

A Qualitative Study on Parents with Smartphone Addiction Children in Banda Aceh: Phenomenological Approach

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ABSTRACT

Background: The need for smartphones in children not only as a communication tool but also as a school learning media so that there is a risk of smartphone addiction. Weak parenting patterns have resulted in many children experiencing smartphone addiction.

Purpose: This study aims to explore the experience of role-based parents with smartphone addiction in child.

Methods: This study used qualitative design with a phenomenological approach. There were ten participants in this study. The data collection method used in-depth interviews with guidelines that had been prepared based on a theoretical framework and related literature studies. Data collection tools used in this study consisted of interview guidelines and field notes.

Results: Based on the results of data collection conducted by researchers, there are four themes that represent the results of the study, parent's role as mentoring, parent's role as modelling, parent's role as organizing and parent's role as teaching.

Conclusion: Parents need to provide time and affection for their children so that the diversion of children towards smartphones decreases.

Keywords: addiction, behaviour, parents, smartphone

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BACKGROUND

Competition in the global era, especially industry 4.0, requires individuals to be able to continue to be socially connected to the world in order to be able to find out information and community phenomena that can have a direct and indirect impact on the formation of roles and relationships of family members with their social roles. This high need for communication and information encourages the development of communication tools, namely smartphones to be able to meet these social needs (Lundquist, Lefebvre, & Garramone, 2014). The demands of the development of this era make every family member to use a smartphone with all its goals and interests. Especially for school children, where during this pandemic period students learn technology-based online that cannot be separated from the use of smartphones (Pundir, Andrews, S., & Kamath, 2016).

Indonesia is listed as one of 232 who are active in using smartphones where the average smartphone user per day is 3.5 hours. Statistical data on smartphone ownership surveys by individuals according to age and type of smartphone shows that the highest age who uses smartphones is teenagers with a percentage of 79.2% (Kominfo, 2020). The many benefits felt by users (users) make smartphones as one of the important communication needs, but there are not a few negative impacts caused by using smartphones too often to experience dependence (addiction) (Lin, Pan, Lin, & Chen, 2017).

According to Griffiths (2011), smartphone addiction is defined as using a smartphone for too long so that it interferes with the user's daily life. In addition, excessive use of smartphones can lead to mental or behavioral problems. It can cause maladaptive behavior disorders, interfere with performance at school or work, reduce social interactions in real life, neglect personal life, mental disorders, mood swings and can also lead to impaired relationships with others. It is sad that the bad benefits of smartphones are obtained by children who should act as young achievers but are now transformed into teenagers who take a long time to use features that are not too important in everyday life (Kwon, Kim, Cho, & Yang, 2013).

A study conducted by Arief & Krisnana (2020) shows that smartphone addiction in children is influenced by parenting patterns, so it is important for parents to play a good role so that children become good individuals and can reduce the level of addiction slowly until the child does not again addict to smartphones. Efforts that can be made to overcome gadget addiction in children are providing assistance in the use of smartphones, smartphone use, and choosing age-appropriate games and being a good example for children (Bintoro, 2019).

Based on initial data collection on one parent with a smartphone addicted child obtained from parents who facilitate children from childhood with smartphones, not only for learning use at school but also as an entertainment so they don't get bored at home. But after three years running, children become quiet, school performance declines and cry if parents forbid using smartphones. Physically, children often complain of dizziness, red eyes and puffy eyes in the morning. Based on this phenomenon, researchers are interested in exploring the experience of role-based parents with children's smartphone addiction in Banda Aceh in 2022 using a phenomenological approach.

OBJECTIVE

This study aims to explore the experience of role-based parents with smartphone addiction in child.

METHODS

This research used a qualitative study with a phenomenological approach. Data collection was carried out in May-June 2022. The data collection method used in this study was in-depth interviews with guidelines that had been prepared based on a theoretical framework and related literature studies. Data collection tools used in this study consisted of interview guidelines and field notes. The informants in this study were all parents with smartphone addicted children in Banda Aceh. Based on the results of data collection at one of the main clinics in Banda Aceh, it was found that there were 10 parents with smartphone addicted children. Data collection is stopped if the data obtained has reached the saturation level. It is said to reach the saturation level if the informant has conveyed all the information clearly and no new information is disclosed or found if the researcher asks again the experience of the informant through the interview process carried out. The inclusion criteria in this study were parents or guardians of children living in the same house, parents or guardians with smartphone addiction children, residing in the city of Banda Aceh and willing to be an informant in the study.

Prior to collecting data, on May 12, 2022, the researcher received ethical approval from the Research Ethics Committee of the Faculty of Nursing, Universitas Syiah Kuala with research code 11302419042. This study is qualitative in nature, so data analysis focuses on the results obtained during data collection. The data analysis method in this study uses the Miles and Huberman (1986) technique or known as the interactive model technique (Herdiansyah, 2010). The steps of phenomenological descriptive data analysis based on Miles and Huberman are data collection, data reduction, data presentation stage and conclusion drawing.

