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Mindful parenting

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Mindful Parenting And Parental Mediation As Parents' Struggle Efforts To Prevent Internet Addiction In School-Age Children

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Abstract

Background: Many millennial parents in this era of digital technology have an inharmonious relationship with their children and have the potential to leave their children without guidance, because parents are desperate when advising their children to stop using the internet excessively and can even reduce the symptoms of internet addiction. The purpose of this study was to analyze the relationship between mindful parenting and parental mediation with internet addiction in elementary school-age children.

Methods: This study uses analytic correlation with a cross-sectional approach. The sample of this study were 119 parents of students in Elementary School of 169 populations. Sampling using purposive sampling. Data collection used the parental model questionnaire, mindfulness in parenting questionnaire, internet addiction test. The variables are parental mediation, mindful parenting, internet addiction. Data were analyzed using Spearman's Rho.

Result: The results showed that the Rank Spearman statistical test $\rho = 0.000 < \alpha = 0.05$ showed that there was a relationship between parental mediation and internet addiction and $\rho = 0.000 < \alpha = 0.05$ which indicated that there was a relationship between mindful parenting and internet addiction.

Conclusion: parental mediation and mindful parenting can affect not being addicted to the internet in elementary school-age children and it is hoped that parents can apply guidance when children access the internet and use good parenting when children access the internet so they can prevent internet addiction.

Keywords: children, internet addiction, digital, mindful parenting, parental mediation.

1. Introduction

Internet use has become an inseparable part of modern life, and has resulted in PIU (Problematic Internet Use) becoming a problem. public health. PIU is expressed in various terms such as "internet addiction", "smartphone addiction", and "digital addiction", characterized by excessive, uncontrolled internet use and causing adjustment problems in daily life through dependent behavior and obsessive internet use (Kim, 2021). Parents have a pessimistic attitude towards children's use of the Internet and find it difficult when trying

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to encourage children to use gadgets with internet access responsibly (Bartau-Rojas et al., 2018).

Parenting mistakes such as spoiling children, doing helicopter and permissive parenting, too often playing cellphones in front of children and not chatting will affect the child's personality until he grows up later and also parents are currently faced with various problems that occur in educating children in the midst of digital development that is so rapidly. this raises various concerns about child development (Kong & Yasmin, 2022). Parents who have a bad relationship with their children will potentially plunge their children into things that are not good. Therefore, parents need to know more about the psychological characteristics of children to determine good parenting (Ding et al., 2023). One of which is internet addiction.

The APJII internet survey (Association of Indonesian Internet Service Providers) in 2019-2021 stated that internet users in Indonesia reached 212.35 million out of a total population of 266.91 million. In other words, internet penetration in Indonesia was 73.7 percent, an increase compared to survey in 2018 was 64.8 percent. During the survey period, internet users grew by 8.9 percent or a total of 25,537,353.5 million people (W.Finaka, 2023). Indonesia's population is the largest internet user in the world, around 77% (212.9 million), ranking fourth after China, America and India. This happens because the population in Indonesia in 2022 is also in fourth place in the world with a population of 275 million people (Yonatan, 2023). Seeing these data there has been an increase in internet use from year to year throughout the world's population.

Information technology-based learning, the use of devices, to seek information and communicate, is certainly something that will always be done. There are several negative impacts, in addition to the positive impacts that occur. Ease of finding information, interesting lessons, and ease of communication are the positive impacts of using devices, but dependence, developmental disorders, and the risk of viewing negative content (such as pornography and violence) can occur, as examples of negative impacts (Hamilton-Giachritsis et al., 2021). The results of the study that exposure to smartphone radiation can affect the development of brain neurons which are responsible for the ability to focus attention, memory, and those related to behavioral problems. The use of smartphones in children for learning can be effective, when children given applications that support their skills in reading such as using e-books and other educational applications. However, this depends on how the parents provide care (Kasuba et al., 2020)

