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# Empowerment of Cadres for Parents in Supervising Children's Use of Gadgets in Puskesmas Area in Surabaya, Indonesia

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**ABSTRACT.** The role of health workers provides health services to the community in improving the degree of public health. Its implementation can optimise Health Cadres (Surabaya City Health Office, 2019). The purpose of Community Service Activities is to increase the knowledge of cadres and parents who have elementary school children (Elementary School) about the role of parents in supervising the use of gawai in children Activity Participants; 3 lecturers, 6 students and 30 cadres of Surabaya Hebat, as well as 90 parents. The activity was carried out on 20 to 23 and 26 July 2023 in Pacar Kembang Village, Pacar Keling Surabaya Health Centre area. To achieve the objectives of the activity, lecturers carried out empowerment with the assistance of cadres, then the cadres provided assistance to parents. Implementation of assistance by providing material and modules on the role of parents in supervising the use of gawai in children. The results of cadre assistance before being given lectures and modules showed 76% less, 17% sufficient and 7% good. The results of parent mentoring activities showed 74% less, good and 13% sufficient. While the results after cadre assistance were good 40%, sufficient 37%, lacking 23%. It is expected that Surabaya Hebat cadres in Pacar Kembang Village will maintain the performance that has been achieved, and form working groups in their respective neighbourhoods to obtain health information in improving the level of health.

**INDEX TERMS** Cadres, parents, gadgets

## I. INTRODUCTION

The role of health workers provides health services to the community in improving the degree of public health. In its implementation, it can optimise Health Cadres (Surabaya City Health Office, 2019 (Surabaya City Health Office, 2019). According to (Ministry of Health RI, 2017). In the framework of these activities, nurses as health workers together with cadres develop community capabilities by providing assistance to parents, to improve the quality of life of children[1]. One of the roles of parents in developmental tasks for elementary school-age children is to socialise children, including improving school performance and developing healthy peer relationships according to current technological developments [2][3][4]. (Ministry of Health of the Republic of Indonesia Directorate General of Health Workers Health Polytechnic Kemenkes Surabaya, 2022). Research results about Smartphones affect school-age development in two opposite ways, including Smartphone addiction can harm health, well-being, physical, mental and social development. However, the use of smartphones is also beneficial for children when they use them properly.

Research results also show that the use of smartphones in school-age children is good. Smartphone use does not have serious problems for children's social development, if parents have provided adequate social support to children on how to use smartphones wisely. According to (Ministry of Health of the Republic of Indonesia, 2017), the role of nurses can help children or parents in increasing health knowledge, symptoms of disease and even actions given to the problems faced so that it is hoped that there will be a change in behaviour from children when there is an impact in the use of gadgets related to child development [5][6][7]. The factor of the increasing number of competing technologies causing the price of gadgets to be more affordable, the more products on the market, the higher the consumptive level of market players, so the reality has now become commonplace that elementary school children also have gadgets in the form of smart phones or mobile phones [8][9].

The Population Pyramid of the Pacarkeling Puskesmas Working Area shows that school age is quite a lot so that the number of primary school education facilities is the first order of 15 schools compared to junior high school order 9

and high school order 5. The development of Puskesmas Pacar Keling activities mostly involves active community participation, namely there are 54 posyandu for toddlers, 14 Pusling (Mobile Puskesmas), 13 Posyandu for the Elderly, Cadre Training, UKGS, UKS, etc. with a total of 396 cadres (Puskesmas Report, 2022)[10] rap Based on this explanation, community service activities were carried out with the title: Empowerment of cadres to parents in supervising the use of gawai in children in the Puskesmas area in Surabaya city by involving Surabaya Hebat cadres and parents who have elementary school children.

## II. METHOD AND IMPLEMENTATION

### A. METHOD

To achieve the objectives of community service activities as an effort to increase the empowerment of cadres and parents is through assistance to cadres and parents about the role of parents in supervising the use of gadgets in children, in Pacar Kembang Village, the implementation of assistance with lecture and question and answer methods with PPT media with LCD and providing modules on "The role of parents in supervising the use of gadgets in children",

### B. IMPLEMENTATION

**Activity Stages:** Prior to the implementation of community service activities, the process of licensing and determining the location and preparation meetings with the Head of Puskesmas and Kelurahan officials began. On 20 July 2023, the implementation of offline community service, in the meeting room of Pacar Kembang Village Surabaya, began with an opening followed by a Pre Test, then Cadre Assistance with the delivery of lecture material and provision of modules on "The role of parents in supervising the use of Gadget in children" and ended with a Post Test.

