The Effect of Smartphone Uses and Parenting Style on the Honest Character and Responsibility of Elementary School Students

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Abstract: This study aims to analyze the effect of parenting and smartphone use on the honest and responsible attitude of Tipar Elementary School students. This study used a quantitative method with a survey method to investigate the relationship between smartphone use, parenting style, and the development of honest character and responsibility among elementary school students. Questionnaires were employed to collect data. The participants in this study were elementary school students. Tipar Elementary School will be chosen as a representative sample, and the sample size will be calculated based on statistical considerations and power analysis. The collected data were examined using relevant statistical techniques. This study reveals that parenting style positively affected students' honest and responsible attitudes by 26.3%. Smartphone use positively affects students' open and accountable attitudes by 24.0%. Parenting style has a positive effect on smartphone use, amounted 19.1%. Parenting parents and smartphones positively influence the honest and responsible mood of Tipar Elementary School students, 34.9%, and other factors influence the remaining 66.1%. As a result, the more positive parents' attitudes toward their children, the more honest and responsible students become. The greater students use smartphones, the better their open mindset and responsibility. Similarly, the better the parenting style and the usage of smartphones, the better students' honesty, and responsibility. In contrast, the more severe the parenting style and the use of smartphones, the lower the students' open thinking and responsibility would be.

Keywords: attitude and responsibility, parenting patterns, use of a smartphone

Introduction

In recent years, the widespread use of smartphones has become a significant aspect of our daily lives, with individuals of all age groups relying on these devices for communication, entertainment, and information access. While smartphones offer various benefits, particularly in terms of convenience and connectivity, concerns have been raised about their potential impact on children's development, specifically their character and sense of responsibility. Additionally, parenting style has long been recognized as crucial in shaping children's behavior and values. Therefore, comprehending the correlation between the utilization of smartphones, the parental approach, and the cultivation of integrity and accountability in students at the primary level. This study seeks to examine the influence of smartphone use and parenting style on the character development of children. The research aims to

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contribute to the literature on child development by exploring these factors. The findings of this study will provide valuable insights for parents, educators, and policymakers in their efforts to foster positive values among young learners.

Nowadays, mobile phones are more than means of communication; they have evolved into a trend or way of life everyone should adopt. In addition to workers, teenagers and young children also use smartphones daily (Hidayatuladkia et al., 2021). Children who overuse smartphones can become more dependent on them than their parents (McDaniel, 2019). If the children are taken away from their mobile phones, they will feel nervous, but if the parents leave, they will feel ordinary. Students who frequently use smartphones may also need to remember to do schoolwork, lose interest in the world around them, act lazily, and not even pray when the time comes.

The increasing number of children using smartphones directly relates to how parents raise their children. In this situation, parents play an important role in directing, instructing, and influencing the behavior and worldview of the child, those who use smartphones. To ensure that their children use smartphones responsibly, parents should accompany them and provide guidance or supervision (Ariston & Frahasini, 2018). It will be easier to teach a child which smartphone is excellent and valuable with parents' help and guidance, for example, by introducing them to practical and educational applications (Zuraidah et al., 2020). In addition to introducing good and bad smartphone users, parents can also manage children's addiction to smartphone use by aiding and supervising. It indirectly limits children's smartphone use and helps them understand what content is appropriate for their age and what is not (Ariston & Frahasini, 2018). According to the remark above, it may be inferred that students require assistance comprehending story problems or engaging in problem-solving activities (Triwahyuningtyas et al., 2022; Rakhmawati & Mustadi, 2022).

Parents who act as primary teachers can positively impact a child's development. They can set a good example, educate children with the values they expect, and give them the encouragement they need to achieve their goals. However, as a parent, it is mandatory to know the boundaries, when to take steps and provide space for the child to learn and grow independently. Based on the parenting approach, parents' attitudes also greatly influence their child's development.

Parenting is a way for parents to engage, guide, nurture, and educate their children daily (Fatmawati et al., 2021; Alim et al., 2021). Children must be taught moral understanding by their parents as the basis and model of consistent and responsible behavior. The way of parenting and attitude toward their children are two factors that influence character (Septiani et al., 2021). Parenting involves setting clear and consistent boundaries, providing appropriate rewards and punishments, demonstrating authority as a parent without being authoritarian, and interacting with children with affection and support. Parenting is very important because a child learns from and is educated by his parents in a family context, which forms his sense of responsibility (Bella et al., 2021).

