

## Healthy and Safe Internet Psychoeducation (INSAN) to Increase Parent's Supervision on Using Internet for Children in Yogyakarta

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### Abstract

This study aims to determine the effect of healthy and safe internet psychoeducation (INSAN) to increase parental supervision of internet use in children. The subjects consisted of 7 subjects, the experimental group consisted of 4 subjects and the control group consisted of 3 subjects. The design of this study used two group pretest-posttest designs. This data was analyzed by using quantitatively of Wilcoxon Signed Ranks Test. The researcher also uses observation and interview methods to obtain qualitative data as a complement to the data. The method of parent's supervision was measured by using methods in parents supervising their children 's use of internet-scale (Wong, 2010) which consisted of 17 items. The results of the Wilcoxon test showed ( $p > 0.05$ ), so it could be concluded there is no effect of psychoeducation of INSAN on increasing parent's supervision.

**Keywords:** *Psychoeducation of INSAN, Parental Control, Healthy, and Safe Internet*

The rapid development of communication technology today is changing the age of switching to the digital world, one of which is the internet. The internet is here to make it easier for users to access various information and also communicate through cyberspace. Also, the internet is useful to support the work and education world, so that the internet is important in all areas of life. The development of the internet in Indonesia is quite rapid, according to the 2019 digital annual report compiled by Hootsuite and We Are Social, showing that Indonesia is ranked as the 5th largest internet user country in the world (Merdeka.com).

The presence of the internet is currently very popular among young people and even its use has spread to children. The results of a survey conducted by the Association of Indonesian Internet Service Providers (APJII) in 2016 showed that the composition of internet users in Indonesia as many as 69.8% were students, and as many as 24.4 million people were aged 10-24 years if it was presented at 18.4%. Whereas in 2017, the data shows that internet access in the age range of 13-18 years reached 16.68%, and based on the level of education, internet users from high school were 70.54% while at the junior high school level was 48.53% (Kompas. com, 2017).

The rapid use of the internet among children brings its concerns for parents. The internet triggers a variety of serious threats to children's development. Many negatively charged content contained on the internet such as pornography has developed rapidly in various social media, cyberbullying and also games containing violence will hurt children (Republika.co.id, 2018). This is a particular challenge for parents to supervise the use of the internet in children because children generally know more about the internet than parents (Wong, 2010).

Ideally, parents in their role of educating and caring for children are expected to be able to prevent various threats and dangers posed by the presence of the internet. According to Fahriantini (2016), parents can involve children in critical thinking in ways parents can put themselves in the shoes of children, inviting children to discuss the impacts caused by cybercrime. Therefore parents are required to have knowledge related to technological development.

The reality is that although parents are concerned about the potential danger of the internet to children, Cho and Cheon (2005) state that around 30% of parents do not talk about the negative effects or dangers of the internet on children. The data shows that parental supervision is low based on research conducted by Pamungkas (2014) which states that parents give freedom to use the internet to children by 43.90% and as many as 60.97% of parents give up internet use to children without supervision.

Parents experience many difficulties and obstacles in terms of watching internet usage on their children. Based on research conducted by Wong (2010) shows that parents with older children show a low level of trust in internet supervision. Bleakley, Ellithorpe, and Rorner (2016) state that the problem of internet use is related to poor monitoring, parental mediation and poor relationship with parents. Research conducted by Rojas, Barandiaran, and Gonzales (2018) also supports previous research which states that parents express feelings of pessimism rather than optimism about children's internet use and find it difficult when trying to encourage responsible internet use to their children. Various problems related to parental supervision lead to low levels of parental supervision of children's internet use, this is because according to Boniel-Nissim (2010) the gap between parent and child, explains why adults avoid the enforcement of norms or rules for safe internet behavior. Parents do not have the necessary knowledge or skills, causing permissive behavior (Dor & Saks, 2012).

Besides having a negative impact, the internet and gadgets also have a positive impact on children while they are under good parental supervision. However, according to Chusna (2017) behind these advantages are more dominant in the negative impacts that affect children's development. One of them is radiation in gadgets that can damage a child's neural network and brain if the child uses it frequently. Also, it can reduce the active power of children and the ability of children to interact with others, children become more individual with their comfort zones with the internet and their gadgets so that they lack the caring attitude towards friends or even other people. Therefore it is an important understanding of the influence of the internet and gadgets, especially for parents. So that children can be restricted in use and child development and development can develop properly.

