JURNAL ILMIAH ILMU KEPERAWATAN INDONESIA
Indonesian Nursing and Scientific Journal

Volume: 13
Issue: 02
Years: 2024

Research Article

The Relationship Between Parental Mediation, Family Functioning, and Parental Digital Literacy with Children's Gadget Use

Sarini[1], Nyimas Heny Purwati[2*], Anita Apriliawati[3], Desty Lismayanti[4]
[1]Faculty of Health Sciences, Universitas Sehati Indonesia
[*]Email Corespondent: nheny1970@gmail.com

Editor: KS
Received: 03/04/2024
Accepted: 20/07/2024
Published: 05/08/2024
Available Article:
10.33221/jiiki.v14i02.3484

Conflict of interest statement: There are no conflicts of interest related to this research.

Funding: Personal funding.

Abstract

Background: Excessive use of gadgets among children has negative impacts, such as reduced social interaction, learning disorders, sleep disturbances, vision problems, and radiation risks. Parental mediation strategies and digital literacy can help prevent excessive gadget use in children.
Objective: This study aims to determine the relationship between parental mediation, family functioning, and parental digital literacy with gadget use among school-aged children.
Methods: The research design employed a descriptive analytic approach with a cross-sectional method. The study sample consisted of school-aged children from elementary schools in Karawang District, selected using purposive sampling with a total of 149 respondents. Data analysis was conducted using the chi-square test followed by multiple logistic regression with a significance level of < 0.05.
Results: The study results showed that, in the bivariate analysis, there was a relationship between parental mediation, family functioning, and parental digital literacy with gadget use among children (p-value < 0.05). The multiple logistic regression test results indicated that the variable most associated with gadget use among children was parental mediation.
Conclusion: This study is expected to serve as a reference for nurses to assist parents in applying parental mediation techniques and enhancing digital literacy socialization to prevent excessive gadget use in children.

Keywords: digital literacy, family functioning, parental mediation, school-aged children

Introduction

School age is a period in which children's development reaches the concrete operational stage, where they can use their reasoning to think logically about concrete things. At this stage, children are capable of solving problems in a concrete and systematic manner based on their experiences.[1] Children's thinking at this age is inductive, meaning they use reasoning by drawing examples from specific instances, so the conclusions they reach are not always correct.[2] Guidance from parents and family is needed to continuously help them in thinking and understanding what is right and wrong, allowing children to learn how to draw correct conclusions.[3]

Gadgets have both positive and negative impacts on children. Parents need to supervise and monitor their children's gadget use to prevent negative effects on their growth and development.[4] The negative influence becomes evident when children become addicted to gadgets. Parental upbringing helps children distinguish between right and wrong, ensuring that gadget use does not negatively affect their personality. Proper education from parents can help children use gadgets appropriately, according to their purpose and function.[5]

According to a UNICEF survey in 2020, children's access to the internet and digital media is 58.2%.[6] A survey from the American Community Survey (ACS) in 2019 stated that 94% of children aged 3-18 years use digital devices/gadgets.[7] In Indonesia, out of a total population of 274.9 million, 92.5% are smartphone users, 73.69% are mobile phone users with internet access, and 61.8% are active social media users. This number increased by 16% from the total number of users in 2020. The top three digital applications are YouTube in the first place, WhatsApp in the second, and Facebook in the third.[8] Data from the Central Bureau of Statistics in 2021 shows that digital media, both on smartphones and other electronic gadgets, is accessed by 57.07% of those aged 25 and over, 17.13% by those aged 19-24, and 25.80% by those under 18, of which 17% are children aged 5-15 years.[8]

Parents' efforts to provide education for their children in the family during the digital era, such as now, include guiding the use of technology.[9] Through guidance and supervision (parental mediation), parents can monitor their children and direct them toward positive content, ensuring that they use technological advancements appropriately according to their developmental stages. Good digital literacy awareness is essential to prevent excessive gadget use among preschool and school-aged children. The family is the key to controlling children's use of digital technology.[10] Children who use gadgets excessively often do so because other family members allow them. Families should have the ability to control and manage children's behavior, including regulating their use of digital devices.[11] This ability is reflected in various family functions, including affective, socialization, health fulfillment and maintenance, reproduction, and economic functions.

From this background, the researcher is interested in conducting a study on the relationship between parental mediation, family functioning, and parental digital literacy with gadget use among children. This study aims to determine the relationship between parental mediation, family functioning, and parental digital literacy with gadget use among children at SDN Curug III, Karawang Regency, West Java.

