

Parenting Model Of Working Mothers On Their Digitally Native Teenagers In Using Gadgets

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Abstract: . In most part of the world nowadays, people - including parents and teenagers – are quite connected through the internet, especially through electronic devices such as computers and smartphones. Therefore, it is interesting to explore how teenagers nowadays use their gadgets and how their parents control this use. This study aims to investigate the parenting models of working mothers on their digitally native teenagers in using gadgets. The participants of this study are mothers who work outside their home. They are asked questions with regard to their teenagers' using gadgets by means of interview techniques. The method used for analysis is qualitative and descriptive one. The results show that in doing their parenting, working mothers basically apply democratic style. This style encourages children to discuss what they want, thus there is cooperation between parents and children. In addition, children are perceived as individuals, therefore, parents should provide guidance and direction. As a result, the control on the use of gadgets is still provided.

Index Terms : Digitally Native Teenager, Gadget, Parenting Model, Working Mother

1 INTRODUCTION

Internet-based information and communication technology currently plays an important role in humans' life. Various life activities in the fields of economics, education, social, culture and politics utilize these technologies. The rapid advancement of internet-based information and communication technology makes many people, including teenagers, very easy to obtain and access information. Unfortunately, this ease can cause a value shift in the society. The pattern of interaction among people has changed with the presence of technology such as computers or electronic devices. This happens especially for those who come from middle to upper economic social classes. Computers connected with telephones have opened opportunities for anyone to connect with the outside world without having to socialize directly [1]. As a result, there are likely moral decline, hedonism, changes in characters and behaviours, especially those of teenagers and middle-school students. The non-governmental organization Plan International Centre for Research on Woman (CRW) stated that in Indonesia, 7 out of 10 or around 84 percent of children in Indonesia were exposed to acts of violence in their schools. In 2014, almost every school in Indonesia had a bullying incident both verbal and psychological bullying. This data was supported by KPAI who stated that there were 369 complaints from the public regarding bullying from 2011 to August 2014.

In education surroundings, there were 1,480 cases of complaints [2]. The Indonesian Family Planning Association (PKBI) in Lampung found 12 junior high school students in a school in Lampung pregnant out of wedlock. In addition, according to Lampung's PKBI HIV Prevention Coordinator, 20 percent of CSW customers still hold high-school-student status [3]. The Board of Experts of Indonesian Mental Health (Bakeswa) Nova Riyanti Yusuf said that the tendency to die young by suicide has begun to be observed in Indonesia. The cause was in fact unnecessary, ranging from the dropped school grades to stress because of breakups [4]. According to WHO data in 2016, the suicide rate in Indonesia in 2012 was 4.3 percent and in 2016 it rose to 5.2 percent [5]. Furthermore, there is a phenomenon of some teenage vloggers who show off their hedonism lifestyle and are not shy showing off their body but they have a large number of subscribers and followers. According to Sunyoto Usman, the sociologist from UGM, this indicates that the Indonesian youngsters do not have mental strength and strong foundation. It includes the loss of a role model, thus when they see a figure considered to be "different", many young people are affected then copying the idol's style as it is [6]. Based on the above description, it seems important for parents to constantly equip their children with good character education. Good parenting can basically be said as one of the character education that starts from the family as the initial and closest environment that a child belong to. Therefore, it is the mother who becomes the main pillars of character education for a child, although the role of fathers cannot be ruled out. A mother will be said to successfully carry out their roles and functions if they are able to raise, guide and educate their children to succeed [7]. However, this role today is not easy to run, especially for working mothers. Besides having to work, a working mother still has to carry out her main duties at home, especially related to her obligations to take care of her husband and take responsibility for the character education of her children. A working mother

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must be very good at managing time and have the right parenting strategy. One of the proper parenting patterns is being able to adjust to the current situation and conditions, thus they can be accepted by today's children or often referred to as "digital native". The present conditions such as high attachment to technology, especially gadgets, is one important factor that must be considered. Based on this reason, the study intends to describe how working mothers do their parentings on their digitally native children in using gadgets.