The time limit for using the internet and gadgets recommended by the American Academy of Pediatrics (Banyumurti, Karlina & Thistle, 2018) in children over 5 years is a maximum of 2 hours a day. However, children spend more time playing the internet for more than 2 hours. This is based on research conducted by Chalim and Anwas (2018) which states that student behavior in using the internet is quite high, ie every day on average more than 2 hours. This is also supported by the facts in the field, based on interviews with mothers of 6th grade children in the "X" village in the Yogyakarta area, stating that their children often spend time playing online games and using social media for more than 4 hours a day, so that the time is spent playing the internet in the room and it affects the child's productivity and psychological well-being. Interview participants said that there was a very significant difference when their children already had gadgets and started accessing the internet, their children began to turn into loud and often snapping individuals, easily angry when reminded such as throwing things, kicking doors, lazy in praying, and playing more mobile phones are compared to interacting with family at home, so it is very rare to have communication between children and parents.

Based on research and data in the field that has been described states that the use of the internet that is not monitored makes its users have a personality that leads to negative things, especially in terms of ethics and expertise, in addition, it also makes children become individualists and not sensitive to the environment around them. So that parental supervision is very important to limit the use of the internet to children. According to Wong, Ho and Chen (2015) parental supervision

in the use of the internet on children is a parental rule to discipline children and communication links to form norms and rules related to internet use. One of the supporting factors of parental supervision in the use of the internet is knowledge in using the internet. This is by research from Wong, Ho and Chen (2015) which states that parents' knowledge in using computers and the internet is a major factor of parents' trust in supervising and guiding their children in internet use. This is reinforced by Rojas, Barandiaran, and Gonzales's (2018) research which states that the most important points needed by parents are directing the need to develop digital competence and some educational interventions such as collaboration between families and schools in supervising the use of the internet in children.

Knowledge is something that has been previously owned and is stored in long-term memory (Woolfolk, 2008). Parent's knowledge, in this case, is INSAN's (healthy and safe internet) psychoeducation of children's internet usage. Participants involved in this study were mothers, this is because the results of the study explained the fact that mothers spend more time with children in care, conversations, and joint activities compared to fathers (Dor & Saks, 2012).

Based on the explanation above, the researcher is interested in researching the effect of INSAN psychoeducation (healthy and safe internet) to increase parental supervision of children's internet usage. That is because this research is still very limited so it is necessary to develop research that addresses the topic. Besides, parents are the main figures in educating children, and parents also need to understand the development of the times and technology to direct and guide children to avoid the dangers that threaten children in cyberspace.

## **METHODE**

### **Participants**

Participants in this study were mothers of elementary school students in Yogyakarta, totaling 7 people consisting of 3 experimental groups and 4 control groups. Participant characteristics are mothers who have a score of supervision on children's internet use in the medium and low categories, based on the measurement results using a scale of supervision of parents of internet use in children. Data collection techniques in this study used the scale of parental supervision of children's internet use. This scale was adapted from the methods in supervising their children's children's use of the internet-scale (Wong, 2010), consisting of 17 favorable items.

### **Materials**

The psychoeducation module used in this study includes the introduction of the internet to parents, the benefits and dangers arising from the internet, and how parents supervise and attempt to create safe use of the internet for children. This module titled SSO (Smart School Online) Applies Healthy and Smart Internet Usage in Schools, which was adapted from a module developed by Banyumurti, Karlina, and Thistle (2018).

### **Procedure**

The data analysis method used in this study is the Wilcoxon Signed Ranks Test which is used to test the difference between the pre-test and post-test in the experimental and control groups (Setiawan, 2015). Data analysis was performed using the SPSS 23.0 application program for windows. The experimental design in this study was a nonrandomized pretest-posttest control group design, an experimental design that used two groups of participants and was measured before and after treatment (Seniati, Yulanto, and Setiadi, 2011).

The experimental group was given treatment in the form of psychoeducation of safe internet use. Psychoeducation materials and procedures regarding safe internet use have been compiled by researchers in the form of modules adapted from the Banyumurti, Karlina and Widuri modules (2018). Whereas the control group was given a placebo in the form of an internet guide booklet for parents. Below is a picture of a research design, which is as follows:

<i>Group</i>	<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
<i>Experiment group</i>	O1	X	O2
<i>Control Group</i>	O1		O2

Figure 1. Research Design

Information :

- O1 = *Pretest*
- O2 = *Posttest*
- X = *Treatment*

## RESULT

### Normality Test

The normality test is carried out using the non-parametric One-Sample Kolmogorov-Smirnov Test, this is because the participants used in this study are few. The significance value (p) used is 1-tailed to test the directed hypothesis.

**Table 1.** One-Sample Kolmogorov-Smirnov Normality Test Result

<b>Parent's Supervision</b>	<b>Asymp. Sig. (2-tailed)</b>	<b>Information</b>
Pretest	0.154	Normal
Posttest	0.007	Abnormal

Based on the table above, shows Sig. (1-tailed) (p) = 0.077 (p > 0.05), it can be said that the results of the experimental and control group pre-tests are normally distributed. While the significance value of the post-test results is not normally distributed, with the value indicating Sig. (1-tailed) (p) = 0.0035 (p < 0.05).