Methods

This study is a descriptive-analytic study with a cross-sectional approach. The researcher used purposive sampling, with a sample of 149 child and parent respondents who attended elementary schools in the Karawang Regency area. The instruments used for data collection in this study were a demographic data questionnaire, a parental mediation questionnaire from Livingstone (2018), and the EU Kids Online Survey (2020), which had been tested for validity and reliability with 30 respondents at an elementary school in Karawang Regency, yielding valid and reliable results with a Cronbach's alpha value of >0.9. The questionnaire used for the family functioning variable was the Family

Assessment Device (FAD), and the parental digital literacy questionnaire was from UNESCO (2018), which was adapted by KOMINFO (2020). The study was conducted from May to June 2022. The statistical tests used were the Chi-square test for bivariate analysis and multiple logistic regression for multivariate analysis with a significance level of 95% (0.05).

Result

Table 1. Distribution of Respondent Characteristics Based on Child's Gender, Parental Education, Parental Occupation, Family Income, and Internet Access at SDN Curug III (n=149)

Variable	Number (n)	Frequency (%)
Child's Gender		
Male	77	51.7
Female	72	48.3
Father's Education		
Low (Elementary-Junior High School)	69	46.3
High (High School & Higher Education)	80	53.7
Mother's Education		
Low (Elementary-Junior High School)	109	73.2
High (High School & Higher Education)	40	26.8
Father's Occupation		
Employed	142	95.3
Unemployed	7	4.7
Mother's Occupation		
Employed	27	18.1
Unemployed	122	81.9
Family Income		
< Minimum Wage (UMR)	30	29.1
Minimum Wage (UMR) and > Minimum Wage	119	80.9
Internet Access		
Wifi	3	2.1
Mobile Data	113	75.3
Wifi and Mobile Data	33	22.1

Based on Table 1, it can be seen that the majority of the children are male, accounting for 51.7%. The majority of fathers have a higher education (high school and higher education), accounting for 53.7%, while the majority of mothers have a lower education level (elementary and junior high school), accounting for 73.2%. Most fathers are employed (95.3%), whereas the majority of mothers are unemployed (81.9%). Most families have an income at or above the minimum wage (UMR), accounting for 80.9%, and the majority of internet access at home is through mobile data, accounting for 75.3%.

Table 2. Average Distribution of Respondent Characteristics Based on Child and Parent Age at SDN Curug III (n=149)

Variable	Mean	SD	Min-Max	CI 95%
Child's Age (years)	9.97	1.696	6-13	9.70-10.25
Father's Age (years)	41.01	8.051	23-65	39.70-42.31
Mother's Age (years)	38.04	7.293	24-56	36.86-39.22

Based on Table 2, it can be seen that the average age of the children is 9.97 years, with the youngest being 6 years old and the oldest 13 years old, with a standard deviation of 1.696 years. The average age of the fathers is 41.01 years, with the youngest being 23 years old and the oldest 65 years old, with a standard deviation of 8.051 years. The average

age of the mothers is 38.04 years, with the youngest being 24 years old and the oldest 56 years old, with a standard deviation of 7.293 years.

Table 3. Frequency Distribution of Parental Mediation, Family Functioning, Parental Digital Literacy, and Gadget Use Among Children (n = 149)

Variable	Frequency (n)	Percentage (%)
Parental Mediation		
Good	113	75.8
Poor	36	24.2
Family Functioning		
Good	116	77.9
Poor	33	22.1
Parental Digital Literacy		
Low	17	11.4
Moderate	78	52.3
High	54	36.2
Children's Gadget Use		
Low	73	49.0
High	76	51.0

Based on Table 3, the majority of parents have good parental mediation techniques (75.8%), and most also have good family functioning (77.9%). In terms of digital literacy, the majority of parents have a moderate level of digital literacy (52.3%). Regarding children's gadget use, the majority is high, accounting for 51%.

