

Teacher partnership controlling as a model to manage beneficial gadget use for elementary school-age children

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Teacher partnership controlling as a model to manage beneficial gadget use for elementary school-age children

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Abstract

The background of this study is based on parental supervision shortage on children while accessing online media. The objective of this study is to develop a parental control model for gadget use as well as time limit to use gadgets and determine the appropriate Teacher Partnership Controlling model for elementary school-age children. The type of this study is Research and Development (R&D) with experimental models carried out on elementary school-age children with a sample of grade 1 to 6 in Barang Village, Jumo District, Temanggung Regency. The data collection was done by giving questionnaire, interview and documentation. The data on gadget usage surveillance was done by applying Google Family Link application. The results of the preliminary study showed that there were problems regarding the use of gadgets, so that Teacher Partnership Controlling model was developed and it was accompanied by a guidebook for the use of the Google Family Link application for beneficial gadgets for the children. The results of the study showed that there had been a decrease in the level of gadget use in children after the Teacher Partnership Controlling model was applied. This happened because parents can directly control and limit the use of children's gadgets with the Google Family Link application. It can be concluded that the Teacher Partnership Control model is suitable for primary school age children. It is suggested that the Teacher Partnership Controlling model can be applied to oversee the use of gadgets among children.

Keywords: Teacher Partnership Controlling, Gadget, Children

1. Introduction

The fast growing in science and technology in the 21st century is to ease human being. Smartphones or gadgets which are the improvement of the old phone model are now used by not only adults but also children. Smartphone manufacturers offer several features to provide easy access. Constant gadgets use will have a negative impact on children's behavior. Children will be addicted to gadget and it is undeniable that nowadays children play gadgets more often than study or interact with the others.

Permendibud No. 30 of 2017 stated that family involved in education a) family has an important role in supporting the achievement of national education goal; b) education requires

synergy between family and the community. In line with supporting education, the internet play an important role. Based on the 2016 APJII (Indonesian Internet Service Providers Association) survey, 768 thousand Indonesian children aged 10-14 have accessed the internet. Ages 15-19 years as many as 22.5 million children and 20-24 years as many as 22.3 million (Kominfo 24/10/2019). The survey in 2017 stated that the internet users in Indonesia increased by 8 percent equals to 143.26 million people. User aged 19-34 reached 49.52 percent. Gadgets help children to access information about learning materials through digital libraries. The internet can be very productive to support the learning process. For this reason, parents should be gadget and internet literate. We cannot resist the presence of technology around children. At the same time negative impacts must be minimized (Kompasiana.com 28/10/2019). Apart from parental supervision, teachers also determine the success of any educational effort. Teachers are writerized and responsible for guiding and fostering students at and outside of school (Djamarah, 2014: 164). Teachers are expected to become educators, instructors and mentors. Teachers must have the ability and skills in teaching, so that they will be able to motivate students to learn. The initial survey conducted at SD Negeri 1 Barang, Jumo in Temanggung Regency by conducting interviews with the principal of SD Negeri 1 Barang school found the problems regarding the use of gadgets. They can easily access negative content through their gadgets. And there is also no parental supervision in the use of children's gadgets. Parents also give no time limit to them in using gadgets so that children ignore the time to study

This study developed a Teacher Partnership Controlling / TPC model-a collaboration between teachers and parents in supervising gadgets use in children. TPC is a supervisory and mentoring program for teachers in partnership with other parties. Supervising the use of gadgets should ideally be carried out by parents, because children spent most of their time at home. That is why the Teacher Partnership Controlling program needs to be improved by applying the principles of the partnership. Based on the background, the study problems were formulated as follows (1) how is the development of the Teacher Partnership Controlling model in elementary school-age children? (2) how is the suitability of the Teacher Partnership Controlling model for elementary school age children?

