Understanding and Adaptation of Parenting Styles Applied By Parents in the Digital Era (Study on Bugis Families Working in Bone Regency, Indonesia)

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ABSTRACT: In addition to adapting with ease in the digital era, parents must be able to understand and adapt to their conditions as workers. This research aims to find out how working parents adapt to developments in the digital era and to analyze the role of the extended family environment. This research was conducted in China District, Bone Regency using a qualitative descriptive research method with a case study approach. Data collection was carried out through observation, documentation, in-depth interviews. The informants are parents who work and have children aged 1-6 years. The results of research on the use of digital technology can be applied in parenting, considering that the child can learn a lot of learning features and monitoring media for working parents. even so, at the age of a child who is still under 2 years old, it is recommended not to be allowed even though the extended family environment is also easy to provide access for the child to use a mobile phone. In general, the pattern of parenting in Bugis families tends to apply 3 types of parenting, namely Authoritative (2) Authoritarian and (3) Permissive. Along with today's digital developments, with various kinds of technological sophistication, the type of parenting style of working parents to their children has also changed. The use of digital technology can still be applied according to the age of the child and with time limits for using digital technology.

KEYWORDS: Understanding and Adaptation; Digital parenting; Working parents

I. INTRODUCTION

In today's digital era, with various kinds of technological sophistication, the type of parenting style for their children has also changed. It should be underlined that every parent has their own way of raising children. As the first educator for the growth and development of a child, the role of parents is very important in shaping the behavior and character of children. Fatmawati et al (2019) state that the pattern of interaction between parents and children is in the context of children's education. One of the successes in parenting is determined by parenting style (Rahkmawati, 2015). Parents perform this role with various patterns of action or parenting. Research on parenting has been carried out since the mid-20th century by Baumrind. From this study, Baumrind divided three different parenting styles, including authoritarian, permissive and democratic (Hasnawati, 2013).

In practice, parenting includes taking care of food, drink, clothing, shelter, and ensuring the success of their growth and development until the child grows up (Hidayah et al., 2019). Nasution & Sitepu (2018) added that parenting style is very closely related to the behavior displayed by children. Rahmat (2018) states that it is parents who accompany and guide all stages of a child's growth in every stage of their development. In early childhood, namely between the ages of 0-6 years, the care in question must cover the basic needs of child growth and development, namely needs regarding stimulation or sharpening, needs regarding affection or affection, as well as needs regarding physical biological growth or development. foster. (Beck, 2005).

The rapid development of technology in today's digital era has caused the values that are born, both positive and negative, to also experience extraordinary shocks for humans, including in parenting patterns (Aslan, 2019). Along with the development of the digital era, many parents use digital technology to help stimulate children's development. Problems for parents in educating their children, in the current digital era, the point of resolution has not yet been found (Hasnawati, 2013). At each stage of child development, parents must be able to adapt to child development patterns, for example in toddlers aged 1-3 years (Dilanti & Nasution, 2020). Parents accompany children at the age of 1-3 years so that (a) they have limited viewing time on digital media; (b) utilizing digital media in the form of audio to increase vocabulary, numbers and songs; (c) utilizing programs/applications to increase prosocial behavior in children, for example empathy or sharing; (d) utilizing information about various kinds of people with different backgrounds to learn about diversity; (e) Avoid showing digital media programs that contain elements of violence and sexuality; (f) avoid viewing scary digital media programs, such as ghosts; (g) avoid viewing

digital media programs that use obscene and aggressive language because children can remember and repeat them; (h) avoid showing advertisements in digital media with content that is inappropriate for an early age; (i) assist and interact with parents/caregivers when using the media; (j) avoiding the use of digital media and devices as a "substitute for parental roles".

In children aged 4-6 years. Parents accompany children aged 4-6 years with the aim of: (a) having a mutual agreement that is understood and followed by the child, monitoring its implementation, consistently implementing consequences for violations and giving appreciation for the success of the child in carrying out the agreement; (b) utilizing educational programs/applications related to school readiness. For example the introduction of letters, numbers, and basic knowledge; (c) utilizing programs/applications that teach friendship behavior and respect for existing differences and diversity; (d) discussing the similarities and differences between children and their favorite characters seen through the media, with the aim of increasing skills in distinguishing between bad and good things; (e) avoid showing digital media programs that are full of violence and sexuality; (f) avoiding digital media programs that are biased towards gender identification and deviation; (g) avoid digital media programs/shows that show the characters solving problems with violence; (h) guiding children to know what is fact and fantasy.

