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The Effect of Hypnoparenting in Overcoming the Problem of Smart Device Addiction in Preschool Children at Ar Raudah Kindergarten Banjarmasin

Abstract

Background: The unwise use of smart devices in children negatively impacts psychosocial and physical health. Hypnoparenting is a communication technique involving the brain activity system between parents and children.

Objective: This research aims to determine the effect of hypnoparenting in overcoming the problem of smart device addiction in preschool children.

Methods: The study used a quasi-experiment design with a time-series experiment on 40 parents. A sample included 19 parents of preschool children at Ar Raudah Kindergarten Banjarmasin with a purposive sampling technique in August 2021. Inclusion criteria were parents with children with smart device addiction problems who have never applied hypnoparenting. Exclusion criteria included parents who were unable to accompany their children to sleep daily. The independent variable was hypnoparenting, while the dependent variable was smart device addiction. The research instrument was an interview guide and observation sheet.

Result: The results showed that there were 2 people (10,53%) with a low level of smart device addiction before hypnoparenting was carried out, 11 people (57.89%) with a moderate level, and 6 people (31,58%) with a high level. After hypnoparenting was carried out, there were 11 people (57.89%) with a low category, 7 people (36,84%) with a moderate category, and 1 person (5,26%) with a high category. The data analysis was conducted using the Wilcoxon Signed Ranks Test with p value = $0.009 < 0.05$.

Conclusion: The result showed a significant effect of hypnoparenting carried out for 21 days on smart device users. Hypnoparenting could be applied by parents for 21 days before bedtime to overcome the problem of smart device addiction to optimize growth and development in preschoolers.

Keywords: Hypnoparenting; Preschooler; Smart Devices Addiction

INTRODUCTION

Smart device user is one of the objects that make children comfortable using it for a long time. However, whether parents realize it or not, it is a

problem that causes developmental disorders in preschool children.

Indonesia is ranked as the sixth-largest smartphone user worldwide, with 73 million users (Herdyanto, 2019). The Indonesian Internet Service Providers Association (APJII) in 2017 released a report that Kalimantan was in the third position of the most internet users with 7.97% of users. Kalimantan was recorded as the largest distributor of internet users, with a percentage of 72.19% (Septania, 2019).

According to the result of a survey on the fulfillment of children's rights and protection during the COVID-19 pandemic by giving questionnaire sheets to 14,169 parents spread across 34 provinces, it was found that most parents allowed their children to use smart devices more than studying with a percentage of 79% and parents did not have rules for using smart devices with a percentage of 79% (Komisi Perlindungan Anak Indonesia (KPAI), 2020). According to Wulandari and Hermiati's Research (2019), it was found that 59 (59%) of 100 children had been suspected of mental and emotional disorders due to smart device addiction. Children who are smart device addicts tend to experience a lot of negative impacts.

A preliminary study conducted in January 2021 on 5 parents of students at Ar Raudah Kindergarten Banjarmasin revealed that their children did not know when to use smart devices properly and were fussy if not given. The head of the school also said that school regulations had conveyed that children were not allowed to use smart devices while in school but still preferred to play with smart devices. Most of the children at Ar Raudah Kindergarten Banjarmasin also seemed to enjoy playing with their smart devices. During break time, the children came to their parents and played with their smart devices. It showed that most of the preschool children at Ar Raudah Kindergarten Banjarmasin did not play together with their friends in or outside the class.

Smart device addiction has a bad impact on psychosocial and physical health. Excessive use of smart devices in preschool children can lead to various disorders such as hearing loss, vision, aggressive levels, and insensitivity to the environment and can make a person difficult to sleep (Anggraeni, 2019). With the development of technology, the supervision and attention of parents must increase. In era 4.0, several methods

emerged to direct children to behave well. One method that brought children into something without having to force with threats and violence is the hypnoparenting method. Hypnoparenting is a hypnosis application that suggests children with positive sentences to educate and care for children (Tirtoni, 2019).

This research aims to explore the situation of children who are addicted to smart devices and effective hypnoparenting techniques in shaping children's character. Furthermore, there has not been a study similar to the research. Specifically, the researchers conducted research to identify the effect of hypnoparenting techniques on smart device addiction problems in preschool children.

