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Parenting Device Management in Developing Parental Educational Awareness

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Abstract

This study aims to obtain parental insight data on the management of gadgets through parenting carried out in the Anak Bangsa Kindergarten and to awaken parents' education consciousness. The research uses Mixed Methods with an Explanatory Design. Starting from the quantitative method first in full both at the stage of data collection, data analysis and results, and then entering the mixed method, where the quantitative results of 14 respondents are needed for clarification in selecting participants or research subjects as many as 3 people. Enter the qualitative method, namely by collecting data, analyzing data, and results. Interpretation emphasizes quantitative results where qualitative results serve to explain and elaborate quantitative results. The results of the study show that the majority of parents of Anak Bangsa Kindergarten students are very familiar with the principles of education (44%), very well understood with the positives and negatives of gadget use (43%), very well understood with the concept of gadget management (81%), and very well understood with the application of gadget management (86%). Qualitatively, through in-depth interviews, it shows that they have a good understanding of parenting and gadget management and have implemented effective strategies and solutions from what they understand: understand the three domains of education; understand the positive and negative sides of gadget use; understand the concept of gadget management, and; understand in implementing gadget management. The study found that the consistency of understanding and actions of gadget management is paradoxical with the results of previous research, namely the inconsistency of parental understanding obtained from parenting the use of gadgets with their daily application. The conclusion of this research narrows down to one novelty, namely the idea that a combination of three sciences (psychology, sociology, pedagogy) is needed to become a frame in gadget management and to observe further and delve deeper into the phenomenon of consistency and inconsistency of parenting in gadget management.
Keywords: parenting, gadgets, management.

Introduction

Technological advancements, including communication technology, in response to the developments and demands of the times with all their implications are a necessity. Gadgets as a communication technology product have become a device that is needed and used by almost everyone, including children. It is almost certain that nowadays everyone has a gadget. Gadgets seem to be inseparable from daily life in all social strata of society. Nowadays, people's lives are connected and depend on the existence of gadgets. As suspected by Deonisa Arlianta (Kompas. Id. March 14, 2022) that this phenomenon has emerged since the Covid-19 Pandemic which is characterized by increasing people's dependence on gadgets. The number of people who are addicted to online games and social media is increasing (Ajizah, 2023; Aldiano, 2020; Mufaroah, 2022). This phenomenon needs to be a concern (Handayani, 2020). When using

devices, parents need awareness about proper education.

Gadgets as a technology product have at least two benefits, namely wide access to information that allows users to access information quickly and easily through the internet, and; flexibility and convenience where it allows users to learn anywhere and anytime. Gadgets and internet access allow us to obtain information quickly and easily. We can easily search for information on any topic, read the latest news, browse research, and gain new knowledge. It can help in learning, research, and personal development (Miranti, 2021).

Besides the positive side, there is a negative side to excessive use of gadgets. According to Istiqamah (2024) and the Directorate General of Health Services (https:// yankes.kemkes.go.id. May 31, 2023), the negative impacts on children from excessive use of gadgets are: lack of sleep; disorders of the eyes; obesity; harmful to the brain, and; mental problems such as depression, anxiety disorders, difficulty focusing, bipolar personality, psychosis, and aggression.

There is a negative impact of excessive use of gadgets on children, so there needs to be supervision from parents of their children (Nurhati, 2022); Safira, 2022). There needs to be gadget management (Jaisyurrahman, 2023;Ramadhani, 2022). Parents need to be given parenting, which is transmission to parents about the science of parenting (Ajizah, 2023). Through parenting, parents are given knowledge about nurturing, guiding, and educating children properly. This parenting aims to increase parents' awareness that parenting needs correct knowledge and should not be careless, improve parents' knowledge and skills in terms of parenting by bringing together the interests and desires between the family and the school.

The results of this research aim to produce praxis in parenting device management at the early childhood education level. Praxis means practice confirms theory, and theory confirms practice. Praxis is needed in the process and dialectics of developing Science and Knowledge. In this research, the research results are confirmed and interpreted by theory and by the results of previous research by comparing and comparing them. Through confirmation, interpretation, juxtaposition and comparison, new practices can be produced in parenting device management. In accordance with the problems in this research, the discussion follows the problems and data produced to answer these problems.

