The relationship between problematic internet use and parenting models in the junior high school students in the pandemic era

Ajeng Intan Nur Rahmawati[1]*, Imam Ariffudin[2]

[1,2]Universitas PGRI Kanjuruhan Malang
Email: ajengintan@unikama.ac.id

Abstract

Purpose: This study aims to analyze the relationship and the influence of parental parenting on students' PIU levels.

Method: Correlational research with an explanatory design was chosen to answer the formulation of the research problem. A total of 121 junior high schools (SMP) students in Malang City were respondents to the study using random sampling. The research data was collected using two instruments, namely generalized problematic Internet Use Scale 2 (GPIUS2) and the Parenting Questionnaire in Alabama. The collected data were analyzed using multiple regression.

Result: The results showed that inconsistent discipline, poor monitoring/supervision, and corporal punishment are variables that predict an increase in student PIU. Thus, it can be concluded that parental parenting is related and has an effect on the high and low levels of PIU.

Implication: Therefore, parents need to adjust parenting by helping students in improving self-control during a pandemic that uses more internet access.

Originality: This research is a study that focuses on analyzing problems that arise in the pandemic era related to problematic internet use (PIU) and parental parenting models.

The relationship of problematic internet use and parenting models on junior high school students in the pandemi era

Abstrak

Tujuan: Penelitian ini bertujuan untuk menganalisis hubungan dan pengaruh Problematic Internet Use (PIU) terhadap pola asuh orang tua pada siswa SMA Kota Malang.

Metode: Correlational research with explanatory design was chosen to answer the formulation of the research problem. A total of 121 junior high school (SMP) students in Malang City were respondents to the study using random sampling. The research data was collected using two instruments, namely generalized problematic Internet Use Scale 2 (GPIUS2) and Parenting Questionairre Alabama. The collected data were analyzed using multiple regression analysis.

Hasil: Hasil penelitian menunjukkan bahwa model pola asuh memiliki hubungan dan berpengaruh terhadap tingkat penggunaan internet bermasalah. Inconsistent discipline, poor monitoring/supervision dan corporal punishment merupakan variable yang dapat memprediksi peningkatan PIU siswa.

Implikasi: Kajian ini berperan penting bagi instansi, guru, dan orang tua untuk menumbuhkan self-control sebagai upaya dalam menentukan pola asuh yang tepat kepada peserta didik ketika menggunakan internet.

Orisinalitas: Penelitian ini merupakan kajian yang menitikberatkan pada permasalahan Problematic Internet Use (PIU) dan model pola asuh orang tua selama pandemi di Kota Malang.

Introduction

The emergence of the Covid-19 virus has changed the world order in a short time, and Indonesia is no exception (Habibi, 2020; Mouratidis, 2021; Ninla Elmawati Falabiba, 2019). This situation certainly makes all sectors reorganize the system that has been running previously, including the education sector (Lestari, 2020). The government through the Ministry of Education and Culture (Kemendikbud) is trying to keep the learning process going, they, therefore decided to change the learning system that previously ran face-to-face or offline to online. (Iqbala & Sumarnib, 2020; Lestari, 2020; Rifa'ie, 2020).

In promoting achievement across elementary and secondary school levels, theories, research, and policies have identified the significant role of families, family–school relations, and parental involvement in education. Indeed, family–school relations and parental in- volvement in education have been identified as a way to close demographic gaps in achievement and maximize students' poten- tial. As such, federal policies like the No Child Left Behind Act mandate parental in-

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volvement in education and family–school relations across elementary and secondary school levels. Despite consensus about the importance of families and schools working together across devel- opmental stages, extant theories of parental involvement in education have been based on elementary school students and elemen- tary school contexts and do not account for the changes associated with middle school and early adolescent development. Indeed, some re- search has demonstrated that the strength of the relation between parental involvement and achievement declines between elementary and middle schools. Whereas some aspects of parental involvement in education may decline in amount or in effectiveness during middle school, like involvement at school, other aspects of involvement that are not accounted for in extant frameworks may increase in significance. Therefore, it is imperative to identify the extent to which parental involvement in education is positively related to achievement for middle school students and which types of in- volvement are most effective.

