JTIK
Jurnal Teknologi Informasi dan Komunikasi

JTIK (Jurnal Teknologi Informasi dan Komunikasi)
p-ISSN : 2087-0868 (media cetak); e-ISSN : 2598-9707 (media online)
Vol. 16, No. 2, September 2025
http://ejurnal.provisi.ac.id/index.php/JTIKP

DIGITAL LITERACY IN THE FAMILY (A Case Study of Parenting Patterns in Enforcing Video Game Consumption Rules)

Erhan Johan Fernando[1] , Sidiq Setyawan[2]
[1,2] Muhammadiyah University of Surakarta, Surakarta, Indonesia

Article Info

Article history:
Received June 15, 2025
Revised June 29, 2025
Accepted August 29, 2025

Keywords:
Digital literacy
Family communication
Video games
Interpersonal communication
Parenting styles

ABSTRACT

The problem of video game addiction in children is increasing, necessitating an active role for parents in supervising and directing digital media use. This study aims to analyze the implementation of digital literacy within families as an effort to prevent video game addiction in children. The study used a descriptive qualitative approach with a case study method in three families in Klaten with children aged 7–15 years. Data were collected through in-depth interviews and observations, then analyzed using the Miles & Huberman interactive model. The results showed differences in communication patterns and media mediation styles in each family. Two families successfully reduced the intensity of video game playing after implementing media rules, while one family faced obstacles due to limited direct supervision. The forms of mediation implemented included restrictive mediation, active mediation, and co-using. The conclusion of this study confirms that digital literacy within families, through interpersonal communication, supervision, and agreements on digital media use, can be an effective strategy to prevent video game addiction in children, with adjustments to each family's parenting style and situation.

Corresponding Author:
Erhan Johan Fernando, Sidiq Setyawan
Program Studi Ilmu Komunikasi Fakultas Komunikasi dan Informatika Universitas Muhammadiyah Surakarta
Email: L100190236@student.ums.ac.id , ss122@ums.ac.id

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1. INTRODUCTION

Digital literacy encompasses not only technical skills in using digital devices and applications, but also a deep understanding of ethics, security, and positive engagement in the online world [1] . Digital literacy in this study is defined as the ability to read, write, and communicate enabled by digital media, as well as how individuals form relationships, think, and interact with digital technology. Digital literacy enhances students' ability to access, evaluate, and utilize information effectively with the support of various digital tools and resources such as e-books, videos, and online platforms that encourage engagement and collaboration [2] .

Online games are no longer foreign in everyday life because *online games* today are no longer played alone (*single*) but can now be played with two people or even can be played with dozens of people simultaneously from various locations (*multiplayer*). Lately, this *online game* has been in great demand and

enjoyed by all groups, both children, teenagers, and even adults. Now online games can be played with people from different countries, therefore online games are in great demand by various groups because they can make friends with many people both from outside the city and outside the country [3] . The existence of online games has several negative impacts including disrupting sleep hours, socialization, education, and social relationships in the real world. Obsession with online games is increasing aggression, real-life internal relational barriers, stress, declining academic achievement, problems with memory, emotions of loneliness and unhappiness. In addition, there may be impacts such as psychosomatic problems including sleep disorders and so on [4]

Many children in the Z generation era are addicted to playing online games on smartphones, because this era is a digital era where all activities can be done using the internet and smartphones. Nowadays, many children already have smartphones that are used to play online games, many children play online games excessively which results in addiction to playing smartphones in children. This is very bad for academic and social development for children, therefore the role of parents in the family to guide children in playing games is very necessary to prevent this from happening [5] .

The role of parents is very much needed in the family to accompany, supervise, and provide guidance to children in using smartphones. Therefore, in the family there must be intense communication between parents and children, this communication is carried out so that parents can provide guidance to children in managing and dividing time for studying and playing games. Parents are the first and foremost people in the process of a child's development and become the basis of the child's personality. Parents have a very important role in efforts to develop their children's potential, therefore parental supervision of children needs to be increased for the sake of children's growth and development [3]

Communication between parents and children is part of interpersonal communication because there are supporting elements between parents and children. So, interpersonal communication can implement several efforts or strategies by providing understanding to children so that by establishing interpersonal communication between parents and children it is hoped that it can be a meeting point for how parents find solutions to the problem of game addiction in children [6] . Parents need to implement several strategies to provide an understanding of the use of technology so that children are not affected by the negative impacts of technology, the role of good parents will influence the process of child growth and development so that children will be able to control emotions and be able to control daily activities, this will have a positive impact on children, namely children will be more creative, innovative and have children's imagination in a positive direction. So parents must really pay attention to children in using gadgets so that they do not fall into negative things that can damage themselves and can also damage the child's future [7].

Interpersonal communication between parents and children is a dynamic and reciprocal process in which both parties strive to align their goals and behaviors. This interaction is characterized by mutual attunement, which occurs both biologically and through rapid learning [8]. There are two communication orientations within the family: the Conversational orientation, which refers to open and frequent communication between family members, especially between parents and children. The goal is to jointly explore the meaning of symbols and objects within the family's social environment. Families with this orientation tend to encourage free discussion and broad expression of opinions. The Obedience orientation, on the other hand, refers to the level of obedience and uniformity within the family, where family members are expected to follow the norms, rules, and values established by parents or authority figures. Communication within this family emphasizes harmony and control over freedom of speech [9].

According to Fitzpatrick and Morissan, there are four communication patterns in the family, namely: the laissez-faire pattern, where communication is low conceptually and socially so that the relationship between parents and children is not well-established; the protective pattern, which emphasizes harmony and obedience without encouraging children to express their opinions; the pluralistic pattern, which is characterized by the involvement of all family members in discussions and mutual respect for opinions; and the consensual pattern, which is open communication that maintains the family structure through deliberation and consensus. [10] .

Meanwhile, Ruben and Stewart stated that family communication is influenced by several factors, including: the need and method of communication which includes affection and recognition; asymmetrical power in decision-making; and interpersonal conflicts which arise from differences in interests and can be resolved through joint strategies [10] .

Media rules within the family need to be implemented so that we can use media correctly and wisely so that we do not fall into negative things in the media. Media rules within the family, for example, limit what can be used or accessed in the media, limit the time in using media, accompany in using media. These rules need to be implemented by parents first because children generally will absorb and imitate the behavior and norms applied in the home (family) or imitate whatever their parents do. Therefore, parents need to set an example in using media wisely so that children will be easier to guide in using media wisely [11] .