2. Review of Related Literature

A model can be defined as a visual or verbal representation. The model presents complex and complicated information into simpler or easier ones. With a model, a person will understand

information better than through long explanations. A model in development study is presented in the development procedure. Models can also provide a framework for theory of development and study. By following a certain model, a number of inputs will be obtained to improve the study product, whether in the form of teaching materials, media, or other products (Setyosari, 2016: 282). It can be concluded that the model is a guideline used to act according to predetermined systems or rules. In addition, the model is expected to be able to overcome difficulties. This study developed Teacher Partnership Control model.

Teacher Partnership Controlling is a supervising and mentoring program carried out by teachers and parents. TPC is used to supervise the use of gadgets by students (Triyakfi,2017). The task of supervising gadgets use in children is ideally done by parents, because children spent most of their time at home with their parents.

Parents can make rules for the gadgets use such as limiting the time to access gadgets. It can be done by using Parental Controlling applications such as Google Family Link which can automatically limit the duration of gadget usage (Triyakfi,2017). The teacher's role can be a facilitator in helping parents to formulate rules for using gadgets. Teachers must be able to be the ones who are always ready to help difficulties faced by parents (Triyakfi,2017). Furthermore, teachers also act as parents' supervisor and motivator. They monitor, coordinate and schedule evaluation on the activities with parents. They also hold a meeting for sharing and find solutions to problems (Triyakfi,2017). In short, the Teacher Partnership Control program is intended to monitor children's gadgets use to avoid negative content and to control the time spent using children's gadgets.

Gadgets are electronic instruments that have specific practical purposes and functions, especially to help and facilitate human work (Lewis in Nurmasari, 2016: 25). Gadgets are different from other electronic devices. Gadgets always present the latest technology that makes life more practical. Gadgets are a high-tech feature and have tools or instruments that have specific practical purposes and functions that are generally given to something new (Kuncoro in Khulwia, 2018: 22). According to Rohmah (2017: 27) gadgets are special electronic devices that are unique compared to other electronic devices. Based on this definition, the writers define a gadget as an electronic device that has a special function, which makes it easier to establish communication

The positive impact of using information media and technology for children is to hone their creativity and intelligence. With the existence of android, gadgets functioned well in developing attractive learning media for students. They provide unlimited sources of information that can conducive the learning process in a broad and integrative manner (Pratama

in Nurmasari 2016: 26). Variations of educational games can increase children's motivation and interest in learning (Sugianto in Nurmasari (2016: 26). There are also opportunities to explore and develop what already exists and produce newer findings (Pratama in Nurmasari (2016: 26).

Meanwhile, in Purnamasari, Suyata, Dwiningrum article entitled Homeschooling in Society: Ethnographic Studies in Education Volume 5, No 01, June 2017 issued in the Journal of Educational Development: Foundations and Applications explained that education experience rapid development because it is supported by extraordinary development of information technology. The broad impact of its use has given color to the world education system, which is known by various terms such as e-learning, distance learning, online learning, web-based learning, computer-based learning, and virtual classrooms, where all these terms refer to information technology-based education. When children access all of those application, it will need parents' concern, in supervising and restricting children's gadget. And Teacher Partnership Controlling model is intended to create beneficial gadgets use for elementary school age children. The Teacher Partnership Controlling model was initiated by a former studyer, namely Triyakfi HS, (2017) with the article titled "Tea Patrol Promoting Beneficial Gadget Use for Students".

Kusdaryani, Purnamasari, Damayani in the their study findings published in an article entitled Strengthening School Culture to Achieve Child Friendly Education in the journal article Cakrawala Pendidikan, (2016) explained that school culture which is instilled through values, norms, children personality, beliefs, ideologies, vision and mission of schools, and hospitality in socialization are the assets that must be maintained and strengthened in their development. As for the family scope, parental protection and supervision on children must also be applied with the concept of the Teacher Partnership Controlling model by parents and teachers of elementary school-age children. This supervision carried out by parents is a form of parent's concern for children. Culture that is built based on conducive and dignified living habits always places parents as educational partners as an effort to provide provision, protection and participation to children growth and development into dignified individuals.