Early adolescence and entry into middle school reflect change on multiple levels. The middle school years coincide with key changes in adolescent development, including biological and cognitive growth, social development, and renegotiations of family relationships, especially the parent-adolescent relationship. Further, the middle school context reflects a significant change compared to elementary school, including a larger, more bureaucratic system with many more teachers, peers, and curricular choices. In the context of such changes and development, adolescents' academic performance often declines, while at the same time, the long-term implications of achievement for educational and occupational attainment increase. The confluence of these developmental and contextual changes at early adolescence increases the risk that students may not reach their potential and heightens the need to identify sources of support.

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involvement in education and family-school relations across elementary and secondary school levels. Despite consensus about the importance of families and schools working together across developmental stages, extant theories of parental involvement in education have been based on elementary school students and elementary school contexts and do not account for the changes associated with middle school and early adolescent development. Indeed, some research has demonstrated that the strength of the relation between parental involvement and achievement declines between elementary and middle schools. Whereas some aspects of parental involvement in education may decline in amount or in effectiveness during middle school, like involvement at school, other aspects of involvement that are not accounted for in extant frameworks may increase in significance. Therefore, it is imperative to identify the extent to which parental involvement in education is positively related to achievement for middle school students and which types of involvement are most effective.

In addition to outlining types of parental involvement strategies, prior research has demonstrated ethnic differences in mean levels of parental involvement strategies, parents' beliefs about involvement, and the relations between parental involvement and academic outcomes. African Americans, in particular, have had a long and tumultuous history with American schools. Whereas African American cultural heritage has placed an emphasis on the value and utility of education, discrimination and bias experienced at school by many African Americans has resulted in a mistrust of school and teachers by many African American parents. These historical and contemporary experiences may influence the nature of parental involvement and its influence. This is heightened during adolescence, because it is a time when African American students are grappling with their own ethnic identity.

Prior research on ethnic differences in parental involvement has been mixed. Some research found that the relation between involvement and achievement is stronger for African Americans than European Americans, whereas others found that the relation is weaker. In a meta-analysis across prekindergarten to 12th grade, ethnicity had a negligible effect. Another meta-analysis found that the relation was positive for ethnic minorities (i.e., collapsing across African Americans,

Latinos, and Asian Americans), but the strength of the relation was not compared across ethnicity. Although much has been written about ethnic differences in levels and types of involvement, it is unclear whether to expect the relation between involvement and achievement to vary across ethnicity.

Although there are numerous definitions of parental involvement in education, we define it as parents' interactions with schools and with their children to promote academic success. This is somewhat broader than the definition articulated in the NCLB, which is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Consistently included in the extant theories, frameworks, and assessments are home-based and school-based involvement strategies. Further, such a distinction is useful as it distinguishes policy-relevant realms— home and school. The most widely cited among existing frameworks is Epstein's, which includes school-based involvement strategies (e.g., volunteering at school, communication between parents and teachers, and involvement in school governance); home-based involvement strategies, including engaging in educational activities at home; school support for parenting (e.g., parent training programs); and involvement between the school and community agencies. Second, the framework undergirding Comer's (1995) School Development Program has also in- formed research in this field. Comer's framework also includes school-based involvement—such as parent–teacher confer- ences, volunteering and being present in the school, and par- ticipation in school governance—and home-based involvement, such as parental reinforcement of learning at home. Finally, Grolnick and Slowiaczek articulated a three-pronged framework: First, behavioral involvement includes both home- based and school-based involvement strategies, such as active connections and communication between home and school, volunteering at school, and assisting with homework. Second, cognitive–intellectual involvement reflects home-based in- volvement and includes parental role in exposing their children to educationally stimulating activities and experiences. Finally, personal involvement includes attitudes and expectations about school and education and conveying the enjoyment of learning, which reflects parental socialization around the value and utility of education. Within an

elementary school context, school-based involvement is associated with children's achievement, because such involve- ment is likely to include visits to the classroom and interactions with children's teachers. Such interactions and exposure increase parents' knowledge about the curriculum, enhance social capital, and increase the effectiveness of involvement at home. Further, interactions between parents and teachers may increase mutual respect and increase teachers' perceptions about how much parents value education. However, in middle school, school-based involvement has been shown to change from assisting in the classroom to attendance at school activities. This latter type of school-based involvement is less likely to provide middle school parents with information about pedagogy and classroom content or the opportunity to create mutual respect between parents and teachers. Therefore, its relation with academic outcomes may be weaker.