Parents need to give their children daily *screen time limits,* the recommended screen time limit for children put forward by the APP (American Academy of Pediatrics) is 2 hours per day, parents must determine the screen time schedule given to children so as not to interfere with study time. This rule aims to make children wiser in using *smartphones,* because children aged 7-15 years are still unstable and not ready to use smartphones properly and correctly. (Livingstone AB-R., 2018). An analysis of what parents actually do to manage their children's internet use reveals two parental mediation styles [12] :

1. Restrictive mediation: Restrictive mediation, parents limit, prohibit or force to supervise one of a long list of online activities carried out by children.
2. Enabling mediation: Enabling parental mediation involves active strategies such as talking to children about what they do online or encouraging their activities and providing safety advice as well as activities that may appear restrictive (the use of technical controls and parental monitoring) but are better interpreted as building a safe framework within which positive internet use can be encouraged.
3. Co-viewing/co-using: In this approach, parents and children use digital technology together, such as using smartphones while playing games or doing other online activities. This approach aims to build a closer relationship between parents and children, and also directs and provides guidance to use digital technology in a positive direction [12] .

A similar study was conducted by Peserden et al., entitled “Recreational screen media use in Danish school-aged children and the role of parental education, family structures, and household screen media rules” which discusses the importance of household rules and family environment in managing children's screen media usage habits, and suggests further research with more objective measurement methods. Previous studies have emphasized more on structural factors such as parental education, family structure and statistics of screen media use, rather than on interpersonal communication processes or qualitative digital literacy practices within the family, not discussing communication patterns or media mediation strategies in depth [13] .

Another study by Reshma Balakrishnan & Amina Charania, entitled "Parental digital competence and influences on parenting mediation," focused on parents' digital skills in assisting and supervising their children's online activities, particularly in the context of distance learning. This study also examined various parental mediation strategies such as supervision, access restrictions, active guidance, and co-viewing, as well as the challenges parents face related to limited digital skills and awareness of online safety. While previous research discussed digital competence and parental mediation, it focused on the context of distance learning, not the use of online games or the establishment of specific media consumption rules within the family. It did not focus on the natural dynamics of interpersonal communication between parents and children within the family. [14]

In a previous study conducted by Nabila Martina Sofyan & Lucy Pujasari Supratman entitled “Pola Komunikasi Keluarga Dengan Anak Usia Pendidikan Sekolah Dasar Yang Aktif Bermain Game Online Free Fire Di Kabupaten Bandung", this study discussed the family communication patterns applied to children to monitor so that children do not become addicted to playing online games. Previous studies highlighted communication patterns, but did not explicitly examine parental digital literacy, mediation strategies, or rule enforcement in concrete form. In addition, the focus was limited to one type of game and did not analyze parenting styles theoretically [5] .

Previous research conducted by Ferdinandus Jebarus, Arfenfi Amir, Muh. Reski Salemuddin, Sriwahyuni, Hasanudin Kasim entitled "Kontrol Sosial Orang Tua Terhadap Anak Kecanduan Game Online Di Kelurahan Pa'baeng-Baeng Kecamatan Tamalate Kota Makassar". This research discusses social control or the role of parents in dealing with children who are addicted to online games and how to handle children who are addicted to online games. Previous research emphasized more on the aspects of social control and handling efforts, did not discuss the role of digital literacy, technology mediation strategies, or communicative interactions between parents and children as part of the media parenting system [3] .

Another study conducted by Ferdinandus et al., entitled "From Parental Control to Joint Family Oversight: Can Parents and Teens Manage Mobile Online Safety and Privacy as Equals?" explains digital literacy in families because it discusses how parents and teens jointly manage the security and privacy of mobile application use. The proposed collaborative approach emphasizes the importance of communication, transparency, and shared decision-making in technology use, which are important aspects of family digital literacy. The difference between this study and the previous study is that it does not emphasize specific rules or enforcement related to video game consumption, focusing on the theme of digital literacy in families [14] .

Parents also need to build intense communication with their children so that they can provide guidance to their children in managing and dividing their time between studying and playing online games. Social control carried out by parents is one of the most important factors related to the impact of online game addiction. This social control can affect the level of potential child development, therefore parents need to monitor and control their children's development and also parents must increase supervision of children in using smartphones [4] .

This research occupies a unique position in the study of digital literacy, particularly regarding media rules within families. The implementation of digital literacy by parents within the family is manifested in the form of rules for video game consumption, which the researchers then examined using an interpersonal communication approach between parents and children. Previous research has been conducted, but tends to separate the focus between digital literacy, communication patterns, and media mediation strategies. This study integrates all three aspects within a single analytical framework.

Based on the background explained, the research problem formulation in this study is: "What is the role of parents in preventing online game addiction in children?" This research is based on the belief that intense and effective communication between parents and children is essential to limit smartphone use that has the potential to cause addiction. This limitation is important to prevent hampering the child's growth and development process and academic achievement. Therefore, the purpose of this study is to analyze the role of parents in preventing children from online game addiction and identify communication strategies and parenting patterns implemented in the family.

2. METHOD

This research is qualitative research with a case study approach. Qualitative research according to Moleong is used to define and understand phenomena experienced by research subjects holistically in the form of words in a specific and unique matter. Meanwhile, case studies are used according to Bungin because the research is conducted to understand a phenomenon in real life [15] .

In this study, purposive sampling technique was used because this technique is suitable for qualitative research and the technique of using data collection techniques by determining special characteristics that are appropriate for this study, the special characteristics in question are families in the Klaten district area who have children aged 7-15 years and apply media rules in the family. The age of 7-15 years was chosen because according to researchers the age range of 7-15 years is very skilled in media and each family has differences in parenting patterns.

Based on the predetermined criteria, the researcher will take 3 (three) families as informants from one area of Klaten, which distinguishes the three informants is the difference in child rearing patterns. The object of this research is families with children aged 7 to 15 years. So, the researcher can classify the informant's

mediation style as restrictive mediation or enabling mediation and the researcher can group the informant's control into authoritarian or permissive in the form of family rearing patterns.

The data collection techniques used in this study were observation and interviews. Interviews were used to obtain the necessary data for the study directly from the audience. These data collection techniques were used to obtain the necessary data for the study so that the data presented in this study could be trusted to be accurate.

