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PARENTS' PERCEPTION OF SCREEN TIME AND SPEECH DELAY

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Abstract: This study discusses the perception of parents on screen time and speech delay symptoms in children. This study seeks to reveal findings about the perception of parents and the intensity of screen time given to children with potential symptoms of speech delay. The study was conducted through literature reviews and presented descriptively by taking data related to the perception of parents related to screening time for children, the level of intensity of screen time given to children, as well as data on the symptoms of speech delay in children. There are different perspectives or perceptions of parents who believe there is no significant relationship between screen time and children's language development. On the other hand, the perception of parents believes that there is a negative impact on language development such as speech delay symptoms if screen time in children is too long. The results of the review also indicate the belief that high exposure to devices and screen time duration have an impact on developmental delays in the domain of language acquisition and communication. Other studies have shown a risk of language delay in toddlers with long screen time. However, other studies have shown a negative correlation between the effect of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Recommendations from the researchers to test other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and families.

Keywords: Perception, Screen Time, Speech Delay

INTRODUCTION

The development of technology is always directly proportional to the various impacts both positive and negative. The negative impact of the development and use of technology for some people is not so much a problem as long as the technology is able to help and provide convenience in various ways practically. This is in line with Kominfo data (2021) which states that 89% of the total population of Indonesia or around 167 million people are smartphone users for various purposes.

This principle of practicality and effectiveness is of course very functional, especially for the parenting patterns of most parents today. The magnitude of the various demands and obligations as parents often make them ignore their dependence on technology as one of the main learning instruments for children. Digital technology for today's parents is an effective solution for children if they are not able to fully accompany children in their various activities.

Digital-based media and smart technology (smartphones, tablets/laptops/computers, and televisions) then substitute various parental roles that cannot be fully given to children for various reasons. For example, if a child is bored with certain conditions and begins not to be interested in the stimuli of the parents, the media will help parents and at the same time neutralize the situation.

This raises the belief of parents that by utilizing digital media children will be more easily controlled. This perception is reinforced by the assumption that when children sit still and cool spending time with digital media means the child is in good and controlled.

Youtube, various gaming applications, and various kinds of educational digital media content are certainly good potential sources to accompany children's growth and development. Digital media content that is easily accessible and selected according to the needs of children is an effective learning medium today. With uncertain conditions due to the covid-19 pandemic, this digital media content has become a lifesaver for many parents even though the level of children's interaction with devices and various digital media which are then widely referred to as screen time or the duration of exposure to digital screens has increased during the pandemic.

LITERATURE REVIEW

Perception or perception (in English) is defined as a process to realize and understand fully about stimuli (objects, qualities, relationships between symptoms, and events). Not just a form of sensory stimulation but perception as well as the interpretation of experience or knowledge experience (Irwanto, 2002:71).

Sarlito W. Sarwono (2012: 86) in his perspective also gives the concept of a person's perception is built when receiving stimulus from the outside world that is captured by the auxiliary organs which then enter the brain. In it occurs a thought process that ultimately materializes in an understanding.

Pratiwi (2021) calls Screen time the time children spend in front of a screen, whether smartphone, television, laptop, tab or other digital media. The World Health Organization, in Priyambodo (2021), calls screen time as the duration of screen use (screen) of electronic media (TV and devices (smartphones, laptops, and tablets).

Speech Delay is a general term referring to the process of speech and language delay that is not in any relation to the age of Child Development (<https://pauddikmasdiy.kemdikbud.go.id/artikel/penyebab-speech-delay-atau-keterlambatan-bicara-pada-anak/>). A child is said to have speech delay when his speech ability is far below the average of his peers (Fauzia: 2020). Through research, Istiqlal (2021: 2) explained that children are said to be late in speaking if at the age of sound production and communication abilities are below the average of children their age.

Speech delay in children is a disorder that needs to be considered, this is not a diagnosis but a symptom, so in children with speech delay, it is the initial symptom of some kind of disorder. Speech delay is divided into two clusters: (1) functional speech delay disorder: this disorder is classified as mild and occurs due to a lack of stimulation or wrong parenting. (2) non-functional speech delay disorder: this disorder is a result of a receptive language disorder, such as autism or ADHD (Attention Deficit Hyperactivity Disorder) experienced by children.