Home-based involvement has been advocated because it affirms the knowledge and instruction received at school, provides   assistance   and clarification with homework , provides structure for free time and homework time, includes visiting museums and other educational venues, and enhances and encourages motivations. In addition, as part of home-based involvement, parents can supplement instruc- tion through educationally based, cognitively stimulating activities. However, by middle school, many parents feel less able to assist with homework or provide activities and experiences that increase their adolescents' knowledge or achievement. Therefore, the amount and type of home-based involvement that is effective may be reduced during the middle school years (Seginer, 2006). Yet another reason why parental involvement might change in significance is that aspects of the middle school structure do not support home- and school-based involvement strategies in the same way as in elementary school.

The implementation of online learning certainly cannot be separated from the internet, because the internet can provide easy transfer of information from one object to another remotely (Elzainy et al., 2020; Jehopio et al., 2017). Thus, teachers and students can interact intensively without the need for physical/real-time meetings. This is in accordance with the Ministry of Education and Culture's goal that learning continues despite physical distancing.

This online learning requires the collaboration of various parties, such as educational institutions, teachers, and parents (Chuong Hock & Essau, 2021; Iqbala & Sumarnib, 2020; Rifa'ie, 2020). The role of parents is required during online learning. This is because the possibility of students accessing the internet will take longer than usual, so parents need to supervise, monitor, and guide. The role of parents is to monitor students' activities during online learning so that online learning runs according to the objectives.

As long as online learning is implemented, it cannot be denied that the increase in internet access is increasing rapidly (Király et al., 2020; Maraz et al., 2021; Nambiar, 2020). Ideally, the use of the internet is focused on accessing materials related to online learning. However, according to (Chuong Hock & Essau, 2021)) students, in fact, do not only use the internet to do online learning, but also access various other platforms (social media, games, entertainment, etc.), so this triggers a too-long screen time and can lead to problems such as problems in using the internet or can be called problematic internet use (PIU).

Problematic internet use or PIU is the inability of individuals to control online activities so that they experience various problems, both physically, psychologically, and mentally (Anderson et al., 2016; Kuss & Lopez-Fernandez, 2016; Malak et al., 2017). If students experience PIU, the focus of students' activities will change. Theoretically, a person's behavior is influenced by internal and external controls. Students who have good self-control will be able to prevent PIU from occurring during online learning, otherwise, students who are lacking in self-control will have the potential to increase PIU (Putri et al., 2018). In addition to internal control, there are external controls related to the environment in which students live, such as the family environment and parenting patterns.

The results showed that the family environment (the role of parents) can be a mediator of high and low levels of problematic internet use in students (X. Li et al., 2013). This is because parents control the *screentime activities* or those related to online learning from home (Chandrima et al., 2020). In addition, parents have easy access and a long time to control students' activities at home during online learning so that students can actually do online learning effectively. However, in reality, the results of the preliminary study show that students are accessing more things

outside of academic interests such as playing more online games, opening social media, watching shows outside academic topics, and the like. This fact is accompanied by the attention of parents who have not been able to fully control online activities due to the demands of work and other activities. With such a background, this research is expected to be able to provide results that can contribute to the accuracy of parenting in the pandemic era so that it does not lead to PIU problems.

Thus, this study focuses on the parenting model for the emergence of PIU. This study aims to determine the effect of various models of parenting on the level of PIU of students during the learning process from home in the pandemic era.

Research Method

This research was conducted during the online learning period between January to June 2021. A quantitative method with an explanatory design was used to answer the formulation of the research problem. This design was chosen because explanatory research seeks to explain the causal relationship between research variables (Creswell, 2015). The research sample consisted of 121 junior high schools (SMP) students in the city of Malang who were selected using a random sampling technique. Research data were collected through 2 instruments adapted from (GPIUS2) Generalized Problematic Internet Use Scale 2 (GPIUS2) developed by (Caplan, 2010) and the Alabama Parenting Questionnaire (Essau et al., 2006; Questionnaire et al., 1991). GPIUS 2 consists of 15 statement items with 5 constituent indicators: preference for online social interaction (POSI), compulsive internet use, preoccupation cognitive, mood regulation, and negative outcome with a reliability score of 0.90. Meanwhile, the Alabama Parenting Questionnaire consists of 42 statement items with 5 constituent indicators: parental involvement, poor monitoring/supervision, positive parenting, inconsistent discipline, and corporal punishment, with a reliability score of 0.70. The data that has been collected is then analyzed using multiple regression analysis to determine the relationship and influence of each research variable.