The data analysis technique used is an interactive data analysis technique. According to Miles & Huberman, this interactive analysis model explains that data has begun to be processed when the data in the field has been obtained and then the data is analyzed in a cyclical form, data analysis is carried out continuously until a conclusion is obtained from the data. Miles & Huberman stated that this interactive data analysis model has three components, namely data reduction, data presentation, and drawing conclusions or verification. These three components must be present in a study because these three components have relationships and interconnections that will determine the direction of conclusions as a result of the research data [16] .

The data validity test used in this study is the Data Source Triangulation Technique because this study uses interviews and documentation as the data collection technique. This Data Source Triangulation is used to uncover the truth of information obtained from the results of data collection in the study. With this Triangulation Technique, researchers will obtain valid data results or data that are in accordance with existing facts so that the audience can trust this research. [16]

The first step taken in this Data Source Triangulation is about source triangulation, by using this technique researchers can collect data from several sources from informants from various sources that have been targeted by the researcher. The next step, the data that has been obtained then the data must be described, categorized, and seen from the same and different views, so that a conclusion will emerge that is obtained from the data that has been analyzed from the sources by the researcher. Through this Data Source Triangulation Technique researchers try to compare the results of data from interviews obtained from various sources to get the truth of the information that has been obtained [16]

Table 1. Informant Data

No	Informant (Family)	Informant Name	Age	Occupation	Child's Age
1	Family 1	Ivanno Very Wibawa	30 years	Entrepreneur (Private Sector)	9 years
		Regina Alghanima	30 years	Contract Employee	9 years
2	Family 2	Aldino Haltan Putra	28 years	Freelancer	13 years
		Seha Syarifah	32 years	Housewife	13 years
3	Family 3	Cuk Nikko Chandra	35 years	Private Sector Employee	7 years
		Putri Utami Yuniati	29 years	Private Sector Employee	7 years

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Types of Media Used in the family

Researchers explored the types of media owned by each family and the devices accessed by the children within those families. Based on in-depth interviews with informants, the following information was obtained:

- **Family 1** has devices in the form of *a smartphone* and a laptop , both of which are used by the parents and can also be accessed by the child.
- **Family 2** has a wider variety of devices, namely *tablets* , *iPads* , *laptops* , and *smartphones* , all of which are available at home and mostly used by children for entertainment and learning needs.
- **Family 3** has *a TV* , *laptop* , and *smartphone* , with media usage fairly balanced between parents and children, especially in family entertainment activities.

This information shows that each family has different levels of digital media ownership and access, which can influence the usage patterns and supervision of children's digital media consumption.

"Ada mas, smartphone yang saya berikan" keluarga 1)
"Yes, I gave him a smartphone." (Family 1)

"Ada Ipad, Tablet, Komputer, smartphone, laptop." (keluarga 2)
"An iPad, tablet, computer, smartphone, and laptop." (Family 2)

"TV, Laptop, Smartphone." (keluarga 3 ayah)
"A TV, laptop, and smartphone." (Family 3, father)

"I haven't given him one yet, but I lend it to him because he's still young, so I haven't given him his own smartphone yet" (Family 3, mother)
"Kalau diberikan si belum mas tapi saya lebih ke meminjamkan ke anak, karena kan dia masih kecil jadi belum saya kasihkan smartphone sendiri"(keluarga 3 ibu)

Differences in digital media ownership and access across three families demonstrate variations in parenting patterns and digital literacy practices. Families 1 and 2 provided their children with smartphones directly, with Family 2 providing even more devices (iPads, tablets, computers, laptops, and smartphones). This widespread access has the potential to increase the intensity of digital media use and increase the risk of video game addiction, especially when parental supervision is limited. In the case of Family 2, this is evident in the difficulty in controlling children's playtime, even though usage rules have been implemented.

In contrast, Family 3 implemented a different strategy by not giving their children their own smartphones, but instead lending them their parents' devices. This approach represents a form of restrictive mediation that limits device ownership and controls children's direct access to digital media. This strategy is relatively effective in curbing the potential for addiction, as children do not have full freedom to use devices without parental supervision.

These findings strengthen the argument that variations in digital device ownership significantly influence children's exposure to video games. The greater the availability of devices in the home, the greater the likelihood of children engaging intensively with digital media. Therefore, the success of addiction prevention depends not only on media rules but also on parental policies regarding device access.

3.1.2. Media Access in the Family

In this research, interviews were conducted to find out what media access children were permitted to use and which they were not permitted to access. This media access limitation is used to direct children in the proper and correct use of smartphones.

"Ya tentunya ada mas, karena kan untuk game sekarang kan banyak game yang buat anak dewasa jadi kita batasin spesifikasinya seperti game yang dibolehkan itu yang game untuk anak-anak gitu aja mas" (keluarga 1)
"Yes, of course, because there are many games for adults nowadays, so we limit the specifications to games that are allowed, which are games for children." (Family 1)

"Iya, game game yang mengandung kekerasan saya tidak berikan ya apalagi dia Perempuan dan game game seperti Mobile Legend, PUBG, FF yang orang-orangnya toxic dan lain-lain, meskipun temennya yang mengajak bermain mungkin saya Batasi karena lingkungannya kurang bagus dan kurang baik" (keluarga 2)

"Yes, I don't allow games that contain violence, especially since she's a girl. Games like Mobile Legends, PUBG, and FF, where the players are toxic and so on, even if her friends invite her to *play, I'd limit it because the environment isn't good or suitable." (Family 2)*

"Kalau saya pribadi engga ya mas, tergantung anak meminta game apa tetapi sebelum di berikan ke anak game ini saya pelajari dulu cocok atau tidak untuk perkembangannya anak. Jika itu semua sesuai dengan umur serta aman untuk dimainkan baru saya kasih kan ke anaknya." (keluarga 3 ayah)

"Personally, I don't, sir. It depends on what game the child asks for, but before giving it to the child, I first research whether it's suitable for their development. If it's appropriate for their age and safe to play, then I'll give it to them." (Family 3, father)

"Ada, seperti game yang melatih otak anak dan gaya game yang belajar membaca, menulis, belajar menghitung gitu mas." (keluarga 3 ibu)

"Yes, like games that train the child's brain and educational games that teach reading, writing, and counting, sir." (Family 3, mother)

Interviews with the three families revealed differences in the rules and specifications of the games children were allowed to play. Family 1 set limits by only allowing age-appropriate games, specifically games categorized as children. Family 2 prohibited games containing violent elements, such as Mobile Legends, PUBG, and Free Fire, as they were considered to have a toxic environment and were not good for child development, especially since the child was a girl. Family 3 demonstrated two different approaches. Fathers tended to be more lenient, allowing games their children requested as long as they were age-appropriate and safe after prior study. Meanwhile, mothers were more selective, directing their children to educational games that train the brain, such as reading, writing, and arithmetic.

