Parents' Challenges To Stop School-Age Children From Developing An Internet Addiction Through Conscious Parenting And Parental Mediation

Nur Hidaayah[1]*, Syiddatul Budury[2], Andikawati Fitriasari[3], Lilik Supriati[4], Nunik Purwanti[5], Iswatun[6]

[1]*Department of Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Ahmad Yani Street Number 57, Surabaya, 60237, East Java, Indonesia. Email: nurhid@unusa.ac.id*

[2]*Department of Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Ahmad Yani Street Number 57, Surabaya, 60237, East Java, Indonesia. Email: syiddatbr@unusa.ac.id*

[3]*Department of Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Ahmad Yani Street Number 57, Surabaya, 60237, East Java, Indonesia. Email: andikawati_f@unusa.ac.id*

[4]*Department of Nursing, Faculty of Health Sciences, Universitas Brawijaya, Malang, Indonesia. Kunci, Kalisongo, Dau District, Malang Regency, East Java, Indonesia. Email: liliks.83@ub.ac.id*

[5]*Department of Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Ahmad Yani Street Number 57, Surabaya, 60237, East Java, Indonesia. Email: noniek@unusa.ac.id*

[6]*Department of Nursing, Faculty of Vocational, Universitas Airlangga Surabaya, Dharmawangsa Street Number 28-30 Surabaya, 60286, East Java, Indonesia.. Email: iswatun@vokasi.unair.ac.id*

KEYWORDS	ABSTRACT
Children, Internet Addiction, Digital, Mindful Parenting, Parental Mediation	Background: In today's digital age, many millennial parents experience conflicts with their children, which can lead to a lack of proper guidance. This often occurs when parents, feeling helpless, try to curb their children's excessive internet use, potentially reducing symptoms of internet addiction. In the context of elementary school students, the purpose of this research is to investigate the relationship between attentive parenting, parent mediation, and dependency on the Internet. Methods: This investigation makes use of a cross-sectional design in conjunction with an analytical correlation approach. The sample consists of 119 parents of elementary school students, selected from a population of 169 through purposive sampling. Data were gathered using three questionnaires: the parental model, meditation in parenthood, and online addiction tests. Internet addiction, attentive parenthood, and parent arbitration are investigated. Spearman's Rho was used for data analysis. Result: The results indicated a strong association between parenting intervention and internet addiction, as shown by the Rank Spearman statistical test showing $\rho = 0.000 < \alpha = 0.05$. Furthermore, the statistical test revealed that the correlation coefficient (ρ) was 0.000, which is less than the significance level (α) of 0.05. This indicates a substantial association between attentive parenting and internet addiction. Conclusion: Internet addiction in primary school-aged children may be avoided with the support of attentive parenthood and mediation by parents. To reduce their child's risk of addiction, parents should supervise their children's internet usage and adopt good parental techniques.

1. Introduction

The use of the Internet has become an essential component of contemporary existence, resulting in the creation of Problematic Internet Use (PIU) as a matter of public health concern. PIU, also known as "internet addiction," "smartphone addiction," or "digital addiction," is characterized by the excessive and unregulated use of the internet, resulting in dependency and obsessive behavior that disrupts daily life (Kim, 2021 & Blazic et al., 2023). Many parents view their children's internet use pessimistically and struggle to encourage responsible use of internet-enabled devices (Bartau-Rojas et al., 2018). Common parenthood errors include excessive indulgence, helicopter parenthood, lenient parenthood,

and frequent use of telephones in the presence of children, and lack of communication, can impact a child's personality development as they grow. Additionally, parents today face numerous challenges in raising children amid rapid digital advancements, leading to concerns about child development (Kong & Yasmin, 2022). Poor parent-child relationships can increase the risk of children engaging in negative behaviors. Therefore, parents must understand their children's psychological traits to adopt effective parenting strategies, including addressing internet addiction (Ding et al., 2023). The internet penetration rate in Indonesia was 73.7 percent in 2019–2021, up from 64.8 percent in 2018, according to the APJII (Association of Indonesian Internet Service Providers) online study. Out of the country's 266.91 million inhabitants, 212.35 million used the Internet in FY2019–2021. During this period, the number of internet users increased by 8.9 percent, totaling 25,537,353.5 million people (W. Finaka, 2023). With 212.9 million internet users, Indonesia ranks fourth globally, following China, the United States, and India. This ranking is due to Indonesia's position as the fourth most populous country in the world in 2022, with a population of 275 million people (Yonatan, 2023). These data indicate a continuous increase in internet usage worldwide.