Apart from adapting to the easy access to technology and information in the digital era, many parents have to adjust to their working conditions. The current model of parenting is starting to clash with the activities of parents who choose to have a dual-career family status, namely the family phenomenon where both father and mother work outside the home. As a result, parents have no other choice but to delegate temporary care to a second party, namely the babysitter. It may be that the other party is the grandparents from the child's side, uncles, aunts, neighbors, household assistants, or daycare (Bahfen, 2019). The purpose of parents doing dual-career is for reasons of economic demands (Hanik & Nawafilaty, 2018). Semnetara (Lisa & Astuti, 2018) said that the roles of husband and wife as partners in child rearing should have roles that are in line and complement each other even though carrying out their duties and functions will have differences.

Based on the results of research from Santoso and Fahrinnia (2018), the dual career family situation places the mother in a working position so that a third person is involved in childcare. The same thing was reinforced by Gurbiiz and Kiran (2018) stating that children's social skills were higher when raised by democratic and permissive mothers when compared to parenting by authoritarian mothers. This phenomenon occurs a lot when a mother is described as a career woman because she feels that choosing status as a career woman will make her look ideal and exclusive (Wilson, 2006). The purpose of this study is to analyze in more depth how the type of parenting style is applied in the digital era with the status of parents who work in Bugis ethnic families in Bone Regency. On the basis of fulfilling the family's economy, fathers and mothers at this time have to work outside the home so they are forced to leave their children with a second person (grandmother, family or helper).

METHOD

This study uses a qualitative descriptive research method using a case study approach. This qualitative descriptive study aims to determine parenting styles in the digital era for parents who work in Bugis ethnic families in Bone Regency. The informants in this study were several families with working fathers and mothers and children aged 1-6 years. The data collection techniques in this study consisted of 3 ways, namely, observation, documentation, in-depth interviews;

1. In-depth interviews, the research was carried out as an effort to obtain in-depth information from informants, the interviews were conducted unstructured but so that the interview process could be on the right track, the researchers used interview guidelines. The purpose of the in-depth interviews was conducted so that the interview process could be flexible/not rigid and more open so that they could dig up in-depth information.
2. Observation in this research the observations made are an attempt to observe directly in the field. Researchers aim to observe and record information related to family conditions.
3. Documentation, namely data collection techniques in the form of pictures or existing recordings, which are then used to enrich research findings.

This research data analysis was carried out to obtain answers described from the research focus obtained from several informants. The data that has been obtained or collected in the field can already be analyzed. Qualitative researchers have to carry out analysis from the beginning of obtaining data and not waiting for data to accumulate or collect everything (Fatchan, 2015). Next is the process of data analysis and then it is reviewed based on the results of observations, in-depth interviews, and documentation. In-depth data analysis in this study used interactive model data analysis, by Miles and Huberman in Moleong (2012), namely data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Understanding and adaptation of parenting styles applied by parents to Bugis society in the digital era

This research was conducted in the District of China, currently the population of the District of China in 2021 is 29,066 people consisting of 14,202 men and 14,864 women. The average population density in the Cina District in 2021 is 197 people per

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Km2 (BPS, Bone Regency, 2022). As a region that is experiencing the development of the digital era, the use of digital technology cannot be avoided in all aspects of life, including child care.

Based on the grammar, parenting consists of the words pattern and foster. According to the General Indonesian Dictionary, the word pattern means a model, system, way of working, form (fixed structure), while the word foster means guarding, caring for, educating children so they can stand on their own. According to Petranto, parenting is a pattern of behavior that is applied to children that is relatively consistent from time to time. This pattern of behavior is felt by children, both negatively and positively. The parenting style instilled in each family is different, this depends on the views of each parent. Gunarsa (2002) says that parenting is a way for parents to act as parents towards their children where they carry out a series of active efforts.