These results indicate that each family has its own criteria for determining game access for children. Family 1 emphasized age-appropriateness, Family 2 focused more on avoiding violence and negative environments, while Family 3 displayed a difference in strategies between a relatively permissive father and a more educative mother. These differences illustrate that game access rules are influenced not only by the child's age but also by the parents' values and considerations regarding the impact of games on their child's development, including behavior, social environment, and cognitive aspects.

3.1.3. Impact of smartphone use

In this study, through interviews, researchers obtained insights from several informants regarding the impacts of smartphone use, both positive and negative. These interviews revealed some of the impacts experienced by several informants.

"Yang tentunya menjadi tantrum, emosionalnya tidak terkontrol dan kadang kalau disuruh orang tua nya gak konek-konek jadinya komunikasinya kurang karena sering bermain gamenya itu mas." (keluarga 1)

"Of course, he throws tantrums, his emotions are out of control, and sometimes when his parents tell him to do something, he doesn't listen, so communication is lacking because he often plays games." (Family 1)

"Engga ke dampak tapi paling salah satunya mempengaruhi bagaimana cara berkomunikasi anak." (keluarga 2 ayah)

"It doesn't have an impact, but one of the effects is on how the child communicates." (Family 2, father)

"Dulu waktu dia masih usia-usia SD iya, dia mungkin lebih ingin main lagi dan cenderung lagi, karenakan setiap game itu pasti dia punya challenge atau punya level permainan jadi anak itu kecanduan ingin menuntaskan challenge nya hingga lupa dengan waktu yang berakibat ke kesehatan mata anak saya." (keluarga 2 ibu)

"When he was still in elementary school, yes, he might have wanted to play more and was more inclined to do so because every game has challenges or levels, so the child becomes addicted to

completing those challenges, forgetting about time, which affects my child's eye health." (Family 2, mother)

"Alhamdulillah anak saya tidak ada dampak kecanduan game mas jadi masih di tahap normal dan masih bisa di edukasi mengenai penggunaan game di smartphone."(keluarga 3 ayah & ibu)
"Alhamdulillah, my child doesn't have a gaming addiction, so he's still at a normal stage and can still be educated about using games on a smartphone." (Family 3, Father & Mother)

Based on the interview results, each family shared different experiences regarding the impact of smartphone use on children. Family 1 reported that their child frequently experiences tantrums, struggles to control their emotions, and has decreased communication with their parents. The child tends to be unresponsive when asked to do something because he is too engrossed in playing games. Family 2 also found quite clear impacts. According to the father, smartphone use affects the child's communication skills. Meanwhile, the mother added that since elementary school age, the child has shown a tendency to continuously play games to complete levels, losing track of time, which ultimately leads to eye health problems. Family 3, on the other hand, did not find any significant impacts. The parents assessed that the child was still at a normal stage, showed no signs of addiction, and could still be guided through education regarding smartphone use.

These results indicate variations in the impacts of smartphone use, influenced by the intensity of play and the effectiveness of parental supervision. Family 1 faced psychological impacts in the form of tantrums, emotional instability, and communication problems, indicating excessive smartphone use. Family 2 emphasized the social and physical health impacts, where children's communication decreased and their eye health was impaired due to prolonged play. Meanwhile, Family 3 demonstrated that consistent supervision can prevent negative impacts, allowing children to continue using smartphones in a reasonable and controlled manner. Overall, these differences in impacts confirm the crucial role of parents. Children who have more freedom to access smartphones tend to be more susceptible to behavioral and health problems, while children whose smartphone use is more directed do not experience serious impacts.

3.1.4. The Role of Parents

In this study, interviews were conducted to determine the role of parents in preventing video game addiction. Parents' role is crucial in guiding their children toward positive outcomes and avoiding detrimental consequences for their future or health.

"Pertama untuk mencegahnya adalah diatur waktunya kadang kan waktunya bisa cenderung lama yang bisa membuat kecenderungan anak saat bermain game, dan yang kedua itu mungkin karna adanya lingkungan yang mempunyai dampak sangat buruk buat anak jadinya berakibat kecanduan bermain game secara terus menerus hingga lupa segala hal nya mas." (keluarga 1)
"First, to prevent it, we need to set time limits because sometimes they can spend too much time playing games, which can lead to addiction. Second, it might be because of the environment, which can have a very negative impact on children, leading to continuous gaming addiction until they forget everything else." (Family 1)

"Pemberian waktu untuk anak dan parenting guiding di aplikasi parental phone di google, jadi anak saya berikan aturan untuk penggunaan hp itu paling maksimal 6 jam itu pun sudah termasuk di sekolah." (keluarga 2)
"Setting time limits for children and using parenting guidance apps on Google, so I give my child rules for phone usage, with a maximum of 6 hours, which includes school time." (Family 2)

"Membatasi waktunya ketika bermain game di smartphone, jadi seperti 30 menit hingga 1 jam per hari itupun kadang bisa kurang sih mas jadi dilihat dari kondisinya aja jadi tidak terlalu mengikat banget mas." (keluarga 3)

"Limiting the time spent playing games on the smartphone, so it's like 30 minutes to 1 hour per day, though sometimes it can be less, so it depends on the situation, so it's not too rigid." (Family 3)

The interview results show that, in family 1, parents' role in preventing game addiction is to provide education and provide rules for playing games so that children are not affected by the negative impacts of playing games. In family 2, parents' role in preventing game addiction is to provide time limits, make initial agreements and use the family link application on Google to help supervise children in their smartphone use. In family 3, parents' role in preventing game addiction is to limit their playing time and accompany their children when playing their smartphones. These rules are not too binding but rather depend on the conditions and situations, so they do not increase too much.