While previous research has examined the effects of smartphone use and parental style on various aspects of child development, the specific impact of these factors on the honesty and responsibility of elementary school students remains to be investigated. By narrowing down the scope of the investigation to these particular character traits, this study seeks to provide a deeper understanding of how smartphone use and parenting style may shape children's moral and ethical development. Furthermore, by examining the interplay between these two factors, this study aims to uncover potential synergistic or mitigating effects that may influence children's character formation. This research can potentially contribute valuable insights into child psychology, education, and parenting practices, ultimately aiding in developing targeted interventions and strategies to encourage positive character development among elementary school students in the digital age.

A child receives instruction and upbringing from their parents; this parenting style can also be described as a relationship between parent and child (Salafuddin et al., 2020). Parenting is an activity parents do to direct, correct, teach, and protect their children. One of the essential elements in shaping and strengthening children's identity is their parenting since the parenting patterns they experience will ultimately reflect their personality (Yulianti et al., 2022). Parenting, as defined by Yulianti et al. (2022), is how parents interact with their children and how it affects their attitudes and behaviors. Parenting is all the positive behaviors that parents show when educating, protecting, and guiding their children so that their personalities can develop (Simbolon et al., 2021).

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Based on the results of a survey at Tipar Elementary School, elementary school students showed dishonest and irresponsible behavior and speech. It can be seen in children not raised with good parenting by parents. For example, parents let their children only play all day; they do not pray or take a break during the day. Some children only see their kids coming home from school in time during the afternoon and are not reminded. In addition, some children insult their friends to start a fight and are unwilling to admit their mistakes, some report but do not convey something according to the circumstances, so it is not uncommon for one of them to cry. It has a significant impact on the moral development of children, which is very concerning. According to observations made about how children of Tipar Elementary School use smartphones given by parents to be a communication tool and used for good, children use them on a number that does not provide benefits, such as for the communication of someone who is not their mahram, because of the large number of applications that are already available and the lack of parental supervision and attention. The moral development of children is undoubtedly greatly influenced by these factors since they must concentrate and study hard at school at this age.

According to Widayani (2020), parenting patterns and smartphone usage rates of young children have a good and significant relationship. This study shows that parental parenting positively correlates with decreased technology addiction. In contrast, the perception of democratic parenting decreases as device addiction increases. In addition, Widiastuti & Elshap (2015) argue that parenting is an effort to instill a sense of responsibility in children when using technology, and their findings are consistent with the findings of Ramadona et al. (2020), which found that parents can be influenced by their behavior, disciplinary techniques and methods of self-upbringing. So, it explains how parental practice affects how students develop an honest attitude and a sense of responsibility. Another study by Lubis et al. (2022) demonstrated that parents tend to view children's rights and responsibilities as comparable to their own because, in actuality, authoritative parents give children freedom and guidance. According to Septiani et al. (2021), It is stated that the treatment, attention, satisfaction of requirements, and attitudes of parents in their daily lives can affect children's motivation to learn.

Widayani's research (2020) examined the character-building of adolescents through democratic parenting to prevent smartphone addiction. Her research demonstrates that democratic parenting fosters positive characteristics in adolescents, such as self-assurance, independence, cooperation with adults, overcoming stress, self-control, responsibility for responsibilities and obligations, rapid internalization of values, and acceptance of rules. Similar to this study is the fact that it examines characters. The distinction is that through democratic parenting, the surface is internalized. Ariston & Frahasini (2018) examined the impact of smartphone use on the social development of primary school children. According to the findings of their study, most children only use smartphones to play games and watch animated movies. Thus, smartphones should be able to be used as learning media for children. The similarities are that they both study primary education. The impact of smartphones on social development is what distinguishes them. Ramadan et al. (2020), with their research on the influence of parental parenting on the discipline of students in vocational schools. The results of her study prove Ha's hypothesis that there is a positive influence between parental parenting patterns on the field of class X students at vocational high school. The similarity with this study is that they both examine the impact of parental parenting. Meanwhile, the difference is the character studied for vocational high school students.

The novelty of this article relative to previous research is its examination of two objects, namely the direct influence of two independent variables (parenting and smartphone use) on two dependent variables (honest attitude and rsesponsibility). Therefore, this study aimed to examine the influence of parental parenting and smartphone use on the open mindset and sense of responsibility of Tipar Elementary School students. Overall, this study contributes considerably to our understanding of the influence of smartphone use and parental style on children's honesty and responsibility. The findings of this study serve as the foundation for more effective efforts to promote positive character development in digital-age youth.