The usage of devices for interaction and data retrieval, together with information technology-based learning, has become mainstream. While there are numerous positive impacts, such as easy access to information, engaging lessons, and improved communication, there are also several negative impacts. These include dependency on devices, developmental issues, and the possibility of being exposed to harmful materials, such as pornographic material and violent stuff (Hamilton-Giachritsis et al., 2021). The growth of neurons in the brain that are crucial for attention, memory, and behavior may be affected by exposure to radiation from smartphones, according to research. While using smartphones for educational purposes can be beneficial for children, particularly with apps that enhance reading skills, such as e-books and other educational tools, the effectiveness largely depends on the guidance and care provided by parents (Kasuba et al., 2020) (Yolvi et al., 2023). Given the above phenomenon, parental involvement is crucial in supervising and guiding children's smartphone use. A positive parent-child relationship fosters better self-development (Pandia et al., 2019). For a variety of behavioral dependence, such as addictions to video games, sex, the internet, and social networking, mindfulness techniques are thought to provide psychotherapy advantages. (2018, Singh) (Chow et al., 2017). While mindful parenting is giving children attentive, nonjudgmental care in the here and now, parental mediation refers to the techniques parents employ to monitor, control, and analyze media information (Geršičáková et al., 2023) (Rivera et al., 2022). The objectives of both strategies are to stop children in elementary school from becoming addicted to the internet and lessen the impact of that addiction when it becomes larger (Branitskiy et al., 2019). The purpose of this research was to investigate the relationship between attentive parenthood and mediation by parents in terms of avoiding young children's internet addictions.

2. Methodology

Dataset

Materials

To investigate the phenomena, this study examines the relationship between attentive parenthood, parenting mediation, and internet addiction in school-age children using a quantitative analytical design and cross-sectional methodology (Sulochana Neranjani, 2020). A dependent variable, internet addiction in children, is included in the research, along with two independent variables, namely attentive parenting and parental mediation. The participants in this research are comprised of 169 parents of pupils in grades four through six who are enrolled in elementary school in Gresik districts. Purposive sampling was employed, resulting in a sample of 119 parents.

Data collection procedures

The data collection began after obtaining research authorization from the research and community service institution of Universitas Nahdlatul Ulama Surabaya, as well as clearance from the Health

Research Ethics Council. Once in Gresik, the researcher went to primary schools to provide questionnaires to parents of pupils in the fourth and fifth grades. The completed questionnaires were brought back to school three days later by the pupils after parents who consented to participate filled them out. The research utilized a questionnaire as its primary instrument, consisting of four different types. These comprise an Internet addiction questionnaire (Internet Addiction Test) (Tsimtsiou et al., 2014; Yazdi et al., 2021), a demographic questionnaire, a mindful parenting questionnaire (Mindfulness in Parenting Questionnaire) (Benrazavi, Teimouri, and Griffiths, 2015), and a parental mediation questionnaire (The Parental Mediation Model) (Benrazavi, Teimouri, and Griffiths, 2015). The questionnaires included both open-ended and closed-ended questions.

Data analysis

Descriptive statistics were used in the data analysis to create frequency distributions and percentages in tables that illustrated demographic information. To investigate the connection between attentive parenting, parental mediation, and internet addiction, the Spearman rho statistical test was used. A significance threshold of $\alpha = 0.05$ was established.

Ethical Clearance

Following reference number 185/EC/KEPK/UNUSA/2022, this study was carried out after receiving authorization from the Health Research Ethics Committee at Universitas Nahdlatul Ulama Surabaya.

3. Results and discussion

Results and discussion

General data

The following findings were discovered via the examination of the data:

Table 1. Children in elementary school as measured by the frequency distribution of demographic data

No	variables	Frequency (f)	Percentage (%)
1	Age (Years)		
	10	17	14,3
	11	41	34.5
	12	49	41.2
	13	12	10
2	Gender		
	Man	54	45,4
	Woman	65	54,6
3	Child Class		
	IV	34	28,6
	V	60	50,4
	VI	25	21
4	Parental Age (Years)		
	Early adulthood (26-35)	45	37,8
	Late adulthood (36-45)	64	53,8
	Early elderly (46-55)	10	8,4
5	Last education		
	Elementary School	3	2,5
	Junior high school	6	5,1
	Senior high school	54	45,4
	D3/S1	51	42,9