METHOD

This research used a quasi-experiment design with the time-series experiment. This method was used to determine the effect of hypnoparenting in overcoming smart device addiction in preschool children at Ar Raudah Kindergarten Banjarmasin. The population in the study was the parents of students of 4-7 years old who were registered at Ar Raudah Kindergarten Banjarmasin for the academic year 2020-2021, totaling 40 people. The sample included 19 parents selected using the purposive sampling technique. The inclusion criteria included parents who had students in kindergarten of grades A and B, enrolled in the 2020-2021 school year, experienced smart device addiction according to the quality and quantity of smart devices users on Puspita's research, cooperative and understood the research intervention, never carried out hypnoparenting technique, willing to do hypnoparenting and respondent by signing informed consent.

This research instrument was an observation form about the quality and quantity of smart device users. Documents included records of events that had passed. It was noted in the book containing observations of children's activities and development after being given hypnoparenting therapy by their parents from weeks 1-3. It was filled in by parents using online media such as Google Forms to evaluate the quality and quantity of smart device users and parenting group chat for remembering and following up with parents to do

hypnoparenting during bedtime. The data analysis was carried out to identify the effect before and after the independent and dependent variables using the Wilcoxon Signed Ranks Test with α 95% confidence degree. If the p -value $\leq \alpha$ (alpha), the effect of hypnoparenting on the problem of smart device users in preschoolers is statistically significant.

The data collection protocol has been approved by the ethics commission at the Faculty of Nursing and Health Sciences, Universitas Muhammadiyah Banjarmasin, with certificate number 126/UMB/KE/VI/2021.

RESULT

Demographic characteristics data described aspects related to research respondents. There were seven variables in the demographic data characteristics of respondents. The description of the distribution of demographic characteristics (Table 1) and the results of the level of smart devices user before and after hypnoparenting (Table 2) are as follows.

(see table 1)

In Table 1, demographic data of smart device users show that there are 14 children aged 6-7 years (74%), 11 male children (57%), 12 mothers aged >30 years (63%), 14 fathers aged 20-30 years (74%), 14 mothers and fathers with senior high school education level (74%), 18 mothers as a housewife (94.7%) and 9 working fathers (100%).

(see table 2)

Table 2 shows that the level of smart device addiction before hypnoparenting was dominated by a moderate level with a total of 11 children (57,89%), while the level of smart device addiction after hypnoparenting was dominated by a low level with a total of 11 children (57,89%) after 21 days.

DISCUSSION

Characteristic of Respondent

The results showed that most respondents are in 6-7 years (74%). Preschoolers are those aged between 3-6 years (Puspita, 2020). Preschool-age children are a golden age for children's growth and development because their social, scale and mental development

must be educated properly (Nujulah & Kunia, 2019). The minds of preschoolers have not been able to think specifically and tend to respond without further consideration. 95% of parents' words, attitudes, actions, and environmental influences will enter easily into the subconscious mind of children as if without being filtered or digested (Jafri & Perintis, 2014). The characteristics of children's cognitive development include being able to think using symbols (symbolic functions), their perceptions still limit their thinking, their thinking is still rigid and inflexible, and children have begun to understand the basics of grouping things or the basis of one dimension (Wulandari et al., 2021).

Regarding gender characteristics, the result showed that most of the children were male (57%). Liang, L., Zhou, D., Yuan, C., Shao., & Bian (2016) stated that males were more likely to suffer from internet addiction than their female counterparts. Males use the internet for entertainment and to reduce stress, while women tend to use the internet to search for certain tasks and information (Rahmawati et al., 2021).

Regarding the characteristics of parents' age, the results showed that the age of the mother was in the age range of > 30 years (63%) and the father aged 20-30 (74%). It indicated that parents' age is at a productive age in educating preschool children. Health services for productive age are in the age range of 15-59 years (Sari et al., 2021). During this productive age, parents are expected to provide the best care for their families so that problems in the family are more easily resolved (Herliani et al., 2021).

In terms of the characteristics of parental education, most mothers and fathers were at the senior high school level (74%). The higher the level of parental education is, the lower the deviation in child development will be; although It is not absolute if parents who have lower education are not able to take care of their children properly. Parents have a control system over the child's life, have wisdom, and provide guidance and direction to the child so that the child has goals to be achieved in his time based on the tasks and their development (Mustofa, 2019). Parental education affects the development of the child's personality as parents pay more attention to all changes and developments in their children. The level of education of parents,

especially a mother, greatly influences parenting, healthy living behavior and education, thereby reducing the risk of developmental delays in children (Setianingsih et al., 2018).