Methods

In the design of this study, researchers used a type of quantitative research, which was employed to examine a specific population and sample. Data collection techniques utilized research instruments

and statistical analysis to gather quantitative data and test predetermined hypotheses (Suharsimi, 2006). The study aimed to develop a mathematical model based on previous research theories and hypotheses related to the event (Sudarmanto et al., 2021). This study relied on secondary data from Tipar Elementary School.

This quantitative study examined the relationship between smartphone use, parenting style, and honest character and responsibility development among elementary school students. The participants in this study were elementary school students. Tipar Elementary School will be chosen as a representative sample, and the sample size will be calculated based on statistical considerations and power analysis. The research instruments used in this study will be questionnaires specifically designed to measure smartphone use, parenting style, and children's honest character and responsibility. The questionnaires will be administered to the participants to collect relevant data. The collected data will be examined using relevant statistical techniques. Means, frequencies, and standard deviations will summarize the sample's characteristics.

In addition, inferential statistical analyses, such as correlation and regression analyses, will be conducted to investigate the relationships between variables and test the predetermined hypotheses. Throughout the research process, ethical guidelines and principles will be observed. Participants or their legal guardians will provide informed consent and maintain confidentiality and anonymity. The study's limitations should be acknowledged, such as potential biases associated with self-report measures and the generalizability of the findings to other populations or contexts. By clearly specifying each step of the research process, the study's design and methodology can be effectively communicated, ensuring transparency and facilitating a comprehensive understanding of the research approach.

This study aims to examine these relationships through path analysis, a type of analysis used to determine direct and indirect effects between variables based on a researcher's theoretical understanding and the proposed causal model (Sugiyono, 2017). This study's population consists of all students attending Tipar Elementary School. The choice of this population was based on research requirements and the constraints faced by the researchers, as students at Tipar Elementary School present a range of complex conditions within the school environment. According to the 2022 report of private school operators, the number of students at Private Primary School Tipar as of December 30, 2022 was 183.

In this study, the samples were determined by probability sampling, which provides equal opportunities for members of the people to become samples. It is intended by a simple random sampling method. Namely, the sample units taken are carried out randomly without regard to the strata present in that population. This sampling is intended if members of the population are considered homogeneous (Sugiyono, 2017). Suppose the population is large, and the researcher can only study a subset due to limited resources, time, and energy. Sampling is intended to represent the existing population, so the conclusion also applies to the Silurian population.

In this study, the sampling technique used Slovin's formula in Sugiyono (2017), with a percentage of leeway of 5% as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:
n = Sample size
I = Population size
e = Percentage of leeway

Based on the formula written above, the samples in this study are as follows.

$$n = \frac{183}{1 + 183\,(0.05)^2}$$
$$n = \frac{183}{1.75} = 7.,4281$$

Based on the calculation above, the total sample of students of Tipar Elementary School taken in this study was 71.4281 people, rounded up to 72 students of Tipar Elementary School

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Results and Discussion

The results of the data analysis show that parental parenting and smartphone use have a good impact on the honesty and accountability of students at Tipar Elementary School. Here is a discussion of how each independent variable affects the dependent variable.

Based on statistical studies, the correlation coefficient (r) = 0.504 and the determinant coefficient (R^2) = 0.26 for the influence of parental parenting on their honest attitudes and obligations. It shows that parenting has a positive effect of 2.6% on honesty and responsibility. Therefore, parenting is one element that affects the integrity of the child's character and sense of responsibility. According to this study, parenting is the interaction that parents have in educating, guiding, nurturing, and nurturing children with compassion and responsibility to cultivate positive behaviors and attitudes in themselves (Alim et al., 2021). Regarding leading, nurturing, and teaching children in the family, Gelir & Duzen (2022) argue that parental parenting is a habit of both fathers and mothers.