Parenting is fundamental in the formation of character. Exemplary parental attitudes are needed for children's development because children do modeling and imitation of their immediate environment. Parenting style is the way parents interact with children (Tridonanto, 2014). Openness between parents and children is important in order to prevent children from negative influences that exist outside the family environment.

The results of the study show that several informants said that they support the use of digital technology by their children. It is undeniable that the role of the family in child development is needed by young couples who have early childhood. In this aspect, parents need to practice self-evaluation, have an understanding with their partner, communicate thoughts and feelings, and encourage other family members to create a positive parenting climate. In addition to the role of both parents, the role of the extended family in child rearing has at least had an impact on children, especially for children with working parents. Kartini, a private employee, revealed that time with children is used as best as possible to build attachment between parents and children, even though they only have 2 hours to be with children on weekdays, namely only at night.

"Yako wettu esso ajjamang iya sibawa lakkaikku biasa de nengka uwanre ele sibawa anaku, nappa anakku utaro di nenena jaji anrena anakku diabburang ko di nenena ato melli di pabbalue. Nasaba 5 umuruna taunni iya uwellianni handphone jaji wedding maccule calalena di handphone e bara de naganggui andrinna ya nappa 2 taung. Nasaba missinyawa mita nenena deammeng nulle manruang 2 eppona jaji yako daengnna maccule handphone nenena nulle lebbi mattujui manruang anrinna. Namo sibuka tette meto usahakang sellei wettu ya llabe ee yako wettu libur majjama sattu na ahad uwerai anakku lao jokka-jokka sibawaka maccule"

"On weekdays my husband and I almost never have breakfast with the children, and my child leaves it with his grandmother so that the child's food is made by the grandmother or bought at the shop. Because he is already 5 years old, I bought him a cell phone so he can play games by himself on his cell phone so he doesn't disturb his younger brother who is only 2 years old. Because it's a pity that the grandmother will be overwhelmed looking after her 2 grandchildren, so if her sister plays on her mobile phone, grandma can focus more on looking after her younger sibling. Even though I'm busy, I still try to make up for the time spent on Saturday and Sunday off work by taking my child for a walk and playing together".

Considering the use of digital technology as a medium that already lives with families, some parents think that parents have to change their mindset to keep up with developments in the digital age, the main reason being that children will not be out of date. The digital era is characterized by the development of current information and communication technologies such as television media, smart phones have become a daily menu, which no longer looks at age (Mujiburrahman, 2013). For example, according to Filda, a customer service provider, she has not fully provided her mobile phone for her child to use because she is only 1 year and 6 months old.

"Yakko iya uangga biasani nasaba anakku mappake handphone nakkatenningmi bawang sibawa naita bawang fa detopa naisseng carana mappake handphone"

"I think it's normal because my child uses a cell phone, just holding it and looking at it because he doesn't know how to use a cell phone."

The same thing was expressed by Mrs. Nurhadia, a lecturer who said that it was not a problem when her child used a cellphone because the era of parents was different from that of children now. The results of the interview reveal

"Makkokoe ajana dipassai ananae maccoeri carata riolo. Yatu anak anak e dialanggi alomongeng de na dipasussai tapi deto na manjai, dena parellu di kassaraki ko dieccanggi maccule handphone, dipedang sibawa madeceng makkeda wedding mo maccule hape nekiya dewedding maitta nak. Mapeddi matu matatta, makkokoe diera massahabat ananae de na dipittauri".

"Now the children should not be forced to follow the way we used to be. That child is given convenience not made difficult but not spoiled either. No need to be rude if you are not allowed to play cellphones, you are told kindly that you can play cellphones as long as you don't take too long, son. Later the eyes will hurt, now the children are invited to be friends, not to be scared). Because after all social media is in their era. And he is already 6 years old so he can be invited to cooperate. So when the child comes home from school at kindergarten, I still control and supervise the child by phone/cell phone through the family that I entrusted to look after him while I was still at work"

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The parental mindset quite a lot influences parental interactions by supporting the use of digital technology in child rearing. Santosa (2015) reveals the same thing in his book that the life of children in the digital era is inseparable from smartphones with various kinds of games in game applications, so that children's daily lives are spent with technological goods. Support for the use of digital technology for children because it is considered as a medium or means for children to know and understand information. For example, the results of interviews with several informants said that:

"Nappani yaro handphone tenniami napake maccule nekiya diakkegunanggi to bara wedding na pake pedangi tomatoanna yakko engka kejadiang. Nappa magampang napahang anak ee yakko mitai video ya engka to gambarana"

"Recently, cellphones are not only used to play but also used so that they can be used to contact their parents when something happens, that is also easy for children to understand if they see videos that have pictures too."