### Homogeneity Test

The homogeneity test is done using the non-parametric Mann-Whitney test, it is because the assumption test is not met. The significance value (p) used is 1-tailed to test the directed hypothesis.

**Table 2.** Mann-Whitney Test Result

<b>Parent's Supervision</b>	<b>Asymp. Sig. (2-tailed)</b>	<b>Information</b>
Pretest	0.480	Homogenous
Posttest	0.064	Heterogenous

Based on the table above, shows Sig. (1-tailed) (p) = 0.24 (p > 0.05), it can be said that the results of the pre-test in both groups are homogeneous, which means that there is no significant

difference in parental supervision scores when it is pre-test in the two groups. While the significance value of the post-test results showed heterogeneous with the Sig. (1-tailed) ( $p = 0.032$ ) ( $p < 0.05$ ), which means that there are significant differences in parental supervision scores when post-test between the experimental and control groups.

### Wilcoxon Test

**Table 3.** Description of Wilcoxon Signed Ranks Test Result

Classification	Classification	
	Experiment Asymp. Sig. (2-tailed)	Control Asymp. Sig. (2-tailed)
Parent's Supervision	0.109	1.000

Referring to the statistical test table output above, the Wilcoxon Signed Ranks Test results in the experimental group Sig. (1-tailed) ( $p = 0.0545$ ) ( $p > 0.05$ ) and in the control group the Sig. (1-tailed) ( $p = 0.5$ ) ( $p > 0.05$ ), it was concluded that there was no significant effect on increasing parental supervision in the experimental and control groups.

## DISCUSSION

This study aims to determine the effect of INSAN psychoeducation (healthy and safe internet) to improve parental supervision of children's internet use. The results showed that INSAN psychoeducation did not have a significant influence on parental supervision. This happens influenced by several factors. According to Cook and Campbell (Latipun, 2008), there are several factors which become extraneous variables that cannot be avoided, one of which is the threat of internal validity.

There are several threats to internal validity that enter into research that affect the results of research, namely historical, testing, instrumentation, and selection bias. Historical is an event that appears during the research process that is not part of the treatment and cannot be controlled by the researcher (Latipun, 2008). Events experienced by participants during the research process may influence the level of parental supervision. In this case participants, 1 and 3 in the experimental group stated that both of them had obstacles in carrying out parental supervision due to differences of opinion and there was no support from participant pairs. Strategies that can be done in supervising the use of the internet in children are the support of families such as siblings and the existence of family communication (Mishna, Cook, Saini, Wu, MacFadden, 2011).

The second factor is the instrumentation associated with the measuring instrument used in this study, an inaccurate measuring instrument will reduce the internal validity of the research conducted (Seniati, Yulianto, and Setiadi, 2014). This study uses a measuring instrument that was adapted from the country of Shanghai, China. Researchers have tested the measuring instrument used with a pretty good validity score, but the problem that may occur is the measurement tool used is cultural bias and is not by the research objectives. The measuring instruments used were some of them reviewing social media and the activities therein, this was not by the conditions of the children of the participants studied. In general, elementary school-age children in Indonesia have not been given the freedom to access or have their social media.

Another factor is selection bias caused by differences in characteristics between participants from the control group and the experimental group, selection bias occurs due to the absence of

randomization. Randomization was conducted so that the two groups became equal and the study participants (samples) could represent the population (Seniati, Yulianto, and Setiadi, 2014) so that this could reduce the bias due to participant factors. Non-random sampling has many difficulties in achieving a representative state because it is possible for many biases to occur systematically (Latipun, 2008). Then the researchers did not make a selection based on the level of supervision scores and the equality of the participants' characteristics, it was due to the limited willingness of participants. The psychoeducation effect will be more influential if the parental supervision score is in a low category, whereas if the parental supervision score is in the medium category, the effect of the change is not so visible. Experimental research is faced with problems involving research participants. The use of the experimental method becomes very complicated considering the object under study is related to interactions between humans themselves, besides it is not easy to be a person who is willing to voluntarily become an experimental research participant (Jaedun, 2011).

Participants in this study have different backgrounds, related to the level of education. In the experimental group, one of the participants was a junior high school graduate and the other two were bachelor graduates. While in the control group, one of the participants was a graduate of S2 and worked as a lecturer, then one other participant with a D3 graduate and two others were high school graduates. This gives a different effect on parental supervision because education is one of the important factors in increasing parental supervision.