Results and Discussion

Results

Based on the demographic data in table 1, it can be seen that 121 junior high schools (SMP) students in the city of Malang have a problematic level of internet use in the medium category (M $_{PIU}$ = 93.3). The parenting pattern shown by the students' parents tends to show a high level of inconsistency in the discipline (M $_{inconsistent\ discipline}$ = 19.6). Meanwhile, other parenting models such as parental involvement, positive parenting, low monitoring, and physical punishment were mostly in the moderate category, and only one high category (M $_{Involvement}$ = 27.2, M $_{positive\ parenting}$ = 17.9, M $_{poor\ monitoring}$ = 24.2, M $_{corporal\ punishment}$ = 26.8, respectively).

Table 1. Demographic data of respondents

Gender	F	PIU		Parental Involvement		Positive Parenting		Poor Monitoring/ Supervision		Inconsistent Discipline		Corporal Punishment	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Male	44	93.3	11.9	27.2	4.3	17.9	4.8	24.2	3.8	19.6	4.5	26.8	4.1
Female	77												
Total	121	Moderate		Moderate		Moderate		Moderate		severe		Moderate	

In order to find out the relationship between each of these variables, a correlation analysis was carried out, and the results from the analysis can be seen in table 2. Based on the results of the correlation analysis in table 2, it can be seen that the emergence of natural PIU by students is only significantly related to the three variables of parenting only, namely *poor monitoring/supervision, inconsistent discipline,* and *corporal punishment* (r $_{(poor\ monitoring)}$ = 0.26, r $_{(inconsistent\ discipline)}$ = 0.27, and r $_{(corporal\ punishment)}$ = 0.31, p < 0.05, respectively. join). These statistical results can be interpreted, as if there is low supervision from parents, then the level of parental discipline is inconsistent and the level of corporal punishment increases, the possibility of the emergence of PIU in students will also increase.

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Table 2. Correlation Test of Problematic Internet Use and Parenting

	Variable	(1)	(2)	(3)	(4)	(5)	(6)
(1)	PIU	-					
(2)	Involvement	-.01	-				
(3)	Positive Parenting	-.05	.36 **	-			
(4)	Poor Monitoring/ Supervision	-.26 *	.29 *	.31 **	-		
(5)	Inconsistent Discipline	-.27 *	.34 **	.73 **	.13	-	
(6)	Corporal Punishment	-.31 *	.28 *	.23 *	.08	.31 **	-

*Sig. * (p<.05), ** (p<.001)*

In order to strengthen the results of the analysis above, it is necessary to carry out further analysis to see the influence of parenting patterns on the emergence of problematic internet use by students. Referring to table 3, it can be seen that simultaneously parenting has an effect of 24% on the emergence of problematic internet use by students ($R^2_{(Parenting)} = .24$, $F_{(Parenting)}$ 3.68, $p < .001$). Meanwhile, when viewed *partially*, parents with characteristics of low supervision parenting, inconsistent discipline and happy with corporal punishment, statistically significant effect on the emergence of problematic internet use by students ($t_{(Poor Monitoring)} = -2.08$, $t_{(Inconsistent) Discipline} = -2.05$, $t_{(Corporal Punishment)} = -2.23$, $p < .05$).

Table 3. Multiple Regression Test of Problematic Internet Use and Parenting

Simultaneous Summary Model (*Parenting*)

Model	R	R2 –	F	Std. Error
1	0.49	0.24	3.68 **	12.2

Partial Coefficient

Predictors	Involvement	Positive Parenting	Poor Monitoring	Inconsistent Discipline	Corporal Punishment
	0.06	0.18	-0.26	-0.36	-0.28
t	0.47	0.99	-2.08 *	-2.05 *	-2.23 *

*Notes. Dependent: PIU; * (p<.05)*

Discussion

Based on the statistical results above, it can be seen that the parenting pattern shown by parents is in fact related and has an effect on the level of problematic internet use. In theory, the parenting style model and the environment are two of the factors causing *problematic internet use* (PIU). (Bleakley et al., 2016; Weinstein & Lejoyeux, 2010).When parental supervision of their children is low, this will trigger problems, including problematic internet use. Based on the perspective of social interaction theory (Patterson, 1982, weak monitoring from parents to children will lead children to deviant behavior. In this situation, children may not be accepted by their normal environment (learning environment), and make them look for an environment of friends who can accept and respect them (active internet environment). When children feel there is an attachment to the environment, then they start to observe and imitate internet behavior from a friendly environment. This deviant friendship environment is what then directs children to problematic internet use (Ding et al., 2017). Referring to the description, it is important for every parent to control their children's friendships, because the friendship that each child has will affect the good or bad behavior they show.