Table 4. Relationship Between Parental Mediation, Family Functioning, Parental Digital Literacy, and Children's Gadget Use (n = 149)

Variable	Gadget Use				Total	OR (95 % CI)	P-value
	Low		High				
	n	%	n	%			
Parental Mediation							
Good	71	62.8	42	37.2	113	28,738	**0,0001**
Poor	2	5.6	34	94.4	36	(6,5-125,7)	
Total	**73**	**68.4**	**76**	**31.6**	**149**		
Family Functioning							
Good	65	56.0	51	44.0	116	5,983	**0,002**
Poor	8	35.0	25	75.8	33	(1,658 - 9,569)	
Total	**73**	**49.0**	**76**	**51.0**	**149**		
Parental Digital Literacy							
High	34	63.0	20	37.0	54		**0,001**
Moderate	37	47.4	41	52.6	78	N/A	
Low	2	11.8	15	88.2	17		
Total	**73**	**49.0**	**76**	**51.0**	**149**		
Confounding Variables							
Father's Education							
Low	38	55.1	31	44.9	69	0,635	**0,225**
High	35	43.8	45	56.3	80	(0,332-1,213)	
Total	**73**	**49.0**	**76**	**51.0**	**149**		
Mother's Education							
Low	57	52.3	52	47.7	109	0,608	**0,253**
High	16	40.0	24	60.0	40	(0,765-1,258)	
Total	**73**	**49.0**	**76**	**51.0**	**149**		

Family Income							
< Minimum Wage (UMR)	21	70.0	9	70.0	30	0,333	**0,018**
≥Minimum Wage (UMR)	52	43.7	67	43.7	119	(0,141-0,787)	
Total	**73**	**49.0**	**76**	**51.0**	**149**		
Akses Internet							
Wifi	1	33.3	2	66.7	3	**N/A**	**0,001**
Mobile Data	65	56.5	48	42.5	113		
Both	7	21.0	26	78.8	33		
Total	**73**	**49.0**	**76**	**51.0**	**149**		

From Table 4, the analysis results show that the Chi-square test produced a p-value of 0.0001 with an Odds Ratio (OR) of 28.738 (95% CI: 6.567-125.7) at a significance level of $\alpha = 0.05$. This indicates that $p < \alpha$, meaning the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a significant relationship between parental mediation and children's gadget use. An OR of 28.738 means that respondents with poor parental mediation have a 28-fold higher risk of high gadget use compared to respondents with good parental mediation.

The analysis also shows that the Chi-square test yielded a p-value of 0.002 with an OR of 3.983 (95% CI: 1.658-9.569) at a significance level of $\alpha = 0.05$. This indicates that $p < \alpha$, meaning the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus, it can be concluded that there is a significant relationship between family functioning and children's gadget use. An OR of 3.983 means that respondents with poor family functioning have a 3.9-fold higher risk of their children having high gadget use compared to those with good family functioning.

The analysis further shows that the Chi-square test yielded a p-value of 0.001 with a significance level of $\alpha = 0.05$. This indicates that $p < \alpha$, meaning the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a significant relationship between parental digital literacy and children's gadget use. For calculating the OR for digital literacy, a simple logistic regression was used with dummy variables due to the 3x2 table format. The OR values are as follows: digital literacy (1) has an OR of 1.884 (95% CI: 0.927-3.827) and digital literacy (2) has an OR of 12.750 (95% CI: 2.638-61.617). This means that parents with moderate digital literacy have a 1.8-fold higher chance of their children having high gadget use compared to parents with high digital literacy, and parents with low digital literacy have a 12.7-fold higher risk of their children having high gadget use compared to parents with high digital literacy.

The analysis results indicate that the Chi-square test produced a p-value of 0.0001 with an Odds Ratio (OR) of 28.738 (95% CI: 6.567-125.7) at a significance level of $\alpha = 0.05$. This means that $p < \alpha$, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). Consequently, it can be concluded that there is a significant relationship between parental mediation and children's gadget use. An OR of 28.738 indicates that respondents with poor parental mediation have a 28-fold higher risk of high gadget use compared to those with good parental mediation.

The analysis further reveals that the Chi-square test resulted in a p-value of 0.002 with an OR of 3.983 (95% CI: 1.658-9.569) at a significance level of $\alpha = 0.05$. This shows that $p < \alpha$, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). Therefore, it can be concluded that there is a significant relationship between family functioning and children's gadget use. An OR of 3.983 means that respondents with poor family functioning have a 3.9-fold higher risk of their children having high gadget use compared to those with good family functioning.

Additionally, the analysis indicates that the Chi-square test produced a p-value of 0.001 with a significance level of $\alpha = 0.05$. This implies that $p < \alpha$, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). Thus, it can be concluded that there is a significant relationship between parental digital literacy and

children's gadget use. For calculating the OR for digital literacy, a simple logistic regression was applied using dummy variables due to the 3x2 table format (Priyo & Hastono, 2018; Riyanto, 2017). The OR values are as follows: digital literacy (1) has an OR of 1.884 (95% CI: 0.927-3.827) and digital literacy (2) has an OR of 12.750 (95% CI: 2.638-61.617). This means that parents with moderate digital literacy have a 1.8-fold higher chance of their children having high gadget use compared to parents with high digital literacy, while parents with low digital literacy have a 12.7-fold higher risk of their children having high gadget use compared to parents with high digital literacy.

