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# **1 THE INFLUENCE OF THE FAMILY ENVIRONMENT, INTERPERSONAL COMMUNICATION, AND SMARTPHONE ADDICTION ON CHILDREN'S EMOTION DEVELOPMENT**

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## **Abstract**

Efforts to increase early childhood emotional development towards a positive direction cannot be separated by the various factors that influence it. This study aims to see the relationship between the role of the family environment, interpersonal communication, and smartphone addiction on children's emotional development in Cirebon, West Java. Using survey research methods with SEM analysis techniques assisted by AMOS software. Data analysis was carried out on 263 parents who had early childhood age 62-6 years. Determination of the sample using proportionate cluster random sampling. The results of the research study showed that the family environment partially has a positive direct effect on children's emotional development, while smartphone addiction has a negative effect on children's emotional development. This is different in interpersonal communication, which apparently does not influence children's emotional development. This indicates that if you want to improve the development of positive emotions in children, what must be the main concern and priority in the improvement is to always create a harmonious family environment and reduce the level of smartphone addiction. So it is necessary to have policies and joint attention, both from the government, schools, or parents at home to continue to pay attention to a positive family environment for children and to monitor children's smartphone use so that it is not excessive.

**Keywords:** Family Environment, Interpersonal Communication, Smartphone Addiction, Emotional Development, SEM, AMOS

## **Introduction**

Early childhood grows and develops in a diverse environment. Starting from the macro, meso, and microenvironment (Santrock, 2017). One of the environments closest to children is the family environment. A family environment consisting of father, mother, or other siblings provides various patterns of interaction and relationships with early childhood. Parents who manipulate the family environment will positively influence children's development. Parents are the main actors in how early childhood grows and develops (Riza, 2016).

Along with the golden age of early childhood, the role of the environment also develops. Whether it's the family environment or the community environment. Apart from family environmental factors, aspects of children's emotional development can also be seen from the communication skills of parents. Parents' communication skills have a role as a

form of touch for children to receive various kinds of information and suggestions for children, both verbally and nonverbally.

Not only the role of the family environment and interpersonal communication skills, but the child's habit of using gadgets or devices such as smartphones also becomes a serious problem if used excessively. Children who are too fond of playing smartphones will have a negative impact, for example, from a physical point of view, the child will be lazy to move, the eyes will experience interference, and the bodyweight is less than ideal due to lack of movement. From an emotional point of view, it will also have an impact, for example, such as a child who is weak in concentration, lacks focus, hyperactivity, and if his desire is not obeyed, it will become excessive temper-tantrum.

The results show that the duration of children's use of digital technology greatly affects the difficulty of children giving up their gadget addiction (Gutiérrez et al., 2016). One reason is that they often see parents interacting with digital technology devices so that even early childhood cannot deny that they will imitate and are often exposed to the influence of digital technology tools. The high interaction between adults and parents with digital technology can affect the interaction between parents and children (Kildare & Middlemiss, 2017). Through this interaction, early childhood has become increasingly accustomed to utilizing and using digital technology.

The American Association of Pediatrics (AAP), conducted a study entitled "the domination of digital media use in the lives of today's children". And the result is that the media most used by children are smartphones which are part of the Gadget. Children who actively use gadgets have almost doubled (from the previous 38% to 72%). And the most surprising thing is, it was found that the high activity of children under the age of 1 has started interacting with gadgets. One of the causes of this problem is the lack of supervision and assistance from parents. Parents have given the freedom to children without "dialogical assistance" (Gökçearsan et al., 2016).

The exposure to digital media for children is increasing, not only found in public spaces but has entered the home environment. Quoted from the New York Times website, 70% of parents permit children to play with gadgets at home when parents do work at home. And 65% of parents give gadgets to their children to calm their children when they are in public places. In the past 10 years, the amount of time children spend in front of digital screens has increased by 2 ½ hours. Children spend an average of 8-9 hours a day on their cell phones, including streaming videos, or simply playing games.

The widespread use of digital technology in early childhood, one of which is the role of communication that exists between parents and children. Communication is the process of delivering a message by someone to another to inform or to change attitudes, opinions, or behavior either directly orally or indirectly through the media (Effendy & Uchjana, 2001).

