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**HUBUNGAN *SCREEN TIME* DAN *CO-VIEWING* DENGAN
PERKEMBANGAN BAHASA PADA ANAK USIA 1-3 TAHUN**

RINCIAN HALAMAN (xiv + 103 halaman, 8 tabel, 1 gambar, 9 lampiran)

ABSTRAK

Perkembangan teknologi digital menyebabkan meningkatnya paparan *screen time* pada anak usia dini, yang berpotensi memengaruhi proses perkembangan bahasa akibat berkurangnya interaksi verbal langsung antara anak dan orang tua. Pengaruh *screentime* terhadap perkembangan bahasa anak diyakini bergantung pada sejumlah faktor, termasuk lamanya paparan layar dan kualitas bimbingan orang tua yang diberikan melalui teknik *co-viewing*. Tujuan penelitian ini adalah untuk mengetahui hubungan antara perkembangan bahasa anak dengan *screentime* dan *co-viewing*. Metodologi cross-sectional dan desain analitik observasional digunakan dalam penelitian ini. Penelitian ini melibatkan 126 anak berusia satu hingga tiga tahun yang tinggal di lingkungan Jakarta Selatan di Puskesmas Pondok Labu dan Puskesmas Cilandak. Instrumen Ages and Stages Questionnaire–Third Edition (ASQ-3) di bidang komunikasi digunakan untuk mengukur perkembangan bahasa anak, sedangkan kuesioner *screentime* dan *co-viewing* yang diisi oleh orang tua digunakan untuk mengumpulkan data. Uji Fisher exact dan Chi-Square digunakan untuk menganalisis data baik secara univariat maupun bivariat. Menurut temuan analisis univariat, sebagian besar anak memiliki durasi *screen time* kategori tinggi (42,9%) dan tidak melakukan *co-viewing* saat menggunakan media layar (67,5%), serta sebanyak 18,3% anak berada pada kategori *suspect* perkembangan bahasa. Temuan analisis bivariat mengungkapkan korelasi substansial antara perkembangan bahasa anak dan *screentime* ($p = 0,040$) dan *co-viewing* ($p = 0,047$). *Co-viewing* bersifat protektif terhadap keterlambatan perkembangan bahasa, tetapi penggunaan layar yang berlebihan dikaitkan dengan risiko yang lebih tinggi.

Daftar Pustaka : 60 (1996-2025)

Kata Kunci : Balita; *Co-viewing*; Masa Kanak-Kanak Awal; *Screen Time*

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**THE ASSOCIATION BETWEEN SCREEN TIME AND CO- VIEWING AND
LANGUAGE DEVELOPMENT IN CHILDREN AGED 1-3 YEARS**

PAGE DETAIL (xiv + 100 pages, 8 tables, 1 pictures, 9 appendices)

ABSTRACT

The rapid development of digital technology has led to increased *screen time* exposure among young children, which may adversely affect language development due to reduced direct verbal interaction between children and their caregivers. In addition to the duration of screen exposure, the quality of parental involvement through *co-viewing* is believed to play a role in modifying the impact of *screen time* on children’s language development. This study aimed to determine the relationship between *screen time*, *co-viewing*, and language development in children aged 1–3 years. This study employed an observational analytic design with a *cross-sectional* approach. A total of 126 children aged 1–3 years were recruited from the working areas of Cilandak Primary Health Center and Pondok Labu Auxiliary Health Center, South Jakarta. Data were collected using parental questionnaires on *screen time* and *co-viewing*, while children’s language development was assessed using the communication domain of the *Ages and Stages Questionnaire–Third Edition (ASQ-3)*. Data analysis was performed using univariate and bivariate analyses with the Chi-square test and *Fisher’s exact test*. Univariate analysis showed that most children had high *screen time* exposure (42.9%) and did not receive *co-viewing* during media use (67.5%), while 18.3% of children were classified as having *suspect* language development. Bivariate analysis demonstrated a significant association between *screen time* and language development in children aged 1–3 years ($p = 0.040$), as well as between *co-viewing* and language development ($p = 0.047$). Excessive *screen time* was associated with an increased risk of language development delay, whereas *co-viewing* acted as a protective factor.

Reference : 60 (1996-2025)

Keyword : *Co-viewing*; Early Childhood; Language Development; *Screen Time*; Toddlers