

Social Changes in Parenting Patterns for Young Parents Using Mobile Touch Screen Devices (MTSD) in Makassar City

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KEYWORDS	ABSTRACT
Socio-cultural Change, Childcare, MTSD	Introduction: The impact of social change in parenting practices among young parents who use Smartphone Touch Screen Devices (MTSD) in Makassar City. This study was driven by the phenomenon of increasing use of MTSD in the daily lives of young parents, which has an impact on their interactions and parenting patterns. Aims: The main focus of this study is to understand how the impact of MTSD use affects the quality of direct interactions between parents and children, the development of children's social skills, and their physical activities and creative play. Methods: The method used in this study is qualitative with a phenomenological approach. Data were collected through in-depth interviews with young parents in Makassar City who were selected purposively to ensure suitability with the topic being studied. The collected data were analyzed thematically to reveal the impact of parenting practices influenced by MTSD use. Results: The results of this study revealed a significant reduction in direct interactions between parents and children and the environment, which reduced emotional warmth in the relationship between young parents. In addition, there was a decline in children's social skills, as seen from their difficulties in communicating and socializing outside the family environment. Then another thing is that the use of MTSD has an impact on reducing children's physical activity and creative play, because they are more often involved in passive activities such as watching videos or playing games on the device.

1. Introduction

The digital era has created a complex and interesting relationship between young parents and Mobile Touch Screen Devices (MTSD) in Makassar. Young parents is a term that refers to people who have young children, often in their 20s to early 40s. MTSD is defined as a portable electronic device that has a touch screen, such as a mobile phone or tablet. The connection between electronic devices and parenting systems reflects the transformation in how young parents raise their children in the modern era. The use of Mobile Touch Screen Devices (MTSD) in Makassar by young parents has become a common phenomenon in everyday life. Thamrin, et al., (2019: 315) revealed that the most internet users in Indonesia are in the 35-44 year age range, reaching 29.2%, followed by the 25-34 year age group at 24.4%, the 10-24 year age group at 18.4%, the 45-54 year age group at 18%, and the 55 year age group and above at 10% (APJII, 2017). However, the 10-24 year age group was identified as the group with the highest level of internet usage intensity, reaching 75.5%. Meanwhile, BPS Makassar City Data in 2017 showed that only 31.63% of the school and college age group accessed the internet at school. Most, around 89.36%, students, college students and parents in Makassar City prefer to connect to the internet at their own homes. Therefore, the role of parents is considered very crucial to actively protect their children from the potential dangers of the internet (BPS Makassar City 2017). Furthermore, in the use of computers, preschool children showed the highest ratio, namely 20.1%, compared to toddlers at 10.7% and infants at 0.9%. In contrast, only 0-1% of early childhood children used computers in the same period (Zy, 2022: 134). In Makassar City, the 10-24 age group covered 32.11% of the total population in 2016 and most of them were students. Almost all students have mobile phones with internet access facilities. The majority of the population in Indonesia accesses the internet through their mobile phones. Although the Makassar City government has issued an appeal to limit mobile usage at school, supervision is not enough, because only 31.63% of the school and college age group access the internet at school, while 89.36% of students in Makassar City connect to the internet at home. So parents have the most important role to actively protect their children from the dangers of the internet (Thamrin et al., 2018: 315). The use of mobile is not only done by students and college students, but the use of mobile has also spread to children aged 4 to 10 years. Mobile with touchscreen facilities is a way for young parents in Makassar City to provide information and education to their

children. Through various applications on mobile devices or Mobile Touch Screen Devices (MTSD) in Makassar City, it is considered to provide convenience in providing education to their children. Of course, the use of Mobile Touch Screen Devices (MTSD) in Makassar City requires strict supervision by parents. The applications on mobile do not fully provide information and education, some advertising content will appear and can damage children's attention.

Research conducted (Coenen et al., 2015) revealed that mobile touchscreen devices such as tablets and smartphones are very accessible to many children. The increasing use of Mobile Touch Screen Devices (MTSD) in Makassar city by children is made possible by their high portability, allowing them to be used in many life situations. Portability is the ability of a software or system to be used in various different environments. These different environments can be hardware, operating systems, or programming languages.