Regarding the characteristics of parents' occupations, the result showed that most mothers are housewives (94.7%), and most fathers are working (100%). The role of the family for children nowadays is very important. Parents are a reflection of children in behaving, speaking and socializing in the outside world. The family is the smallest unit in society that has an important role in influencing the growth and development of children. Parents are in the spotlight of the personality shown by a child, so one of the important tasks of parents is to make children have a quality personality (Nujulah & Kurnia, 2018).

The study's results also explained that housewives had more time for family members as it is easier to spend time, attention and love for children so that mothers who gave intervention to their children could be more focused.

Level of Smart device addiction

Smart device user is a testament to the advancement of technology. The existence of a smart device undeniably can help someone in life by facilitating communication between individuals. However, the big impact of smart devices is that it affects a person's social development (Puspita, 2020). A smart device is an electronic device or instrument with the purpose and function of operationally helping the work of the person who owns it (Iswidharmanjaya, 2014).

Preschoolers are already familiar with the existence of smart devices. The changing times have resulted in not only adults but also children being unable to be separated from smart devices. Research from Rideout and Starburger found that preschoolers played with smart devices for approximately two hours per day, and school-age can spend approximately three hours. The ideal time for children is no more than 1 hour in one day playing smart devices (Puspita, 2020).

Children in preschool are mostly influenced by the mother and father's parenting style. Cooperation between mother and father will determine the results of children's growth and development from various aspects. According to Werdiningsih and Astarani (2012), the active role of parents in the development of children is very necessary when they are under five years old or toddlers. Mother is the main character who acts as the first educator in every stage of child development. Good mother skills are expected to have good monitoring abilities as well. The role of the mother is not only educating but also nurturing or caring, giving love and being a role model for her child.

Undeniably, some children can spend hours playing with their smart devices compared to leaving the house and playing with their peers. Through these smart devices, children can view pictures, listen to music, watch videos, and play online and offline games. The children basically have a high curiosity and have deferred imitation during this stage as well. Moreover, they are able to follow and practice it. Most parents are more comfortable giving smart devices to their children, allowing them to stay at home and not play far away. Moreover, it is easier to use smart devices with their fingers so that children can use them, especially during the COVID-19 pandemic (Juherna & Primawistri, 2016).

The results of table 2 show that the level of smart device users in preschool children before hypnoparenting was at the medium level with a total of 11 people (57.89%). The intensity of smart device use is divided into 3 levels, namely; low with a duration of 1-30 minutes/day and a frequency of 1-3 days/week; moderate with a duration of 31-60 minutes/day and high with a frequency of 4-6 days/week; high with a duration of >60 minutes/day and daily frequency. The ideal duration for playing on smart devices is 30 minutes-1 hour (Nurmasari, 2016). Parents must consider the total time spent using smart devices because if it is done continuously, it will impact children's development. The duration of using smart devices for a child should only be less than one hour every day. It is in line with the association of American and Canadian pediatricians who explained that the duration of smart device use needs to be regulated. Children of 3-5 years old should be one hour per day. If the use

of smart devices exceeds the specified time, it will negatively affect children (Puspita, 2020).

Smart device use in children is uncontrolled, resulting in striking changes in children's daily behavior (Suherman, 2019). Indicators of children addicted to smart devices are continuous use of smart devices accompanied by a lack of interest in socializing, spending more than 2 (two) hours using smart devices, protesting all restrictions and rules about smart device use, unable to spend a day without smart device use, and always asked to be given a smart device. If not given, the child develops tantrums and is most unlikely to play outside the home. A further sign of addiction also includes insisting on going home early to play games at home, refusing to do daily routines, preferring to play smart devices, and refusing to sleep or take a shower (Wulansari, 2016).