The analysis results show that the Chi-square test yielded a p-value of 0.001 with a significance level of $\alpha = 0.05$. This indicates that $p < \alpha$, leading to the conclusion that there is a significant relationship between internet access at home and children's gadget use. Specifically, the Odds Ratio (OR) for internet access types is as follows: access to mobile data alone has an OR of 0.369 (95% CI: 0.033-4.191), meaning that children with mobile data have a 0.3-fold lower chance of high gadget use compared to those with Wi-Fi access. Conversely, having both Wi-Fi and mobile data access has an OR of 1.857 (95% CI: 0.146-23.581), indicating that children with both types of access have a 1.8-fold higher chance of high gadget use compared to those with only Wi-Fi access.

Table 5. Results of Logistic Regression Test on the Relationship Between Parental Mediation, Family Functioning, and Parental Digital Literacy with Children's Gadget Use at SDN Curug III

Variable	B	Wald	P-value	OR	95% CI
Parental Mediation	3,148	15,110	0,0001	23,285	4,762– 113,858
Family Functioning	1,579	7,223	0,007	4,849	1,533 – 15,334
Parental Digital Literacy		4,724	0,094		
Digital Literacy (1)	-1.577	2,626	0,105	1,682	0,031 – 1,391
Digital Literacy (2)	-2,096	4,436	0,035	8,136	0,017 - 0,865
Father's Education	0,332	0,516	0,472	1,394	0,563 – 3,454
Family Income	-1,554	5,358	0,021	0,211	0,057 – 0,788
Internet Access		9,210	0,010		
Internet Access (1)	-1,256	0,862	0,353	0,285	0,020 – 4,038
Internet Access (2)	0,447	0,100	0,752	1,564	0,098 – 24,906
Constant	-246	0,033	0,857	0,782	

From Table 5, it is evident that the most dominant factor affecting high gadget use among school-aged children at SDN Curug III, Klari District, Karawang Regency is parental mediation. The statistical test results show an OR of 23.285 (95% CI: 4.762–113.858). This indicates that parents with poor mediation are at a significantly higher risk of having children with high gadget use compared to parents with good mediation, after controlling for variables such as family functioning, digital literacy, father's education, family income, and internet access.

Discussion

The Relationship Between Parental Mediation and Children's Gadget Use

The study results indicate a significant relationship between parental mediation and children's gadget use. Parental mediation refers to the strategies employed by parents to control their children's gadget use through consistent supervision, both direct and indirect.[12] This mediation significantly influences gadget use among children. Parents with inadequate meditation tend to have children with higher gadget use, defined as more than 2 hours outside of educational purposes. Research by Nurmala and Mashuri (2022) found that parents who received psychoeducation on mediation demonstrated an improvement in knowledge and attitudes toward parental mediation strategies. The awareness, willingness,

and importance of using a combination of mediation techniques are crucial for supervising gadget use in primary school-aged children. Additionally, a study by Jia Yuin et al. (2022) highlighted that parental mediation is significantly negatively correlated with issues of digital addiction in children and adolescents.[13]

The Relationship Between Family Functioning and Children's Gadget Use

The study results show a significant relationship between family functioning and children's gadget use. Family functioning encompasses six dimensions of roles played by each family member: problem-solving, communication, family roles, affective response, affective involvement, and behavioral control. When each family member fulfills their role effectively, any conflicts within the family can be resolved appropriately.[14] In families with poor functioning, there is an inability to create a supportive and conducive environment for the child's growth and development. Such families may lack attention and supervision regarding the child's personality development and emotional state. Families should collaborate with teachers and schools to monitor the child's social, emotional, and personality development. When family functioning is poor, children may feel neglected and lonely, leading them to turn to gadgets as a substitute.[15]

The Relationship Between Parental Digital Literacy and Children's Gadget Use at SDN Curug III

The results of this study indicate a significant relationship between parental digital literacy and children's gadget use, with a p-value of 0.001. This finding is consistent with research conducted by Siti Zahrotul Jannah (2024), which suggests that digital literacy helps ensure appropriate, creative, and enjoyable use of digital media by children, provided that teachers and parents use digital technology within set time limits.[16] For example, data from America shows that the use of tablet-assisted learning, such as with iPads, enhances children's vocabulary and language skills more effectively and rapidly.[8]