The use of digital technology by children because it is considered as a medium to monitor when the mother is going to work. Another reason is because the age of the child is considered old enough to use a mobile phone. For example, according to Nurwinda, an employee gave a cellphone facility to a child because he was already 6 years old and was able to control more when playing cellphones when given directions. Giving freedom to use mobile phones because when I work I leave my children when they come home from school in kindergarten with close relatives who are already used to being in a close home environment. And also children can take advantage of the time while playing games when they are bored waiting for their parents to come home from work. Even though there is a lot of use of digital technology in parenting by parents, some people choose to limit children from using cellphones. For example, according to Sadriant, a lecturer said that "

"yako iya de uweccang anakku ya 4 taung umuruna maccule handphone nekiya uawalang batasan wettu mappake contona 20-30 menne lalenna siessoe de nawedding lebbi, namoto yaro anak e matu elo terri na macai tette de upalaloi mappake handphone sangaddinna puppubaja. Jaji ana'na tette makessing pabbekerengna nasaba tette macculei sibawa sibawanna na nulle meto mappake internet ko di handphone e nekiya ana tette diperatikang di tomatoae. nasaba anakku biasa utaro di nenena biasameto utiwi lokka kampus e"

"If I don't forbid my 4-year-old child from playing with cellphones, I provide time limits for example, 20-30 minutes a day, no more, even though the child will cry and be fussy, they are still not allowed to use cellphones except the next day. So that their children's growth and development is still good because there is a balance between playing with friends and also being able to use the internet via mobile phones as a means of entertainment for children who are still under the supervision of the family. because my child is sometimes entrusted to my grandmother, sometimes she is also brought to campus"

Many parents have understood that the use of digital technology in children must be adjusted to the age of the child. Children under the age of two are not given mobile phones. However, it cannot be denied that many children have been introduced by their parents to cellphones in their daily life.

The role of the family environment in parenting patterns in the digital era

Currently, humans live in the digital era. Incredible technological developments. Having positive and negative impacts on humans also participates in life. The negative impact that is felt from the sophistication of the digital era today is clearly visible, such as the moral behavior of children which is quite concerning. Therefore, the role of parenting in the family environment greatly determines the values acquired by children. The role of parents in parenting is very influential. (Hidayah et al., 2019). (Lisa & Astuti, 2018) added that the role of husband and wife as partners in child rearing should have roles that are in line and complement each other even though carrying out their duties and functions will have differences. revealed that the importance of parents' ability to see themselves as a whole will influence the way they behave and their perceptions of the outside environment, in this case the nuclear family and extended family in overseeing the child's growth and development process.

Many working parents choose to leave their children with grandmothers or caregivers. Even so, the use of technology is still trying to be guarded by parents, for example what was stated by the informant Dwi Astuti, a teacher, who said that she should not let her child use a mobile phone every day because she is still 2 years old and can still be given understanding so it's better to just play with her, which means letting her grandmother take care of her. because grandmothers are more focused on inviting children to play.

Most parents admit that they do not blame the use of digital technology for their children. According to Yusrianti, an honorary person thinks that their child is used to using a cell phone. Especially when my older siblings are taking care of me, I'm always accompanied by playing with my cellphone. When he is 3 years old and the level of understanding of something is very fast. Often large families show tiktok videos with dancing content and the child will also demonstrate movements according to that content. This was expressed by Yusrianty as follows.

"Memeng media sosial ee nullei mappangaro ri anakku, nekiya tette meto uparinggerangi sappusenna napilei ya weddinggen naita anakku nasaba mabiccu mopi"

"Social media can indeed affect my child, but I still remind my older cousins to choose the boundaries that my child can see because they are still small." For example, by watching a video playing a children's song in English, and showing a picture of an

animal and describe the type of animal"

Along with the development of parenting in the digital era, many parents are starting to introduce the use of digital technology. It is very clear that parents who live in this digital era, not only master technology but have knowledge of the development of their children (Hayyumas, 2016). Authoritative (democratic). The results of interviews with informants on behalf of Syakira, an elementary school teacher, consider that the need for gadgets/mobile phones is commonplace, especially for children because it is an alternative as a parent when there is a lot of work what else is a 3 year old child already able to understand using a cellphone to watch YouTube films his favorite cartoon.