In addition, the consistency of parental discipline influences the level of problematic internet use of students. The theoretical inconsistency of discipline can lead students to the level of maladaptive thoughts. When parents are accustomed to loosening or tightening the level of discipline in their child's internet use, either because of the parent's *mood* or the child's persuasion, this is where the child will develop a maladaptive mindset (Martins et al., 2020; Sebre et al., 2018). Children can believe that with good persuasion, their parents can be manipulated. Meanwhile, if their parents are too harsh and even give excessive punishment for the behavior of using the internet, then the child can develop the idea that the *offline environment* is dangerous and the online environment is safer. This statement is closely related to the emergence of *corporal punishment* carried out by parents. Improper punishment can have a bad psychological impact on children (Sun & Wilkinson, 2020). Children will feel their parents cannot be trusted. Therefore, children can make online activities as an escape from these problems and increase the percentage of problematic internet use (Ariffudin et al., 2018).

In the face of declines in academic achievement during middle school and increased barriers associated with maintaining parental involvement with adolescents (who are increasingly autonomous and independent) and in middle schools (that are larger and more bureau- cratic), the synthesis of the extant literature confirms that parental involvement is positively associated with achievement. Moreover, through this meta-analysis, we identified a specific type of involve- ment, namely academic socialization, that has the strongest positive relation with achievement during middle school. School-based in- volvement was also positively related to achievement, but less strongly so. Finally, the results for home-based involvement were mixed. Involvement that entailed assisting with homework was not consistently associated with achievement, whereas other types of home-based involvement were positively related to achievement.

Academic socialization includes parents' communication of their expectations for achievement and value for education, fos- tering educational and occupational aspirations in their adoles- cents, discussing learning strategies with children, and making preparations and plans for the future, including linking material discussed in school with students' interests and goals. An adoles- cent's ability to engage in logical and analytic thinking, problem solving, planning, and decision making increase during adolescence. Further, it is during adolescence that goals, beliefs, and motivations are internalized and such inner processes shape adolescents' academic performance and course selection. Academic socialization includes the types of strategies that will scaffold adolescents' burgeoning autonomy, inde pendence, and cognitive abilities. In addition, this type of involvement represents developmentally appropriate strategies of involvement, as it fosters and builds upon the development of internalized motivation for achievement, focuses on future plans, provides a link between school work and future goals and aspira- tions, and is consistent with the needs of middle school students. Further, it provides young adolescents with the tools to make semiautonomous decisions about their academic pursuits.

Statistical results also show that *parental involvement* is not related and has a significant effect on the level of problematic internet use of students. This can happen because theoretically, the involvement of parents in their children's

activities is inversely proportional to age. The older the children, the less involvement of their parents (Lan & Wang, 2020). This is allegedly causing parental involvement not to have much effect on the emergence of student PIU. Although parents cannot be fully involved with children's activities, when parents have provided a solid foundation (such as ethics, morals, beliefs, religion, etc.) it is far more important to reduce the risk of PIU in students.

Giving this foundation will have an impact on the formation *of self-control* owned by students. when students' *self-control* has been well-formed, then they will be able to manage the urge to use the internet beyond their excessive learning needs (Gu, 2020). Considering this statement, children need to have *self-control skills* as early as possible, so parents should provide parenting styles that can improve students' *self-control.*

Although the involvement of parents in this study did not have a significant impact, it does not mean that this variable can be simply ignored. This is based on previous studies that explain parental attachment plays an important role in reducing the level of student PIU (X. Li et al., 2013). This research acts as alternative information that can enrich the theory about parental involvement and PIU, so that in the future, further researchers need to explore more on the role and influence of parental involvement from other dimensions. The dimensions of parental involvement can also be seen in terms of warmth, emotional closeness, and involvement in activities (*positive parenting*). This *positive parenting* variable needs to be explored further in further research, considering that this variable is not statistically related and has an effect on student PIU. Theoretically, this can occur due to an imbalance in the function of the father and mother in the family, where both parents ideally have the same influence on the level of children's internet use. (Shek et al., 2018)

