

**FAKULTAS KEDOKTERAN
UNIVERSITAS PEMBANGUNAN NASIONAL “VETERAN” JAKARTA**

Tugas Akhir, Desember 2025

FAIZ ISRA RIZQIE, NIM 2210211049

**PENGARUH *SCREEN TIME*, AKTIVITAS FISIK, DAN POLA ASUH
TERHADAP TINGKAT KECERDASAN ANAK SEKOLAH DASAR DI
SDN 04 BOJONGSARI, KOTA DEPOK, JAWA BARAT**

RINCIAN HALAMAN (xvi + 95 halaman, 18 tabel, 1 gambar, 7 lampiran)

ABSTRAK

Tingkat kecerdasan atau *Intelligence Quotient* (IQ) setiap individu bervariasi, berkembang seiring waktu, dan dipengaruhi oleh berbagai faktor eksternal. **Tujuan** : Penelitian ini bertujuan memperdalam pemahaman tentang pengaruh *screen time*, pola asuh, dan aktivitas fisik terhadap tingkat kecerdasan (IQ) murid sekolah dasar. Penelitian dilakukan di SDN 04 Bojongsari, sebuah sekolah dengan keterbatasan fasilitas di Kota Depok yang memiliki indeks pembangunan manusia yang cukup tinggi. **Metode** : Penelitian analitik kuantitatif ini menggunakan desain *cross-sectional*. Pengukuran nilai IQ 51 siswa yang dipilih secara *purposive* menggunakan *Culture Fair Intelligence Test* (CFIT). Data *screen time*, pola asuh, dan aktivitas fisik dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Data dianalisis secara univariat, bivariat menggunakan uji *Chi-Square*, dan multivariat dengan regresi logistik. **Hasil** : Hasil penelitian menunjukkan mayoritas anak memiliki *screen time* tinggi (62,75%), pola asuh demokratis (86,28%), dan aktivitas fisik rendah (50,98%). Nilai IQ mayoritas berada pada kategori rata-rata (90–109) sebesar 45,10%. Hasil uji bivariat menunjukkan *screen time* ($p = 0,203$), pola asuh ($p = 0,236$), dan aktivitas fisik ($p = 0,180$). Hasil uji multivariat juga menunjukkan *screen time* (OR = 2,317; $p = 0,192$), pola asuh (OR = 3,690; $p = 0,259$), dan aktivitas fisik (OR = 0,480; $p = 0,236$). **Kesimpulan** : Secara keseluruhan, setiap variabel tidak memiliki hubungan maupun pengaruh yang signifikan terhadap tingkat kecerdasan (IQ). Penelitian ini diharapkan dapat memberi masukan agar upaya peningkatan kecerdasan lebih fokus pada faktor yang memang berpengaruh, menambah referensi bagi penelitian sebelumnya, serta mendorong penelitian lanjutan dengan melihat faktor lain yang mungkin memengaruhi IQ.

Daftar Pustaka : 83

Kata Kunci : *Screen time*, pola asuh, aktifitas fisik, *intelligence quotient* (IQ), siswa sekolah dasar

**FACULTY OF MEDICINE
UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA**

Undergraduate Thesis, December 2025

FAIZ ISRA RIZQIE, NIM 2210211049

THE INFLUENCE OF SCREEN TIME, PHYSICAL ACTIVITY, AND PARENTING PATTERNS ON THE INTELLIGENCE LEVEL OF ELEMENTARY SCHOOL CHILDREN AT SDN 04 BOJONGSARI, DEPOK CITY, WEST JAVA

PAGE DETAIL (xvi + 95 pages, 18 tables, 1 pictures, 7 appendices)

ABSTRACT

*The level of intelligence or Intelligence Quotient (IQ) varies among individuals, develops over time, and is influenced by various external factors. **Objective** : This study aimed to deepen understanding of the influence of screen time, parenting style, and physical activity on the intelligence levels of elementary school students. The research was conducted at SDN 04 Bojongsari, a school with limited facilities located in Depok City, which has a relatively high Human Development Index (HDI). **Method** : This quantitative analytic study used a cross-sectional design. IQ scores of 51 students selected through purposive sampling were measured using the Culture Fair Intelligence Test (CFIT). Data on screen time, parenting style, and physical activity were collected through questionnaires that had been tested for validity and reliability. The data were analyzed using univariate methods, bivariate analysis with the Chi-Square test, and multivariate analysis with logistic regression. **Result** : The findings showed that most children had high screen time (62.75%), democratic parenting (86.28%), and low physical activity (50.98%). Most IQ scores were in the average category (90–109), accounting for 45.10%. Bivariate analysis showed screen time ($p = 0.203$), parenting style ($p = 0.236$), and physical activity ($p = 0.180$). Multivariate analysis also showed screen time ($OR = 2.317$; $p = 0.192$), parenting style ($OR = 3.690$; $p = 0.259$), and physical activity ($OR = 0.480$; $p = 0.236$). **Conclusion** : Overall, the results indicate that none of the variables had a significant relation or effect on intelligence levels (IQ). This study provides practical guidance for focusing IQ improvement efforts on more relevant factors, enriches the literature, and encourages further research exploring additional influences on intelligence.*

Reference : 83

Keywords : Screen time, parenting style, physical activity, intelligence quotient (IQ), Elementary school students.