In essence, the aspect of speech is one aspect of a child's development that begins at birth. The child's ability to communicate begins with his reaction to the sound or voice of his parents, even at the age of 2 months the child already shows a social smile on everyone who interacts with him. At the age of 18 months the child is able to understand and produce about 20 meaningful vocabulary words. While at the age of 2 years is able to say 1 sentence consisting of 2 words, for example, "mama go", "I pee". If the child does not experience it can be categorized the child has a delay in speech (speech delayed).

The late ability of children to speak can be seen from the emergence of some special characteristics. Early Support for Children, Teenagers, and Families in Fauzia (2021) explains that if the signs below begin to appear or are seen in children, parents should start alert. The signs are: (1) it does not respond to sound. (2) there is a setback in development. (3) have no interest in communicating. (4) difficulty in understanding the commands given. (5) issuing unusual words or sentences like children in general. (6) speaks more slowly than children his age. (7) His words are hard to understand even by his own family. (8) difficulty understanding adult words. (9) difficulty making friends, socializing, and participating in games. (10) difficulty in learning spelling, language, and even math.

METHODS

This study is a study with the method of literature study (literature review) type descriptive review. Researchers conducted a study through research data to identify various variables related to parental perception, screen time, and speech delay symptoms in children. The findings were collected from research journals and research articles.

The collection of data sources is focused on the publication of the 2018 and 2022 timescales. However, for completeness of data, it is possible to take data sources outside the main time frame. There are 8 journals or research articles that are the source of data in this study. Determination is based on the use of keywords that converge on the variable title of this study such as parental perception, screen time, and speech delay.

RESULTS AND DISCUSSION

Research Results

Sources of research data consisting of several journal articles are presented in the following table.

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Malaysian Parents Perception of How Screen Time Affect their Children Language. Susheel Joginder Singh, Fatin Nur Syakirah Mohd Azman, Shobha Sharma & Rogayah Abdul Razak Journal of Children and Media. (2021)	Cross-sectional (survei)	Malaysia	A majority of parents (60%) started giving their children screen time before the age of 18 months. On average, 3- to 5-year-olds were reported to spend 2.64 hours of screen time a day. Most parents believed that screen time improved their children's language skills but this did not affect the amount of screen time they provided their children as there was no significant relationship between children's reported screen time and parent's perception on how it affects language. Malaysian children were exposed to screens at an early age and their screen time exceeded the amount recommended by the American Academy of Pediatrics. Findings from this study suggest the need to increase Malaysian parents' awareness about screen time limits for their children and also about positive screen viewing practices.
Parental Perception on Screen Time and Psychological distress among young children Annum Ishtiaq, Hiba Ashraf, Sundus	Cross-sectional study	Pakistan	We aimed to assess the parent-reported screen time of children, and identify the perceived risk factors for increased screen time and its relationship to psychological distress in children. Materials and