Suci Lestari et al. (2018) in their research state that good digital literacy among parents will influence children's online behavior. However, when children use gadgets for non-essential activities such as playing games, using social media and watching entertainment videos, they may lose track of time and exceed the safe limits of gadget use appropriate for their age.[17] Children may exhibit signs of gadget addiction if they use gadgets for more than 4 hours each day and show anger and frustration when separated from their devices. Digital literacy will affect parenting styles and the supervision and control of children's gadget use.[18]

Relationship Between Confounding Variables and Children's Gadget Use

The bivariate analysis of the relationship between confounding variables (father's education, mother's education, family income, and internet access) and children's gadget use shows that there is no significant relationship between father's education and mother's education with children's gadget use. However, family income and internet access as confounding variables show a significant relationship with children's gadget use. High gadget use in this study refers to gadget use outside of online learning, as during data collection, some classes were 50% online and 50% face-to-face. The bivariate analysis indicates that parental education does not have a meaningful relationship with children's gadget use. Family income (p-value 0.018) and internet access (p-value 0.001) do have an impact on children's gadget use.

Relationship Between Parental Mediation, Family Functioning, and Parental Digital Literacy with Children's Gadget Use

From the multivariate analysis using multiple logistic regression, it was found that parental mediation is the most dominant factor affecting high gadget use among school-age children at SDN Kabupaten Karawang. The statistical test results show an Odds Ratio

(OR) of 23.285 (95% CI: 4.762-113.858). This indicates that parents with poor mediation have a 23-fold higher risk of their children having high gadget use compared to parents with good mediation, after controlling for family functioning, digital literacy, father's education, family income, and internet access.

Based on the final model, significant variables related to children's gadget use at SDN Kabupaten Karawang include parental mediation, family functioning, family income, and internet access, while controlling for confounding variables such as parental digital literacy and father's education. The model demonstrates significance, as evidenced by an omnibus test p-value ($p = 0.000$), where $p < 0.005$. The Nagelkerke R Square value indicates how well the independent variables explain the dependent variable, with a Nagelkerke R Square value of 0.518. This means that the model, considering parental mediation while controlling for family functioning, parental digital literacy, father's education, family income, and internet access, explains 51.8% of the variability in gadget use, with the remaining variability explained by other factors.

The analysis reveals that parental mediation is the most dominant variable with an OR of 23.285 (95% CI: 4.762-113.858), meaning respondents with poor parental mediation have a 23-fold higher chance of their children having high gadget use compared to those with good parental mediation. For family functioning, the OR is 4.849 (95% CI: 1.533-15.334), indicating that respondents with poor family functioning have a 4.8-fold higher chance of their children having high gadget use compared to those with good family functioning, after controlling for parental mediation, digital literacy, father's education, family income, and internet access. Parental digital literacy (2) shows an OR of 8.136 (95% CI: 1.157-57.235), meaning parents with low digital literacy have an 8-fold higher chance of their children having high gadget use compared to parents with high digital literacy, after controlling for parental mediation, family functioning, father's education, family income, and internet access. For internet access (2), which includes cellular data and Wi-Fi, the chance of high gadget use in children is 1.5 times greater compared to Wi-Fi access alone, after controlling for parental mediation, family functioning, parental digital literacy, father's education, and family income.

The assumptions of the study at SDN Kabupaten Karawang show that parental mediation is the most dominant factor influencing excessive gadget use in children. Parents with poor meditation have a 23-fold higher risk of excessive gadget use by their children. Additionally, poor family functioning, low parental digital literacy, and extensive internet access also increase the risk of high gadget use in children. This study model explains 51.8% of the variability in children's gadget use.

Conclusion

The study conducted at SDN in Karawang Regency reveals that parental mediation is the most dominant factor influencing high gadget use among children. The majority of respondents are parents in their 30s, with an average child age of 9 years. Most fathers have higher education, while mothers generally have lower education and are not employed. Family income is typically above the minimum wage, with more internet access via mobile phones. Despite good family functioning and parental digital literacy, children's gadget use remains high. Significant relationships were found between parental mediation, family functioning, digital literacy, family income, and internet access with children's gadget use, while parental education did not show a significant relationship.

Conflict of Interest Declaration

There are no conflicts of interest related to this research.

Acknowledge

The researcher would like to thank all those who have assisted with this study.

Funding
Personal funding.

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