Based on the phenomenon above, the role of parents is very important in providing assistance and monitoring the use of smartphones in children. A good relationship between parents and children will help self-development (Pandia et al., 2019). According to mindfulness approaches are likely to have psychotherapeutic qualities across a wider range of behavioral addictions (eg, sex addiction, internet addiction, social networking addiction, video game addiction) (Singh, 2018). Parental mediation or parental mediation is a strategy parents use to control, supervise, and interpret media content (Geržičáková et al., 2023) while mindful parenting is giving attention to children from parents in a way that is full of awareness of the moment and without judgment (Rivera et al., 2022). This is one of the efforts to prevent internet addiction problems in elementary school-age children so they don't gradually move into adolescence. This research was conducted to analyze the relationship between Parental Mediation and Mindful parenting with the prevention of Internet addiction in elementary school-age children.

1. Materials and methods

2.1 Materials

This research is a quantitative analytic design with which cross-sectional approach to knowing phenomenon happen through analysis correlation between parental mediation and mindful parenting to addicted Internet on child age school. Two types of research variables are independent variables, which include mindful parenting and parental mediation, while the dependent variable is internet addiction in children. The population of this study were

all parents who had children who attended Elementary School in Gresik grades IV to VI with 169 parents, in this study the sampling technique used purposive sampling, sample 119 parent.

2.2 Data collection procedures

The data collection method was carried out after obtaining a research permit from the Universitas Nahdlatul Ulama Surabaya research and community service institute and approval from the health research ethics commission. then the researcher visited elementary schools in Gresik to meet fourth and fifth grade students to give questionnaires aimed at parents. Parents of students who were willing to be respondents and had filled out the questionnaires which were distributed and three days later the questionnaires were brought by the students to school. The instrument used in this research is a questionnaire. There are 4 types of questionnaires in this research, namely. The questionnaire contains demo data, parental mediation data (The Parental Mediation Model) (Benrazavi, Teimouri and Griffiths, 2015), mindful parenting (Mindfulness in Parenting Questionnaire) (McCaffrey, Reitman and Black, 2017), internet addiction (Internet Addiction Test) (Tsimtsiou et al., 2014; Yazdi et al., 2021) which are presented in the form of open and closed questions.

2.3 Data analysis

Data analysis used descriptive statistic is used to describe demographic data, using the distribution of frequencies and percentages in the table. Spearman rho statistical test to analyze the relationship between parental meditation and mindful parenting with internet addiction. Significant level of $\alpha = 0.05$.

2. Ethical Clearance

This research was carried out after obtaining approval from the Health Research Ethics Committee at Universitas Nahdlatul Ulama, Surabaya with no. 185/EC/KEPK/UNUSA/2022.

3. Results and discussion

3.1 Results and discussion

1. General data

Based on data analysis, the following results were obtained:

Table 1. Frequency distribution of demography data in elementary school- age children

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

Age limits for children using the Indonesian Ministry of Health, elementary school age children / equivalent are 7-13 years old. Data on the characteristics of student respondents in grades IV-VI Elementary School is almost half (34.5 %) of 41 respondents aged 11 years. Based on gender, it showed that most of the students (54.6 %) 65 respondents, based on class grouping, showed that most (50.4%) of the respondents were in class V.

Age limits Students' parents use the Indonesian Ministry of Health, early adulthood (26-35 years, late adulthood (36-45 years) early elderly (45-55 years), late elderly (56-65 years) and old age (> 65 years) The data on the characteristics of the parents of students include the majority (53.8%) of 64 respondents who are late adults (36-45 years) . 4%) 54 respondents had high school education history Based on job characteristics, almost half (33.9 %) 40 respondents had private employee. Based on medical history characteristics, 119 respondents (100%) were in good health. Most (54.6 %) 54 respondents who have Wi-Fi at home Almost all children have mobile phones (92.4%) 110 respondents

2. Custom data

Table 2. Frequency distribution of Parental Mediation, Mindful Parenting and Internet addiction in elementary school- age children

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

Elementary School student, 57 respondents (47.9%) used Parental Mediation in the High category. Most of the parents of students in grades IV-VI, 68 parents (57.2%) used Mindful Parenting in the high category and some students in grades IV-VI, 56 respondents (47.1%) did not experience internet addiction.