The use of Mobile Touch Screen Devices (MTSD) in Makassar city by children raises various questions and challenges. Young parents must consider a number of factors, including how long children are allowed to use the device, the types of content that can be accessed, and how to integrate the use of technology into their parenting approach. In addition, there are concerns about the potential long-term impacts of excessive use on children's social, emotional, and physical development. Mobile Touch Screen Devices (MTSD) in Makassar city can be used to introduce children to interactive learning, read digital books, and expand their knowledge through educational applications. In some cases, these devices also become important communication tools between young parents and their children, especially when working away from home or while traveling.

Weber's concept of rationality assesses that childcare is based on values, ethics and beliefs that are considered important. While instrumental rationality will involve the selection of efficient and effective childcare methods and approaches in order to achieve the desired goals in the formation of children's character. Social action or social change cannot be separated from the rational thinking process and the goals to be achieved by the actors which can be separated into four types of actions according to their motives, namely; 1). Actions to achieve a particular goal. 2). Actions based on the existence of a particular value. 3) Emotional actions. 4). Actions based on tradition (Putri, 2020: 12).

Changes in childcare patterns that occur in modern society today are patterns of change in the theory of human social ecology that occur in a structured manner between individuals in a human society, forming and being formed by their environment in a reciprocal relationship. Human ecology is defined as a science that studies the relationships and interactions between humans, culture and the physical environment in which that culture develops. In the study of ecology, humans are the concept of environmental change and adaptation. In itself, the environment is always changing dynamically and will change in various ways, both in space, time and place (Abdullah, S Oekan, 2020: 18-19). Research conducted (Bonar, 2022) revealed the readiness of parents in problems related to digital technology, the majority of parents consider themselves to have never and have not been able to discuss the use of digital technology positively with their children, the majority of parents do not know how to carry out the right roles and functions related to the use of digital technology.

Most researchers to date consider the use of Mobile Touch Screen Devices (MTSD) in the city of Makassar to only focus on the duration of use, with a simple exposure measure. Therefore, the current understanding of exposure and usage patterns and the lack of understanding of how parents view the use of Mobile Touch Screen Devices (MTSD) in the city of Makassar (Science & Toh, 2019).

Toh et al., (2017: 89) explains that mobile touch screen devices are portable with a touch screen interface that can be used with a touch of a finger, such as smartphones and tablet computers. There has been an increase in the ownership and use of Mobile Touch Screen Devices (MTSD) among adults and children over the past decade. In 2016, the US recorded 87% of teenagers aged 14 to 18 years old owning a smartphone. Smartphone ownership is even higher among adults in Australia with figures ranging from 92% to 95%. Recent surveys have shown that adults spend at least three hours a day using mobile devices. Ownership and use of Mobile Touch Screen Devices (MTSD) in the city of Makassar is expected to increase substantially in the coming years and is therefore an important social change.

This study aims to understand the impact of the use of Mobile Touch Screen Devices (MTSD) in Makassar City on parenting patterns by young parents in Makassar City. These impacts include the use of devices that affect interactions between parents and children, patterns of time spent together, and how parents obtain information about parenting. If we look at the values and norms of using Mobile Touch Screen Devices (MTSD) in Makassar City, it is assumed that there will be a shift in young parents' perceptions of effective parenting patterns. The use of technology will affect traditional and cultural values for people in Makassar City. The achievement of the objectives in this study seeks to determine the strategies used by young parents in integrating the use of Mobile Touch Screen Devices (MTSD) in Makassar City in their parenting. This includes the practices used by young parents to limit children's screen time, choose appropriate content, and maintain a balance between screen time and direct interaction.

2. Methodology

This study, the method used is a qualitative method with a phenomenological approach. The phenomenological approach was chosen to explore and understand the experiences and perceptions of young parents in the city of Makassar in childcare interactions involving the use of Mobile Touch Screen Devices (MTSD).

This study conducted in the city of Makassar with participants consisting of young parents who have children aged 3-12 years and use MTSD routinely. Data collection techniques used include in-depth interviews, participant observation, and documentation. In-depth interviews conducted to explore the experiences and views of parents regarding the impact of MTSD use on their interactions with their children. Participatory observation will be used to see directly how the interaction occurs in real situations, while documentation in the form of photos, diaries collected to provide a deeper picture of changes in parenting patterns. The data obtained analyzed using thematic analysis. This analysis process involved coding data to identify the main themes that emerge from interviews, observations, and documentation. Data triangulation will also be used to ensure the validity of the findings, by comparing and combining information from various sources.