On 21-23 July 2023, the implementation of parental assistance was carried out by cadres individually, starting with the Pre Test then assistance with individual teaching methods with understanding of the module on "The role of parents in supervising the use of Gadget in children" and ending with the Post Test. Participants of Community Service Activities: 3 lecturers, 6 students, 30 cadres and 90 parents. On 26 July 2023 Evaluation was carried out on all cadres by giving questionnaires in the form of Google forms, about the implementation of community service activities "Empowerment of cadres in parents in supervising the use of gadgets in children in the Puskemas area in the city of Surabaya" in Pacar Kembang Surabaya Village.

## III. RESULT

Empowerment of cadres on parents in supervising the use of gadgets in children, in Pacar Kembang Surabaya Village is as follows

### A. CHARACTERISTICS OF CADRES

Some characteristics of cadres according to education, occupation, and length of time as cadres, as in TABLE 1.

TABLE 1

Characteristics of Surabaya Hebat cadres in community service activities on empowering cadres on parents in supervising the use of gadgets in children in Pacar Kembang Village, 20 July 2023.

NO	Description	Frequency	Percentage (%)
1	<b>Education</b>		
	Bachelor's degree	5	16,7
	Senior High School	19	63,3
	Junior High School	6	20
	Elementary	0	0
	Total	30	100
2	<b>Occupation</b>		
	Total	26	86,6
	Occupation	2	6,7
	Housewife	2	6,7
	Total	30	100
3	<b>Length of time as a cadre</b>		
	1-2 years	6	20
	3-5 years	7	23,3
	More than 5 years	17	56,7
	Total	30	100

TABLE 1. Characteristics of Surabaya Hebat cadres in Pacar Kembang Village in community service activities to assist cadres on supervising the use of gadged in children to support social development in children showed that most (63.376%) had a high school education, almost all (86.6%) worked as housewives and most (56.7%) had experience as cadres for more than 5 years.

### B. MENTORING OF SURABAYA HEBAT CADRES

The results of mentoring Surabaya cadres are great in supervising gadgets in children based on the results of supervision of cadres can be seen in TABLE 2 below.

TABLE 2.

Understanding of Surabaya Hebat cadres in community service activities on empowering cadres to parents in supervising the use of gadgets in children in Pacar Kembang Village 20 July 2023.

NO	Cadre Understanding	Frequency	Percentage (%)
1	<b>Before assistance (Pre-Test)</b>		
	Good	2	7
	Enough	5	17
	Less	23	76
	Total	30	100
2	<b>After assistance (Post-Test)</b>		
	Good	12	40
	Enough	11	37
	Less	7	23
	Total	30	100

TABLE 2 shows the results of the Pre-Test, the cadres' understanding of supervising children's use of gadged in supporting children's social development, showing almost all (76%) were poor. Post-test results showed that almost half (40%) of the cadres' understanding of supervising children's use of gadged in supporting children's social development was good.

### C. UNDERSTANDING OF MOTHER'S ASSISTANCE TO SCHOOL CHILDREN

TABLE 3

Understanding of mothers of elementary school children about supervising the use of gadgets in children in Pacar Kembang Village, 21-23 July 2023

Cadre Understanding	Frequency	Percentage (%)
Before assistance (Pre-Test)		
Good	12	13
Enough	12	13
Less	66	74
Total	90	100
After assistance (Post Test)		
Good	59	66
Enough	11	12
Less	20	12
Total	90	100

TABLE 3 shows the results before (Pre Test) Understanding of maternal assistance about supervising the use of gadged in children in supporting social development in children, showing almost all (74%) Less. Results After (Pos Test) Understanding of maternal assistance regarding supervising the use of gadged in children in supporting social development in children, showing most of (66%) Good.



FIGURE 1. Providing material on Community empowerment by mentoring mothers with elementary school children.



FIGURE 2. Opening of Pengabmas Lecturers and students in the process of community empowerment by assisting mothers with elementary school children



FIGURE 3. Pengabmas team of lecturers and students in the process of community empowerment by assisting mothers with elementary school children.



FIGURE 4. Community Empowerment Process Module by Mentoring mothers with elementary school children

### IV. DISCUSSION

The use of mobile phones is never free from positive and negative influences. Parents play an important role in children's education to make young people who can achieve success in the future. Parents also have a great responsibility in providing guidance to their children. The role of parents is very important for the education of elementary school-age children at the time of online learning.

Parents should pay attention to children in learning so that children are motivated to learn seriously and get maximum learning results.

Some of the ways used by parents so that children are not addicted to gadgets are the role of parents to be a good example for children, set time rules for using gadgets [11][9], determine what applications can be used by children, parental supervision when children are given gadgets, balance the use of gadgets with other activities, and the use of gadgets should not replace the role of parents as the main teacher for children[6][8][12].