Further demographic information from parents needs to be seen as well. In general, this study has not analyzed the effect of parents' demographic information (type of work, education, length of time at home, age, gender, etc.) on the level of problematic internet use of students. This is important to consider minor things outside the research that can have a significant effect on students' internet use (Chandrima et al., 2020). For example, when a father or mother has a low level of

education, they are more likely to provide maladaptive interventions on children's internet use behavior because of their lack of knowledge (W. Li et al., 2014). Therefore, it is important for future researchers to further explore the demographics of parents when examining students' problematic internet use.

This research cannot be separated from its limitations, which are still small and limited in scope. This is because the research was conducted during the pandemic period, therefore, there may be changes in findings when the pandemic is over. This research also has not specifically looked at data from a gender perspective and is limited to numerical data only, so it needs a subjective in-depth study of the research subjects to analyze the parenting style model and PIU.

In addition to being developmentally appropriate for adolescents, academic socialization strategies are developmentally appropriate for middle school contexts. One of the largest challenges for middle school teachers in their attempts to involve parents is the large number of parents with whom they must develop relationships. Middle school teachers instruct many more students than elementary school teachers. Moreover, because students have multiple teachers, it is difficult for parents to develop productive relationships with their adolescent's teachers. Academic socialization as a parental involvement strategy is adaptive for middle school contexts because it is not dependent on the development of deep, high-quality relation-ships with each teacher—a goal that is often not feasible even for the most motivated teacher. It is dependent on parents' knowledge about how to navigate the middle school context, which is information that can more easily be provided to parents through communications between the school and home and through electronic communications, and builds upon the relationship between the adolescent and the parent. This type of involvement can be more easily solicited by adolescents as they assess their own needs and direct their interests and trajectories. Further, students' academic promise may elicit this level of involvement and planning from parents.

School-based involvement was also positively related to achievement, although the relation was weaker than the relation for academic socialization. Whereas prior research and theory have demonstrated the positive effect of school-based involvement, it is possible that the processes through which school-

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based involvement has its effect (e.g., increasing social capital or knowledge) are more difficult to realize in middle school. School-based involvement during middle school is less likely to entail involvement directly in one's child's classroom. It is more likely to entail assisting teach- ers with preparation (e.g., bulletin boards, setting up classrooms), fundraising, administrative duties in the office, or committee work. Whereas this type of involvement is important for the functioning of the school, it often does not directly provide parents with knowledge about instructional styles and course content that will facilitate their involvement with their students' schoolwork. Fur- ther, because students have multiple teachers in middle school, parents would need to spend a considerable amount of time at school to build relations with each teacher and spend time in each classroom. Finally, as adolescents become more independent, they do not want their parents to visit the school, they want to be trusted that they will manage their respon- sibilities. That is, adolescents often indicate that they want their parents' help but do not want their parents to visit the school. Given adolescents' increased sense of efficacy, autonomy, and problem-solving skills, they may have a greater role in soliciting the type of involvement they need from their parents, which would make active school based involvement less effective than other types of involvement. Home-based involvement entails a range of activities from sup- porting achievement by providing appropriate structure and intellec- tually engaging materials in the home to monitoring and checking homework. The provision of an educationally supportive home envi- ronment consistently has been shown to be positively related to achievement. In contrast, helping with homework has been shown to both accelerate and interfere with achievement. The negative relation may be due to parental interference with students' autonomy, to excessive parental pressure, or to differences in how parents and schools present the material. On the contrary, supporting a student who is having trouble completing or understanding home- work can deepen and further the student's understanding of the material. The meta-analysis of the extant literature demonstrated that, on the whole, parental assistance with homework is not consistently associated with achievement. It is plausible that, rather than under- mining achievement, parental engagement in homework is elicited by poor school

performance, which also results in a negative relation between homework help and achievement.

Attempts at disentangling the direction of effect are futile with correlational research. Longitudinal, natural, and experimental designs provide the best context for social scientists to infer causality or direction of effect. The synthesis of interventions designed to increase the amount and quality of parental involve- ment in homework demonstrated only a weak association between homework help and achievement, and in some cases a negative effect. Whereas in some cases parents' direct involvement in homework may rescue a failing student, the provision of support and structure that enable middle school students to function semiautonomously, under- stand the value and utility of education for their future, and understand how the knowledge gained at school links to their interests, talents, and current events seems most significant.