The research process begun with the preparation stage, namely identifying and recruiting participants and developing interview guidelines. After that, data collection carried out through in-depth interviews, observations, and documentation. The collected data analyzed using thematic analysis and triangulation techniques to obtain valid and reliable findings. The results of this study reported in the form of a report that includes the main findings, discussions, and implications of the study for children's social development in the context of MTSD use in Makassar City.

3. Result and Discussion

Reduction of Face-to-Face Interaction Time

With the increasing number of applications and digital content available, young parents need to actively accompany their children when accessing gadgets. This is not only to ensure that their children are exposed to useful content, but also to create opportunities for interaction and discussion. When parents are involved in their children's digital experiences, they can help children understand the social context of the content they consume and foster communication skills necessary for healthy social interactions. Exploring applications or features that are appropriate to the child's developmental stage is also an important part of parenting. In Makassar City, where access to technology continues to grow, young parents can take advantage of various educational applications that support children's social and emotional skills. For example, games that teach cooperation, sharing, and other social skills can help children practice in a safe and supportive situation.

However, on the other hand, it is important for parents to provide clear boundaries regarding gadget use. Without proper boundaries, children may become too dependent on devices and miss out on opportunities to interact directly with others. In the context of parenting, parents need to set rules that balance screen time and direct interaction time, so that children can still develop important social skills.

Tso et al (2022) said that daily mobile use of more than three hours in early childhood has a negative

impact on the physical and mental health of early childhood. Even so, Hiniker et al (2016) said that sometimes parents themselves have difficulty controlling the use of this media. In recent times, research has focused more on the psychological aspects of technology use, associated with physiological outcomes. This is a new phenomenon that emphasizes the implications of the brain and body in the use of technology in early childhood and adults (Afifi, Zamanzadeh, Harrison, & Acevedo Callejas, 2018).

With the proliferation of research on the relationship between children's emotional and mental development and technology use, young parents in the city of Makassar are faced with the challenge of understanding how their children, especially those under the age of 8, interact with smartphones. Although research on the use of technology by children at this age is still limited, it is important for parents to be more active in observing and discussing with their children about how they use these devices.

In a parenting culture influenced by technology, young parents have an important role as the first educators for their children. They need to introduce mobile use in a positive way, teaching children how technology can be used to support learning and skill development. For example, parents can choose educational apps that support children's emotional, social, and cognitive development, and encourage healthy interactions between children and their social environment. However, parents should also be aware of the risks associated with technology use, such as negative impacts on children's mental and social health if gadget use is not managed properly. Limited direct interaction with peers due to too much time spent in front of screens can interfere with the development of important social skills for children. Therefore, it is important for young parents in Makassar to create a balance between technology use and direct social interaction.

The use of gadgets for early childhood is based on parental care for their children (Widiastiti & Agustika, 2020). Parental supervision is important for children in using gadgets, because the impacts can be positive or negative for children's development (Sunita & Mayasari, 2018). Parents who do not supervise the use of gadgets will cause children to be unable to control their desire to use gadgets, unable to control their emotions, thoughts, and daily behavior, thus causing children to become dependent on gadgets (Mustafaoğlu & Yasacı, 2018).

The closest social environment to children is parents (Coleman & Karraker, 1998). The interactions and relationships that are established from the beginning between children and their parents will form a strong bond and influence the child's behavior, development, health and learning abilities in the future (Sheridan et al, 2019). Early childhood needs support and guidance from their parents to be able to control their behavior.

The interactions that are established between parents and children from the beginning greatly determine the emotional and social bonds that will be formed. In the context of parenting culture, young parents in Makassar city are faced with the challenge of creating strong relationships despite the temptation to let technology take over interactions. When children use digital devices, there is a risk that parents' attention is divided, which can reduce the quality of direct interactions. Therefore, it is important for parents to set a time and place where they can focus on interacting with their children without distractions from gadgets.

Support and guidance provided by parents are very important for young children in controlling their behavior. With smartphones, parents can take advantage of applications designed to support children's emotional and behavioral development. However, this must be done in the right way, where parents not only provide access to technology but also direct children to use applications that are educational and appropriate for their developmental stage. Young parents in Makassar city need to realize that good parenting involves not only limiting the use of gadgets but also creating opportunities for direct interaction. This can include playing together, reading books, or doing creative activities that involve both parties. In this way, they not only help children develop important social and emotional skills but also strengthen family bonds.