The effectiveness of a parent's role is determined not only by the existence of rules, but also by the consistency of their implementation and the balance between restrictions and guidance. Families 1 and 2 tend to emphasize regulations and technical restrictions, while Family 3 emphasizes flexibility and interpersonal interaction. Each approach has its advantages: clear restrictions minimize the potential for addiction, while flexibility with guidance builds emotional closeness. However, without consistency and active supervision, rules can be ineffective. Therefore, the strongest parental role occurs when technical rules (screen time, monitoring apps) are combined with direct communication and guidance. This combination allows children not only to be technically restricted but also to understand the reasons behind the rules and learn to internalize healthy media behaviors.

3.1.5. Rules for media use in the family

Based on interviews conducted by researchers, there are differences in the rules parents have set regarding the time and media their children are allowed to access. This demonstrates parental awareness of the impacts of *smartphone use,* both positive and negative. This awareness necessitates the implementation of rules at home to regulate children's digital media use.

"Kalau untuk kesepakatan itu tetep saya awasi penggunaannya serta menjalankan peraturan yang ada, namun disisi lain saya juga memberikan hadiah ketika anak mendapatkan peringkat atau rangking di sekolah, hadiah itu berupa penambahan waktu saat bermain game mas." (keluarga 1)

"As for the agreement, I still monitor their usage and enforce the existing rules, but on the other hand, I also give rewards when the child achieves a good grade or ranking at school. The reward is additional time to play games." (Family 1)

"Kalau untuk sekarang si sebagai reward aja jadi kalau si anak mematuhi aturan 6 jam perhari yang sudah dikasih itu jadi untuk setiap weekend atau ketika dirasa anak sudah cukup mematuhi peraturannya kita kasih reward untuk bermain dan itupun saya berikan waktu maksimalnya hanya 1 jam." (keluarga 2 ayah)

"Currently, it's just a reward. If the child follows the 6-hour-per-day rule that's been set, then on weekends or when we feel the child has followed the rules enough, we give a reward for playing, and I only give a maximum of 1 hour." (Family 2, father)

"Sesuai perjanjian awal, karenakan dia sudah belajar di sekolah dan melaksanakan kewajibannya, jadi saya terapkan di rumah, jadi dia harus melakukan kewajibannya dulu nanti haknya saya kasih kecuali kalau dia minta hak yang lain baru saya kasih yang lain seperti 3 bulan ini dia jarang minta untuk main game tapi dia lebih minta alat-alat pengasahan bakatnya jadi saya kasih dan saya support." (keluarga 2 ibu)

"As per the initial agreement, since he's already studying at school and fulfilling his responsibilities, I apply the same at home. He must fulfill his responsibilities first before I give him his rights. Unless he asks for other rights, then I'll give him something else. For example, in the past three months, he

rarely asked to play games but instead asked for tools to develop his talents, so I gave them to him and supported him." (Family 2, Mother)

"Yaitu yang pertama untuk hiburan atas kejenuhannya ketika seharian sudah sekolah, bermain sama temen temennya, dan kadangkan anak anak mempunyai me time sendirikan seperti ketika dia tidak mood bermain dengan teman temannya dan memilih di rumah bermain game dengan orang tua nya. Dan setiap hari saya tawarkan untuk bermain game atau bermain di luar, itu semua tergantung dengan anaknya juga." (keluarga 3)

"Firstly, it is for entertainment to relieve boredom after a day of school and playing with friends. Sometimes children need me time, such as when they don't feel like playing with their friends and choose to stay at home and play games with their parents. Every day, I offer them the choice of playing games or playing outside, but it all depends on the child." (Family 3)

The interview results showed that, in family 1, the rules were implemented to supervise children when playing smartphones or playing video games and to provide time limits (screen time) when playing games and provide additional play time when children get rankings at school as a reward. In family 2, the rules that had been agreed upon initially and provide time limits (screen time), parents also provide additional play time for children as a reward when children have done their obligations and then given the right to play smartphones or video games. In family 3, the rules were implemented to provide 1 video game playing time per day, this rule was implemented so as not to interfere with the child's growth and development process or the child's educational process.

It appears that family media rules are not just about screen time duration, but also about control mechanisms and communication between parents and children. Families 1 and 2 use rewards as incentives, which can be effective if balanced, but also have the potential to make gaming more engaging and create symbolic dependency. Meanwhile, Family 3 emphasizes a balance between obligation and entertainment, allowing children to choose, which can build independence and self-discipline. The effectiveness of media rules is greatly influenced by the consistency of their implementation and how parents frame them. Rules based solely on rewards without risk education can be counterproductive, while rules accompanied by communication, supervision, and flexibility are more likely to enable children to understand the purpose of restrictions and internalize healthy media behaviors.

3.1.6. Limitation Steps (Screen Time)

In this study, interviews were conducted with several informants regarding the restrictive measures implemented in their families. These restrictive measures are an effort by parents to regulate and monitor their children's smartphone use so that it can be effectively controlled.

"Ya tentunya tetep dikasih arahan mas supaya anak itu bisa mengatur waktunya juga jadi kita juga mengawasi dan tidak hanya mengawasi disampingnya tetapi kita juga bisa memakai aplikasi family guard jadi kita berikan batasan waktunya" (keluarga 1 ayah & ibu)

"Of course, we still give guidance so that the child can manage their time, and we also monitor them. We don't just monitor them from the side, but we also use the Family Guard app to set time limits" (Family 1, father & mother)

"Dengan kesepakatan awal, saya sudah memberikan kesepakatan bahwa boleh saya izinkan menggunakan game misalnya kurang lebih 1 jam, tapi sebelumnya ada pekerjaan jadi seperti reward gitu." (keluarga 2)

"With an initial agreement, I've already agreed that I'll allow them to use games, for example, for about an hour, but there's work to be done first, so it's like a reward." (Family 2)

"Saya pertama membuat perjanjian dulu dengan anak seperti contoh " nanti kalau pulang sekolah boleh main smartphone tapi setelah bangun tidur atau sehabis mandi dengan waktu yang di tentukan".(keluarga 3 ayah)

"I first make an agreement with the child, for example, 'After school, you can use the smartphone, but only after waking up or after taking a shower, within the specified time.'" (Family 3, father)

"Diberikan arahan-arahan ke anak dan diberikan aturan di awal supaya anak tidak kelewatan ketika menggunakan smartphone yang berakibat kecanduan pada anak dan saya juga menggunakan aplikas family guard supaya saya bisa mengontrol penggunaan smartphone anak." (keluarga 3 ibu)

"I give my child guidelines and rules from the start so they don't overuse their smartphone, which could lead to addiction. I also use the Family Guard app to monitor my child's smartphone usage." (Family 3, mother)

The results of interviews from the three families showed that family 1 ensured that children complied with the screen time limit rules by providing education, accompanying them, and using the Family Link application to provide time to play smartphones or play video games. Family 2 ensured that children complied with the screen time limit rules by making an initial agreement that had been agreed upon by all parties in the house. Family 3 ensured that children complied with the screen time limit rules by making an initial agreement, providing directions, and using the Family Guard application.