Excessive smartphone use behavior leads individuals to compulsively use smartphones (Takao et al., 2009). Although it is widely argued that smartphone addiction is the same as addiction to other technological measures, smartphones are more dangerous because smartphones have a variety of unique features such as portability and ease of connectivity (Demirci et al., 2014)

Smartphone addiction has different types of addiction such as drugs or alcohol (Griffiths, 1998; Van Deursen et al., 2015). Fun and joy that initially appear to be conditions that can be disruptive to both adults and early childhood in the long term. Excessive smartphone use and the habit of always playing with smartphones will lead to compulsive use or even become addicted to smartphones (Zhang et al., 2014). Other disorders, namely in the form of sleep problems, health problems, easy stress (Thomé et al., 2011), and various other physical and mental development problems (Hadlington, 2015; Park & Park, 2014). When someone or even early childhood cannot get and use a smartphone, they may suffer from nomophobia such as (1) inability to communicate with other people, (2) loss of connection or social ties with other people, (3) giving up at convenience (Yildirim, 2016).

From the background explanation above, the authors are interested in examining the emotional development of early childhood in the city of Cirebon, which is influenced by family environment variables, interpersonal communication mediated by the level of smartphone addiction in early childhood. Hoping to find the best solution in reducing the level of use of digital technology for early childhood and providing understanding and efforts in terms of developing emotional aspects of early childhood. As well as contributing thoughts in the form of a grand theory about early childhood education, especially regarding the role of the <sup>1</sup> family environment, interpersonal communication, and smartphone addiction that affect the <sup>1</sup> emotional development of kindergarten children throughout Cirebon City.

Based on the research background above, the researcher proposes a research hypothesis as a temporary answer to the problems of this research, as follows:

- **H1:** The family environment <sup>24</sup> has a positive direct effect on the emotional development of early childhood in the city of Cirebon.
- **H2:** Interpersonal communication <sup>24</sup> has a positive direct effect on the emotional development of early childhood in Cirebon City.
- **H3:** Children's Smartphone Addiction <sup>12</sup> has a negative direct effect on the emotional development of early childhood in Cirebon City.
- **H4:** The family environment <sup>4</sup> has a negative direct effect on Smartphone Addiction for early childhood in Cirebon City.
- **H5:** Interpersonal communication <sup>4</sup> has a negative direct effect on Smartphone Addiction for early childhood in Cirebon City.
- **H6:** Family environment has a positive direct effect on interpersonal communication

## **Materials and Methods**

### ***Population and Sample***

This study uses primary data, which is obtained from the subject directly by distributing online questionnaires using Google Form. Researchers used the population of

the study was all parents of students who attended Kindergarten (Kindergarten) throughout the city of Cirebon which were spread over five districts. The criteria chosen to be the sample were parents of students who have early childhood aged 4-6 years (groups A and B), who are actively attending kindergarten in the academic year 2019-2020 even semester, namely 263 respondents or parents. The samples were determined using a stratified random sampling technique. The samples were determined from the number of parents of students in each sub-district, and finally, the sample allocation was determined from each TK selected according to the number of samples per district randomly (random sampling).

#### ***Variable / Instrument Measurement Scale***

This study has four variables, namely family environment variables, interpersonal communication, smartphone addiction, and early childhood emotional development. To measure the four variables using a measuring instrument which consists of several statement items given to several respondents who are determined through a questionnaire. Then, the data from the questionnaire will be processed and analyzed quantitatively. The scale used for each variable is the Likert scale.

The data collected consisted of two types of data. The first data is descriptive data or respondent characteristics data (age, gender, parents job). The second is to use the instrument FES (family environment scale), ICS (interpersonal communication scale), SAS (smartphone addiction scale), ITSEA (emotional development scale for early childhood).

The family environment instrument was first developed by Robertson & Hyde, (1982) which consisted of 10 subscales. Then developed and tested the level of its validity by (Loveland-Cherry et al., 1989). Finally, we used an adapted family environment instrument, using the version from Dr. Harpreet Bhatia and Dr. N.K. Chadha (Sundar Sarma & Talukdar, 2016). The Cronbach alpha level is 0.79 and the test reliability is 0.75. Whereas in this study, the Cronbach alpha value was obtained of 0.85.