Table 3. Parental mediation and internet addiction in elementary school- age children

Parental mediation	Internet addiction								total	p	
	Not addicted		light		light		critical				
	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	

Table 3 shows that Parental Mediation and Internet Addiction in students of grades IV to VI Elementary School found that out of 57 respondents who used high parental mediation, 36 respondents (63.2%) experienced Internet addiction with the normal category 15 respondents (26.3%) experienced internet addiction with a mild category, 6 respondents (10.5%) experienced moderate internet addiction. Spearman rho with a significance level of $\alpha=0.05$ obtained a value of $\rho=0.000$ for the relationship between parental mediation and internet addiction.

Table 4. Mindful parenting and internet addiction in elementary school- age children

Mindful parenting	Internet addiction								total	p	
	Not addicted		light		light		critical				
	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	

Table 5.7 shows that the relationship between Parental Mediation and Internet Addiction in students of grades IV to VI Elementary School shows that out of 68 respondents (67.6%), who use mindful parenting high, 46 respondents experience internet addiction with the normal category 18 respondents (26.5%) experienced mild internet addiction. Spearman's statistical test results using SPSS with a significance level of $\alpha=0.05$ obtained a value of $\rho=0.000$ for the relationship between mindful parenting and internet addiction so that $\rho < 0.05$ was obtained so that H_0 was rejected, thus it can be concluded that there is a

relationship between mindful parenting and addiction internet in elementary school age children.

3.2 Results and discussion

1. Parental mediation

Based on the research results in table 2, it shows that out of 119 respondents, almost half (47.9 %) 57 respondents used parental mediation in the High category. Based on the research in Table 1, it shows that the data on the characteristics of the parents of students Elementary School included nearly half (45,4 %) of the 54 respondents who had a history of high school education. Based on parents' educational level almost half (33,9 %) of the 40 respondents have self-employed.

Parental mediation practices that focus on screen use with five mediation characters have been distinguished as follows: 1. No mediation, parents take no action to limit their child's screen use; 2. Co-viewing, between parents and children accessing Internet-based screens together without criticism such as co-streaming, co-gaming; 3. Active mediation, that is, parents talk to children about screen use and content without criticism; 4. Monitoring, parents can check which sites and games are accessed and played without discussing this knowledge with the child; 5. Limited mediation, consisting of settings and restrictions on youth access to screens. Mild (verbal remarks) to severe (imposing penalties) restrictions and also technical means of software used by parents to restrict access and screen time(Nielsen et al., 2019). The behavior of parents in guiding and protecting their children from the negative effects of smartphone use is called parental mediation (Geržičáková et al., 2023). Parental mediation factors that can affect the type of mediation include, level of education, profession. In addition, experts have shown that parents' perceptions of media tend to influence the way they mediate (Rivera et al., 2022)

The majority of parents choose to limit children from providing personal information, uploading photos, videos, playing online games and watching movies. Parents often talk about children's habits when accessing the internet, this shows that parents choose to do parental mediation at the highest level, namely limited mediation. Some other parents, without mediating. They have not been able to accompany their children when accessing the internet, have never used software to monitor children's internet use and track inappropriate game content, and have never discussed internet difficulties with their children.

2. Mindful parenting

Based on the results of the research in table 1, it shows that out of 119 respondents, the majority (57.2 %) 68 respondents used mindful parenting in the High category. Based on the research in table 2, it shows that the characteristics of the parents of students at Elementary School include the majority (53.8%) of 64 respondents who are late adults (36-45 years). Based on the latest educational characteristics, almost half (45.4 %) of the 54 respondents had a history of high school education.