Musthafa, Ulfa, Herieningsih in the results of study published in an article entitled The Effect of Intensity of Playing Online Games and Parental Supervision on Children's Aggressive Behavior in ejournal explained that many parents do not provide supervision and limits to their children in playing online games. This allows children to freely play whatever online games they like and are willing to spend hours in front of the screen just to play online games.

Sunita, Mayasari in the results of a study published in an article entitled Parental Control on the Impact of Using Gadgets in Children in the Endurance Journal explained that the way parents do to deal with children who are addicted to gadgets is to give time limits on using gadgets. By limiting or reducing the time to use gadgets, over time children will start to forget their gadgets. This has similarities with Teacher Partnership Controlling model where in this model parents limit their children's gadget play time and block adult content with the Google Family Link application.

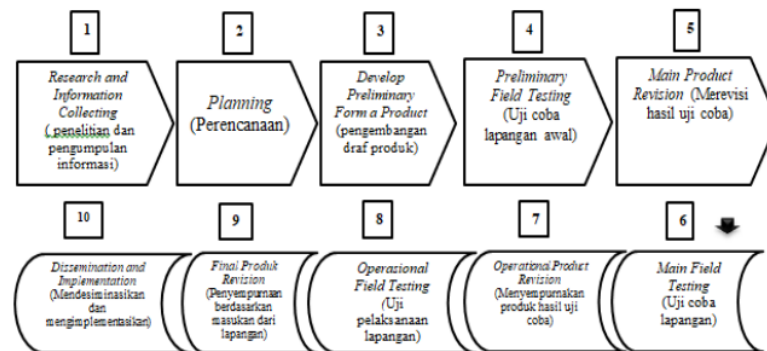
The development of children's talents is the one that parents to deal with. Children, who are addicted to gadgets need to be accompanied while accessing internet. This study explained how to deal with or supervise children in using gadgets. Teacher Partnership controlling model applies partnership supervision. This supervision is carried out by parents and teachers in supervising children's gadgets use. In addition, in the Teacher Partnership Controlling model, teachers and parents work together in making children's gadgets use into a beneficial gadget use. It can be done by providing educational game applications or by teaching interesting learning methods using gadgets and this will make children more positive in using gadgets.

3. Methods

The method used in this study was the research and development (R&D) which is a series of processes or steps in developing a new product or improve the existing product. Sugiyono, (2016: 30) stated that the research and development method (R&D) is a scientific way to conduct a study, design, produce and test the validity of the study products. According to Borg and Gall (1983) study and development is a process used to develop and validate educational products. In this study, research and development (R&D) method was used to develop or improve the existing products called the Teacher Partnership Controlling model. The development of the model was intended to create an effective product. The development model has a 10-step study and development procedure (Borg and Gall cited in Sugiyono 2016: 34). The ten steps for conducting the study are as follows:

Figure 1

Schematic of Borg and Gall's Study and Development Stages



The objective of the development study was to assess the changes that have occurred over a period of time. One example of the development study was a study which focused on the differences in the academic and social fields of a group of children who come from different social status. The samples were taken from low and high income families (Setyosari, 2016: 278). In this article, the writers conducted the study using Borg and Gall's R and D stages and presented the main substance of the study up to stage four or initial field trials. The steps which had been done were (a) Study and information gathering; (b) Planning; (c) developing the initial product; and (d) Initial field testing. The preliminary study was conducted at several elementary schools. The schools for the preliminary study were SD N 1 Barang, SD N 1 Karangtejo, and SD N 1 Padureso. The preliminary study obtained the data that there were problems found in the gadgets' use among the children. Meanwhile, the study location is located in Barang Village, Jumo District, Temanggung Regency. The target of this study was elementary school students. This study was conducted in April 2020. The subjects in this study were parents and children. To obtain the data in this study, the writers used the techniques for study as follows: (1) conducted an interviews with the subject being studied at the specified place and time. The interview was intended to obtain data about how parents monitor the use of gadgets for their children, then (2) used a randomly distributed questionnaire to elementary school aged children and parents of children in order to obtain the necessary monitoring data.