Interpersonal communication has an instrument proposed by (Bienvenu & Stewart, 1976) which has 5 dimensions. This measurement uses the Rating Scale developed by Campbell and Akdemir (Campbell & Akdemir, 2016). The Cronbach alpha level is 0.748 and the test reliability is 0.821. Whereas <sup>12</sup> in this study, the Cronbach alpha value was obtained of 0.77.

<sup>12</sup> Smartphone Addiction uses the SAS (smartphone addiction scale) instrument developed by Kwon (Kwon et al., 2013). During its development phase, the <sup>30</sup> result of the internal consistency test (Cronbach's alpha) was 0.967. By using a Likert scale, which is between 1 = never, and 4 = always. Whereas in this study, the alpha Cronbach value was 0.88.

Then the last one is an instrument of children's emotional development developed by <sup>54</sup> (Briggs-Gowan et al., 2004). Instrumen <sup>35</sup> ITSEA Infant-Toddler Social Emotional Assessment (ITSEA) instrument developed by (Briggs-Gowan et al., 2004) has 6 dimensions. The alpha Cronbach's emotional development instrument in this study amounted to 0.81.

#### ***Operational Classification and Definition.***

The variables in this study consisted of one exogenous variable, namely the family environment ( $\eta$ ), and 3 endogenous variables. The classification of endogenous variables is divided into two types of endogenous variables, namely endogenous intervening variables, namely interpersonal communication ( $\xi_1$ ) and smartphone addiction ( $\xi_2$ ), and dependent endogenous variables, namely children's emotional development ( $\xi_3$ ).

The family environment ( $\eta$ ) is a condition and reflection of the environment in the family system and interactions with all family members, such as the quality of relationships between family members, the desire to grow positively together, and the application of a controlled family organization system. Indicators included in the family environment are Relationship-Cohesion (X.1), Relationship-Expression (X.2), Relationship-Conflict (X.3),

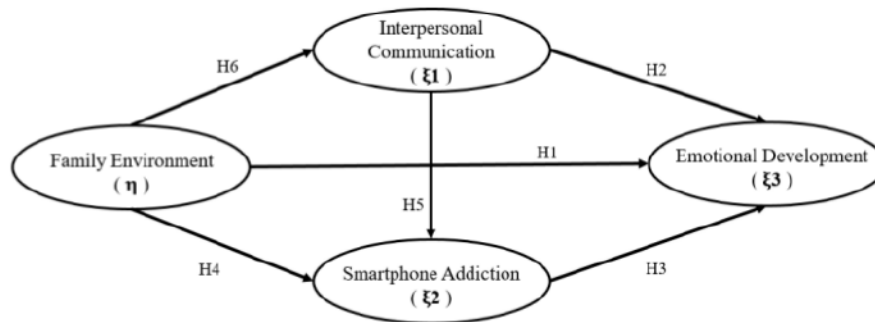
Relationship-Acceptance and Caring (X.4), Personal Growth- Independence (X.5), Personal Growth- <sup>51</sup> Active Recreational Orientation (X.6), System Maintenance- Organization (X.7) and System Maintenance-~~Control~~ (X.3).

Interpersonal communication ( $\xi_1$ ) is a person's ability to provide or capture a variety of information through communicating with other people, both verbally and nonverbally, so that a meaningful relationship is established in their social role. The indicators related to interpersonal communication are self-concept (Y1.1), ability (Y1.2), skill experience (Y1.3), emotion (Y1.4), and self-disclosure (Y1.5).

Smartphone addiction ( $\xi_2$ ) in early childhood is the excessive level of smartphone use in early childhood, characterized by various kinds of accompanying disorders, such as problems with disturbances in the daily life of children, social withdrawal, excessive use, feeling comfortable when interacting and there is tolerance. The indicators consist of Daily-life disturbance (Y2.1), Positive anticipation (Y2.2), Withdrawal (Y2.3), Cyberspace-oriented relationship (Y2.4), Excess (Y2.5), and Tolerance (Y2. .6).