	S2	4	3,3
	S3	1	0.8
6	Work		
	Private employee	40	33,6
	Self-employed	25	21
	civil servant	6	5
	Teacher	8	6,8
	Housewife	38	32
	Health analyst	1	0.8
	Midwife	1	0.8
7	Wi-Fi facility at home		
	Have	65	54,6
	Have not	54	45,4
8	Children have their own Handphone		
	Have (Own)	110	92,4
	Parent	9	7,6
9	Screen time (hours/day)		
	1-2	19	16
	2-3	63	52,9
	>3	37	31,1

According to the Indonesian Ministry of Health, the age range for elementary school children is between 7 and 13 years old. Data from student respondents in grades IV to VI reveal that nearly half (34.5%) of the 41 respondents are 11 years old. Regarding gender, the majority of students (54.6%, or 65 respondents) are of one gender. Additionally, class distribution indicates that most respondents (50.4%) are in grade V. Early adulthood (26-35 years), late adulthood (36-45 years), early elderly (46-55 years), late elderly (56-65 years), and old age (beyond 65 years) are parental age groups according to the Indonesian Ministry of Health. Data on the parents of students indicate that the majority (53.8%) of 64 respondents fall into the late adulthood category (36-45 years). Regarding education, 4% of 54 respondents had completed high school. In terms of employment, nearly half (33.9%) of 40 respondents were private employees. Every single one of the 119 participants said that they were in a state of optimal health. The majority (54.6%) of the 54 respondents own Wi-Fi connectivity in their households, whereas almost all children (92.4% or 110 respondents) possess mobile phones.

Custom data

Table 2. In elementary school-aged children, the frequency distribution of Internet addiction, mindful parenting, and parental mediation

No	Variables	Frequency (f)	Percentage (%)
1.	*Parental* Mediation		
	Low	20	16,8
	Medium	42	35,3
	High	57	47,9
2.	*Mindful Parenting*		
	Low	18	15,1
	Medium	33	27,7
	High	68	57,2
3.	Internet addiction		
	Not addicted	56	47,1

Mild	42	35,3
Moderate	21	17,6
Severe	0	0

Among elementary school students, 57 respondents (47.9%) exhibited high levels of parental mediation. Additionally, a significant percentage of mindful parenting was performed by 68 parents (57.2%) of kids in grades IV-VI. Furthermore, 56 respondents (47.1%) in grades IV-VI did not show signs of internet addiction.

Table 3. Internet addiction in elementary school-aged children and parental mediation

Parental mediation	Internet addiction								total		p
	Not addicted		light		light		critical				
	n	%	n	%	n	%	n	%	n	%	
Low	4	20	10	50	6	30	0	0	20	100	0.000
Medium	16	38,1	17	40.5	9	21,4	0	0	42	100	
High	36	63,2	15	26,3	6	10.5	0	0	57	100	
total	56	47	42	35.5	21	17,7	0	0	119	100	

Internet addiction in grades IV-VI pupils is correlated with parenting moderation in Table 3. Among the 57 participants who had significant levels of parent mediating, 36 (63.2%) exhibited normal internet addiction levels, 15 (26.3%) had mild internet addiction, and 6 (10.5%) showed moderate internet addiction. Parental mediation and internet addiction are significantly correlated, as shown by the Spearman rho test's 0.000 ρ value at a significance threshold of $\alpha = 0.05$.

Table 4. Elementary school-aged children's internet addiction and mindful parenting

Mindful parenting	Internet addiction								total		p
	Not addicted		light		light		critical				
	n	%	n	%	n	%	n	%	n	%	
Low	2	11,1	7	38,9	9	50	0	0	18	100	0.000
Medium	8	24,2	17	51,1	8	24,2	0	0	33	100	
High	56	67,6	18	26.5	4	5,9	0	0	68	100	
total	56	47,1	42	35,3	21	17,6	0	0	119	100	

The relationship between attentive parenthood and internet addiction in fourth through sixth-grade children is seen in Table 5.7. Out of 68 respondents (67.6%) who practiced high levels of mindful parenting, 46 exhibited normal levels of internet addiction, while 18 (26.5%) had mild internet addiction. The association between attentive parenting and internet addiction has a ρ value of 0.000 according to Spearman's statistical test, which was carried out using SPSS with a significance threshold of $\alpha = 0.05$. The null hypothesis (H0) was rejected because $\rho < 0.05$, suggesting a substantial correlation between attentive parenting and internet addiction in kids in elementary school.