Mindful parenting basically refers to a mindful (mindful) approach in psychology or what is called the practice of mindful psychology. Mindful parenting is one of the various methods that are starting to be widely recommended to be able to build a safe relationship between parents and children (Rivera et al., 2022). Parents who have a higher level of education are associated with having a better opportunity to acquire in-depth knowledge and skills related to parenting and parent-child relationships (Ding et al., 2023). Research conducted with a sample of parents in Hong Kong found that parental age plays a role in mindful parenting (Lo et al., 2018). Mindful parenting is the caring attitude of parents towards children, caring in a non-judgmental way. Such parenting can be integrated into the pragmatics of family life. Mindfulness is a flexible framework within which parents make the best decisions for their families and themselves by leveraging their creativity and capacities. Mindful parents can determine alternatives to balance the demands and meet the increasingly stressful and complex needs of children (Pakdaman, 2021). Mindful parenting has five dimensions, namely: First, listen completely, attentively; Second, self-acceptance

of parents and children without judgment; Third, the emotional awareness of parents and children; Fourth, parents' self-regulation in raising children; and Fifth, love yourself and your children (Duncan et al., 2009; Kasuba et al., 2020).

The majority of parents who were respondents had fulfilled 2 of the five dimensions of mindful parenting, such as stating that they could not calm down if they had not resolved their child's difficulties, very respectfully listening to children when communicating. Meanwhile, some other parents do not meet the requirements for mindful parenting, such as paying less attention to children, placing more importance on other responsibilities that divert their attention from children, feeling that children's mood swings are unpredictable, and feeling guilty or annoyed when punishing children. This is due to parents' busy work and lack of quality time with their families.

3. Internet addiction

Based on the research results in table 2, it shows that almost half of 119 respondents (47.1 %) 56 respondents did not experience internet addiction. Based on the results of the study in table 1, it shows that the characteristics of Wi-Fi facilities at home were found by the majority (54.6 %) of the 54 respondents who had Wi-Fi at home. Almost all children have mobile phones (92.4 %) 110 respondents and majority of 63 respondents (52.9%) have used screen time of 2-3 hours/day surfing the internet.

addiction has been conceptualized as a behavioral addiction that involves excessive use of online applications that have a detrimental impact on the lives of individuals affected by Internet addiction. There are 6 dimensions to internet addiction, namely: Salience, Occurs when internet users become the most important activity in their lives and dominate individual thoughts, feelings (feeling of need), and behavior (for example, when the individual ignores the need for sleep, food, or cleanliness in perform daily activities. The second is Mood modification, a situation of euphoria or interest that is triggered by dopamine flowing into the nucleus accumbent (pleasure center) in the brain. Individuals using the internet have the function of "booster", "drunk", "escape", or "soothing". Third Tolerance, Process where fulfillment in a certain level must be met to get the effect of changing mood. This process can also increase the amount of time used to carry out activities. Third Withdrawal is where feelings and sensations are uncomfortable or pleasant when activities using the internet suddenly stops or doesn't resume. Fourth, Conflict is directing internet users to interpersonal or intrapersonal problems. Fifth, Relapse is a condition where individuals have a tendency to return to excessive internet use behavior (Wenkai et al., 2022).

The majority of children access the internet longer than planned, feel satisfied when they can access the internet and the people around them (friends/ parents remind them not to access the internet too often), so they are still said to have mild internet disturbances so they don't experience internet addiction. Some other children take the time to open the internet while doing other activities, sleep too late because they access the internet, prefer to access the internet rather than go out with their friends/family, thus these children experience moderate internet disturbances that tend to be severe.

4. Relationships parental mediation and Internet addiction

Based on the results of the study in table 3, it shows that the data obtained was that of the 57 respondents who used high (high) parental mediation, most (63.2%) 36 respondents did not experience internet addiction, almost half (26.3%) 15 respondents experienced addiction. internet with a mild category, a small proportion (10.5%) 6 respondents experienced moderate internet addiction, none (0%) experienced severe internet addiction.