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Iftikhar, Naila Baig-Ansari. Journal of Family Medicine and Primary Care (2021)			<p>Method: A cross-sectional study was conducted at a teaching hospital in Karachi, Pakistan. A total of 230 employees from medical and non-medical departments were included.</p> <p>Participants were employees with child/children ages 4-12 years who consented to participate in the study, we included 135 fathers and 91 mothers. The questionnaire included (i) demographic data (ii) Media history exam form and (iii) parent-reported strength and difficult questionnaire (SDQ). Result: The average daily screen time reported was 2.5 (1.5-5) hours for boys and 2 (1-4) hours for girls.</p>
<p>Persepsi Orang Tua terhadap Penggunaan Gadget pada Anak Usia Dini. Maulita Indriyani, Ari Sofia1, Gian Fitria Anggraini.</p> <p>Indonesian Journal of Early Childhood Issues. (2018)</p>	Deskriptif kualitatif (persentase)	Indonesia	<p>Gadgets on children have more of a negative impact than a positive impact. Parents already introduce gadgets when the child is 2-4 years old. The most frequent use of gadgets at a time when the child is 2-4 years old. A total of 68.6% of children watch cartoons most often and 47.4% of children play games. All parents give limits to children when children use gadgets. However, in reality, children can play with gadgets for more than 1 hour.</p>
<p>Persepsi Orang Tua Terhadap Penggunaan Gadget Pada Anak Usia Dini Di Tk Surabaya. Sufiah Amalia, Dr. Sri Setyowati. S.Pd, M.Pd. Jurnal PG PAUD (2019)</p>	Analisis statistic deskriptif	Indonesia	<p>Parents have a good perception of understanding related to Gadgets, both of their types, users, and functions. Parents ' responses tend to be negative, namely the negative impact of using gadgets in early childhood such as the impact on health, emotional development, psychomotor, and others. The attitude of parents is twofold, there are those who prohibit the use of gadgets and there are those who apply</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
<p>Prevalence of excessive screen time and its association with developmental delay in children aged. Samya VaradarajanI, Akila Govindarajan Venguidesvarane, Karthik Narayanan Ramaswamy, Muthukumar Rajamohan, Murugesan Krupa, Sathiasekaran Bernard Winfred Christadoss. Journal Plos One/pone. (2021)</p>	<p>Cross-sectional study</p>	<p>India</p>	<p>the use of gadgets with various preventive measures taken such as time restrictions, internet access, applications, and controls. Therefore, the perception of parents, in this case, is considered very important because it will be able to determine the future from early childhood.</p> <p>The average child's Screen time is 2.39 hours per day. The high screen time was significantly related to maternal screen time, use of electronic devices at bedtime, birth order and schooling. The increase in screen time is significantly related to developmental delays, in the domain of language acquisition and communication.</p>
<p>Hubungan Antara Paparam Media Layar Elektronik Dan Perkembangan Bahasa Dan Bicara. Husnia Febri Amalia, Farid Agung Rahmadi, Dimas Tri Anantyo. Jurnal Kedokteran Diponegoro. 2019.</p>	<p>Cross-sectional</p>	<p>Indonesia</p>	<p>60 subjects of research are the average value of CLAMS children exposed to screen media electronic ≤ 1 h ($98,88 \pm 10,256$) and > 1 h ($86,83 \pm 8,243$), at the onset of exposure to screen media electronic age ≤ 12 months ($85,35 \pm 8,60$) and >12 months ($91,47 \pm 10,37$), and on the type of program screen entertainment electronic media ($88,77 \pm 11,21$) and the type of educational program ($93,52 \pm 5,94$). Correlation of CLAMS with duration, onset, type of electronic media screen exposure based on Spearman correlation test obtained $P = < 0.005$. There is a relationship between the duration, onset, and type of exposure to</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
<p>Hubungan Screen Time dan Perkembangan Bahasa Anak Usia Dini: A Literature Review. Grace Amortia Erliana Priyoambodo, Dewi Retno Suminar. Jurnal Ilmu Sosial dan Pendidikan (2021)</p>	<p>Indonesia</p>	<p>Literature review</p>	<p>electronic media screens with language and speech Development</p> <p>Based on a review that has been done, most research journals found a negative correlation between the influence of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Screen time in children aged 3-4 years was found to be unable to predict children's language development when they were 5 years old. The researchers also tested other variables that are considered to affect the relationship of screen time with child development, among others: family income, parental income, maternal education, marital satisfaction, family communication patterns), child characteristics (gender, social status, experience at home), type of content, and onset. The results of all the above moderator variables affect the strengthening of the relationship between the two test variables. In the study that did not manage to find a correlation between the two variables due to the passive effect of screen time can not be accepted directly by early childhood. Early childhood development can be significantly influenced by direct interaction with parents and family.</p>
<p>Risk Of Language Delay In Toddlers With Prolonged Screen Time: Evidence Based Case Report. Muhammad Sobri Maulana. Journal Of Early Childhood</p>	<p>Literature study</p>	<p>Indonesia</p>	<p>Two retrospective cohort studies that qualified the evidence-based case report rule / EBCR namely Lin et al (2014) and Byeon and Hong (2015) were included in this EBCR. Both conducted a study and calculated the risk of language delay in toddlers between the ages of 15-35 months and 24-30 months who were exposed to prolonged television viewing. Toddlers who watch television more</p>

Title, Author, Year of Publication	Type / Form of Research	Place of Research	Results
Islamic Education Study. (2020)			than two hours a day have a higher risk of language delay respectively (Odds Ratio: 3.3 (95% CI 1.5-7.3) and 2.74 (95% CI 1.13-6.65). Conclusion: the risk of language delay in toddlers will certainly increase proportionally with the increase in the duration of television viewing. Language development in children can be achieved by giving more time to communicate both ways between families apart from watching television.