Data processing techniques in this study included interviews, filling out questionnaires and documentation. The interview that was conducted to find out the problems experienced by children and parents related to the gadgets' use. The questionnaire was prepared to measure the suitability level of supervision for the gadget use in elementary school-aged children. The scale model used refers to the Guttman scale model. The questionnaire used only two responses were used, namely "YES" which means agreeing with the statement and "NO" which means

not agreeing with the statement. Model development was carried out according to a design that has been carried out based on development study procedures according to Sugiyono (2010: 408). The development model used is Borg and Gall in Sugiyono (2016: 34). This model has a 10-step study and development procedure. Of the 10 stages of development according to Borg and Gall, the writers limited the study steps only to stage 5, namely revising the trial results based on the analysis of the initial field trials.

4. Findings & Discussions

In the early stages of this study, an initial survey was carried out at SD N 1 Barang, Jumo district, Temanggung regency and a problem was obtained regarding the improper use of gadgets for elementary school aged children. Furthermore, a preliminary study was carried out at three schools, namely SD N 1 Barang, SD N 1 Karangtejo and SD N 1 Padureso with the result that there are still many problems regarding the use of gadgets in children. As found in the results of interviews and questionnaires, teachers as educators could not fully supervise every child's gadgets use because generally children use gadgets at home, but the impact of improper use of gadgets could have an impact on learning outcomes and children's behavior at school. For this reason, it is not only the teacher who can oversee the use of children's gadgets, but the role of parents is more important in supervising children's gadgets. After all, parental supervision of children's gadgets at home is very helpful for teachers in solving these problems. Teachers and parents have their respective roles in supervising the use of children's gadgets. Cooperation between teachers and parents in overcoming problems regarding the use of children's gadgets is needed. Furthermore, the Teacher Partnership Controlling model was developed which uses an application on a smartphone.

This study developed a guidebook for using the Google Family Link application. In addition, the writer also applied the Teacher Partnership Controlling model to elementary school age children. Teacher Partnership Control had not been applied to elementary school age children before. Google Family Link is a Parental Control application developed by Google, this application is useful for monitoring children in their use of gadgets. In this case the Google Family Link application is one of the supporting applications in implementing the Teacher Partnership Controlling model. The developed guidebook was to help parents and teachers in using the Google Family Link application.

This research & development (R&D) applied the Borg and Gall Development model (Sugiyono: 2016: 34) which begins with information gathering with the following results: (1) there were cases of gadgets being misused to watch pornographic videos , (2) children brought

gadgets to school without teachers' and parents' permission, (3) teachers found it difficult to supervise children without assistance from parents, (4) excessive time for using gadgets so that no time was used for learning, (5) parents got confused about how to monitor children's gadgets.

Based on the results of the preliminary study, planning was carried out by making a study instrument grid which became the assessment criteria for the Teacher Partnership Controlling model. The completed instrument grid was then developed into an assessment instrument. The assessment instruments used were validation sheets, observation sheets and questionnaires. The validation sheet was used to determine the eligibility of the manual for using the Google Family Link application as a support for the Teacher Partnership Controlling model based on the judgment of material experts and model experts. Material experts provided an assessment based on the suitability of the material with the use of the model, the accuracy of the material, presentation techniques, and aspects of language feasibility. Meanwhile, model experts provided an assessment based on the aspects of book size, book cover design, book content design and model feasibility. Observation sheets and questionnaires were used to determine the suitability of the Teacher Partnership Controlling model.