Statistical test results with a significance level of $\alpha = 0.05$ obtained a value of $p = 0.000$ so that $p < 0.05$, parental mediation and internet addiction have coefficient

correlation value is -0,331. It can be concluded that the better the parental mediation, the more it can reduce internet addiction in elementary school-aged children.

According to research that parental mediation which is carried out with supervision and guidance will reduce the risk of online victims (Kasuba et al., 2020). In parental mediation, there are five types of strategies according to (Livingstone & Helsper, 2018) for children, namely Restrictive rules for using media, Active mediation of child's internet use where parents and children share their experiences using the internet, and parents always being near the child when the child accesses the internet, Active mediation of child's internet safety parents raise children's awareness regarding the dangers of using the internet, parents provide precautions so that children can use the internet safely, Technical Restrictive uses software to monitor children when using the internet, Monitoring parents always check what children do when using the internet.

Internet addiction, one of which is the ease of accessing the internet. Nowadays, internet facilities are very easy to obtain, ranging from free to paid. The internet can be accessed in various places such as schools, campuses, workplaces, and even at home. The internet can also be accessed with various media such as computers, laptops, smartphones, and so on. If individuals can use the internet wisely, the internet can be used to support academic or work needs. Conversely, excessive use of the internet can cause various negative impacts (Wenkai et al., 2022) And Lack of supervision and control from outside Lack of supervision from the people around makes individuals use the internet excessively to the point of addiction (Yalcin et al., 2020).

Parental supervision and guidance affects excessive internet access activities for elementary school-age children, if parental supervision and guidance is good it will prevent children from falling into internet addiction, conversely if parental supervision and guidance is bad it will lead to internet addiction in elementary school-age children.

5. The relationship between mindful parenting and internet addiction

Based on the research results in table 4, it shows that out of 68 respondents who used mindful parenting high, most (67.6 %) 46 respondents did not experience internet addiction, almost half (26.5%) 18 respondents experienced internet addiction with a mild category, a small proportion (5.9%) of 4 respondents experienced moderate category internet addiction, none (0%) experienced severe internet addiction.

Statistical test results with a significance level of $\alpha = 0.05$ obtained a value of $\rho = 0.000$ so that $\rho < 0.05$, mindful parenting and internet addiction have coefficient correlation value is -0,524. It can be concluded that the better the mindful parenting style, the more it can reduce internet addiction in elementary school-aged children.

Mindful parenting or parenting with full awareness is one strategy that can be practiced by parents in creating effective communication with children. The dimensions of mindful parenting consist of: listening attentively, non-judgmentally, patiently, wisely, and compassionately (Góis et al., 2023). By practicing the five dimensions of mindful parenting consistently and continuously, parents can build effective communication to create positive parenting.

Parenting patterns also influence children's attitudes and activities on accessing the internet, according to several studies, mindful parenting is a good parenting style. If mindful parenting is used properly by parents, it will prevent child addiction in elementary school age children.

4. Conclusion

Parental mediation and mindful parenting are very important roles of parents in reducing symptoms of internet addiction in elementary school-age children. Guidance, attention and effective communication from parents is a reflection of proper parental mediation and mindful parenting to help reduce excessive internet use and its negative impact on children. The role of psychiatric nurses in the community is enhanced, especially in collaboration with school health units to identify symptoms of internet addiction and how to reduce them

by involving parents. The research did not examine child compliance and the positive impact of parental mediation and mindful parenting, so it needs to be studied in the future.

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6. Conflict of interests

The correspondent author states that this research has never had a conflict of interest with other parties.

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1410 *Mindful Parenting And Parental Mediation As Parents' Struggle Efforts To Prevent Internet Addiction In School-Age Children*

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