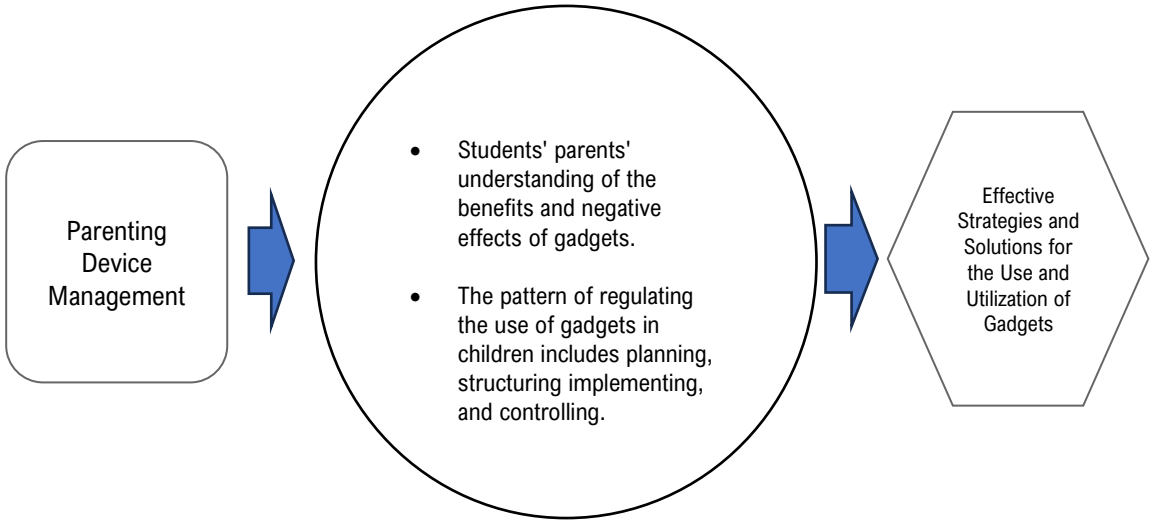


Figure 1.The Conceptual Framework

In this study, parenting data was excavated which was specifically carried out to anticipate the negative impact of gadget use on their children. In other words, in order for Gadgets to provide optimal benefits to children, there needs to be parental control. In control,

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parents need to be equipped with insight into Gadget Management from the planning, structuring, implementation, and evaluation stages. Through this gadget management parenting activity, it is hoped that the positive side of the gadget can be higher and the negative side can be reduced. Thus, research on the implementation of Gadget management parenting is considered necessary to be held. The problem in this research was solved using quantitative and qualitative mixed methods. This approach was taken because the data needed is data in the form of numbers and words or narratives. As for research objectives are to get: (1) data for constructive dialogue on various issues surrounding the use of gadgets; (2 data on parents' knowledge and understanding of correct educational principles; (3) data on parents' understanding of the positive and negative sides of using gadgets; (4 data on parents' understanding of device management and their seriousness in implementing it, and (5) various actual information, strategies and effective solutions to various problems using gadgets among school children. Whereas the benefits of research are: (1) availability of data for constructive dialogue on various issues surrounding the use of gadgets to improve children's knowledge, attitudes and skills; (2) availability of data on parents' knowledge and understanding of correct educational principles; (3) availability of data on parents' understanding of the positive and negative sides of using gadgets; (4) availability of data on parents' understanding of device management and their seriousness in implementing it; (5) availability of various actual information, strategies and effective solutions to various problems of using gadgets among school children.

From various sources the concept of parenting can be extracted. Parenting is child care or the attitudes and behavior of parents that involve feelings and thought patterns for caring for children. The purpose of parenting is to care for, protect and ensure the safety of children and prepare children to face their future.

In fact, parents are most responsible for their children's education. From the Three Education Centers, the family is the first and main center of education. If education in the family is good, then education in school (formal education) and society (non-formal education) just needs to be polished. Likewise for higher education, all you have do is perfect it.

From what is revealed above, it can be seen that parenting is an ideal theory that cannot yet be fully implemented ideally. Likewise in device management. There is still a gap between the ideal in theory and implementation in the field. In other words, there is no praxis that can be used as a reference in parenting; where praxis itself can be understood as theory confirmed by practice and conversely practice is confirmed by theory as a dialectic in building science and knowledge.