The next stage was the implementation of the Teacher Partnership Control model in elementary school-aged children. The steps taken were: (1) the researchers held a meeting with the teachers to explain how the Teacher Partnership Control model is applied, the steps to implement it, as well as collecting data on the number of students who were active in using gadgets at home; (2) the teacher prepared a program with parents in applying the Teacher Partnership Controlling model in the form of supervision and how to implement the supervision; (3) supervision was carried out with the help of the Google Family Link application, then the teacher assisted parents in using the Google Family Link application, besides that parents saw the steps in the application manual; 4) furthermore, parents found it easier to control their child's gadget usage by using the Google Family Link application; and 5) if there were negative things in the use of children's gadgets, parents could reprimand the child directly or can report this to the school.

The initial field trial was carried out by validating the Teacher Partnership Control model to determine its feasibility based on the assessment of model experts and material experts. Teacher Partnership Controlling model validation was carried out by competent modeling experts in the field of Education and Technology Science, and media experts who are competent in the field of Parenting. Media products that had been validated were then revised according to expert suggestions. After the revision, a trial phase was carried out using

the Teacher Partnership Controlling model in elementary school-aged children. Researchers measured the level of suitability of the Teacher Partnership Controlling model by distributing questionnaires to children, parents and teachers. Researchers also observed the results of the Google Family Link application usage. The Teacher Partnership Controlling Model, which had been tested in elementary school children, was revised again based on suggestions from teachers and parents. Furthermore, the trial results were revised.

In the limited group trial, the measurement of the suitability of the Teacher Partnership Controlling model showed the application and duration of use by the informants. The results of preliminary data analysis based on questionnaire on the suitability of gadget supervision for children showed that parents and teachers trust the children to have their own gadgets, but children realized that supervision by parents and teachers was necessary in gadget use.

Furthermore, on the aspect of the suitability of gadget supervision, parents needed to supervise children's gadgets use and they could cooperate with teachers. After the Teacher Partnership Controlling model were used, parents felt that they could control and monitor children's gadget directly. This showed the importance of the role of parents in making rules for using gadgets in children and the role of teachers in helping parents formulated rules for using gadgets to make children's gadgets a healthy gadget.

The preliminary data analysis was used to determine the suitability of gadget supervision in elementary school-aged children. The level of suitability was measured against children as active gadget users. 15 children as respondents were asked to complete a questionnaire. The following was the results the questionnaire.

Figure 2

Questionnaire on Gadget Supervision Suitability for Elementary School-Age Children

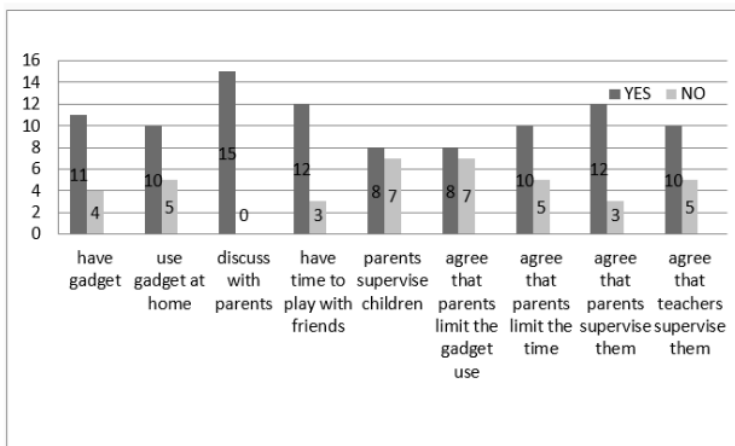


Figure 2 presents the gadget surveillance suitability, it can be seen that 11 out of 15 respondents had and used gadgets actively. Meanwhile, four others stated that they did not have gadgets. In terms of gadget use, ten children were using gadgets only at home, while five of them were allowed by their parents to use outside. Of the total respondents, 15 children always had discussions with their parents while at home. 12 children had time to play outside with friends while 3 of them spent playing time only at home. While in the aspect of gadgets' use monitoring, 8 parents supervised the use of gadgets in children, seven of them did not.