<sup>6</sup> The development of children's emotions is the change in feelings experienced by children which include several symptoms of externalization, internalization, dysregulation, and the ability of early childhood to manage emotions, as a result of interactions with objects or social. These symptoms cause positive and negative emotional feelings such as joy, pleasure, happiness, joy, attraction, anger, anxiety, fear, depression, sadness, and hatred. The indicators consist of Externalizing Domain (Y3.1), Internalizing Domain (Y3.2), Dysregulation Domain (Y3.3) and Competence Domain (Y3.4).





*Figure 1. Theoretical Models the Influence of Family Environment, Interpersonal Communication, towards Smartphone Addiction and Emotional Development of Early Childhood.*

#### ***Research Assumptions.***

Before data analysis and model testing, several research assumptions must be tested that must be fulfilled. That includes missing data, sample size, data normality, outliers, multicollinearity, and residual values (Tabachnick, 2007). Based on this initial test, it was found that in this study it was confirmed that there was no missing data. The total sample size has met the ratio between the number of samples and the parameters, which is at least 10: 1 (Kline, 2016). So that the initial requirements of this research have been fulfilled. The data normality test has also been fulfilled, by looking at the value of skewness and kurtosis which is less than 1.

And finally, namely determining the outlier data. Considering the proportion of the two experts, the researcher determined that the minimum sample was 263 because it was to anticipate outliers' data or outlier data. Data is declared normal with a value of c.r (critical ratio) of 1.133, fulfilling the requirements for data normality, namely  $-2.58 < c.r < 2.58$ . There is no more data that must be discarded because all data are free outliers (Hair et al., 2010). After testing the assumptions, the measurement model analyzed data from 263 subjects, remaining after 28 had been removed from the data set.

### *Assumption of Fit Model*

<sup>4</sup> In structural equation modeling, various kinds of suitability indices are used in evaluating fit models by looking at the chi-square value in the study. According to (Kelloway, 2015) states that a Chi Square value of more than 5 indicates a high <sup>2</sup> goodness-of-fit between the data and the model. The Chi-Square value obtained in this study is > 5. Then according to Browne & Cudeck, (1992) that the RMSEA value is less than 0.08 indicating that the model is fit, in this study the RMSEA value is 0.035. According to <sup>39</sup> (Hair et al., 2010) the GFI and AGFI values above 0.90 are the fulfillment of goodness-of-fit, the GFI (0.934), and AGFI (0.902) values are obtained. Then the TLI value is above 0.90 (0.974) (Hair et al., 2010) and the CFI is above 0.90 (0.980) (Bentler & Bonett, 1980) indicating that the model is accepted and shows good goodness of fit.

### *Method of Analysis*

This study uses Structural Equation Model analysis techniques by utilizing the SPSS AMOS program version 22.0. SEM is a multivariate statistical technique and is a powerful method of analysis. The analysis carried out is to test the hypothesis and test the model so that it can explain the causal relationship of each variable then analyzed based on a theoretical basis. Furthermore, the data obtained were analyzed in <sup>2</sup> various goodness-of-fit indexes used in evaluating the suitability of the model.

## **Result and Discussion**

### ***Measurement Model***

<sup>49</sup> This study uses a two-stage approach to interpreting the theoretical construct and its relationship. Namely the first, we took measurements of the model first. Then the second one evaluates the model with a structural model to test the hypothesis. Model making is assisted by using AMOS 22 software. The measurement model is declared fit if it meets the criteria described in the Goodness of fit table. The initial measurement model obtained the

value of [Chi-square = 440.143; CMIN / DF = 1.96; RMSEA = 0.077; GFI = 0.814; AGFI = 0.771; TLI = 0.834; NFI = 0.744; PNFI = 0.659; PGFI = 0.661]

Convergent validity is to determine that the indicator items of a construct must have a high proportion of variance (Hair et al., 2010). To determine the convergent validity of each construct indicator must have a loading factor value greater than 0.50 (Hair et al., 2010). Thus, we eliminated or removed indicators from each construct that had a low factor loading (<0.5) (except 0.45). Thus, after the elimination of indicators, all path coefficients from each latent variable to indicator are quite high (ranging from 0.45 to 0.86 for the Standardized Coefficient) and significant (Sultan et al., 2009).