3.1.6. Barriers to implementing media rules within the family

In the research, interviews were conducted to find out the obstacles that exist when implementing media rules in the family.

"Ya tentunya hambatannya membuat anak-anaknya jadi marah emosinya tidak stabil seperti tantrum tapi nantikan lama-kelamaan anak jadi seperti kurang konsen yang bisa mempengaruhi saat belajar, jadi harus diberikan edukasi tentang bahayanya menggunakan smartphone yang berlebih, jadi harus sering-sering di kasih masukan dan pendekatan-pendekatan seperti dirangkul diajak bicara seperti itu." (keluarga 1)

"Of course, the challenges include children becoming angry and emotionally unstable, like having tantrums. However, over time, children may become less focused, which can affect their learning. Therefore, it is important to educate them about the dangers of excessive smartphone use and to frequently provide guidance and approaches such as embracing them and talking to them." (Family 1)

"Hambatannya mungkin anak marah dan karna anak pada awalnya sudah terbiasa memegang gawai dan tiba tiba tidak diperbolehkan atau ada aturan baru jadi pada akhirnya curi curi waktu bermain game atau curi curi waktu hanya untuk sekedar bermain Hp dan pada akhirnya mempunyai aturan screen time itu sendiri." (keluarga 2 ayah)

"The challenge might be that the child gets angry because they're already used to holding devices, and suddenly they're not allowed to or there are new rules, so they end up sneaking time to play games or just use their phone, and eventually they have their own screen time rules." (Family 2, father)

"Hambatannya mungkin pada saat dia tidak melakukan tanggung jawabnya jadi otomatis saya tidak bisa memberikan haknya seperti bermain game seperti itu, mungkin itu yang agak susah dalam bernegosiasi nya." (keluarga 2 ibu)

"The challenge might be when they don't fulfill their responsibilities, so I can't give them the privilege of playing games like that. That's what makes negotiation a bit difficult." (Family 2, mother)

"Mungkin anak tetap marah dan tantrum ya tapi kita sebagai orang tua harus mengalihkan anak itu ke mainan yang lain seperti mainan yang bisa mengasah kecerdasan sensorik dan motoric anak gitu ya mas hal seperti ini saya gunakan supaya anak saya tidak kecanduan bermain smartphone terus mas." (keluarga 3 ayah)

"Maybe the child will still get angry and throw a tantrum, but as parents, we have to redirect the child to other toys, such as toys that can sharpen the child's sensory and motor skills. I use this method so that my child doesn't become addicted to playing with smartphones all the time." (Family 3, father)

Interview results showed that, in family 1, the obstacles in implementing screen time rules were that the child was prone to anger, tantrums, and emotional instability. This approach demonstrates a comprehensive effort, not only implementing technical restrictions but also equipping the child with an understanding of the importance of self-control. The strength of this approach lies in the combination of technical controls and an educational approach, which has the potential to be more effective in the long term.

In family 2, the obstacle to implementing screen time rules was that the child easily became angry and stole time, making it difficult to renegotiate the existing rules. This approach emphasizes the principle of reciprocity between children's rights and obligations. However, its weakness lies in the risk of inconsistency, because if supervision is not strict, children can still find loopholes to play longer. In family 3, the obstacle to implementing screen time rules was anger and tantrums in children. This strategy combines technical (apps), educational (advice), and social (family agreement) aspects. With this pattern, children learn that rules do not only come from parents as authorities, but are the result of mutual agreement, making them more easily accepted.

The family's screen time restriction patterns demonstrate two main dimensions: technical control (apps, duration, time limits) and interpersonal control (guidance, education, agreements). Family 1 places greater emphasis on technical and educational aspects, Family 2 tends to use reward-based agreements, while Family 3 combines all of these approaches. Of these three patterns, the most potentially effective approach is one that not only relies on technical restrictions but also provides children with an understanding of the reasons for those restrictions. This way, children are not only bound by external rules but also learn to internalize digital discipline as part of their daily routine.

3.1.7. Communication Patterns

In this study, interviews were conducted to understand family communication patterns regarding children's smartphone use. Parental communication patterns play a crucial role in providing education, setting boundaries and guidance for children, such as providing a brief explanation of the impacts of smartphone addiction.

"Yang penting kita memberikan edukasi, mencari waktu untuk bermain sama anak, memberi informasi-informasi yang penting berdampak positif terus menjelaskan tentang dampak buruknya ketika bermain smartphone yang berlebih gitu mas. Jadi biar ada motivasinya tersendiri buat anak." (keluarga 1)

"What's important is that we provide education, make time to play with our children, give them important information that has a positive impact, and keep explaining the negative effects of excessive smartphone use. So that the children have their own motivation." (Family 1)

"Pertama anak saya sempat saya ajak ke seminar tentang kesehatan mata dan lain lain, kalau untuk emosional ya saya bawa anak saya ke seminar kemarin di JIH tentang kesehatan mata biasanya anak jaman sekarang jika berikan informasi sama orang tua lebih tidak terima, even kita sudah tau akibatnya tapi jika diberikan informasi dari yang lebih ahli dia lebih mengerti, mendengarkan itu sih kemarin yang dia langsung paham dan dia langsung mengiyakan apa yang saya sarankan. Dan juga saya dibantu untuk mengawasi dengan menggunakan aplikasi family link itu sendiri." (keluarga 2 ayah)

"First, I took my child to a seminar about eye health and other topics. For emotional support, I brought my child to a seminar at JIH about eye health. These days, children often don't accept information from their parents, even though we already know the consequences. But if the information comes from experts, they understand better. Yesterday, he immediately understood and agreed with

what I suggested. I was also assisted in monitoring using the Family Link app itself." (Family 2, father)

"Memberikan batasan yang sudah disepakati dan memberikan pemahaman tentang bahayanya bermain smartphone yang berlebih." (keluarga 3 ayah)
"Set agreed limits and explain the dangers of excessive smartphone use." (Family 3, father)