In this study, the researcher also carried out the validity of the data (trustworthiness of data) to assess the truth and increase the degree of data obtained from the research results. There are four criteria so that research results can be trusted, such as credibility, namely by contacting the informant again so that the informant correctly recognizes what is disclosed in the study (member check). In addition, the researcher validated the informants by providing interview transcripts to be re-read and confirming whether it was in accordance with what the informants had disclosed at the time of the interview. Then the researcher conducts transferability by conducting an audit inquiry, namely reviewing data and documents from research conducted by external experts in this case the researcher uses a Thesis Advisory Lecturer from the Faculty of Medicine, Universitas Syiah Kuala who can guarantee the validity of the data. Then the researcher also did confirmability in increasing the certainty of the data by asking a qualitative expert (external reviewer), namely the Advisory Lecturer from the Faculty of Medicine, Universitas Syiah Kuala.

In this study, the researcher applies ethical principles where the informant has the right to refuse because in this study the informant's participation is voluntary without coercion (respect for human). The informants were also explained that this research does not pose a physical risk and the information provided by the informants will not be used for something that is detrimental to the informants (beneficence). This is aimed at the seriousness of the researcher in exploring the experiences of the participants which aims to get meaning and meaning as relevant data so that it can provide a real picture that can be used as one of the considerations for policy makers, especially in hospitals. In addition, the researcher also did not include the name of the informant (anonymity) to maintain the confidentiality of the information provided by the informant (confidentiality).

RESULTS

Based on the characteristics of the informants, it was found that most of the informants were in the adult age range of 36-45 years with the gender being mostly women as mothers of children with smartphone addiction. All informants are Muslim and have a high level of education who work as private employees. Most of the informants have an income of 1-5 million per month. Based on the characteristics of the children, it found that most of the children were over 10 years old and male. The period of time when children are diagnosed with smartphone addiction is 4-6 months, all of which receive therapy from psychologists. Most of the informants revealed that the development of therapy made changes in children for the better. And almost all of the informants received educational therapy from psychologists on duty in health facilities in the Banda Aceh city area.

In addition, researchers have also analyzed data from interviews conducted by researchers and informants. From the results of data analysis, several themes and sub-themes are related to each other so that they provide an in-depth description of the experiences of parents with smartphone addiction in Banda Aceh.

1. The role of parents as modeling

This theme explains how the experience of parents in setting a good example for children who are dependent on smartphones in implementing spiritual values, religion and norms that apply in society. This theme has two sub-themes which will be explained as follows:

a. Invites to worship

This sub-theme explains how parents play a role in setting a good example by practicing spiritual values or filling children's activities with worship activities. This is clarified by the results of interviews with informants as follows:

"... invites him to recite" (I3)

"Usually, when the call to prayer is called to prayer, I immediately put down my cellphone, don't hold the cellphone again, I pray directly..." (I5)

b. Parents become storytellers

This sub-theme explains that parents try to play the role of friends with children to share stories so that they not only divert children's attention to smartphones but also increase the bonding between children and parents. This is clarified by the results of interviews with informants as follows:

"We prefer to communicate more openly to children, for example, how do they prefer ..." (I2)

"We invite him to communicate more and bring him closer to the child." (I3)

2. The role of parents as mentoring

This theme explains how the role of parents as primary caregivers in providing attention, affection, protection and encouragement to children who are dependent on smartphones. This theme has three sub-themes which will be explained as follows:

a. Bring to health facilities

This sub theme explains how parents experience in giving attention, affection, protection and encouragement to children who are dependent on smartphones. One of them is taking the child to the nearest health care facility. This is clarified by the results of interviews with informants as follows:

"Because I finally saw that my son was already very worried, I finally went to a psychologist to see an expert..." (I9)

"Alhamdulillah, there are lots of psychologists who have monitored my child, they make it like a diary, the diary is the stages where the child has to record what things are done in one day.." (I10)

b. Invite refreshing

This sub-theme explains how the experience of parents in giving attention and affection to children by inviting children to do refreshing, especially to recreational areas with open nature. This is clarified by the results of interviews with informants as follows:

"To treat us, we invite him to occasionally refresh .." (I2)

"invite him to play nature like flying fox nature activities..." (I3)

c. Invite to play with friends

This sub-theme describes the experience of parents to motivate children to play with their peers around the home environment as an effort to divert children from playing smartphones. This is clarified by the results of interviews with informants as follows:

"He likes to play in his environment more so we tell him because it's a village so he has to spend more time playing.." (I2)

"and invite to play with his friends..." (I4)

3. The role of parents as organizing

This theme explains that parents as primary caregivers have a role to control and manage children who are dependent on smartphones so that they can solve any problems that occur. This theme has three sub-themes which will be explained as follows:

a. Giving Limits

This sub-theme explains that parents try to control their children by providing limitations and rules for using smartphones, especially time control and applications used by children. This is clarified by the results of interviews with informants as follows:

"I put it in the house giving a time limit for him to use his cellphone, for example in one week he can only use his cellphone on Saturdays and Sundays.." (I4)

"Her cell phone is kept, she is scolded and given the rules of the game..." (I6)

b. Mother as main supervisor

This sub-theme explains that one of the parents, namely the mother, has more roles in supervising the behavior of children with smartphone addiction. This is clarified by the results of interviews with informants as follows:

"Usually it's only with the mother, with the wife who also supervises the children related to the use of cellphones" (I1)

"Yes, most mothers supervise their children" (I4)

c. Doing control

This sub-theme explains that parents have a role in controlling children, especially in using the right time and educative applications according to the child's age. This is clarified by the results of interviews with informants as follows:

"Yes, we have to monitor it, we have to keep reminding it" (I5)

"Then we also control it, as before one day, you can only play cellphones outside of school hours." (I7)

4. The role of parents as teaching

This theme explains the experience of parents in providing guidance and direction to children who are dependent on smartphones about spiritual, social, moral values and life principles so that children can implement them in their daily lives. This theme has three sub-themes, namely giving explanations, telling the bad effects of using smartphones and teaching discipline to children. The explanation of the sub-themes is as follows:

a. Give an explanation

This sub-theme explains that parents play a role in providing explanations and information to children that smartphones must be used wisely so that they can be useful for children, otherwise it will have a negative impact on children. This is clarified by the results of interviews with informants as follows:

"We give supervision instructions what we need to see for the cellphone, what is the most important information" (I5)

"Usually just give an explanation .." (I2)

b. Telling the bad effects of smartphone

This sub-theme explains that parents have a role in providing information to children about the bad effects of excessive smartphone use. This is clarified by the results of interviews with informants as follows:

"We educate children that using cellphones too often is not good." (I7)

"..you can see some of the incidents of children with cellphone addiction what the impact will be, they will experience eye damage, it will reduce their intelligence. at least I will inform you of things like that so maybe he will be a little afraid and obey to reduce the use of his cellphone" (I1)

c. Teach discipline

This sub-theme explains that parents have a role in teaching discipline to children so they are obedient and wise in using their time to play with smartphones. This is clarified by the results of interviews with informants as follows:

"Be more disciplined, love trust for children and make promises that must be kept." (I2)

"I make rules on the smartphone" (I9).

DISCUSSION

Parents display some values such as inviting worship and trying their best to be a friend for children to share stories so that children are distracted by smartphones. Parents are responsible for building a good sense of parental attachment to their children. A good parental attachment is needed by children to meet the needs of intimacy, giving what children need, so that children will feel safe and not choose smartphones as a medium of escape from problems faced by children (Bae, 2015). According to Santrock (2012), based on social learning theory, children learn by observing what other people do through observation (modelling) and then cognitively presenting the behavior of the other people who are observed. In this case, children need a model figure that they should imitate (Astuti, 2018).

A study conducted by Stoltz (2013) showed that the provision of the right parenting pattern can shape children into individuals who have characters that will later affect attitudes, ways of thinking, especially behaving in the use of smartphones (Arief & Krisnana, 2020). The more a child feels rejection, disturbance or feelings of insecurity, distrust from his parents, the higher the risk of the child to experience problematic behavior such as smartphone addiction. The negative impact of smartphone addiction on children is related to mental health such as anxiety and behavioral disorders (Lee & Lee, 2017). Parents (family) as the closest and most important social unit in children's development have a major role in preventing smartphone addiction through the application of democratic parenting patterns by increasing communication between parents and children and providing assistance to children when using smartphones so that children can grow up to be positive individuals. have good character and self-regulation that will affect attitudes, ways of thinking and behaving so that they can avoid smartphone addiction (Van Deursen et al, 2015).

Based on the results of data collection in terms of the characteristics of the informants, it is known that almost all of them adhere to Islam. This is one of the important points as parents, especially in the Banda Aceh area as the Veranda of Mecca city in playing a role as a model by instilling spiritual values which are an important foundation as a religious person . In this case, of course, parents must also be good examples so that children will follow in the footsteps of their parents in applying the values of worship in daily life, so that children's

activities are also filled with positive things and become the basis for children's behavior in the future to become more good personal (Park & Park, 2014). In addition, maintaining communication between parents and children is also an important strategy in the parenting process, especially for children with smartphone addiction. It aims to create a good relationship with the child. Through good communication, the child will also feel the warmth in the family which can make the person highly motivated and confident and minimize the risk of this happening (Ihm, 2018).

Studies show that children with self-regulation have the ability to know how and what to do in facing the demands of their environment and successfully overcome problems in peer relations and academic performance at school, there will be high motivation for the challenges of the next life so that the expected development can be achieved (Arief & Krisnana, 2020). Self-regulation in children can be formed by providing emotional warmth to children accompanied by some logical and rational rules so that children will feel happy and do not need a smartphone as a medium to pour out their negative emotional experiences. This can also be combined with giving love through recreational activities with the family according to the ability of the family so that children feel cared for and get extraordinary love from their families.

CONCLUSION

The demands of the development of this era make almost every family member to use a smartphone with all its goals and interests. Especially for school children, where during this pandemic period children are required to learn technology-based online that cannot be separated from the use of smartphones. Parents need to provide time and affection for their children so that the diversion of their children to smartphones decreases. In addition, the role of the government and other relevant agencies especially in health facility in developing new programs or conducting regular follow-ups on existing programs is related to efforts to reduce the incidence of smartphone addiction in children.

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