Based on data, eight children agree if their parents limited the use of media in their gadgets, while seven of them do not agree if the use of media on gadgets was limited. Then in terms of usage time restrictions, ten children agreed to be limited, while five children refused it. In the aspect of parental supervision, 12 children agreed to be supervised by their parents, three of them objected. Furthermore, from ten out of 15 respondents agreed with the teacher as their gadget assistant, while five of them objected. The result shown in Figure 2 revealed that from questionnaire on the suitability of gadget supervision in elementary school age children filled out by 15 respondents had matched the expectations of the expected study. Furthermore the suitability of gadget supervision by parents can be seen in Figure 3.

Figure 3

Questionnaire on Gadget Supervision suitability by Parents

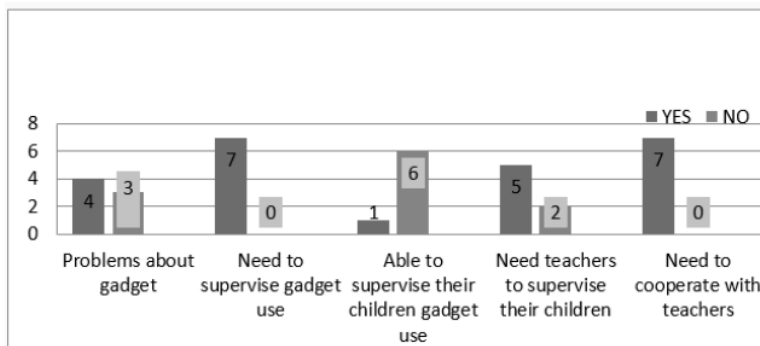


Figure 3 shows that four out of seven respondents admitted that there were problems with gadgets in children, while seven others had no problems. Of the seven respondents required the supervision in the use of gadgets for children. Meanwhile, six out of seven respondents admitted that they could not monitor their children's gadgets, while one of them was able to

monitor their children's gadgets. In the supervision of the use of children's gadgets, five respondents realized that they needed teacher's assistance in supervising children's gadgets, while two respondents did not need the assistance of teachers in monitoring gadgets. All of the seven parents as respondents agreed that parents could cooperate with teachers in supervising children's gadgets. Figure 3 shows the analysis of gadget supervision suitability and seven parents as respondents had filled out a questionnaire. The results had matched the expectations of the expected study. The findings of the problems and solutions offered during the initial field trials were described in the following Table 1:

Table 1

Finding of Preliminary Field Trial

No	Informant name (Parents)	Problems Found	Solution
1.	Informant 1	Parents do not have their own gadgets so they cannot directly supervise the use of gadgets in children	Teachers can help supervise children's gadgets by conducting supervision using the Google Family Link application which is directly supervised by the teacher, the results of the supervision are then reported to the child's parents periodically
2.	Informant 2	Lack of a supportive internet connection thus hinders the installation process of the applications that support child gadget supervision.	Teachers as parents' partners must prepare applications to be distributed to parents in order to facilitate the supervision process, so parents do not need to download the application themselves.

3. Informant 3	Lack of understanding in application usage	Teachers and researchers assist parents in using the application with the support of the Google Family Link application manual.
4. Informant 4	Parents are too busy so they don't have time to control their children's gadget usage	Parents should spend a little time controlling children's gadgets
5. Informant 5	Parents are indifferent to the use of children's gadgets	With the use of the Google Family Link application, what installed by the child and the duration of using the gadget can be seen by parents

Teacher Partnership controlling model as the product development were accompanied by a model validation test and material validation. The material expert was to test the suitability of the material content in the application manual, while the model expert was to test the suitability of the manual with the Google Family Link application. The following table are the result for both validation by the expert.

Table 2.

Model Validation Responses and decisions

Validator	Expert Responses and Decisions
Validator 1	It is suggested to pay attention to: a. layout of the image b. the selection of letters c the readability of the parents d. the readability of the child

Validator 2 provided responses and decisions which were shown in the following.

Table 3.

Material Validation Responses and decisions

Validator	Expert Responses and Decisions
Validator 2	a. Avoid using multi-interpretive sentences b. Use positive sentences in writing

Table 4.