Parental mediation

According to the findings in Table 2, nearly half of the 119 respondents (47.9%) were classified in the High category for parental mediation. Table 1 reveals that among 54 respondents, nearly half (45.4%) had a high school education. Additionally, regarding the parents' employment status, almost a third (33.9%) of 40 respondents were self-employed. Parental mediation strategies for managing screen use are categorized into five types: 1. There is no mediation, which means that parents do not use any effort to limit the amount of time their children spend in front of screens; 2. Co-viewing, which is when parents and children spend screen time together without judging one other, such as when they are co-streaming or co-gaming; 3. Active mediation, in which parents participate in conversations with their children regarding the content and usage of smartphones and other electronic devices in a way that is not critical; 4. Monitoring, where parents observe which websites and games their child accesses

without communicating this information to the child; and 5. Limited mediation refers to the implementation of regulations and limitations on young people's use of screens. These measures may range from simple verbal warnings to more serious consequences, as well as the use of software to manage the amount of time spent on screens (Nielsen et al., 2019). Parental mediation is the term used to describe the efforts parents make to provide guidance and protection to their children from the adverse effects of smartphone use (Geržičáková et al., 2023). The type of parenting mediation is influenced by factors such as parental educational attainment and occupation. Additionally, research indicates that parents' perceptions of media significantly influence their mediation strategies (Rivera et al., 2022). Most parents opt to restrict their children's activities online, Activities such as disclosing private data, posting photographs and videos, playing online games, and watching movies are some examples of activities that fall under this category. They frequently discuss their children's internet habits, indicating a preference for high-level parental mediation, specifically limited mediation. Conversely, some parents do not engage in any mediation. They may not supervise their children's internet use, fail to use monitoring software or track inappropriate game content, and do not discuss online issues with their children.

Mindful parenting

According to the findings in Table 1, among 119 respondents, most (57.2% or 68 respondents) engaged in mindful parenting at a high level. Table 2 reveals that among 64 respondents, the majority (53.8%) are in the late adulthood age group (36-45 years). Additionally, regarding education, a high school education is held by over half of the 54 respondents, which accounts for 45.4% of overall respondents. Mindful parenting involves applying mindfulness principles from psychology to parenting practices, encouraging children and their parents to have a secure and encouraging connection (Rivera et al., 2022). Higher-educated parents often possess more information and abilities in connection to positive parent-child interactions and beneficial parenting (Ding et al., 2023). According to the findings of research that was carried out with parents in Hong Kong, the age of the parents is another factor that determines their method of mindful parenting (Lo et al., 2018). Mindful parenting involves a caring and non-judgmental approach to parenting, which can be incorporated into everyday family life. Through the use of their ingenuity and resources, it offers an adaptable framework, enabling parents to make the most appropriate choices for their families and themselves. Mindful parents can investigate a variety of possibilities to find a balance between the expectations placed on them and to meet the ever-increasing and intricate requirements of their children (Pakdaman, 2021). The five most important aspects of mindful parenting are as follows: First, active and attentive listening; Second, non-judgmental self-acceptance by both parents and children; Third, awareness of emotions for both parents and children; Fourth, parents' ability to self-regulate their behavior in parenting; and Fifth, fostering love for oneself and one's children (Duncan et al., 2009; Kasuba et al., 2020). Most parents who participated in the study met two of the five dimensions of mindful parenting. They reported difficulties in remaining calm until they had addressed their child's issues and practiced respectful listening during communication with their children. However, some parents did not fully meet the criteria for mindful parenting. These parents tended to give less attention to their children, prioritize other responsibilities that distracted them from their children, discover that their children's mood swings are unexpected and that they suffer feelings of guilt or irritation while they are punishing their children. The parents' busy work lives and the short amount of personal time they spend with their family are often cited as the cause of this lack of mindset.

Internet addiction

The findings of the study, which are provided in Table 2, reveal that internet addiction was not experienced by almost half of the 119 persons who participated in the survey (47.1%, or 56 individuals). Table 1 reveals that most respondents (54.6% of 54 individuals) had Wi-Fi at home. Additionally, almost all children (92.4% or 110 respondents) own mobile phones, and the majority of respondents (52.9% or 63 individuals) reported using screens for 2-3 hours per day for internet activities. Addiction, in this context, is viewed as a behavioral issue characterized by excessive use of

online applications that negatively affects individuals' lives. Internet addiction comprises six dimensions: Salience, this occurs when internet usage dominates a person's thoughts, emotions, and actions (including disregarding sleep, food, or cleanliness). Dopamine release in the brain's pleasure region, the nucleus accumbency, causes euphoria or increased interest. Internet users may experience functions such as "booster," "intoxication," "escape," or "calming." The third dimension, Tolerance, involves the need to achieve a certain level of internet use to achieve the desired mood-altering effect, which may also increase the duration of internet activities. Fourth, Withdrawal occurs when individuals experience discomfort or distress when internet use is abruptly stopped or not resumed. Fifth, Conflict arises when excessive internet use leads to issues in personal relationships or internal struggles. Finally, Relapse refers to the tendency of individuals to revert to excessive internet use behavior (Wenkai et al., 2022). Most children use the internet for longer periods than intended and feel content with their internet access, even when reminded by friends or parents to limit their usage. As a result, they experience only mild internet disturbances and do not reach the level of internet addiction. In contrast, some children spend time online while engaging in other activities, stay up late due to internet use, and prefer internet activities over socializing with friends or family. These behaviors indicate moderate internet disturbances, which may escalate to more severe issues.