"Dijelaskan pelan pelan, dibilangin kalau kelamaan main game itu tidak bagus nanti takut matanya sakit nanti jari jarinya kram, jadi kita lebih mengedukasi mengenai resikonya terus dibilangin mending kita main yang lain diajak bermain yang di real lifa bukan di smartphone gitu." (keluarga 3 ibu)
"Explained slowly, told them that playing games for too long is not good, it might hurt their eyes and cause their fingers to cramp, so we educate them about the risks and suggest playing other games, encouraging them to play in real life instead of on smartphones." (Family 3, mother)

Interview results indicate that family 1 explains the problem by providing education and engaging with children to help them better understand the negative impacts of gaming . This pattern demonstrates active parental involvement in conveying the message, even if it's simple. Family 2 explains the problem by taking their children to seminars or directly speaking with experts to help them understand the negative impacts of addiction. This strategy demonstrates that parents recognize the limited effectiveness of direct advice and require other authorities to make the message more easily accepted by children. This approach is collaborative between parents, children, and a third party.

Family 3 emphasizes a gentle interpersonal approach, including slow explanations, discussions, and direct support from the child. The father emphasizes agreed-upon boundaries, while the mother explains them in simple language that the child can easily understand, such as health risks. The most effective communication pattern occurs when direct family education is combined with external support when needed, and implemented through consistent, gentle, and participatory interactions. This way, the child not only understands the rules cognitively but also experiences them as part of healthy and supportive family communication.

3.1.8. Solution

Each family has a different perspective on the effectiveness of implementing media rules as a solution to prevent smartphone or video game addiction in children. Based on interviews, most informants considered their approach to be effective, although challenges remain in practice.

"sudah menjadi Solusi mas, anak saya juga sudah lebih taat dengan peraturan yang telah saya buat dirumah mas." (keluarga 1)
"It has become a solution, sir. My child is also more obedient to the rules I have made at home, sir." (Family 1)

"Belum juga sampai saat ini masih banyak sekali problematika yang ditemui khususnya curi curi waktu karna itu kan kita berikan waktu 6 jam penggunaan smartphone itukan masih ada curi curi waktu ya mas apalagi kalau disekolah kita belum bisa monitoring apa disitu si anak masih ngegame atau engga, jadi kita masih belum bisa monitoring."(keluarga 2 ayah)
"There are still many issues encountered, especially sneaking time because we give them 6 hours of smartphone usage, but there's still sneaking time, sir. Especially at school, we can't monitor whether the child is still gaming or not, so we can't monitor it yet." (Family 2, father)

"Iya jadi Solusi yang bagus dan baik sih, jadi sudah semakin berkurang peggunaan bermain video gamenya dan akhirnya semakin fokus sama urusan sekolah serta untuk mengasah bakatnya." (keluarga 2 ibu)
"Yes, it's a good solution. The use of video games has decreased, and the child is now more focused on schoolwork and developing their talents." (Family 2, mother)

"Iya mas, setelah menerapkan kesepakatan menggunakan smartphone anak lebih memahami bahaya saat menggunakan smartphone yang berlebih mas. Jadi cara yang saya gunakan sudah menjadi Solusi supaya anak tidak kecanduan bermain smartphone mas." (keluarga 3 ayah)
Yes, sir, after implementing the agreement, my child understands better the dangers of excessive smartphone use. So, the method I use has become a solution to prevent my child from becoming addicted to playing with smartphones, sir." (Family 3, father)

"Sudah, itu sudah dijadikan Solusi karena sudah terbukti ke anak kami yang lebih mematuhi aturan seperti itu daripada kita harus marah marah dan teriak-teriak mending kita berikan kesepatan di awal." (keluarga 3 ibu)
"Yes, it has become a solution because it has proven effective for our children to follow such rules rather than us getting angry and yelling. It's better to give them the opportunity from the start." (Family 3, mother)

Interview results showed that in families 1 and 3, implementing media rules at home has been a solution to prevent children from becoming addicted to playing smartphones or playing video games. Meanwhile, in family 2, according to the father, it has not been a solution because the child still steals time when the father is not able to monitor the child playing smartphones or games, but according to the mother, it has been a good and proper solution that can reduce the time spent playing video games.

The informant's explanation can be concluded that the effectiveness of the solution is greatly influenced by two main factors. First, consistency of supervision. Without adequate monitoring, children can still find loopholes to break the rules, as happened in Family 2. Second, alignment of parental views. When the father and mother have different perceptions, the effectiveness of the rules can decrease because children perceive inconsistencies in implementation.

In contrast, when rules are implemented consistently and based on consensus, as in Families 1 and 3, children are more likely to understand the purpose of restrictions and develop self-awareness. Therefore, the most effective solution is a combination of consistent supervision, open communication, and agreements involving children, so that rules are not only formally followed but also internalized.

3.2. Discussion

The pattern of media rules in the family has various mediation practices used by parents, namely restrictive mediation patterns and enabling mediation patterns, both of these mediation patterns are very effective in reducing children from the negative impacts caused by smartphones or online games and also with this pattern can make children use online media effectively and directed according to what they need. [17] . The pattern of media rules in the family cannot be done instantly, but parents also need to determine the rules that are applied at home, provide education to children, and accompany children when using online media. The results of the researcher's interviews showed 2 parenting patterns applied to their children, namely, restrictive mediation patterns and enabling mediation patterns.

3.2.1. Restrictive mediation pattern

Restrictive mediation patterns or limiting mediation patterns, this mediation pattern is effective in reducing children's exposure to the risk of smartphone addiction, because it limits children in using online media or smartphone media. These mediation practices such as using shared media, activating internet security, monitoring, and technical restrictions such as parental controls, are aimed at empowering children and supporting their active involvement with online media that is more well-directed. This mediation pattern also helps children in developing critical thinking skills, increasing children's knowledge, and increasing children's creativity. This mediation pattern is usually used for families whose parents are still relatively young, because they can still follow the development of digital media and are more confident in teaching their children about the use of digital media [17] .

This practice aligns with the characteristics of restrictive mediation patterns that emphasize technical control (screen time, content filters, monitoring applications) and interpersonal control (direct supervision and strict rules). From a digital literacy perspective, these restrictions not only aim to reduce the risk of addiction, but also serve as an early education tool so that children understand that digital media use must have limits and responsibility. Restrictive mediation helps children learn to manage internet use in a healthy and responsible manner from an early age, rather than simply restricting access unilaterally [18] .