Education is one of the influential factors to increase parental supervision, this is supported by research conducted by Wang, Bianchi, and Raley (2005) which states that families with higher education are expected to be able to supervise children in internet use because parents with educational levels high have greater access to study technology. Other supporting research conducted by Cho and Cheon (2005) states that parents with better internet skills and knowledge are expected to have the ability to be able to supervise children's internet usage better.

Research conducted by Mishna, Cook, Saini, Wu, and MacFadden (2011) with study participants were teenagers and parents. This study aims to review the effectiveness of safe internet interventions in increasing knowledge of safe internet and reducing risky online behavior. The results of the study state that safe internet psychoeducation significantly increases the knowledge of safe internet, but does not significantly change risky online behavior. This is in line with research Endah, Kusumaningrum, and Noranita (2016) which states that tiered counseling increases knowledge of healthy and safe internet for PKK mothers in the Tembalang sub-district. Based on qualitative data obtained from interviews in this study also supports previous research which states that psychoeducation significantly increases participants' knowledge about a healthy and safe internet, although it is not significant in increasing parental supervision.

Although the hypothesis in this study was rejected, however, INSAN psychology education had a positive impact on the experimental participants as indicated by an increase in participants' scores at the time of the post-test, this was evidenced through the mean score of parental supervision in both groups during pre-test and post-test.

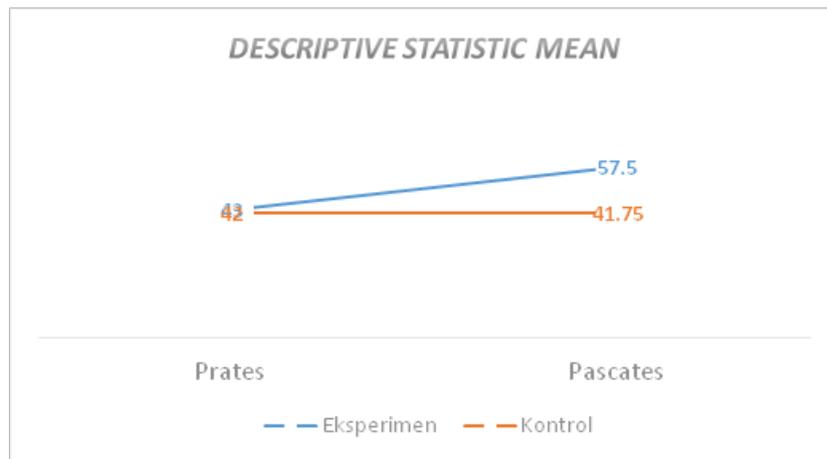


Figure 2. Comparison Graph of Parental Supervision Mean

An increase in post-test scores in the experimental group was due to the experimental group getting an intervention in the form of INSAN psychoeducation. Through psychoeducation, parents know a provision for parents to be able to supervise well. This is supported by research conducted by Wong, Ho and Chen (2015) which states that knowledge about the internet is an important factor and has an influence on parental supervision. This was also reinforced by Rojas, Barandiaran and Gonzales's (2018) research which states that parents in conducting supervision require knowledge about digital education, one of which is educational intervention.

## CONCLUSION

Based on the data analysis and discussion that has been done, it can be concluded that the INSAN psychoeducation (healthy and safe internet) does not influence increasing parental supervision of the internet use in children, so the hypothesis in this study was rejected. This can be caused by some intruders of internal validity and several methods of intervention which are considered not optimal in their implementation. Nonetheless, INSAN psychoeducation has a positive impact on the experimental respondents as indicated by an increase in scores when post-test, besides that the knowledge of the respondents increases so that it also increases the ability in terms of parental supervision.

## RECOMMENDATIONS

### For Research Participants

The researcher hopes that participants can apply their knowledge and skills in supervising children's internet usage that has been obtained from the intervention. Parental supervision in the form of restrictions on the time and application accessed by children, conducting discussions with children related to rights and responsibilities, and parental assistance. Parents are also expected to make a special schedule for accessing gadgets and the internet for children in their daily lives.

### For Further Researchers

The selection of participants in experimental research must consider many things, such as the synchronization of the questionnaire content and the characteristics of the participants to be studied, the age of the participant's children, the participant's knowledge and the participant's

children's experiences related to their interaction with the internet. Other considerations that must be considered are the time in conducting the training, and the agreement that is established between the researcher and the research participants. Then the researchers are expected to be better able to prepare the intervention methods that will be given in a mature and good manner, tightly control both internal and external validity, and provide homework so that parents can carry out the instructions well so that the effectiveness of parental care can influence well. It is hoped that further researchers can develop INSAN (healthy and safe internet) psychoeducation interventions that have been applied by researchers.

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