Early childhood education is a form of all efforts of the process that are usually also aimed at children

from the time they are born until they enter the age of six years who will be given educational stimulation to accelerate the growth of children as we know basically early childhood education is an education that is organized with the intention of accompanying the growth and development process in children with the whole or by emphasizing the development of all aspects of the child's personality in the form of early childhood education institutions, we can also interpret it as a form of education implementation process that is based on the direction of child growth and development, be it in the form of fine motor coordination, gross motor skills, multiple intelligences, spiritual intelligence, or emotional intelligence. Early childhood is a child who is in the age stage of 0-6 years, at this stage is the most appropriate time (Suciati, 2018).

This proves that playing gadgets for a long duration has a negative impact on children so that it can reduce concentration and increase dependence on gadgets. Research by Damayanti et al, (2020) states that playing gadgets effectively makes children more emotional and aggressive when disturbed when playing gadgets, lazy to study, and can affect their social relationships, children also feel alienated by their surroundings because they rarely interact, and make children indifferent and less responsive to their surroundings. Fahmi stated that communicating through social media such as WA, Facebook, and Instagram and other media has become a lifestyle for children aged 8 years in the 21st century (Fahmi, 2020). Meanwhile, Zis, et al explained that the presence of communication media has reduced the quality of individual interactions, rarely communicating directly or face to face and being busy with PCs, laptops, and gadgets, even someone can spend three to four hours in front of a laptop and gadgets, but little or no time for family, friends, and the surrounding environment (Zis et al, 2021). From this opinion, the author draws a conclusion that with the existence of communication media, those who are far away feel close while those who are close feel very far away.

When parents spend hours in front of gadgets, either for work or surfing the internet, the time that should be spent with children is cut short. In this context, face-to-face interactions that are important for building emotional bonds and effective communication are replaced by virtual communication. This can make children feel neglected, which in turn can affect their self-confidence and social behavior.

With the existence of communication media, close relationships in the family can feel increasingly distant, and the attention that should be given to children is diverted. Therefore, young parents in the city of Makassar need to realize the importance of creating quality time that is free from technological distractions. Moments such as having dinner together, playing, or just talking casually can help rebuild relationships that may be disturbed by gadget use.

Parents can also utilize technology positively by using applications or platforms that support family interaction, such as educational games that can be played together or story-sharing applications. In this way, parents can stay connected with their children while educating them about the healthy use of technology.

Children's dependence on gadgets is due to the convenience and sophistication features contained in them. In addition, high curiosity makes children continue to play gadgets for a long time (Suhana, 2018). Basically, children must learn to interact more face-to-face than with gadget screens. Learning that is carried out face-to-face directly at school, in addition to having a positive impact on cognitive and social-emotional aspects, also has a positive impact on language aspects. The length of the number of conversations and the duration of conversation time carried out directly between teachers and children while at school significantly ($p = 0.002$) can increase vocabulary mastery and encourage language development in children (Cabell et al, 2015). In addition, when learning directly at school, children can play more freely with their friends.

In addition, children who participate in direct learning at school are also significantly better at social interaction, and more emotionally mature. This is because when children learn at school, children will often interact directly with teachers and also their friends, so that it will stimulate their social emotional development (Bakken et al, 2017). Therefore, in implementing the face-to-face learning process directly at school, teachers must carry it out as optimally as possible, so that the learning process can

be carried out properly and at the same time can optimize aspects of child development.

In the context of a culture of parenting for young parents who use Mobile Touch Screen Devices (MTSD) in the city of Makassar, the importance of the role of teachers in implementing face-to-face learning cannot be ignored. Although technology and digital devices have become an integral part of everyday life, the direct learning process at school still has a very high value. Teachers need to ensure that every interaction in the classroom can provide an optimal learning experience, especially in aspects of more holistic child development.

Young parents in Makassar need to understand that face-to-face learning is not just about transferring knowledge, but also about building social relationships, communication, and emotional interactions between children and teachers and peers. When children interact directly with their teachers and peers, they learn important social skills, such as collaboration, empathy, and good communication skills. All of these are aspects that cannot be fully obtained through online learning or digital interactions alone.