The restrictive mediation pattern in this study proved relevant as an initial strategy to prevent game addiction, especially in children who still need parental guidance. However, the success of this pattern is determined not only by technical restrictions but also by the nature of the game. a combination of consistent supervision, educational communication, and rules that are appropriate to the family situation **.** Thus, the restrictive mediation pattern not only suppresses the intensity of play, but also functions as an initial barrier so that children are not too influenced by negative friendship environments. This is also in line with the finding that beliefs about difficulties can moderate the relationship between relative deprivation and game addiction, so that a holistic and contextual approach combining technical controls, interpersonal communication, and social awareness is important in preventing game addiction [19] .

3.2.2. Enabling mediation pattern

The enabling mediation pattern or the mediation pattern that allows (activates) is a parental mediation style that has an active strategy such as discussing with children about what they do when using digital media and providing suggestions for child safety. This mediation pattern encourages their activities more but also still controls their use of digital media, so that children are focused on positive digital media use and can help their growth and development. [20] .

The enabling mediation pattern indicates that parents prefer restrictive strategies that avoid risks for their children who are less skilled in using digital media. Parents also need to establish policies at home and mediate with their children to help build resilience and adopt strategies that can help them stay safe when using digital media or online media more competently. Furthermore, parents also need to establish policies at home and mediate with their children to build resilience and adopt strategies that can help children stay safe when using digital media or online media more competently. [20] .

It's important to note that the effectiveness of the enabling model depends on a balance between leniency and control. If directives are only verbal and without consistent supervision, children still have the potential to break rules or find loopholes to play excessively. Conversely, if discussions are conducted in conjunction with clear household policies, the enabling model can be a more sustainable solution than mere prohibitions. The enabling mediation model demonstrates the crucial role of parents in creating a safe, controlled, and educational digital environment. The strength of this model lies in the combination of technical supervision, interpersonal communication, and child involvement in agreeing on rules, so that media rules are not simply imposed from the outside but are also understood and internalized by children as part of their own responsibility.

Parents use various dimensions of internet mediation, including technical and communication supervision, which are influenced by the individual characteristics of the child and parents as well as the socio-ecological context. This approach helps build children's critical thinking and resilience to online risks, so that rules are not only imposed but also understood and internalized by the child as his or her own responsibility [21]

3.2.3. Co-viewing/co-using mediation pattern

In this approach, parents and children use digital technology together, such as using smartphones while playing *games* or doing other online activities. This approach aims to build a closer relationship between parents and children, and also directs and provides guidance to use digital technology in a positive direction [12] .

Nathason found that co-viewing can be done positively with a parent's attitude that is sensitive to media, the more sensitive parents are to media, the higher the possibility for parents to use the *Co*-viewing mediation pattern. Co-viewing is very effective for monitoring children so that they are not addicted to playing smartphones and are not carried away by the negative impacts of using digital media. By accompanying them

when using media, parents are freer to choose what game applications or video content are good for their children to consume [22] .

In this study, the researcher found that the third family used a co-viewing parenting pattern. / co-use, in this family, this parenting pattern is applied because the child is still 7 years old and does not understand how to use media and does not understand the impact that will arise when using the media, parents in this third family provide or buy any media that is allowed to be consumed by their children, the purpose of parents choosing the media is to help growth and development in terms of education and so that children do not fall behind with technological developments. The interpersonal communication pattern in this family is more focused on both parents who make media rules in the family because their child who is still 7 years old does not understand the use of media, so parents need to accompany their children in using media.

The interpersonal communication pattern in this family places more emphasis on parents making more structured rules for using smartphone media, because children who are still 7 years old are considered not yet able to understand the use of media wisely, so parents need to accompany their children in using smartphone media. Communication is one of the main components in forming a harmonious family. In an ideal family environment, each family member can share their feelings, thoughts, and also their life experiences [23] .

Interpersonal communication between parents and children is also a factor that can maintain the integrity of a family relationship. Interpersonal communication involving parents and children must be carried out by providing good parenting patterns so that children feel comfortable with the rules implemented in the family environment. Parenting patterns are also an effective method used when wanting to establish an intense approach to children, so that children comply with all parental wishes. The emergence of digital media technology such as smartphones can cause significant changes in families, such as some focusing on playing with their smartphones. This can disrupt relationships between family members, so good and correct parenting patterns are necessary. [24]

4. CONCLUSION

This study examines how parents prevent online gaming addiction in children. Based on interviews with three informant families, it was found that parents use various forms of mediation to prevent online gaming addiction in children, including restrictive mediation, enabling mediation, and co-viewing or co-use. These mediation methods are used to regulate and direct their children's gadget use.

Restrictive Mediation: Parents who implement this type of mediation limit the amount of time their children spend on gadgets and control the media they can access. The time limits vary; some limit gadget use to 1-2 hours per day, while others limit it to 4-6 hours per day under certain circumstances. The media their children are allowed to use is also strictly limited, and they also choose which media they can access.

Enabling Mediation: In this mediation, parents must play an active role in providing guidance and explanations regarding gadget use. Parents also inform their children about the positive and negative impacts of gadget use and explain which media are permitted and which are not.

Co-Viewing or Co-Use Mediation: This type of mediation involves parents assisting their children in using gadgets. Parents must also accompany, supervise, and provide direct guidance while their children are using their gadgets.

The use of digital media in the family: the use of digital media in a family needs to have a commitment from the beginning between parents and children, this commitment is in the form of rules for media use, rules for media play time, and what media can be accessed by children. In this case, parents have an important role to direct children in using media in a positive direction and according to the needs of the child, parents also need to be more active in the development of digital media so that they can provide direction to children to get a positive impact from digital media and can help educational growth and increase knowledge about the digital world.

This research emphasizes the importance of parents' role in managing their children's digital media use to ensure positive growth and development and to support their educational development. Parents need to implement media rules using restrictive, enabling, co-viewing, or co-use mediation, as well as effective family communication patterns to help children understand and follow the gadget usage rules set by their parents. These methods can help minimize the negative impacts and maximize the positive benefits of digital media use for children.

ACKNOWLEDGEMENTS

This research was partially supported by Muhammadiyah University of Surakarta. The author would like to thank colleagues from the Communication Studies program in the Faculty of Communication and Informatics who provided input, insight, and support throughout the research process. While they may not fully agree with all the interpretations and conclusions in this paper, their contributions were invaluable in refining the research results.

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