2 THEORETICAL FRAMEWORK

2.1 PARENTING MODELS

Parenting can be defined as patterns of interaction between children and parents which include fulfilling physical needs (such as eating, drinking, and place for living) and psychological needs (such as security, affection, and caring) as well as the socialization of norms that are applied in the society so that children can live in harmony with their environment. In other words, parenting includes patterns of parent-child interaction in the context of children's education. According to Hurlock, child parenting is generally divided into three categories, namely: 1) authoritarian parenting, 2) democratic parenting, 3) permissive parenting. The characteristics of authoritarian parenting are those that parents make decisions, children should be submissive, obedient, and should not question, parents' authority is dominant, the child is not perceived as an individual, parents' controlling the child's behaviour is very strict, parents punish children if they are not obedient. Furthermore, the characteristics of democratic parenting are those that parents encourage children to talk about what they want, there is cooperation between parents and children, children are perceived as individuals, there is guidance and direction from parents, there is parents' control which is not rigid. Meanwhile, the characteristics of permissive parenting are those that parents give freedom to their children to do something, dominance is in the children, there is a loose attitude or freedom given by parents, no parents' guidance and direction, lack of parents' control and attention [8]. Similar to this view, Darling & Steinberg and Maccoby & Martin stated that "The classical model of four typologies of parenting is based on two orthogonal dimensions of parental behaviour: demandingness and responsiveness. Demandingness refers to the extent to which parents make control, supervision, and maturity demands in their parenting; whereas responsiveness refers to the extent to which parents show their children affectionate warmth and acceptance, give them support, and reason with them. Based on these two dimensions, four parenting styles have been identified: authoritative (parents who are high on both strictness / supervision and acceptance / involvement), indulgent (parents who are low on strictness / supervision and acceptance / involvement), authoritarian (parents who are high on strictness / supervision and acceptance / involvement) and neglect full (parents who are both

high on strictness / supervision and acceptance / involvement)" [9].

2.2 WORKING MOTHERS

Agustine Sukarlan Basri stated that currently there is a tendency for today's mothers to choose to return to work after giving birth to a child. It is not merely because they enjoy working. Rarely does a mother work for herself. The working mothers tend to participate in supporting the household economy. Even though there are mothers who decide to return to work for the sake of their career, they are not ashamed to admit that they feel guilty leaving their children on other people's caring [7].

2.3 DIGITALLY NATIVE TEENS

Adolescence is a development transition between childhood and adulthood which includes physical, cognitive and social change [10]. Similar to Santrock, Garison & Garison also argued that adolescence is 'in between periods' which refers to a period where individuals can no longer be classified as children but are not yet mature if classified as adults. According to Ramsey, adolescent age range starts at age of 10-13 and ends at the age of 19-21 [11]. Meanwhile, with regard to digital native, Hatch, Moore & Grisham in Gani stated that "The increasingly, rapid development of scientific knowledge and technology has resulted in sophisticated technological products, including various news and communication devices. Prior studies have indicated resources that the use of information and communication technologies (ICT) such as the Internet and gadgets has expanded and are impacting digital natives" [12]. Then Pernsky pointed out that "They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Computer games, e-mail, the internet, cell phones and instant messaging are integral parts of their lives. They are a 'native speakers' of the digital language of computers, video games and the internet. Digital natives are used to receive information really fast. They like to parallel process and multitasks. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to 'serious' work" [13].

2.4 GADGETS

Gadgets are small devices that are very useful to make users easy to fulfil their daily needs like those related to their work, entertainment, health and other needs in which a wide variety of interesting contents and various applications are provided. Banham defines gadgets as objects with unique characteristics, having units with high performance and relating to size and cost that serve to turn things into things that humans need. Thus, it is not surprising that mobile phones, laptops, tablets are categorized as gadgets [14]. Similarly, Gani stated about the

categorization: "...Gadgets such as cell phones, smartphones, computers, tablets, laptops and iPads" [12].

3 RESEARCH METHODS

This study uses a qualitative research method that applies descriptive-analysis using interview techniques to five informants. These informants are working mothers who have teenagers. The interview used is a semi-structured one. This kind of interview contains a list of specific questions based on the topics discussed, so that the respondents have sufficient flexibility in answering. Afterwards, the interview is transcribed, coded, and analysed using theoretical framework.

4 DISCUSSION

The following is the information summary of the participants, including the electronic devices they have used.

TABLE 1
Profiles of the Informants

INITIALS	Work	Child initials	School	Gadgets used by children
PA	Government Official	IR	High school	Smartphone Laptop
NS	Private employees	IF	High school	Smartphone PC
DS	Private employees	KZ	High school	Smartphone Laptop, PC
ICE	lecturer	WPN	High School	Smartphone, Laptops
MW	lecturer	LVR	Islamic Boarding School	Smartphone, Laptop

(Research Data, 2018)

The 21st Century is an era of digital technology that is characterized by the use of information and communication technology in various fields, including education. The effective use of ICT is considered to be able to enhance learning [15], assist teachers in teaching related activities [16] and classroom and workload management [16]. For this reason, many teachers currently use gadgets in their learning process. Indeed the rapid development of ICT also influences the environment at homes, specifically with regard to parents and children relationship. Alexandra Samuel found that some parents put strict limits (limiters) on what their children could watch or play, especially when young. Other parents, especially those of teens, let their children control screen time and embrace the idea that more tech is good tech (enablers) [17]. This study has resulted in a few models of parenting in which parents and children have relationship in terms of using gadgets. The five mothers stated that gadgets were used as media and tools to assist their children's schoolwork. According to PP and NS, their children's class teachers used gadgets to provide instruction on assignments and learning materials. Both PP's and NS's children

use smartphones only when they were at school or outside home, but if they were at home they used a laptop or computer. IR as the son of PP used a laptop, while IF as the son of NS used a PC. Meanwhile, DS and ES stated that gadgets, especially smartphones, are used by their children to communicate with their friends, especially when they must do their school assignments. For MW, her daughter LVR used a laptop to do her assignment and a smartphone to communicate with her friends. These five informants' teenagers usually spent their time at home interacting with gadgets after they returned from school. The mothers allowed their children to use gadgets because they realized that they were dealing with digitally native teens who in their daily lives would be difficult to be separated from electronic devices. "They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Computer games, e-mail, the internet, cell phones and instant messaging are integral parts of their lives." [13].