Mobile use at home does not interfere with children's learning time and social interactions at school. They can set time limits for gadget use and encourage children to participate more in hands-on activities, such as playing outside or participating in clubs or organizations. By setting a good example in the use of technology and emphasizing the importance of face-to-face interactions, young parents can help their children develop a healthy balance between the digital world and their social lives..

Decrease in Social Skills

Social skills are very important to develop, because social skills have a major influence on the success of children who can develop mental adaptation and skills in academic or cognitive (Özbey & Köyceğiz, 2019; Perdina et al, 2019; M. Sari et al, 2020; Smogorzewska & Szumski, 2017). Seefeldt and Barbour (in Walker, n.d.), explain that social skills are learned behaviors, used by individuals in interpersonal situations to obtain, maintain reinforcement from their environment, not innately acquired through the learning process from parents as the closest figures to the child, learning from peers and the community environment.

The use of mobile and digital devices can be a challenge in learning social skills. While technology offers various benefits, such as access to information and new ways to communicate, there is a risk that children can become too attached to virtual interactions. This can reduce their opportunities to practice social skills in more real contexts, such as interacting with peers, communicating with teachers, or engaging in group activities.

Therefore, young parents need to actively accompany and guide their children in using digital devices. They should use technology in a way that supports the development of children's social skills. For example, parents can encourage children to use educational applications that require them to collaborate with friends or applications that allow them to share stories and experiences in a more interactive way. However, it is also important to set boundaries and create time without technology, so that children have the opportunity to interact directly with their surroundings.

As the closest figures to their children, parents have a responsibility to create an environment that supports the learning of social skills. This includes setting a good example in interacting with others, encouraging children to talk and communicate directly, and giving them the opportunity to participate in social activities in the community. When parents are involved in their children's social lives and facilitate opportunities to interact with friends and other family members, they help children develop social skills that will be very useful throughout their lives.

The balance between technology use and direct social interaction is very important. By guiding children to understand how to use mobile wisely, young parents in Makassar can help their children not only in academic aspects, but also in building healthy relationships and strong social skills. This will help their children to adapt well in the social environment and support their mental and academic development in the future.

The negative effects obtained will also cause children to lose awareness of themselves, even quite a few are considered to have mental disorders and must be given psychotropic drugs (Nawangsari: 2019)

In addition, the decrease in scores is also caused by the contribution of parents (parental) as supervisors of training activities in mastering content providing knowledge to parents to be able to supervise their children as well as possible, especially in excessive use of Mobile (Freitas: 2022). Child development is influenced by the role of parents who provide motivation and stimulation to develop children's abilities and accelerate children's language growth in fostering language carried out by parents every day, (Yuswati & Setiawati, 2022).

Parenting patterns, especially between fathers and mothers, have a significant impact on the development of children's academic skills and social behavior. In the city of Makassar, where many young parents use Mobile Touch Screen Devices (MTSD) in the city of Makassar, this role becomes increasingly complex. Active involvement of parents in supporting children's potential is very important, especially when they interact with digital technology.

When parents are involved in parenting, they not only provide emotional support, but also shape the way children interact with the social environment and technology. For example, mobile use can be a tool to access information and educational applications, but if not managed properly, it can distract children from important social interactions. Therefore, good parenting patterns from fathers and mothers can create positive synergy in guiding children to use technology wisely.

Young parents in the city of Makassar need to understand that by providing the right motivation and stimulation, they can accelerate the development of children's language skills. This includes the use of rich language when communicating with children, as well as introducing various applications or media that stimulate language skills. For example, applications that encourage children to read or interact with stories can help in the development of language skills while maintaining social relationships.

By paying attention to how parents use mobile and interact with their children, young parents in Makassar city can create an environment that strengthens children's social and academic skills. This creates a strong foundation for balanced child development, where technology is used as a supportive tool, not as a substitute for direct interaction. In this context, active and involved parenting from both parents is essential to prepare children for future social and academic challenges. Children learn about the needs, thoughts, and emotions of others which can help children build friendships. At the same time, having friends and spending time together allows children to develop cognitive, social and emotional skills, increase self-esteem, have a sense of sharing, and satisfy children's need for friends (Papadopoulou, 2015). In Makassar city, the use of Mobile Touch Screen Devices (MTSD) in Makassar city by children is increasingly common, and as a result, the challenges for young parents in parenting are also increasing. The negative effects of excessive use of digital devices, such as loss of self-awareness or mental disorders, are a major concern for parents who want to ensure the healthy development of their children. Research shows that when children are not adequately supervised, they are at risk of developing serious mental health problems, even requiring medical intervention.