Based on the theoretical gap as explained above, it is necessary to conduct research using mixed methods with the aim of building a fairly strong theory regarding parenting and device management. From the development of a new theory of parenting on device management, a stronger theoretical foundation will be obtained for further research. In this research, parenting was specifically carried out to find out how parents anticipate the negative impact of using gadgets on their children. In other words, in order for gadgets to provide optimal benefits to children, there needs to be control from parents. In controlling it, parents need to be provided with insight into device management from the planning, structuring, implementation and evaluation stages. Through this gadget management parenting activity, it is hoped that the positive side of the device can be higher and the negative side can be reduced. Thus, research on gadget management parenting is deemed necessary to carry out.

The results of this reaearch support previous similar reserach, namely reserach on needs to be supervision from parents of their children (Nurhati, 2022; Safira, 2022) gadget management parents need to be given parenting, which is transmission to parents about the

science of parenting (Ajizah, 2023; Ariyanti, 2020).

Method

This section must be written out briefly, concisely, clearly, and adequately so it can be replicated. This section contains explanation of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques. These are not theories. In the case of statistical uses, formulas that are generally known should not be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be completely described. This section should be written not more than 10% (for qualitative research) or 15% (for quantitative research) of the body.

The four problem formulations that will be answered quantitatively and qualitatively from this study are: (1) how is the level of parents' understanding of the correct educational principles; (2) what is the level of parents' understanding of the positive and negative sides of the use of gadgets in children; (3) what is the level of parents' understanding of the concept of gadget management; (4) what is the level of parents' understanding of the implementation of gadget management.

Questions related to the level of understanding (what) about the correct educational principles, the positive and negative sides of gadget use, gadget management concepts, and gadget applications, are answered with quantitative data. The question concerns the substance of understanding (how) is answered with qualitative data.

In this study, Mixed Method was used which combined quantitative methods and qualitative methods, with the aim of eliminating the weaknesses of quantitative and qualitative methods (Creswell, 2016; Rofikoh, 2020; Bungin, 2022; Rosario, Anadia, 2020). Overall, the mixed method provides a dual perspective to enhance and enrich the meaning of the phenomenon. The conceptual framework of this study is as above (Figure 1).

The Mixed Method is an approach that must move from upstream to downstream, namely a methodological process that starts from philosophy, ontology, epistemology, and axiology (Bungin, 2022). The Mixed Method allows researchers to conceptually and analytically combine data fromquantitative and qualitative research (Creswell, 2016). In addition, it allows researchers to dig deeper into quantitative and qualitative data insights. This is in line with the problem that is developing more and more complex so that it is inadequate if only one method is used. The main premise of the use of mixed method research is that the mixed method makes most of the strengths of the data while neutralizing its weaknesses. With the mixed method, the researcher combines qualitative and quantitative methods to expand the evidence, improve the credibility of the findings, and canillustrate the results ofone method with the other method.

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Overall, the mixed method provides a dual perspective to enhance and enrich the meaning of the phenomenon. In this study, a Sequential Explanatory Design (Bungin, 2022) was used, as follow.