Model Validation Assessment

No	Expert Test	Aspect	Observation Score	Max Score	Feasibility (%)
1.	Validator 1	Book Size	3	4	75
		Cover Design	14	16	87,5
		Content Design	6	8	75
		Model Feasibility	14	16	87,5
Total Score			37	44	84

Table 5

Media Validation Assessment

No	Expert Test	Aspect	Observation Score	Max Score	Feasibility (%)
1.	Validator 2	Material Feasibility	9	12	75
2.		Material accuracy	6	8	75
		Presentation Technique	6	8	75
		Language Eligibility	24	32	75
Total Score			45	60	75

The following were the suggestion and decision from the validators.

Table 6

Suggestions for Improvement and Model Validation Decisions

No	Expert	Suggestion for improvement and expert decision
1.	Validator 1	a. In general, the books are very good and sufficient to help parents in supervising the use of gadgets for elementary students b. It deserves to be tested in the field with a revision

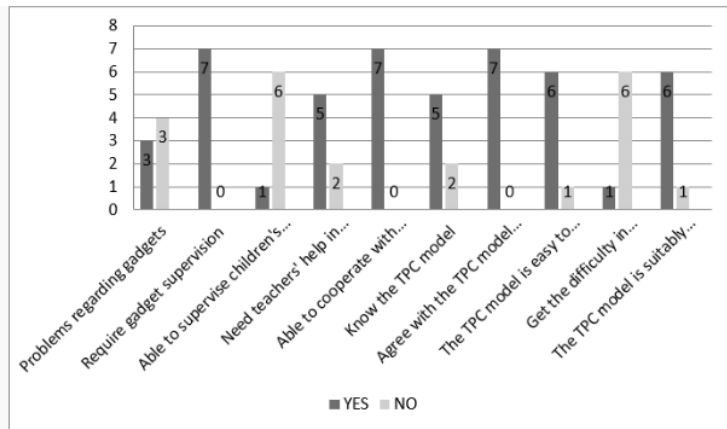
Table 7

Suggestions for Improvements and Media Validation Decisions

No	Expert	Suggestion for improvement and expert decision
1.	Validator 2	a. Over all, it is OK. Negative sentences are replaced by positive sentences. b. Then, in the relationship between parents and children, there must a mutual agreement. So that children can be wise in choosing the right time in using gadget. c. It is feasible to be tested in the field with a revision

Figure 4.

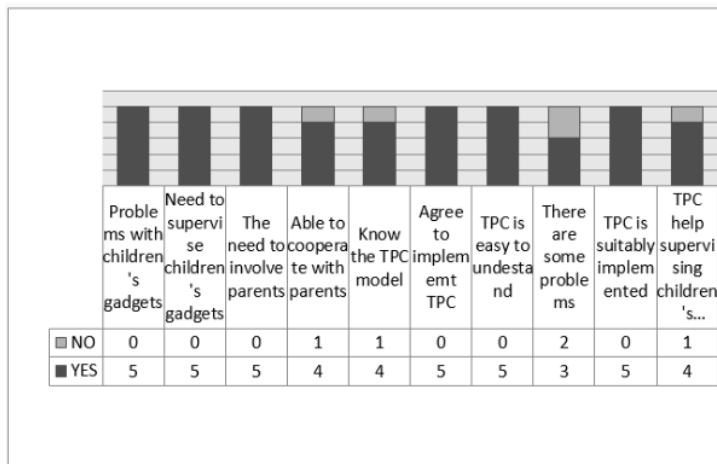
Questionnaire on Gadget Supervision suitability for Elementary School-Age Children by Parents.



It can be seen that 7 parents as respondents had filled out a questionnaire on the suitability of gadget supervision in elementary school-age children. The next is chart 4. It shows the suitability of gadget supervision in elementary school-aged children by teachers. 5 teachers as respondents had filled out a questionnaire.

Figure 5.