Researchers also interviewed various parents, inquiring about how parents connect with their children, particularly in terms of love and support. The student's parents said that he excelled at participating in extracurricular activities such as sports. We support it and try to assist as much as possible. The researcher then inquired about family authority and how to demonstrate this power when raising children. The student guardian responded that she frequently assists and accompanies him in his studies, daily life, and reminds him of his career, study schedule, and courses. The researchers also inquired about the challenges that parents face in raising responsible children. The student guardian responded that if there is excessive socialization with children who enjoy playing,

The interviews conducted with parents in this study provide valuable qualitative insights into their interactions with their children and their approaches to fostering responsible character development. These findings align with previous research that has explored the role of parenting style and parental support in shaping children's behavior and values. Research on parenting styles, such as authoritative parenting, has shown that a warm and supportive parent-child relationship, coupled with proper parental authority, can positively influence children's character development (Baumrind, 1991). The interviews in this study reveal that the student's guardian provides love, support, and assistance in various aspects of the child's life, including academic endeavors and extracurricular activities. This finding supports the notion that parental involvement and support contribute to children's responsible behavior development.

Moreover, the discussions about monitoring the child's social interactions and limiting associations with friends who may have negative influences also correspond to research on the importance of peer influences in character development. Previous studies have highlighted the impact of peer relationships on children's behavior and values, emphasizing the need for parents to be vigilant and guide their children's social interactions (Ryan et al., 2013). The student guardian's emphasis on encouraging associations with diligent and disciplined friends further underscores the significance of peer selection in promoting responsible character traits. Additionally, the suggestion provided by the student guardian to encourage children to emulate peers who are interested in sports or learning aligns with the concept of social modeling in character development. Research has shown that role models influence children and tend to imitate behaviors they perceive as desirable or admired (Bandura, 1977). By encouraging positive role models and facilitating opportunities for children to engage with peers who exhibit responsible behavior, parents can help shape their child's character development. Therefore, the insights gained from the interviews in this study support and complement existing research on parenting style, peer influences, and social modeling about the development of responsible character in children. By incorporating these qualitative findings into the larger quantitative research design, a deeper understanding of the factors influencing the development of a responsible character can be achieved.

In line with the statement of Tridhonanto (2014), the way parents treat their children can also impact their attitudes and behaviors (Hasanah et al., 2021; Mahmud et al., 2021). Therefore, a positive relationship between parent and child will impact how their attitudes and behaviors grow. The child's attitude can be managed with good parenting, allowing the child to behave more responsibly when doing tasks. Therefore, parenting is among the elements that affect students' integrity and responsibility. The following is a diagram of the Percentage of students who score Recognizing the Character of Responsibility from 26 student respondents at Tipar Elementary School.

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The discussion of the analysis on the effect of smartphone uses and parenting style on the honest character focuses on synthesizing the findings and exploring the research implications. It provides a deeper understanding of the relationship between these factors and their impact on the moral development of children. The following points highlight key aspects for discussion:

1. Impact of Smartphone Use on Honesty

    The analysis reveals that excessive smartphone use may negatively influence honesty (Nuryasman & Warnings, 2021). Constant connectivity and exposure to online platforms can create opportunities for dishonest behavior, such as spreading misinformation or cyberbullying. The anonymity and detachment of smartphones can reduce the sense of accountability, potentially leading to unethical behavior. Acknowledging these risks and understanding how they may affect children's moral decision-making processes is essential.

2. Influence of Parenting Style on Honesty

    Parenting style plays a significant role in shaping a child's character development, including honesty. Research suggests that authoritative parenting, characterized by setting clear rules, effective communication, and appropriate discipline, promotes honesty in children (Booker et al., 2021). Conversely, permissive or authoritarian parenting styles may have a less favorable impact on developing an honest character. The analysis emphasizes the importance of modeling ethical behavior and transmitting values through consistent and nurturing parenting practices.

3. Interplay between Smartphone Use and Parenting Style

    The analysis explores the interaction between smartphone use and parenting style. Different parenting styles may moderate or mediate the effects of smartphone use on honesty (Ma et al., 2020). For example, authoritative parenting may help mitigate the negative impact of excessive smartphone use by setting limits, promoting responsible digital citizenship, and fostering open communication about online behavior. Understanding this interplay is crucial for parents and caregivers in navigating the challenges posed by smartphones while fostering honesty in children.

4. Mitigating Negative Effects and Promoting Honesty

    The analysis provides recommendations for mitigating the negative effects of smartphone use and promoting honesty (Ganal et al., 2022). Strategies include promoting offline activities that encourage moral development, establishing guidelines for responsible technology use, and fostering open communication between parents and children regarding smartphone use and its impact on honesty. Parents can help instill strong moral values and ethical decision-making skills by actively engaging with children and modeling honest behavior.