In the context of these consistent findings showing that parental involvement in education is positively associated with achieve- ment during middle school (with the exception of homework help), there are a number of limitations to the existing literature that give us some pause in the confidence we have in our conclusions and provide fruitful ground for future research. First, we have attempted to be careful in our discussion of the findings to refrain from making causal inferences. Whereas most theories suggest that parental involvement improves achievement, there is also a growing body of literature that points to the motivating effect of prior achievement in increasing or decreasing levels of parental involvement. For example, the negative relation between parental homework help and achievement may reflect par- ents' appropriate response for children who are not performing well, rather than demonstrating that parental homework help undermines achievement. Further, adolescents' increased cognitive abilities, sense of efficacy, and confidence may result in soliciting advice and in- volvement from parents, which also impacts our understanding of the nature of the dynamic relation between involvement and achievement. Second, the studies included in this meta-analysis reflect incredible heterogeneity in measurement and study design. Indeed, based on our review of the literature, there is not a standard

measure of involvement that is used consistently in studies of middle school families. Rarely does one see the same measure used across studies.

Finally, the state of the extant literature did not permit a thor- ough examination of ethnic and socioeconomic variations in in- volvement and their relation with academic outcomes. The find- ings suggested that there is no difference in the strength of the relation between involvement and achievement for European Americans compared to African Americans when considering the findings from the random effects models, which extrapolate to the broader literature (i.e., random-effects design). However, the fixed effect models demonstrated that the relation was positive for both African American and Euro-American families, but stronger for European Americans. Some research suggests that parental in- volvement has different meanings and motivations across ethnicity, and those from varying economic background engage in parental involvement with differ- ent levels of social capital. It is possible that seemingly ethnic differences are ultimately the result of differ- ences in economic resources. Thus, ethnic differences found in the fixed effects model may be due to the potential confounding of ethnicity and other contextual factors in the studies in this meta- analysis. Supporting this contention, Jeynes's (2005) meta- analysis found no statistical differences in the strength of the relation between studies reflecting "mostly ethnic minority" sam- ples and Euro-American samples when socioeconomic indicators were controlled.

Other than with African Americans, the body of literature on parental involvement in middle school does not include sufficient studies of other sizable ethnic groups, such as Latinos or Asian Americans. Although there is evidence that Asian American stu- dents have the highest average achievement levels, their parents are the least involved in education as defined by the prevailing theories. Given current demographic trends that predict that Latinos will become the largest ethnic minority group in the United States, it is imperative that psychologists conduct research to understand how Latino families and schools work together most productively. In addition, it is important to identify the types of involvement strategies used by Asian American fam- ilies. This is particularly important because academic socialization as a parental involvement strategy is more dependent on

parents' knowledge and resources and schools' ability to provide such information to parents than are other types of involvement.

In the current policy climate— one that requires schools to maintain policies and support parental involvement in educa- tion—it is imperative that the scientific field identify developmen- tally appropriate practical strategies for middle schools. Although the NCLB Act requires parental involvement in education, largely defined as accountability and communication between families and schools, the results of this meta-analysis suggest that programs and policies need to consider a broader range of involve- ment strategies. In their mandates, policies such as the NCLB should carefully consider the specific needs of middle school students, including the provision of information about tracking and placement as it effects college access, the ways in which curricu- lum can be linked to students' interests and current events, and linkages between the middle school curriculum and students' long term goals. Lack of guidance was the primary reason that academ- ically able students did not attend postsecondary institutions after high school. In the current context of increased demand for parental involvement in education (e.g., school choice, tracking, course selection), without effective parental involvement, adolescents' opportunities are often foreclosed, leading to lost potential, unrealized talent, diminished educational and vocational attainment, and widening demographic gaps in achievement.

Conclusion

Based on the results of the analysis and discussion above, it can be concluded that the parenting model has a relationship and has an effect on the level of problematic internet use (PIU). In addition, several indicators play a role in the parenting model for students' internet use, namely *inconsistent discipline, poor monitoring,* and *corporal punishment.* The analysis of these variables has been described in the research discussion. Furthermore, this research is expected to be alternative information in understanding the relationship and influence of parenting on students' internet use that can be used for further research.

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