"*Ana ditaro ko di nenena biasa meto iya utiwi lokka di sikolae. Yako lissuni dibolae biasa lakkaikku meto merai ana'na manontong video kartong*"

"I leave my children with their grandmother, sometimes I also take them to school. After returning home, sometimes my husband takes his children to watch cartoon videos."

1. Authoritative (democratic) parenting

The results of the interviews show that some parents choose authoritative (democratic) parenting, because they think that parents need to understand the character of their children in depth, and know the emotional needs of children. Authoritative type parents sometimes treat children as friends and also use their authority as parents. Some parents choose to limit their children and even forbid their children to use mobile phones on the grounds that the child is not mentally ready to use digital technology. Another reason is that parents who work are worried that their children will get used to using mobile phones from an early age which can harm their health. Even though the digital era is unavoidably within the reach of children, inevitably parents are forced to accept change by continuing to consider the stages of the child's development.

2. Authoritarian (Authoritarian)

In this pattern, parents who work in Bugis families apply authoritarian parenting by making time restrictions on digital use for their children. Despite the various features and content in digital technology, parents with limited time they have with their children always try to discipline their children to use it on a scheduled and limited basis. Parenting styles Authoritarian (authoritarian) are also applied, because they think that as parents they need to prioritize discipline and rules in educating children. Parents need to help children in self-discipline. Every violation of a rule has consequences.

3. Permissive

The results of the interviews showed that parents chose permissive parenting because they spoiled their children more often, did not demand much from their children, rarely disciplined their children and had little control over their children's behavior. Parents give complete freedom to children to do whatever they want. Based on the results of the case studies in this study, most of the Bugis parents who work apply permissive parenting, namely freedom for the child to do what he wants, parents feel unwilling to forbid children from using digital technology. This is in accordance with the opinion of Sunarty (2016) with the view of permissive parenting, which is child centered, namely the way parents treat children according to the wishes of the child or decisions in the hands of the child. From the analysis of interview data, it can be said that the type of parenting adopted consisted of authoritarian, democratic and permissive parenting styles. However, these three parenting styles need to be synchronized according to the situation of the parents as workers and the age of the child. Because, as a parent, you don't only emphasize one parenting style, but you have to use all three parenting styles. Therefore, the urgency of educating children in the digital era, as parents, must know the development of children. Therefore, the urgency of educating children in the digital era, as parents, must know the development of children. Authoritarian parenting style is applied to children in accordance with the necessary situations and conditions. Parents have the right to give freedom as permissive parenting but in a negative way, so that these three parenting styles, both authoritarian, permissive and democratic respectively work together on the impact produced by technology, for example when children are learning, parents control them as well maybe, so that in learning activities carried out by children, children do not carry cell phones.

Parents always advise, innovate and provide positive things about the child's future, with the aim that the child will be successful and good in the family. , then the family teaching system that is given is also in accordance with that age stage. The role of parents in educating their children is inseparable from the parenting style adopted by the parents. In today's digital era, with various kinds of technological sophistication, the type of parenting style for their children has also changed. The type of parenting which consists of authoritarian, democratic and permissive, by experiencing different parenting systems given by parents to their children so as to produce different characters for children.

CONCLUSIONS

Based on the results of the study, it showed that parenting patterns that developed in Buginese families tended to apply 3 types of parenting, namely (1) authoritative/democratic, (2) authoritarian and (3) permissive/permissive). In the Bugis community, especially working parents with children aged 1-6 years, they argue that the use of digital technology can be applied in parenting,

considering that the child can learn a lot of learning features and media supervision for working parents. even so, at the age of a child who is still under 2 years old, it is recommended not to be allowed even though the extended family environment is also easy to provide access for the child to use a mobile phone. Parents can anticipate the development of the digital era by limiting the time for children to use it.

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