Pohan (2017) reveals that the function of cadres in the implementation of Posyandu is very large, starting from the Posyandu pioneering stage, liaising with institutions that support the implementation of Posyandu, as an implementer planner and as a coach and as an instructor to motivate people who participate in Posyandu activities in their area[13], [14][15]. Based on this, Posyandu cadres have a very important role in the implementation of Posyandu, especially in motivating mothers of toddlers to visit Posyandu. the citizens (talian bersolidaritas) maintain solidarity, this is shown by 26 people as housewives.

The knowledge of parents, especially mothers, plays an important role in fostering children's growth and development. A mother's intelligence will affect the growth and development of her children[16]. This intelligence is



very helpful in providing assistance to her child, so that she can facilitate her child to support child development. Learning in children starts from providing a learning environment to accompanying children to learn[17][18]. A conducive learning environment is needed in mentoring, such as media, tools and play materials, including determining various ways to obtain certain facilities to support children's learning programmes. Technology has helped and influenced all groups, be it adults, teenagers, and even children. One of them is elementary school children aged between 6-12 years[19][8][20]. The age of 6-12 years is also known as the school period, children are able to receive formal education and absorb various things in their environment. The positive impact of the use of gadgets on children is as follows. 1) increase knowledge. By using gadgets, children can search for information via the internet, such as watching learning videos on YouTube and searching for material on Google so that children are able to complete assignments from school[21][14], 2) expanding the network of friendships. By using gadgets, children can expand their kinship network through playing games together, 3) facilitate communication. Gawaiid can make it easier for parents, families, children to communicate and plays an important role in learning during a pandemic[22]. This is in line with the opinion of (Alia & Irwansyah, 2018), namely several things that have a positive impact on the use of gadgets for children, namely that they can add insight, children can build relationships or increase friends without having to be limited by distance and time. In terms of knowledge, children can easily access or search for sites about knowledge by operating applications on gadgets, for example Google or YouTube applications[23]. Gadgets can also facilitate communication with other people and families who are far from us by texting, calling, or WhatsApp[24][25].

The most influential figure in preventing or overcoming the negative impact of using gadgets is parents. Dialogical assistance from parents is needed in reducing the negative impact of device use[9][26][7]. Parents are the number one companion and supervisor whose role in educating children cannot be replaced. Parents must also be responsible for overcoming the negative effects of gadget use. Some of the ways parents should supervise their children when using gadgets are as follows. (1) Limit children's time. When children enter preteen age, parents can give more freedom because children of this age also need devices for their social networking functions. If parents have implemented discipline from the beginning, then in preteen age children will be able to use gadgets responsibly, (2) Avoid addiction. Addiction or misuse of gadgets usually occurs because parents do not control their use when children are young, so until adolescence they will do the same way of learning. Parents must apply rules to children without being authoritarian, (3) Adapt to the times. The positive impact of gadgets will help the development of a child's adaptive function. This means

that a child must know the function of the gadget and must be able to use it because one of the adaptive functions of humans today is to be able to keep up with technological developments. Another thing that parents can do is to invite children to do positive activities, such as exercising together, gardening, or making crafts from easy-to-find materials, so that children have a sense of purpose materials that are easy to find, so that children have other activities and do not focus on the presence of gadgets. Parents are expected to be more communicative with their children, asking about difficulties faced, so that children feel cared for and loved. In addition, parents try to build a conducive learning atmosphere for students so that they can learn well. Because of the important role of parents in supervising children when using gadgets, it is hoped that parents will care more about children's development by taking the time to help children learn, discuss, ask questions, and very important is that parents encourage children. This encouragement can be in the form of words that cause encouragement in children. as a medium to encourage children's enthusiasm. For this reason, the use of devices will have an impact on its users. It is appropriate, that mothers who have elementary school children out of 90 people with good knowledge as many as 59 people and 11 people have sufficient knowledge, and as many as 20 people have less knowledge so that they support to accompany children's learning.

## VI. CONCLUSION

Community service activities were carried out in the meeting room of Pacar Kembang Village Surabaya, Pacar Keling Health Centre area. The results of community service are The results of cadre assistance before being given lectures and modules showed 76% less, 17% sufficient and 7% good. The results of parent mentoring activities showed 74% lacking, good and 13% sufficient. While the results after cadre assistance are good 40%, sufficient 37%, less 23%. Be suggested Surabaya Hebat cadres in Pacar Kembang Village maintain the performance that has been achieved, and Surabaya Hebat cadres in Pacar Kembang Village form working groups in their respective neighbourhoods.

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