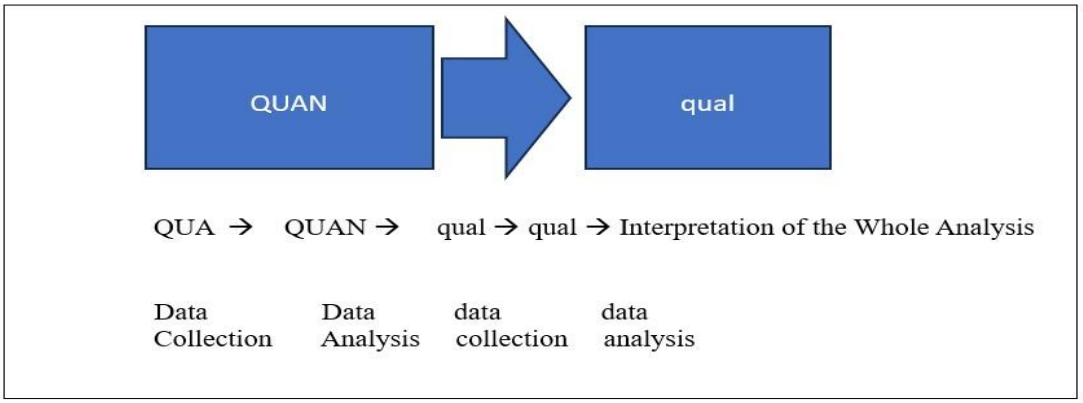


Figure 2: A Sequential Explanatory Design

This design is used to explain and interpret quantitative results based on the results of qualitative data collection and analysis (Bungin, 2022). In this design, first quantitative research is carried out followed by qualitative research. Qualitative data analysis is carried out by referring to the concept of Miles and Huberman (2014).

This research began in May 2024, as did data mining. Initial data was extracted using instruments. The instrument consists of 20 questions which include closed questions and open questions. There are 14 closed questions and 6 open questions. The instrument was filled in by 14 respondents. Closed questions produce quantitative data, and open questions produce qualitative data. Respondents filled out the instrument after they attended a presentation about gadgets, with the core contents of the presentation namely the existence of gadgets, the positive and negative sides of using gadgets, and the role of parents in gadget management. After the data has been analyzed and the pattern of answers is known, the next step is to determine the data source to obtain more in-depth qualitative data. In this step, the researcher's role is as an instrument (human instrument).

The real risk of this research is that it requires sufficient time to collect data, because both quantitative and qualitative data must be sufficient to use mutual confirmation and draw complete conclusions. If there is neglect regarding time, it will pose ethical risks and disrupt the quality of research results.

In this research, three main tools are needed, namely instruments, presentation materials in the form of power points and recording equipment for interviews. For researchers, the preparation and use of these three tools is very familiar as part of their daily duties as a teacher in higher education. The preparation of the questionnaire is based on the instrument grid. Aspects of the parenting concept, management concept, and gadget concept are the basis for compiling the questions. These aspects are then used as a guide for in-depth interviews with data sources

Results

In this research, a Sequential Explanatory Design was used where quantitative data and data analysis came first, followed by qualitative data and data analysis. Next, interpretation is carried out by comparing and comparing the two analysis results. Through this design, a number of findings were obtained. The findings in question: (1) are the parents of Anak Bangsa

Kindergarten students already understand that they have a high understanding of the principles of correct education; (2) are the parents of Anak Bangsa Kindergarten students have educated their children according to correct educational principles; (3) are the parents of Anak Bangsa Kindergarten students understand the positive and negative sides of using devices; (4) are the parents of Anak Bangsa Kindergarten students have made efforts so that their children can use devices to increase positive things and avoid the negative effects of using devices; (5) are the parents of Anak Bangsa Kindergarten students understand the concept of device management regarding time, location, duration, situation, application; (6) are the parents of Anak Bangsa Kindergarten students have carried out device management, namely planning, organizing implementation, optimizing devices, and supervising their children's use of devices; (7) are the parents of Anak Bangsa Kindergarten students understand how to implement general device management; (8) are the parents of Anak Bangsa Kindergarten students have implemented good device management for their children?

In this study, a Sequential Explanatory Design (Bungin, 2022) is used where quantitative data and data analysis are prioritized followed by qualitative data and data analysis. Quantitative data shows that the majority of parents of kindergarten students are very familiar with the principles of education (44%), very well aware of the positive and negative sides of gadget use (43%), very well understood with the concept of gadget management (81%), and very well understood with the application of gadget management (86%). Furthermore, interpretation is carried out by juxtaposing and comparing two quantitative results with qualitative results. From the pairing and comparison of the two types of analysis data, eight findings were obtained. The findings are: (1) the parents of the students of the Anak Bangsa Kindergarten have a high understanding of the correct educational principles; (2) has educated his children according to the principles of correct education; (3) have understood the positive and negative sides of gadget use; (4) has carried out efforts so that their children can use gadgets to improve positive things and avoid negative effects from the use of gadgets; (5) have understood the concept of gadget management related to time, location, duration, situation, application; (6) has carried out gadget management, namely planning, organizing implementation, optimizing gadgets, and supervising the use of gadgets in their children; (7) have understood how to implement gadget management in general; (8) has implemented good gadget management for their children. From these finding it can summarized in one conclusion that the students' parents have awakened their educational awareness.