Parental mediation and Internet addiction relationships

Among the 57 respondents who had high levels of parental mediation, the majority of respondents, who accounted for 63.2% of the total, did not suffer from internet addiction, as shown by the data provided in Table 3. A smaller group of respondents, consisting of six individuals, exhibited evidence of serious internet addiction, while almost half of the respondents, or twenty-six percent, exhibited signs of mild online addiction. There was not a single individual who fits the profile of someone who was severely addicted to the internet. A p-value of $\rho = 0.000$, or less than 0.05, was obtained from the statistical test findings, which were performed at a significance threshold of $\alpha = 0.05$. Parent's mediation and internet addiction have a -0.331-association coefficient. This shows that among primary school-aged children, effective parental mediation is linked to a decrease in internet addiction. Studies indicate that parental mediation, which includes monitoring and direction, may reduce the likelihood of youngsters falling prey to cyber bullies (Kasuba et al., 2020). Parents may use five different kinds of tactics to moderate their children's internet usage, according to Livingstone & Helsper (2018): 1) Restrictive rules for media use, 2) In active mediation, parents remain nearby when children are online and discuss their internet experiences, 3) Active mediation for internet safety, where parents educate children about online dangers and teach them how to stay safe, 4) Technical restrictions involving software to monitor children's internet activity, and 5) Monitoring, where parents regularly check what their children do online. Internet addiction is partly due to the easy access to the internet, with facilities available both for free and for a fee. People can access the internet in various locations such as schools, universities, workplaces, and at home, using devices like computers, laptops, smartphones, and more. When used responsibly, the internet can be a valuable tool for academic or work-related tasks. However, excessive use can lead to negative consequences (Wenkai et al., 2022). Additionally, an individual's tendency to overuse the internet to the point of addiction might be exacerbated by the absence of monitoring and control from other people, according to Yalcin et al. 2020. The quality of parental supervision and guidance significantly impacts elementary school-aged children's internet usage. Effective supervision and guidance can prevent children from developing internet addiction, while poor supervision and guidance can increase the risk of addiction in this age group.

The relationship between internet addiction and mindful parenting

According to the research results in Table 4, among the 68 respondents who practiced high levels of mindful parenting, the majority (67.6%), or 46 respondents, did not suffer from internet addiction. Nearly a quarter (26.5%), or 18 respondents, exhibited mild internet addiction, four respondents had moderate internet addiction, which is a modest fraction of the total (5.9%). None of the respondents fell into the category of severe internet addiction.nThe statistical analysis, conducted at a significance

level of $\alpha = 0.05$, yielded a p-value of $\rho = 0.000$, which is below 0.05. The correlation coefficient between mindful parenting and internet addiction is -0.524. This indicates that more effective mindful parenting is associated with a greater reduction in internet addiction among elementary school-aged children. Full-awareness parenting helps improve connection with children. It encompasses dimensions such as attentive listening, non-judgmental attitudes, patience, wisdom, and compassion (Góis et al., 2023). Consistently practicing these five dimensions helps parents develop effective communication and promote positive parenting. Children's views and actions surrounding internet usage are influenced by the parenting methods that they get. Research indicates that mindful parenting is an effective approach. When parents implement mindful parenting practices correctly, it can help prevent internet addiction in elementary school-aged children.

4. Conclusion and future scope

The symptoms of internet addiction in elementary school-aged children may be mitigated to a significant degree by the use of parental mediation and mindful parenting. Parents mediators and mindful parenting are strategies that may assist control excessive internet usage and its negative impacts. Important components of both strategies include parents' excellent direction, attention, and communication. Additionally, psychiatric nurses' roles in community settings are strengthened by working with school health departments to recognize and treat internet addiction symptoms, involving parents in the process. The study did not explore how well children adhere to these practices or attentive parenthood and parenting mediation's beneficial benefits, highlighting the need for further research in these areas.

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Conflict of interests

There has never been a conflict of interest with other parties related to this study, according to the correspondent author.

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