5. Future Research Directions

    The analysis identifies potential areas for future research. It suggests investigating the specific mechanisms through which smartphone use influences honesty, such as the role of social media, online peer interactions, and exposure to deceptive content (Torous et al., 2021). Additionally, exploring the long-term effects of smartphone use and parenting style on developing honesty and other moral virtues would provide valuable insights for further understanding and intervention.

In conclusion, this analysis highlights the complex relationship between smartphone use, parenting style, and the development of an honest character in children. It emphasizes the need for parents, educators, and policymakers to be aware of the potential impact of excessive smartphone use and to adopt effective parenting practices that promote honesty. By understanding these dynamics and implementing appropriate strategies, it is possible to navigate the digital age while fostering a strong moral foundation in children.

The analysis of the effect of smartphone uses and parenting style on the responsibility of elementary school students focuses on synthesizing the findings and exploring the implications of the research. It provides a deeper understanding of how smartphone uses and parenting style interact to influence the development of responsibility in young children. The following points highlight key aspects for discussion:

1. Impact of Smartphone Use on Responsibility

    The analysis reveals that excessive smartphone use among elementary school students may hurt their sense of responsibility. Spending excessive time on smartphones can lead to a lack of engagement in household chores, school assignments, and other obligations (Caliandro et al., 2021). The constant distractions and instant gratification provided by smartphones may hinder the development of

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essential skills such as time management, organization, and accountability. It is crucial to understand how smartphone use affects a child's sense of responsibility and to identify strategies for fostering responsible behavior.

2. Influence of Parenting Style on Responsibility

Parenting style plays a significant role in shaping a child's sense of responsibility. Research suggests that authoritative parenting, characterized by setting clear expectations, providing guidance, and promoting autonomy, tends to foster accountability in children. Conversely, permissive or authoritarian parenting styles may negatively impact the development of responsibility (Li, 2022). The analysis emphasizes the importance of consistent and supportive parenting practices encouraging children to take ownership of their actions and tasks.

3. Interplay between Smartphone Use and Parenting Style

The analysis explores the interaction between smartphone use and parenting style regarding responsibility. Different parenting styles may moderate or mediate the effects of smartphone use on duty (Warren & Aloia, 2019). For example, authoritative parenting may set clear boundaries on smartphone use, establish routines and expectations, and encourage responsible behavior. On the other hand, permissive parenting may allow unrestricted smartphone use, potentially hindering the development of responsibility. Understanding this interplay is crucial for parents and educators in guiding children toward responsible smartphone use and overall responsible behavior.

4. Mitigating Negative Effects and Promoting Responsibility

The analysis provides recommendations for mitigating the negative effects of smartphone use and promoting responsibility among elementary school students. Strategies include setting limits on screen time, establishing rules and routines, involving children in age-appropriate responsibilities, and fostering open communication between parents and children regarding smartphone use and commitment (Toombs et al., 2022). Parents can support their development in this crucial area by providing clear expectations and opportunities for children to practice responsibility.

5. Future Research Directions

The analysis identifies potential areas for future research. It suggests investigating the long-term effects of smartphone use and parenting style on the development of responsibility and exploring the role of technology in enhancing responsibility through educational apps and tools (Morrow et al., 2022). Additionally, understanding the influence of other environmental factors, such as school culture and peer interactions, on responsibility development in smartphone use would provide valuable insights for further intervention and support.

In conclusion, this analysis highlights the complex relationship between smartphone use, parenting style, and the development of responsibility in elementary school students. It emphasizes the need for parents, educators, and policymakers to be mindful of smartphone use's potential impact on duty and adopt effective parenting practices that promote responsible behavior. By understanding these dynamics and implementing appropriate strategies, it is possible to navigate the digital age while fostering a sense of responsibility in young children.
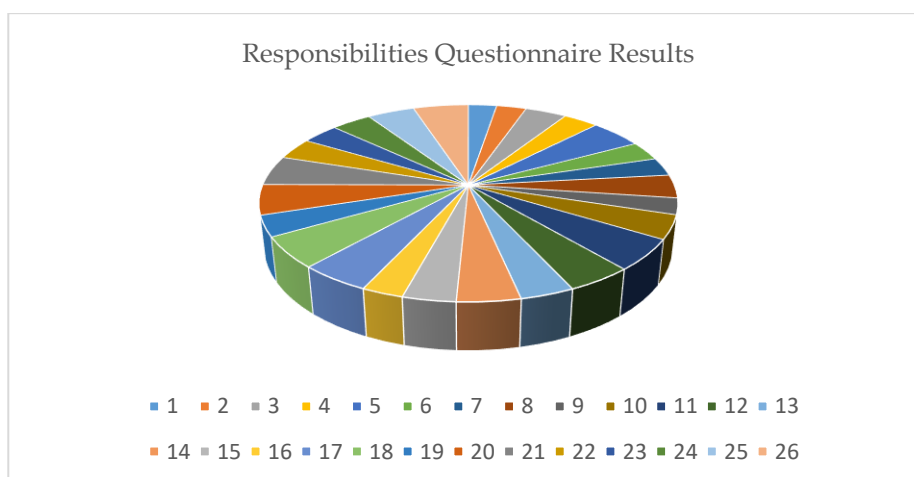