Then the next is, the reliability value for each construct must be at least 0.70. Whereas in this study, the reliability of the measurement model was carried out by calculating the Cronbach alpha value (from 0.77 to 0.88) and composite construct reliability (from 0.67 to 0.86).

Finally, the Average Variance Extracted (AVE) value for each construct must be more than 0.50 (Fornell & Larker, 1981; Hair et al., 2010). The AVE value in the three constructs of this study (FE, IC, ED) is lower than 0.50, except for smartphone addiction (SA) alone which has an AVE value of 0.55 (Table 3). However, although the three constructs have a value lower than 0.50, they have a composite reliability value higher than 0.60, so that the convergent validity of the construct is still adequate (Fornell & Larker, 1981).

Table 4 shows the correlation matrix, mean, standard deviation, skewness, and kurtosis. The normal distribution test for each variable shows that all of them have skewness and kurtosis values smaller than 1. So it can be said that all data are normally distributed, and further data analysis can be carried out. Furthermore, table 3 also shows a significant relationship between family environment, interpersonal communication, smartphone addiction, and emotional development.

Testing for discriminant validity using the AVE value <sup>16</sup> is done by comparing the root value of the AVE for each construct with the correlation between constructs and other constructs. It is recommended that the AVE value should be greater than 0.50 (Hair et al., 2010), based on Table 3 above, it shows that the root value of the AVE for each construct is greater with the correlation between constructs and other constructs. So it can be concluded that it has good discriminant validity.

After testing the validity and reliability of the measurement model, the goodness of fit is retested. The results of the goodness of fit value are [Chi-square = 85.496; Probability = 0.116; CMIN / DF = 1,204; RMSEA = 0.035; <sup>33</sup> GFI = 0.934; AGFI = 0.902; TLI = 0.974; NFI = 0.895; PNFI = 0.699; PGFI = 0.631]

<sup>1</sup> Table 1. Goodness of Fit Index

The goodness of Fit Index	Cut-Off Value GOF Indices	Value	Result
Chi-Square	Chi-Square hopefully less	85,496	<sup>47</sup> Fit
Probabilitas	$\geq 0,05$	0,116	Fit
RMSEA	$\leq 0,08$	0,035	Fit
GFI	$\geq 0,90$	0,934	Fit
<sup>28</sup> AGFI	$\geq 0,90$	0,902	Fit
CMIN/DF	$\leq 2,00$	1,204	Fit
TLI	$\geq 0,95$	0,974	Fit
CFI	$\geq 0,95$	0,980	Fit

Measurement <sup>1</sup> of family environment variables, interpersonal communication, smartphone addiction, and emotional development using the SEM AMOS 22.0 program to obtain a structural equation model. The SEM test <sup>46</sup> results can be seen in table 1, namely the goodness of fit index table, it can be seen that the 8 criteria that are determined to measure the fit or not of a model, all have been met or the model is fit. So that the model can be declared fit because there is a match between the model and the data.