The eight findings have implications for the theory that is the reference of this study. That the theory of parenting is true, as well as the theory of gadget management. That parenting theory contributes to parents' understanding of parenting, and that gadget management theory also contributes to parents' understanding in regulating the use of gadgets in their children. Both theories have been tested through this study and the results support the truth of the theory. The results of previous studies on the same subject also support the truth of the theory. The paradox occurred when the results of Mufaroah's (2022) research were raised, namely findings about parenting patterns, that permissive parenting became the dominant pattern (88.31%). In the sense that there is an attitude of "neglect and versatility" from parents towards their children.

From the results of sequential data analysis of answers to closed questions and answers to open questions, it is clear that there is consistency in the answers. Open answers confirm and elaborate on closed answers. The essence of all the answers is that the majority of respondents have understood and implemented what is conveyed in gadget management parenting, namely: the principles of correct education, the positive and negative sides of using gadgets, the concept of gadget management, and the application of gadget management.

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Qualitative data was not only extracted from open questions in the questionnaire but also from interviews with three selected respondents who then became data sources. Three data sources were selected based on educational background and ease of being found for interviews. Explicitly and implicitly this research question has been answered by respondents and data sources. The essence of their answer is that they have a good understanding of parenting and device management and have implemented what they understand.

The paradox in this study is that on the one hand, research results were found that showed a high understanding and good implementation of parenting and gadget management, but on the other hand, there was a dominant pattern of parenting , namely permissive. In the sense that there is still an inconsistency in the attitude of students' parents in parenting. About inconsistency is discussed in the theory of consistency which can be revealed from a number of sources.

Discussion

Gadgets as a technology product have at least two benefits, namely wide access to information that allows users to access information quickly and easily through the internet, and; flexibility and convenience where it allows users to learn anywhere and anytime. Gadgets and internet access allow us to obtain information quickly and easily. We can easily search for information on any topic, read the latest news, browse research, and gain new knowledge. It can help in learning, research, and personal development (Miranti, 2021).

Besides the positive side, there is a negative side to excessive use of gadgets. According to Istiqamah (2024) and the Directorate General of Health Services (https:// yankes.kemkes.go.id. May 31, 2023), the negative impacts on children from excessive use of gadgets are: lack of sleep; disorders of the eyes; obesity; harmful to the brain, and; mental problems such as depression, anxiety disorders, difficulty focusing, bipolar personality, psychosis, and aggression. The results of this research aim to produce praxis in parenting device management at the early childhood education level.

Through the Sequential Explanatory design where quantitative data and data analysis are followed by qualitative data and analysis, the conclusion of research results where quantitative data is elaborated by qualitative data is strengthened. Positivistic quantitative research and phenomenological qualitative research are knitted by post-positivistic mixed method research to make research results more comprehensive, holistic, and integral.

Positivism states that truth is objective; Phenomenalism states that truth is subjective, subjectivity is the root of objectivity and therefore in order to be objective, it must be constructed between the source of data (informant) and the researcher; Post-positivism states that truth must come from critical, rational and independent thinking. Mixed method here combine all three.

On the basis of the explanation mentioned above, it can be concluded that this study, which uses Mixed method that seeks the truth objectively and looks back at the truth obtained through joint construction between the researcher and the data source that he conducted critically, rationally and independently, has produced research findings that can be accounted for.

Based on the data and results of data analysis, it can be summarized in the form of integrated data digest. These are reflex of substances what parents have understood, namely: 44% already understand and have implemented substance 1 (parents understand the principles of education with its three domains cognitive, affective, psychomotor); 43% already understand and have implemented the substance 2 (parents understand the positive and negative sides of

using devices); 81% already understand and have implemented substance 3 (parents have understood the concept of device management (Planning-Organizing-Actuating-Controlling of time, location, duration, situation); 86% already understand and have implemented substance 4 (parents of children at Anak Bangsa Kindergarten understand how to carry out device management and have implemented it well for positive purposes for their children).

The proportion of parents' understanding of the concept of device management moved from 19% (Good) to 81% (Very Good). This shows that the majority of parents of Anak Bangsa Kindergarten students have a very good understanding of how they should use devices. The highest proportion in the Very Good category is normal because basically management is a general activity and some people have carried it out even though they may not understand the definition of management, and even without realizing it they have implemented what are called parenting principles.