It is interesting to know that out of the five participants, there was only one mother who stated explicitly that she restricted her daughter in using gadgets at home. MW restricted the use of gadgets especially during two hours of study time, starting from 6 p.m. (when Maghrib starts until 9 p.m. This was done by MW when her daughter was at junior high. According to MW, her daughter's gadget was placed in the living room during the study hours, thus everybody in the house could watch it. However, when LVR entered high school, the restriction was not applied anymore. This was because LVR had entered boarding school models, so while LVR was staying in the school, she was not allowed to use gadgets at all. To communicate with her parents, LVR used cell phones which belonged to the boarding school's caregivers, and this was scheduled only once a week and limited for 10-15 minutes of one phone call. Therefore, when her daughter was at home, MW did not much restrict her in using her cell phone. However, the laptop that her daughter used when she was at home did not belong to her daughter personally but it belonged to MW. Moreover, the laptop was placed in an open place – the living room, thus the parents can control her using of gadgets. In other cases, PP and NS stated that they did not specifically restrict their sons from using gadgets, instead they invited their sons to talk heart to heart. PP stated that she reminded her son to use gadgets as much as possible for the benefits of school learning, in addition to reminding the son to open and see contents that were appropriate to his age. IR as the son of PP used a laptop which was often used by his father. This could also function as a means of control and parents can still see the history of their children's activities. PP even knew her son's email password. Even PP deliberately set up an Instagram and line account to be able to follow her son's activities. Meanwhile, NS occasionally took rest in her son's room while accompanying the son when he was doing his activity using a computer. In this occasion, NS pretended to ask questions about various things, for example how to download or how to see

the history of activities carried out by her son on that computer. This was done by NS as an effort to control her children's activities in using gadgets. In contrast, DS and ES did not put too many restrictions to their children in using gadgets. They also did not talk too much about it. DS said she didn't want to be regarded fussy by her child. These informants stated that they gave trust to their children. However, both of them stated that their children may be free to use gadgets as long as their daily duties at home have been carried out properly and while doing the tasks they were not allowed to hold or use their gadgets. ES gave a little additional arrangement for using gadgets. She stated that during dinner with the family, her daughter was not allowed to hold or do activities using the gadget. This arrangement was also carried out by MW for her daughter LVR. Generally the five mothers have applied democratic parenting. It was indicated when PP and NS invited their children to speak from heart to heart. It was also shown when DS and ES put trust on their daughters. However, they invited their daughters to work together. In MW's case, she understood the needs of her daughter by giving her freedom to use gadgets while she was at home because her daughter went to an Islamic boarding school, which in her daily life she was restricted from using gadgets. This way, children will feel that they are perceived and respected as a person. In addition, there was control that the five mothers carried out even though their children might not realize it. Control that is not rigid will make children feel appreciated. The model of democratic parenting carried out by the five mothers will provide the basis for the development of the characters of the digitally native teenagers to become more responsible individuals. They are taught to understand that the freedom given has consequences that must be justified. Control and restrictions carried out by the mothers, both explicitly and implicitly stated, are something that really needs to be done, so that the children will not be out of control. Parents, especially

working mothers, still have to do such caring in the midst of their busy lives. According to Lahtinen (2012), a number of studies show that young people appear to use the computer and the internet at home more often and more for entertainment than they do at school [18]. Therefore, working mothers still need to provide more optimal attention, guidance and supervision. In addition, they should catch up with the development of information technology, especially using gadgets, so that they know what to do to their children without children feeling that they are being watched all the time. Several studies have been conducted regarding the relationship between parental attitudes in caring for and educating children with increasing children's intelligence and creativity. One study mentioned that the highest increase was found in families who could fully accept children and who were democratic in education, compared to families who tended to reject the presence of children and who were authoritarian in education. In addition, other research shows that creative children come from mothers who are concerned with child autonomy. This type of mothers also prefer freedom and are less satisfied with their role as housewives only [13].

5 CONCLUSION

It is not easy for working mothers to carry out their tasks, especially those relating to parenting and those who have teenagers. Nowadays the development of communication and information technology is very rapid, causing gadgets to be needed as tools in human's life. The convenience that is obtained from the use of gadgets makes everyone use it. Therefore, it requires good parenting models, especially for those who have digitally native teens so that the use of gadgets does not make the teens out of control. With democratic parenting it is expected that teenagers will actually feel appreciated as a person, more responsible and more creative.

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