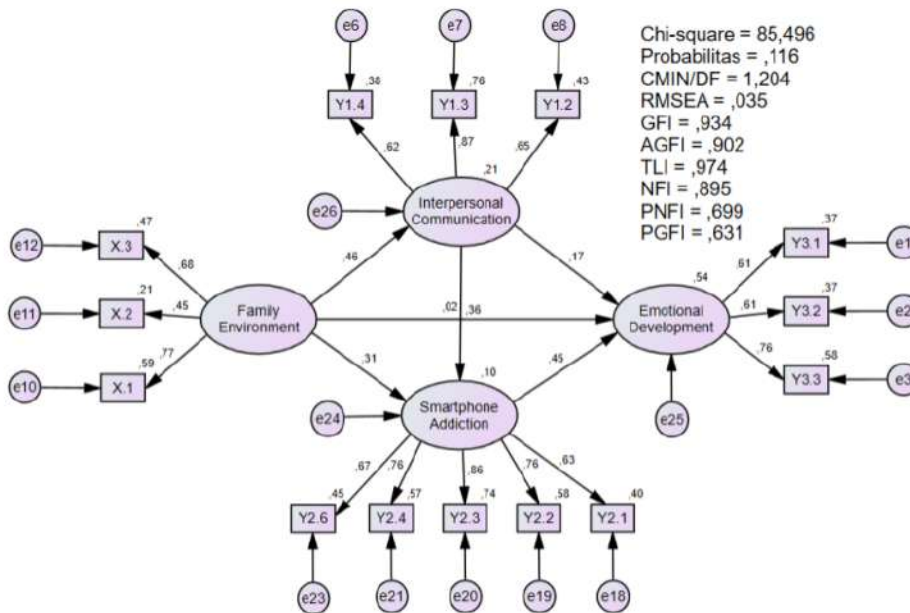


Figure 2. Research Fit Model

2 Table 2. Correlations among construct, means, standard deviation, skewness, kurtosis, (N = 263)

Construct	1	2	3	4	M	SD	Skewness	Kurtosis
Family Environment	1,00				44,94	4,14	-0,226	0,064
Interpersonal Communication	0,46	1,00			38,07	3,43	0,718	0,209
Smartphone Addiction	0,32	0,16	1,00		52,36	6,37	-0,568	0,239
Emotional Development	0,58	0,41	0,59	1,00	46,81	5,22	0,107	0,281

Table 3. SEM results of the model

Indicators	SL	T-Values	R <sup>2</sup>	α	ρ	AVE
<b>Family Environment (η)</b>				0,85	0,67	0,35
X.1: Relationship-Kohesi	0,77		0,59			
X.2: Relationship-Ekspresi	0,45	4,86***	0,21			
X.3: Relationship-Konflik	0,68	5,97***	0,47			
<b>Interpersonal Communication (ξ1)</b>				0,77	0,74	0,43
Y1.2: Ability	0,65	6,45***	0,43			
Y1.3: Skill Experience	0,87	6,18***	0,76			
Y1.4: Emotion	0,62		0,38			
<b>Smartphone Addiction (ξ2)</b>				0,88	0,86	0,55
Y2.1: Daily-life Disturbance	0,63		0,40			
Y2.2: Positive Anticipation	0,76	7,87***	0,58			
Y2.3: Withdrawal	0,86	8,49***	0,74			

Y2.4: Cyberspace-Oriented Relationship	0,76	7,92***	0,57			
Y2.6: Tolerance	0,67	7,15***	0,45			
<b>Emotional Development (<math>\xi_3</math>)</b>				0,81	0,70	0,44
Y3.1: Externalizing Domain	0,61		0,37			
Y3.2: Internalizing Domain	0,61	5,66***	0,37			
Y3.3: Disregulation Domain	0,76	6,41***	0,58			
<b>Hypotheses</b>						<b>Result</b>
<b>H1:</b> FE (X) $\rightarrow$ ED (Y3)	0,36	2,91**				<b>Supported</b>
<b>H2:</b> IC (Y1) $\rightarrow$ ED (Y3)	0,17	1,60				<b>Not Supported</b>
<b>H3:</b> SA (Y2) $\rightarrow$ ED (Y3)	0,45	3,94***				<b>Supported</b>
<b>H4:</b> FE (X) $\rightarrow$ SA (Y2)	0,31	2,33**				<b>Supported</b>
<b>H5:</b> IC (Y1) $\rightarrow$ SA (Y2)	0,02	0,19				<b>Not Supported</b>
<b>H6:</b> FE (X) $\rightarrow$ IC (Y1)	0,46	3,61***				<b>Supported</b>

Note: \*\*\*p < 0.01 ( $t > 2,58$ ), \*\*p < 0,05 ( $t > 1,96$ ), \*p < 0,10 ( $t > 1,65$ ).