They have experienced it and when asked about something similar, an understanding immediately emerges that accompanies their experience, because basically the concept of device management is part of childcare management or parenting. As in the studies of Whiterington (1999) ; (Gunarsa, 2022) and Kagan; (1984) regarding parenting, which is actually a parenting pattern to meet the needs of physical and psychological development in harmony.

Whiterington (1999) and (Maftuchatunni'mah & Nasir (2022) say that parenting is a total interaction process between parents and children. Meanwhile, Gunarsa (2022) said that parenting is a pattern of interaction between parents and children which includes physical and psychological needs and the norms that apply in society. On the other hand . Kagan (1984) defines parenting as a series of decisions regarding children's socialization which includes what parents must do to be able to be responsible and contribute as members of society.

From what is explained above, it shows that the results of this research are in line with theoretical studies and previous research results. In other words, the results of this research have confirmed the theories and results of previous research and even strengthened them.

The essence of the findings is: that the majority of parents of kindergarten Anak Bangsa students have understood parenting of gadget management and have implemented it well. There is a consistency between quantitative and qualitative findings. However, there is an inconsistency when juxtaposed with the results of previous research conducted by Mufaroah (2019) where the majority of parents (88.31%) chose a permissive attitude towards their children in the use of gadgets.

From the findings mentioned above, theoretical criticism can be raised, namely providing assessments and interpretations of research findings using established theories. For the results of this study, no gaps were found for Ajizah's (2023). in her conclusion said that parenting can prevent addiction to the use of gadgets. However, when juxtaposed with the results of Mufaroah, (2022) research, a gap appeared.

The gap is that the theory states that parenting is important and that the parents of the students of the Anak Bangsa Kindergarten have the same thoughts and attitudes, namely the integration of thoughts, words, and deeds. However, it turns out that the important assumption of parenting was refuted five years ago by the results of Mufaroah (2022) research which showed that there is a "permissive" attitude of parents towards what their children do. In a sense, the assumption of the importance of good parenting is not implemented in daily life.

From theoretical studies, this phenomenon can be discussed in the theory of attitude consistency to explain the concept of intricacies and the opposite side, namely inconsination and its causal factors. From the search of references, there have not been many sources that

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discuss the theory of attitude consistency in parenting studies. This consistency is closer to the study of psychology, especially personality psychology and social psychology.

Some of the sources of consistency theory that researchers found are: Science Direct (https://www.scincedirect.com) on Consistency Theory-General Description, and the Principle of Consistency and Causes and Functions of Behavior; Research Gate (https://www.researchgste.net) on Consistency Theory; Bina Darma University Repository (http://eprints.binadarma.ac.id) on Cognitive Consistency Theory; Changing Minds.org (https://changingminds.org) on Consistency Theory; Academia.edu (https://www.academis.edu) on Cognitive Consistency Theory; Wikipedia (https://id.wikipedia.org) on Con-sistency and Logic, and; Scrib (https://id.scrib.com) on Affective Consistency Theory.

The thought of the need to involve the theory of consistency arose after a gap was found between the results of this study and the research of Mufaroah (2019). Based on the above explanation, it is necessary to state here that the study of parenting needs to involve a theoretical foundation about consistency. The lack of involvement of consistency theory in this study is one of the weaknesses that causes the phenomenon related to the consistency of students' parents in the implementation of parenting. The function of the theory itself is to explain and predict the phenomena that will occur based on the standard pattern that it already knows. This study implies the need for a theoretical foundation about consistency when conducting parenting studies.

The findings of this study narrow down to one novelty that the understanding of the concept of parenting and the implementation of parenting is not always linear with the parenting pattern of the majority of parents. It is necessary to build a theory that explains the influencing factors that make the appearance of inconsistencies.

Influential factors are assumed to come from psychological, sociological, and pedagogical problems. Therefore, it is necessary to emerge a new science that is a blend of psychology, sociology, and pedagogy. Henceforth, the blended of these three sciences can be a frame in gadget management parenting to detect the causes of parental inconsistencies in thinking and acting, including in childcare activities and gadget management. The assumption of the importance of good parenting is not or has not been implemented in daily life.