In this context, the role of parents as supervisors and educators is crucial. Parents must have a good understanding of the potential negative impacts of technology on children, including how mobile use can change social interaction patterns and affect mental health. Education for parents about the wise use of digital devices and monitoring children's activities is an important step. By providing parents with knowledge on how to supervise smartphone use, they can be more effective in protecting children from negative consequences.

Young parents in the city of Makassar need to strive to create a balance between the benefits and risks of technology. This includes setting limits on gadget use time and choosing content that is appropriate for children's development. In this case, supervision is not just about prohibiting, but also involving parents in children's digital activities. For example, by accompanying children when using mobile phones to discuss the content they see or asking questions about what they are learning, parents can build self-awareness in children and encourage them to think critically about the information they consume.

As part of the parenting culture, parental involvement in mobile usage can help shape better child behavior and reduce the risk of negative effects. By supporting children in positive technology use,

parents not only help develop their social and academic skills, but also maintain their children's mental health to remain stable. Thus, wise and active parenting will create an environment that supports children's holistic growth in this digital era.

Disturbances in Physical Activity and Creative Play

Some of the negative impacts of online games include addiction, which is currently experienced by school-age children, starting from elementary school students, which can affect children's social aspects in living their daily lives, because the large amount of time spent in cyberspace results in children interacting less with other people in the real world (Virilia & Setiadji, 2017). Children's play activities can be carried out through physical activities such as sports, games and recreational activities which can then develop motor skills in early childhood (Sutapa et al, 2021).

In the city of Makassar, the use of Mobile Touch Screen Devices (MTSD) in the city of Makassar among children, especially through online games, has had a number of significant negative impacts. Addiction to online games is one of the main problems faced by children, from PAUD and elementary school levels. This addiction leads to a reduction in children's social interaction with their surroundings, considering that they spend more time in cyberspace than interacting directly with peers and family. This can affect children's social development, which is very important for forming communication skills and building healthy interpersonal relationships. On the other hand, children's physical development also undergoes significant changes during childhood. Although there is progress in motor skills, this is often not balanced with sufficient physical activity, which is usually obtained from outdoor games or sports. Physical activity carried out by children is very important to support their physical development, including muscle strengthening and motor coordination. However, addiction to mobile and online games can prevent children from physical experiences that are crucial for their development.

Parents in the city of Makassar, as primary caregivers, have a great responsibility in balancing the use of technology with physical and social activities. They need to direct children not only to engage in digital games, but also encourage them to participate in beneficial physical activities. By doing recreational activities that involve social interaction, such as playing outdoors or exercising together, parents can help children develop motor skills while maintaining their mental and social health.

The stimulus that can be given to children is to provide physical activity to children. From several research results, it is explained that physical activity carried out with various movements will help children develop gross motor skills in children aged three years and over (Veldman et al, 2017). Gross motor skills can be implemented through physical education, in learning to improve gross motor skills can be provided through an approach using various games that involve physical activity (Satelmair & Ratey, 20019).

When children are at this age, they should be stimulated in a way that is in accordance with the principles of early childhood learning, namely playing while learning, or learning while playing (Paramita & Supiati, 2020). By playing, children can optimize their growth, through physical activity and develop all their abilities to express and explore (Mahardika et al, 2022).

According to Noorlaila in (Sari, 2018) the use of Mobile Touch Screen Devices (MTSD) in the city of Makassar among children in the city of Makassar has a significant impact on the interaction between parents and children and the child's social development. At an early age, strong interaction between parents and children is very important because it forms the basis for further development. However, dependence on these devices often reduces quality time that should be spent with family, which can ultimately affect the child's social development.

This study shows that the development experienced by children at an early age greatly affects the next stage of development and even work productivity in adulthood. When children are too attached to smartphones, they tend to miss the opportunity to interact directly with parents and peers. These interactions are essential for developing social skills, such as communication, cooperation, and empathy, all of which are foundational to future success.

Young parents in the city of Makassar face a major challenge in managing their children's mobile use. They must find ways to integrate this technology wisely into their daily lives, so that it does not hinder their children's social development. For example, parents can set time limits for mobile use and direct children to engage in activities that involve direct interaction, such as playing outside, reading books, or participating in arts and sports activities.