The reason for giving the smart device to children is caused by the desire of parents to carry out daily activities without being disturbed by their children, do not want the house to be messy, and children who like the features of existing applications on smart devices so that they often ask for smart devices from their parents and lack of supervision and time with children. Alviani, Latiana and Mulawarman (2020) explained that the family is the main pillar in preventing the bad effects of the digital revolution. The factors that cause children to recognize smart devices are the behavior exemplified by parents, busyness and lack of attention by parents, so they want convenience by giving smart devices to children without giving proper explanations and knowledge about smart device use.

The impact parents must know before deciding to give smart devices to children includes decreased concentration while studying, being lazy to write and read, and decreased social skills (Alviani et al., 2020).

Putri (2018 in Suherman, 2019) explained that three factors caused smart devices addiction, namely parenting style, which introduced smart device users to children, neuroscience in the form of fun things children get from smart devices that will stimulate the brain to produce dopamine so that it produces feelings of pleasure and being comfortable, and technological design factors from

smart devices. The features provided by the smart device prevent children from getting bored for a long time.

The American and Canadian Physicians Association explained that the negative impact of using smart devices that exceed the specified time limit is that children become lazy to move, prefer to be alone and do not want to socialize (Puspita, 2020). However, smart devices positively impact early childhood development as long as they are given limits, such as the ability in choosing information and making decisions quickly (Subarkah, 2019). Parents' decisions in giving smart devices need to be balanced with giving time allocation based on the child's age, good supervision and explanation from parents so that the use of smart devices can benefit children's growth and development.

The duration of using smart devices for a child should only be less than one hour every day. It is in line with the association of American and Canadian pediatricians, who explained that the duration of smart device use needs to be regulated. Children 3-5 years old are one hour per day. If the use of smart devices exceeds the specified time, it will harm children. The duration of 30 minutes-1 hour per day is the ideal duration for children to play with smart devices (Puspita, 2020). Based on the explanation above, it can be concluded that the motivation and behavior of parents and children are related. The behavior of parents influences the positive and negative behavior of a child.

Furthermore, the results of table 2 show that the level of smart devices addiction after hypnoparenting is in the low-level category (57.89%). The minds of preschoolers have not been able to think logically and tend to respond without further consideration. 95% of parents' words, attitudes, actions, and environmental influences will enter easily into the subconscious mind of children without being filtered or digested (Jafri & Perintis, 2014). The main principle of hypnoparenting is repeated suggestions to children when the child's brain is in Alpha waves, namely when the child is in a relaxed state or condition (drowsy and eyes begin to close). Positive or negative affirmative sentences conveyed will be suggestions entered and recorded in the subconscious of a child. Thus, it will eventually affect changes in children's behavior (Anugraheni, 2017).

The data analysis used the Wilcoxon Signed Ranks Test, which obtained a p value = $0.009 < 0.05$. This value was statistically significant (p value < 0.05) that "Ha is accepted", indicating that there was an effect of hypnoparenting in overcoming the problem of smart devices addiction in preschool children at Ar Raudah Kindergarten Banjarmasin. Along with the development of technology, the supervision and attention of parents must increase. In Era 4.0, several methods emerge to direct children to behave well. One method that brings children to do something expected without having to force it, especially with threats and violence, is the Hypnoparenting method.

A method of hypnosis, namely Hypnoparenting, makes an alternative to change the negative behaviors of children addicted to smart devices to reduce their use. This method is simple, easy, inexpensive, non-invasive, harmless, and effective or best done by parents in caring for their children by giving suggestions to children. Hypnoparenting is effective in overcoming various problems in children. Factors influencing the success of hypnoparenting include parents must understand the child's real problems, and the child's environmental conditions must be optimal, such as being surrounded by parents who are not in conflict (Faeni, 2012).

One of the methods of hypnosis by parents is communicating and advising children by using suggestions to the subconscious mind. The trick is to lead the person to be able to enter the alpha wave so that the child feels calm and comfortable and finally sleepy. When the children come to theta waves and are given positive suggestions, the RAS (Reticular Activating System) opens and can absorb these suggestions (Faeni, 2012). According to the result of community service activities regarding the application of hypnoparenting to overcome problems in early childhood, hypnoparenting can be applied in everyday life and change children's attitudes and behavior (Anugraheni, 2017).