From the theoretical study, this phenomenon can be discussed in the theory of attitude consistency to explain the existence of consistency and inconsistency and the factors that cause it. That the study of parenting does not involve a theoretical basis related to consistency and inconsistency. This is one of the weaknesses that causes the phenomenon of undetectable phenomena related to the consistency of students' parents in the implementation of parenting. The function of the theory itself is to explain and predict the phenomena that will occur based on the standard pattern that it already knows.

The finding of this research has beneficial for stakeholders of education, these are education policymakers, principals, teachers, parents, and researchers. With the availability of the findings of this research and so that the findings become more meaningful in the process of improving education, especially at the preschool level, the Education Office needs to schedule a constructive dialogue with various education stakeholders. This constructive dialogue is in order to improve the knowledge, attitudes and skills of preschool children in the use of gadgets. With the knowledge data and parents' understanding of the correct educational principles, the kindergarten principal needs to schedule a regular dialogue with people to share knowledge on various actual and contemporary education issues. With the knowledge that parents have a high understanding of the positive and negative sides of the use of gadgets, kindergarten teachers need to always collaborate with parents in the educational process of preschool children. Parents' knowledge and understanding can be an added value for collaboration and interaction

between teachers and parents. Also the high motivation of kindergarten parents in the implementation of gadget management is a very valuable capital to better educate their children. Parents need to be consistent in carrying out gadget management.

For researchers, that the existence of parental support for gadget management and the phenomenon of the tendency of the majority of parents to permissive parenting have implications for the justification that there is an inconsistency in parental attitudes. This paradoxical condition needs to be studied and explored from the point of view of psychology, sociology, and pedagogy.

Regarding of this research limitation, that the research was conducted in only one kindergarten so generalization is limited. Another limitation is time, where Mix Method used in this research needs longer, but bureaucratic constrains mean that research has to shorten the time. In the future, it is hoped that there will be similar research with multiple locations and a longer time.

Conclusion

The connection with these eight research findings can be narrowed down to one novelty, namely: that understanding of the concept of parenting and the implementation of parenting is not always linear with the parenting patterns of the majority of parents. From here it is necessary to build a theory that explains the influential factors that cause inconsistencies to appear. The influencing factors are assumed to originate from psychological, sociological and pedagogical issues. Therefore, it is necessary to emerge a new science which is a blend of psychology, sociology and pedagogy. Henceforth, the blend of these three sciences can become a framework for parenting device management so that it can detect the causes of parents' inconsistencies in thinking and acting, including in childcare activities and device management.

Through mixed methods in this research, a number of findings were successfully revealed which converged on one node, namely the idea of needing a combination of three sciences (psychology, sociology, pedagogy) to become a frame in device management and to look further and dig deeper regarding the consistency and inconsistency of care in management gadget.

The majority of parents of Anak Bangsa Kindergarten students have understood how to direct their children so that they are not negatively influenced in the use of gadgets.

Parents of Anak Bangsa Kindergarten students have implemented what they have gained from gadget management parenting, especially in the use of gadgets. Parents of kindergarten students have applied to their children how to benefit from the use of gadgets and how to avoid negative effects. Parents of students of Kindergarten Anak Bangsa not only understand but have implemented it based on the management function, namely planning, organizing, implementing, and monitoring it related to the time, duration, location, and situation in the use of gadgets.

Parents have effective strategies and solutions for the use of gadgets in their children, but the results of theoretical and empirical confirmation found inconsistencies between the importance of gadget management and the parenting pattern of the majority of parents, namely permissive parenting. Therefore, it is necessary to build a theory that explains the influencing factors that make the emergence of inconsistencies in gadget management parenting. The results of this study imply the need for a theoretical foundation on consistency and inconsistency when conducting parenting studies, including gadget management parenting.

The mixed method used in this study succeeded in revealing a number of findings that narrowed down to one node, namely the idea that a combination of three sciences

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(psychology, sociology, pedagogy) is needed to become a frame in gadget management and to observe further and dig deeper related to the consistency and inconsistency of parenting in gadget management. What is certain is that gadget management parenting activities have succeeded in raising parents' awareness of the need for goof education for their children. Raising parents' awareness of the level of supervision of children when using devices is an effective strategy and solution in kindergarten.

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