Technology use. When parents demonstrate healthy and balanced usage patterns, children are more likely to imitate these behaviors. By creating an environment that supports social interaction and teaching children to use technology responsibly, parents can help children develop the social skills needed for future success.

For children at an early age, playing or games is a way that can stimulate their development (Yogman, , 2018). In terms of physical motor aspects, the skills that emerge in children will continue to develop if they are intensively involved in physical activities (Figueroa & An, 2017). Early childhood children who have poor gross motor skills can show low levels of activity when compared to children whose gross skills can develop quite well (Williams, 2008). The benefits of gross motor skills in children have an important role in maintaining the health of early childhood children who can carry out daily physical activities without any disturbances, therefore they can develop the quality of their lives (Sargisson, 2014).

This is because at that age it is a determining time for the formation of personality and character in early childhood. Early childhood education is the basis for children to grow and develop in terms of religion, physical abilities, motor skills, cognitive, language, art, and emotional intelligence (Partami & Sujana, 2021). The use of Mobile Touch Screen Devices (MTSD) in Makassar City among children in Makassar City affects the interaction between parents and children and the child's social development. Early childhood has unique and different characteristics, both in learning abilities and backgrounds. These differences become more prominent when technology becomes an integral part of their daily lives.

Interaction between parents and children becomes crucial at this stage of development. Excessive use of Mobile Touch Screen Devices (MTSD) in Makassar City can reduce the quality of direct interaction, which should be an important moment to build emotional and social bonds. Children who use mobile phones too often tend to have limited interaction with their parents, which can ultimately affect their social and emotional development. This is because direct interaction with parents helps children understand emotions, develop empathy, and learn to communicate effectively. In Makassar city, where the culture of parenting is still heavily influenced by traditional values, the use of Mobile Touch Screen Devices (MTSD) in Makassar city can be a new challenge for young parents. They need to adjust their parenting approach to accommodate technological developments without sacrificing the quality of social interactions. Although each child has a different learning style and background, all children need direct attention and guidance from parents to develop strong social skills.

The implications of the use of Mobile Touch Screen Devices (MTSD) in Makassar city on children's social development are also related to how children interact with their surroundings. Children who are too focused on digital devices may be less involved in physical and social activities, which are important for the development of motor and social skills. Therefore, it is important for parents in Makassar city to find a balance between the use of technology and traditional social activities, such as playing outside, participating in community activities, and interacting with peers.

By understanding the unique characteristics of each child and the importance of direct interaction, parents can be wiser in managing the use of Mobile Touch Screen Devices (MTSD) in Makassar city. They can utilize technology to support children's learning while still ensuring that children have enough time to interact directly with their families and their environment. This will help children develop strong social skills, which are essential for their future success.

Emotional mental health disorders in early childhood living in orphanages include schizophrenia which includes negative behavioral changes such as often crying alone and arguing. In addition to schizophrenia, other emotional mental health disorders include stress, depression, trauma and digestive

complaints (Kurniawan & Sulistyarini, 2017). Thus, it is important for parents in Makassar to be aware of the potential negative impacts of the use of Mobile Touch Screen Devices (MTSD) in Makassar and try to maintain a balance between technology and direct interaction. Spending quality time with children, listening to them, and engaging in activities together can help reduce the risk of emotional mental disorders. Parents also need to ensure that children get enough time to play and interact with peers, which is important for their social development.

Awareness of the impact of Mobile Touch Screen Devices (MTSD) usage in Makassar city and the implementation of wise parenting can help create an environment that supports the mental health and social development of children in Makassar city. Thus, children can grow into emotionally and socially healthy individuals, ready to face future challenges.

4. Conclusion

Based on the results of this study, it can be concluded that the use of Smartphone Touch Screen Devices (MTSD) by young parents in Makassar City has had a significant impact on the culture of parenting. Three main findings identified are; (1) The use of MTSD causes a reduction in face-to-face interaction time between parents and children, which has a negative impact on emotional warmth and the quality of the relationship between them; (2) Children who are exposed to the use of MTSD by parents tend to experience decreased social skills, which is indicated by difficulties in communicating and socializing with others outside the family environment; (3) Disturbances in physical activity and creative play. Children also experience disruptions in physical activity and creative play, because they are more likely to engage in passive activities such as watching videos or playing games on MTSD, which have the potential to inhibit their motoric and creative development.

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