-Emotional Development in Preschool Children. The results of this study stated that the social-emotional development of preschool children raised by parents using democratic methods was 24 people or 52.2%. Meanwhile, parenting styles using authoritarian and permissive methods mostly had abnormal social development, where authoritarian development was found in 10 people or 52.6% and permissive parenting methods in 9 people or 42.9%. The results of the statistical test using the Person Chi-Square test obtained a P-Value of 0.00 ($P < 0.05$), so it is statistically believed that there is a relationship between parenting styles and the socio-emotional development of preschool children.

In general, parenting is defined as the way parents behave in caring for and educating their children (Khadijah, 2021). Parenting refers to the behaviors applied to children and tends to be consistent over time. This behavioral pattern can be experienced by children in both negative and positive aspects. Parenting patterns within the family play a crucial role in a child's future development. These parenting patterns encompass psychosocial aspects that focus on positive development. Indicators related to positive development are needed to assess the extent of care provided by the family and how cultural values are implemented within the family. Family parenting is a series of activities or actions carried out by caregivers in a caregiver-controlled environment, with the aim of enabling the child to adapt and achieve the goals of that care.

The Relationship Between Play Activities and the Social Development of Preschool Children at Khalifah Kindergarten, Depok, in 2025

The results of this study indicate that the social development of preschool children who have active play activities has good social development of 72 preschool children or 86.2%. While passive play activities have social development that tends to be sufficient, namely

14 preschool children or 63.6%. The results of statistical tests using the Person Chi-Square test obtained a P-Value of <0.001 ($P<0.01$) with an OR value of 11.4, so it is statistically believed that there is a relationship between play activities and social development in preschool children.

Based on the results of this analysis, active play activities have a very important relationship with the social development of preschool children. Active play activities improve the social development of preschool children because physical play activities provide children with pleasure and predominantly involve the limbs rather than just watching or listening. Therefore, active play activities can improve psychosocial and cognitive development. During this period, children often express curiosity and are better able to communicate.

The results of this study align with research by Hidayah et al. (2023) that found that play activities can contribute to the social development of early childhood. For children, play plays a significant role in developing their social skills before they begin to make friends at an early age, as children always seek comfort in play and socializing.

According to Bronfenbrenner's bioecological theory, individual development must be understood within a social context. The developmental process occurs through a series of complex, active, and two-way interactions between the individual and the surrounding environment. Each experience is interconnected with other experiences and leads to permanent developmental changes in the child. In line with this, Froebel argued that play is the best way for children to interact with others and has invaluable value. Therefore, fulfilling children's needs, such as through play, can provide significant benefits for their development. This activity can also help children improve their imagination (Herniawati & Hidayat, 2023).

The Relationship Between Gadget Usage Duration and the Social Development of Preschool Children at Khalifah Kindergarten, Depok, in 2025

Results This study shows that the social development of preschool children who have a moderate level of gadget usage duration is 46 children or 85.2% with good social development and a low level of gadget usage duration is 28 children or 84.8% with good social development. In addition, the duration of gadget usage with a high category of children tends to have sufficient social development as many as 12 children or 66.7%. The results of statistical tests using the Person Chi-Square test obtained a P-Value of <0.001 (P

<0.01) with an OR value (low / medium) of 1.0 and an OR value (low / high) of 11.200, so statistically it is believed that there is a relationship between the duration of gadget use and the social development of preschool children.

Based on this study, high levels of gadget use negatively impact preschoolers' social development compared to low and moderate levels of gadget use. Children who are too fixated on gadgets are less likely to interact directly, hindering their development and ability to speak and communicate naturally.

The results of this study are in line with the research of Tasya & Erlinawati (2023). Through the Chi-Square Test, a p-value of 0.001 was obtained, which means less than 0.05, there is a significant relationship between the intensity of gadget use and the social development of preschool children aged 4-6 years at the Mutiara Bunda Integrated Early Childhood Education Center. This means that the duration of gadget use has a relationship with the social development of preschool children aged 4-6 years.

Parents need to accompany their children when using gadgets and ensure that the use of these devices does not reduce the child's interaction with their social environment (Haryanto and Tohari, 2024).

CONCLUSION

Based on the results of research and discussion on the relationship between parenting patterns, play activities and gadget use in preschool children with social development in Khalifah Depok Kindergarten in 2025. The conclusions that will be drawn are that most parents apply democratic parenting patterns, a small number of children have passive play activities and almost half of children use gadgets in the moderate category. In addition, there is a relationship between parenting patterns, play activities and the length of gadget use with the social development of preschool children. Therefore, these three factors have a very important relationship to improve the social development of preschool children.

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