Questionnaire on the Suitability of the Gadgets Use in Elementary School-Age Children by Teachers



The main findings obtained in this Research and Development (R&D) were as follows:

1. Create a guidebook using the Google Family Link application as a support for the Teacher Partnership Controlling model.
2. The Teacher Partnership Controlling model was suitable children's gadget supervision. It was in accordance with the results of the questionnaire filled by children, parents and teachers.

In this study, the Teacher Partnership Controlling model was a combined parental and teacher supervision for the gadgets' use in elementary school-age children. This was supported by the Google Family Link application which monitored the use of gadgets and a guidebook for the use of the Google Family application. Link was prepared to make it easier for parents and teachers to use the Google Family Link application in supervising children's gadgets.

The results of measuring the level of suitability of the Teacher Partnership Controlling model in children showed that 73% of all respondents had their own gadgets at home. 66% of children used gadgets only at home, and 100% of the respondents always had discussions with parents. 80% of the children always took the time to play with friends. 53% admitted that their parents had supervised their gadgets. 53% of children agreed that parents limited access to online media on children's gadgets, and 66% of children agreed that parents limited the time they used gadgets. 80% of children agreed that parents supervised the use of gadgets and 66% of children agreed that teachers limited their use of gadgets.

Meanwhile, the results of measuring the level of suitability of the Teacher Partnership Controlling model by parents showed that 100% of parents had approved the Teacher Partnership Controlling model to be applied to elementary school age children. Likewise with the measurement of the level of suitability of the Teacher Partnership Controlling model by teachers, 80% of the teachers agreed to collaborate with parents in supervising children's gadgets.

Based on the results of measuring the level of suitability of the Teacher Partnership Controlling model, model validators recommended to pay more attention to the layout of the image, the selection of letters and the readability of parents and children. In general the book is very good and sufficient to help parents in supervising the use of gadgets for elementary school aged children and worth of being tested in the field. While material validator recommended of avoiding the use of multi-interpretive sentences and the need to use positive sentences. In general it is good and feasible to be tested. With the recommendations, the researchers had conducted trials with limited groups. The result showed the decrease in the level of gadget use in children from May 7, 2020 to May 9, 2020 . It happened after the Teacher Partnership Controlling model was applied. In this case, parents and teachers could control and limit the use of children's gadgets with the Google Family Link application.

Based on the suitability questionnaire for the application of the model filled in by the parents, it was found that parents stated that the model was suitable to be applied to monitor the use of gadgets in children. This is in line with the study conducted by Purnamasari, Suyata, Dwiningrum. The results of the study published in the Homeschooling article in Society:

Studies Ethnography of Education stated that without technological support, learning activities in homeschooling will not run well because gadgets are a necessity for children, but if you look at the results of Kusdaryani's study, Purnamasari, Damayani, there is the importance of child supervision to create appropriate child-friendly education. The moral values are formed, strengthened and maintained through formal education, and schools are one of the right partners for parents to monitor children's gadgets.

The data analysis showed that supervision needed to be applied to elementary school age children. This can be done by maximizing the role of parents in supervising the use of gadgets in children because there were still many parents who had not mastered the use of information technology. It was also found that parents could not bear when children were angry when they found out that they were being supervised when using gadgets. So, adequate educational steps were needed for parents to be able to supervise the use gadgets. It was also important to help to master information technology, at least to understand how use smartphones.

5. Conclusions

Based on the data analysis, it can be concluded that:

1. The Teacher Partnership Controlling model is developed by combining the concept of supervision from parents and teachers on the use of gadgets in children with the Google Family Link application. The development of this model has resulted in a manual of Teacher Partnership Controlling model which contains child supervision in the digital era, understanding the Teacher Partnership Controlling model, how to use the Google Family Link application and how teachers and parents apply this model.
2. The Teacher Partnership Controlling model is suitable for monitoring the use of gadgets in children. It is proved by questionnaire filled out by 7 parents as, 5 teachers and 15 children as respondents. They have filled out questionnaires on the suitability of gadget supervision in elementary school age children.

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