Note 2: SL=Standardized Loading;  $\alpha$ =Cronbach's alpha;  $\rho$ =composite construct reliability; AVE = average variance extracted (Fornell & Larcker, 1981)

### Structural and Path Models

Structural equation models are used to evaluate structural models. Based on table 3, it can be concluded that there is a positive influence between the family environment and the emotional development of children (H1). Evidenced by the t value of 2.91 ( $\gamma = 0.36$ ). Interpersonal communication does not affect children's emotional development (H2), as evidenced by the t value of 1.608 ( $\gamma = 0.17$ ). We also conclude that smartphone addiction has a positive effect on children's emotional development (H3), as evidenced by the T value of 3.94 ( $\gamma = 0.45$ ). This hypothesis is accepted. Then, the family environment has a positive influence on smartphone addiction. Evidenced by the t-value of 2.33 ( $\gamma = 0.31$ ). The hypothesis is accepted (H4). Furthermore, interpersonal communication does not have a positive effect on smartphone addiction. It can be seen at the t-value of 0.19 ( $\gamma = 0.02$ ). The hypothesis is rejected (H5). Then the final hypothesis is that the family environment has a positive influence on interpersonal communication. Evidenced by the t-value of 3.61 ( $\gamma = 0.46$ ). The hypothesis is accepted (H6).

Then the R Square value of the child's emotional development is 0.538 or 53.8%. This means that the family environment, interpersonal communication, and smartphone addiction can explain variations in children's emotional development variables by 53.8%. The next

finding shows that smartphone addiction is the highest influence on children's emotional development, as shown in table 4.

<sup>2</sup>  
Table 4. Correlations matrix and square roots of AVE

Construct	1	2	3	4
Family Environment	0.59			
Interpersonal Communication	0.46	0.65		
Smartphone Addiction	0.32	0.16	0.74	
Emotional Development	0.58	0.41	0.59	0.66

## Discussion

### *Family Environment towards Emotional Development (H1)*

The results of the analysis of the first hypothesis resulted in the finding that the family environment has a positive direct influence <sup>44</sup> on children's emotional development. Based on these findings, <sup>31</sup> it can be concluded that children's emotional development is directly influenced by the family environment. A positive relationship between family members such as each family member provides positive support to other family members in the sense of being harmonious with each other, resulting in the development of children's emotions in internalizing domains such as depression, withdrawal, anxiety, will be reduced. A child gets strong events or experiences depending on how the family interacts with each other (Ackerman, 1958). Several research experts in the field of family environment also show the same thing that the <sup>38</sup> influence of the home environment on the development of toddlers is largely determined by <sup>43</sup> adequate stimulation from parents and the surrounding environment (Agrina et al., 2012). A similar thing was expressed by (Schacht et al., 2009) (E. M. Cummings & Merrilees, 2010) that children who are chronically exposed to a family environment that is less harmonious and prolonged will have an impact on children's emotions being disturbed, or children's self-regulation becomes problematic. Especially in boys in externalizing domains <sup>42</sup> such as anger and aggression (E. Cummings et al., 2004) (Davies & Lindsay, 2004).

***Interpersonal Communication towards Emotional Development (H2)***

The results of the second hypothesis analysis result in the finding that Interpersonal Communication does not have a significant influence on the development of Early Childhood Emotions. This result is not in line with previous studies. Whereas one of the goals of interpersonal communication in the family is to find the personal or personal character of the child, however in empirical studies it shows that the interpersonal communication of parents has less impact on children's emotions, especially on the personal or personal character of the child. According to Hartley, (Hartley, 1999) the variety of interpersonal communication skills, one of which is non-verbal, verbal and reinforcement skills and others from parents to children, is still not proven to affect the emotional quality of children. The next theory refuted by the results of this study is that of (Frydrychowicz, 2005) which explains that interpersonal communication is an important factor in psychological development between message recipients and message givers. However, in this case, parents' interpersonal communication skills do not have a significant impact on children's emotional development.