Hypnoparenting intervention pays attention to the condition of the child, who will be given positive suggestions. The research sample had been given scripts of hypnoparenting stages so that parents were helped in remembering the stages that would

be given to children by introducing Allah to the children to become Islamic students, based on the vision and mission of the Ar Raudah Kindergarten Banjarmasin. The ideal hypnoparenting stages for parents consist of pre-talk (recognize the child's problems in detail), pre-induction (children are in a comfortable position), induction (children begin to enter the alpha wave), suggestion (children have entered theta waves) and post-hypnotic suggestions (suggestions are entered and are expected to persist) (Faeni, 2012; Lucy, 2012; Ulfa, 2019).

Hypnoparenting should be done regularly in a consistent repetition process. Hypnoparenting can be successful if parents or caregivers are consistent and committed to implementing this therapy with patience. Although children are easily influenced, it does not mean they can juggle children as desired in a short time. Giving the child motivation or enthusiasm enables the children to do the desired thing when giving suggestions. In this case, it takes a long time and frequency to apply hypnoparenting to children (Siahaan, 2018).

Mothers were gathered at school to be given demonstrations by a hypnotherapist and then practiced one by one so that mothers were declared capable of carrying out hypnoparenting at home for their children. Next, they joined the respondent group that the researcher had created to monitor and remind the mother to do hypnoparenting before the child went to bed.

The duration of giving hypnoparenting intervention by the mother of preschool children was 21 days at night before the child's bedtime, with the content of suggestions given based on the script given by a hypnotherapist. There was a change in the level of smart device use in preschool children before and after the mother's hypnotherapy intervention consistently and continuously. It aligns with research by Astuti et al. (2019), showing that 3 weeks of hypnoparenting significantly reduced the frequency of children's enuresis. It was supported by the consistency of parents who delivered positive suggestions continuously. The hypnoparenting method is easy to apply at home consistently to get effective results.

Scientific experiments proved that the right duration to change a new habit or way of thinking for the better was 21 days. Giving consistent interventions for 21 consecutive days will show changes in habits that lead to a better future life. The most important step in changing a habit is to be aware of it (Luci & Rizky, 2012; Yusuf, 2012; Reklau, 2017). In line with the opinion of Dr. Maxwell Maltz, a doctor and transformation expert confirmed that a new habit takes 21 days or approximately 3 weeks. The 21-day concept has become popular, delivered by motivators worldwide to the trainees they hold, as it creates habits that shape children's personalities (Junaedi, 2017).

Furthermore, many technological developments have contributed to human life. It will be easier for parents to convey education to their children to instill character from an early age if it is used with parental guidance through hypnoparenting (Sudarsana et al., 2019). The intensity of children's use of smart devices is given based on parental supervision as children have not been able to control themselves and the impact of using them for such a long time. Based on the explanation above, it can be concluded that the world of preschoolers is fully influenced by the role of parents, who will positively or negatively impact the children's behavior toward smart device use.

CONCLUSION

The hypnoparenting intervention in preschool children significantly overcame the problem of smart device use in preschool children at Ar Raudah Kindergarten Banjarmasin. Children are the potential successors of the nation's ideals and are expected to become a quality generation (Anggeriyane, 2019). Thus, parents should maintain hypnoparenting interventions with positive suggestions to improve children's growth and development.

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Table 1. Characteristics of Respondents

Respondent Characteristics	Frequency (n)	Percentage (%)
Children's Age		
4-5 years	5	26
6-7 years	14	74
Children's Gender		
Male	11	57
Female	8	43
Mother's Age		
<20 years	0	0
20-30 years old	7	37
>30 years	12	63
Father's Age		
<20 years	0	0
20-30 years old	14	74
>30 years	5	26
Mother's Education Level		
Elementary School		
Junior High School	2	10
Senior High School	0	0
Collage	14	74
	3	16
Father's Education level		
Elementary School		
Junior High school	3	16
Senior High School	0	0
Collage	14	74
	2	10
Mother's Occupation		
Work	1	5.3
Housewife	18	94.7
Father's Occupation		
Work	19	100
Unemployed	0	0

Table 2. The Result of Level of Smart devices addiction before and after Hypnoparenting in Preschool

Level of Smart devices user	Children			
	Pre Test		Post Test	
	n	%	n	%
Low	2	10,53	11	57,89
Moderate	11	57.89	7	36.84
High	6	31,58	1	5,26
Wilcoxon Signed Ranks Test		P=0,009, $\alpha=5\%$		