Discussion

Based on some research data obtained related to parents' perception of children's screen time and potential symptoms of speech delay indicate a difference, there are parents who believe there is no significant relationship between children's screen time and children's language development, one study showed 60% of parents who filled out the survey gave screen time starting at the age of 1.5 years. The average 3-5 year old child spends 2.64 hours on screen time in one day. Parents believe there is no significant relationship between screen time and language in children. However, the results of the study recommend to increase the awareness of parents about the limits of screen time in children and choosing positive content for children.

Another perception shows a similar correlation that basically parents have a perception that the use/excessive screen time activity in children can have a negative impact on child development, including language development. In one study it was said that parents at this time are unlikely to avoid children from technology. Many children's daily activities are inseparable from the use of technology (including children's screen time). In the study, it was stated that the use of screen time has exceeded the limit. This reinforces the recommendation to raise awareness of parents in accompanying children for screen time.

Most parents believe that gadgets in children have more negative impacts than positive impacts but parents have introduced gadgets when children are 2-4 years old. The most frequent use of gadgets at a time when the child is 2-4 years old. A total of 68.6% of children watch cartoons most often and 47.4% of children play games. All parents give limits to children when children use gadgets. However, in reality, children can play with gadgets for more than 1 hour.

The results also showed that parents' responses were actually more likely to be negative, namely the negative impact of using gadgets in early childhood such as the impact on health, emotional development, psychomotor, and others. The attitude of parents is twofold, there are those who prohibit the use of gadgets and there are those who apply the use of gadgets with various preventive measures taken such as time restrictions, internet access, applications, and controls. Therefore, the perception of parents in this case is considered very important because it will be able to determine the future from early childhood.

A different perspective from the results of these studies proves that in fact, the perception of parents holds the key to the correlation between screen time and symptoms of speech delay or more generally language development in children. Positive perception of screen time that exposure to the electronic layer does not have a significant influence on the symptoms of speech delay or the development of children's language skills should also be controlled with other

variables such as restrictions or settings of screen time duration and parental assistance when children use the screen time.

Negative perceptions of screen time that believe that the level of screen time is too high affect the appearance of speech delay such as lack of response of children to sound, a setback in development, do not have an interest in communicating or speak more slowly than children his age and other language development. Based on this, recommendations such as restrictions and setting the ideal screen time and according to the age and needs of the child are key as a form of preventive measures for the negative impact of screen time on children.

Based on the results of several studies, there is an impact of high screen time in children on language skills. An increase in screen time by an average of 2.39 hours a day could significantly be related to developmental delays, in the domain of language acquisition and communication. This is in line with other research conclusions, namely, there is a relationship between the duration, onset, and type of exposure to electronic media screens with language and speech development. Significantly higher screen time was also associated with maternal screen time, use of electronic devices at bedtime, birth order, and schooling.

In other studies, there is a risk of language delay in toddlers aged between 15-35 months and 24-30 months who are exposed to watching television for a long time. Toddlers who watch television for more than two hours a day have a higher risk of language delay. The risk of language delay in toddlers is confirmed to increase proportionally with increasing duration of television viewing. Language development in children can be achieved by giving more time to communicate both ways between families apart from watching television.

This is slightly different from one of the results of other studies that still found a negative correlation between the influence of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Screen time in children aged 3-4 years was found to be unable to predict children's language development when they were 5 years old. The researchers also tested other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and family.

Conclusion

Based on the results of a review of some of the results of research on the perspective of parents on screen time and speech delay symptoms indicate the existence of a different perspective or perception there are parents who believe there is no significant relationship of children's screen time with children's language development. On the other hand, the perception of parents believe there is a negative impact on language development such as speech delay symptoms if screen time in children is too high. The results of the review also showed a belief that exposure to devices and high screen time duration have an impact on developmental delays, in the domain of language acquisition and communication. Other studies have shown a risk of language delay in toddlers with long screen time. Another study showed a negative correlation between the effect of exposure to electronic media (TV and gadgets) on Early Childhood Language Development. Recommendations from the researchers to test other variables and concluded that early childhood development can be significantly influenced by direct interaction with parents and families.

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