***Smartphone Addiction towards Emotional Development (H3)***

The results of the third hypothesis analysis result in the finding that Smartphone Addiction <sup>17</sup> has a direct effect on children's emotional development. Addiction is different from alcohol addiction. Addictions like this show excessive children's behavior in using smartphones. Children who often use smartphones will ignore their play environment so that children will be more fun playing with smartphones than playing with their peers. In line with what Griffiths expressed, such behavior is known as phubbing, which is the negative effect of Smartphone Addiction (Essau, 2008). Then it is strengthened according to Kwon in (Kwon et al., 2013) that the factors that can explain a child being affected by Smartphone Addiction are based on changes in behavior, such as children's daily life, children's anxiety, and others. <sup>37</sup> In line with the research conducted by Chiu (Chang et al., 2019; Chiu, 2014) which states in



research that smartphone addiction disorder is one of the reasons for shifting stress in an individual.

#### ***Family Environment towards Smartphone Addiction (H4)***

The results of the fourth hypothesis analysis result in the finding that the family environment has an impact on the level of Smartphone Addiction in early childhood. It appears <sup>53</sup> that the level of Smartphone Addiction in early childhood will be influenced by how the family environment is formed. A family environment that shows democratic values, provides freedom, responsibility, communicates openly with each other will have an impact on the low level of children's Smartphone Addiction. Theoretically, the family environment at home can provide a sense of love, security, and good stimulation to children. Children who are raised in a family that respects each other and provides motivation and open affection can reduce the child's habit of spending time alone without any interaction with other family members. Family members who always routinely invite their children to vacation together, and establish a controlled organizational system will be able to reduce the level of children's smartphone use. This is because children realize that by doing recreation together, they will foster a sense of togetherness or bonding with other members. As well as research conducted by (Kim & Jahng, 2019).

#### ***Interpersonal Communication towards Smartphone Addiction (H5)***

The results of the fifth hypothesis analysis result in the finding that the level of Smartphone Addiction in early childhood is not influenced by interpersonal communication. The results of this study differed from some experts such as Joseph De Vito (De Vito, 1994), who said that the process of influencing influence is a process that is psychological and still provides opportunities for the formation of a togetherness. It can be concluded that the form of interpersonal communication skills in the form of verbal and nonverbal language cannot be used as an excuse for children not using smartphones, early childhood will continue to use

smartphones even though parents have quite good interpersonal communication skills. The quality of interpersonal communication such as a sense of openness, empathy, mutual support, in general, cannot guarantee that early childhood will follow their parents' orders not to use smartphones excessively. It is reinforced by the viewpoint of Treenholm and Jensen (Greene & Burlison, 2003) that interpersonal communication is dyadic communication, which occurs between two individuals who give and receive information so that a relationship can create meaning.

#### ***Family Environment towards Interpersonal Communication (H6)***

The results of the sixth hypothesis analysis resulted in the finding that the family environment affects interpersonal communication. <sup>1</sup> The results of this study are in line with the opinion of some experts that the quality of a good relationship between children and parents in the family can have a positive impact on parents' interpersonal communication (Wahyuti & Syarif, 2016). Then it is further explained from the results of research by (Searight et al., 1995) that the results of communication between parents and children are <sup>36</sup> a very important aspect of the educational process in the family. A family environment that supports each family member to communicate openly with each other, will support children to open up and communicate well with each other. Interpersonal communication also plays an important role in harmonious family relationships, where parents act as teachers and friends for children (Situmorang, 2016). According to Treenholm & Jensen (Treenholm & Jensen, 1995) states that interpersonal communication is a communication that provides information and receives information so that a relationship can create meaning. From the above statement, it clearly has a correlation with the family environment, such as the relationship ability in the dimensions of the family environment. The better the relationship between each family member, the better the interpersonal communication that the family member will have.

## Conclusion

Children are entrusted by the Creator to both parents. Children have a variety of unique characteristics and behaviors so that special and different treatment is needed in terms of educational approaches to one another. Shaping children how environmental conditions are created, and also shaping children how not to use smartphones excessively, while parents' interpersonal communication must start from the closest environment so that the child will feel the impact of the role of interpersonal communication.

Parents are adults who must try to understand every child's development. Therefore, the role of both parents must continue to add knowledge and experience related to educating and caring for early childhood. One of them is by participating in parenting activities or other activities that can increase information and knowledge of children's education. Because in that way, parents become rich in insight and ready to respond to every child's problem.

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