Figure 1. Responsibilities Questionnaire Results

Based on the statistical study of data on how smartphone use affects moral behavior and liability, it was found that the correlation coefficient (r) = 0.479 and the determinant coefficient (R^2) = 0.24-0.24 were found. It indicates that smartphone use has a positive impact of 2.4% on honesty and responsibility. Thus, using smartphones, especially when studying at home, influences students' responsibility and openness. Students utilize their smartphones to search for learning-related materials.

A correlation coefficient (r) = 0.436 and a determinant coefficient (R^2) = 0.191 were obtained based on statistical testing of the relationship between smartphone use and parental parenting. It shows that parenting positively influences smartphone use by 9.1%. Therefore, parental parenting is one of the elements that influence smartphone use.

The double correlation coefficient (r) = 0.592 and the determinant coefficient (R^2) = 0.349 were found based on a statistical data analysis on the impact of parental parenting and smartphone use on honest attitudes and responsibility. It shows that parental parenting and smartphone use have a good and considerable effect on students' open mindset and responsibility at Tipar Elementary School, with other factors affecting the remaining 67.1%. So, among the elements that affect the integrity and responsibility of pupils are parental parenting and the use of smartphones.

Therefore, attitudes are behaviors that can be modified in the sense of feelings, ideas, and actions based on the surrounding environment and through learning. Honesty and responsibility refer to a person's attitude and behavior in carrying out his duties and obligations towards oneself, society, nature, the social world, the cultural world, the state, and God Almighty. According to Zurich (2008), the honesty and responsibility of students can be seen in various ways, including by following directions carefully, submitting assignments on time, and being willing to take calculated risks (Setiawan et al., 2019), (Lidyasari et al., 2022). They also always look fair, disciplined, and reliable in their duties. Due to solid parenting and the use of smartphones that support online learning well, honesty and accountability will eventually continue to grow.

The fact that good parenting and using smartphones together have a beneficial and significant impact on students' moral character and sense of responsibility proves that these two factors will improve students' behavior and make them more responsible for their actions. Parenting and smartphone use are two aspects that can help shape that honesty and responsibility. Therefore, this study shows that parenting and smartphone use are two factors that influence students' attitudes toward responsibility and honesty.

Conclusion

A correlation of 0.504 can be drawn between the description and the conclusion that parenting affects both students' honest attitudes and responsibilities. The first hypothesis is accepted if the R^2 value of 0.2 6 3 indicates that parental parenting contributes 26.3% to honesty and responsibility. It implies that the better the parenting approach, the more honest and responsible a student will be. Conversely, the less open and accountable the child is, the worse the parenting style will be. A correlation value of 0.479 indicates a positive relationship between smartphone use and student accountability and honesty. The second hypothesis was accepted based on a R^2 score of 0.240, meaning a contribution of smartphone use of 24.0% to student responsibility and honesty. It implies that students will behave more respectably and responsibly if their smartphones are used better. The use of smartphones negatively affects students' responsibility and honesty, and vice versa. A correlation value of 0.436 indicates that parenting positively affects smartphone use. The third hypothesis is accepted if the R-square value of 0.191 suggests that parental parenting contributes 1.9% to smartphone use. It implies that the better the smartphone use, the better the parenting style. Conversely, poor parenting practices result in more deficient smartphone use as well. The use of smartphones and parental supervision has a good effect on students' willingness to be honest and responsible, which is indicated by the value of the double correlation coefficient (r) = 0.592 and the determinant coefficient (R^2) = 0.349. It shows that the fourth hypothesis is supported because there is a positive and significant influence of parental parenting and smartphone use on the responsibility and sincerity of students of Tipar Elementary School by 34.9%. It implies that the better the parenting style, the better the child's smartphone will be used.

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