

Family And Psychosocial Dynamics Of Adolescents With Problematic Internet Use During A Pandemic: A Case Study

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Family And Psychosocial Dynamics Of Adolescents With Problematic Internet Use During A Pandemic: A Case Study

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5

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Abstract

The COVID-19 pandemic has resulted in a rise in internet use among teenagers, largely due to the shift in learning modes from offline to online in line with lockdown (PPKM) rules in Indonesia. In practice, access to the internet extends beyond online learning, but rather for entertainment purposes like games, earning money, or social relations. Excessive internet use has disrupted adolescents' daily activities, whether in their social or professional life — this is also known as problematic internet use. Teenagers with lower self-regulation experience this problem the most. The family also has a role in influencing the environment of children that experience problematic internet use. This research aims to provide an understanding of the dynamics of family and psychosocial development of adolescents experiencing problematic internet use. Using a case study approach, three teenagers aged 11 to 15 were studied. All participants have problematic internet use of varying forms: internet gaming disorder and excessive social media use. Data was taken from April to June of 2022. Results suggest that inconsistent parenting, the lack of supervision from the surrounding environment, and psychosocial problems experienced by teenagers are the largest factors causing problematic internet use.

Keywords: Family Dynamic, Psychosocial, Adolescence, Problematic Internet Use

Introduction

Technology is growing and has become a part of human life these days. The Ministry of Communication and Information Technology (2014) even explained that as many as 98% of children and adolescents have started to know the internet and 79.5% of them are internet users, for the age range that has started to know and use the internet is from 10 to 19 years. Based on survey data from the Indonesian Internet Service Providers Association (APJII) it is explained that during the COVID-19 pandemic, 76.63% of the age group of 13 to 18 years experienced an increase in the frequency of internet use. Where that age begins to fall into the category of adolescent age (Pahlevi, 2022). This increase can result in teenagers experiencing a condition that is usually referred to as problematic internet use. Problematic Internet Use is maladaptive internet use that causes individuals to

have difficulty controlling themselves in using the internet for too long, besides that individuals can feel pressure or cause behavioral changes after using the internet excessively (Shapira, et al., in Aboujaoude, , 2010).

Problematic Internet Use is often experienced by teenagers, especially Middle Ages (15-18 years). This is because, at this stage, adolescents are in a state of confusion and are hindered from forming a moral code because of inconsistencies in the concepts of right and wrong that they find in everyday life. At this stage, awareness grows of the obligation to maintain the existing rules but has not been able to account for them. According to the Ministry of Communication, this is also related to the immaturity of the dorsolateral prefrontal cortex in the brain, which functions to prevent individuals from being impulsive so they can plan and control behavior well. School students were found to be at high risk for gadget addiction. This can be evidenced

by the behavior shown by students such as not being able to make plans, having difficulty concentrating in class or while working on assignments, and preferring to play on devices even when they have tasks and when they already know the consequences. Students experience negative psychological impacts such as lack of sleep, feeling lonely, difficulty socializing with other people, decreased ability to concentrate, and decreased productivity (Mabaroh & Sugianti, 2021). Teenagers who use gadgets excessively also only show interaction with people around their fellow smartphone users. In addition, physical activity also decreases due to lack of movement which also has an impact on health problems (Chaidirman et al., 2019).

In terms of parenting, children who receive permissive parenting in terms of using gadgets can cause addiction which results in the appearance of the child's character being rebellious, lacking self-confidence, likes to dominate, and having an uncertain life direction. This has an impact on the development of children's social interactions in life both with peers and with the community or other social environments (Aviani et al., 2020). Research on parents who have children aged 10-12 years who use smartphones shows that parenting plays a very important role in assisting when children are using smartphones. This aims as a preventive measure so that children do not experience negative impacts such as ignoring the obligation to learn which has an impact on decreasing their learning achievement (Zulfitri, 2017). Parents will find it difficult to limit the use of gadgets for teenagers who are already addicted because even though they have tried to limit their children, teenagers do not consider this a significant obstacle and will continue to play with gadgets both at home and at school (Wardhani, 2018).

In order to learn more and find solutions regarding problematic internet use, the researcher describes three types of cases of teenagers who experience this. There are WP, KA, and ML. Two of these three teenagers are addicted to playing games, while the other has an addiction to social media

Method

This research method was compiled by part of the three case study participants which includes a description of the background problems of each participant, the psychological assessment instruments used, examination procedures, interventions, and a discussion of the dynamics of the problems of each participant.

First Participant (WP)

WP is a student who is in grade 6 elementary school, who is 11 years and 11 months old. WP is an only child, she has a mother, and they live with distant relatives from her mother's side. Her mother came to the examiner with a complaint that WP often plays mobile phones, especially games, which lasts for approximately 8 hours every day. In addition, her mother said her daughter often shouted at her, when her mother asked WP to do something while playing games, this kind of commotion happened every day. WP neglected her responsibility for doing chores such as doing his laundry due to playing games. The use of mobile phones has occurred since WP was in grade 4 or 5, and is getting more intensive since the beginning of the pandemic that requires mobile phones for school purposes. WP's mother is unhappy with seeing her daughter playing games all the time and neglecting her responsibilities. This behavior has an impact on the whole family in the house. Another family is disturbed by the behavior of WP who often fights with her mother and does not carry out her responsibilities at home.

WP said that she is a closed and quiet individual. She only has one good friend since elementary school in 5th grade, her best friend is also one of the friends who play games with him. WP admits that playing games are fun because she can socialize with her friends while playing games. WP said that she does not like studying, so she prefers to play games first.

Instruments

Draw A Person Test, BAUM Test, House Tree Person Test. The graphic test aims to see the dynamics of an individual's personality, both from

the aspect of self-development, and social and family relationships.

Forer Sentence Completion Test. This test aims to see individuals have conflicts/problems that are owned by individuals.

Vineland Social Maturity Scale. This test aims to see the social abilities of the individual.

Child Behavior Checklist. This CBCL test aims to see behavioral problems that are owned by individuals.

Wechsler Intelligence Scale for Children. This test aims to measure the level of intelligence possessed by individuals.

Indonesian Online Game Addiction Questionnaire (IOGAQ) compiled by Jap et al. (2013). This measuring tool is used to see addiction tendencies toward online games which were developed based on the diagnostic criteria of gambling disorder in the DSM-IV-TR and the addiction criteria by Griffith (Jap et al., 2013). This measuring instrument consists of seven items with a Likert scale of 1-5 (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often). The value of Cronbach's alpha-measuring instrument in this study is .905. The IOGAQ categorization consists of two parts, with a score of 14-21 included in the mild online game addiction category, while the score above is equal to 22 in the online game addiction category.

The Family Adaptability and Cohesion Evaluation Scale (FACES II) and the **Family Communication Scale (FCS)** were developed by (Olson, 2000) based on the concept of The Circumplex Model. This measuring tool has 40 items that are divided to measure 3 dimensions of family functioning based on Olson's concept of the circumplex model. The three dimensions are cohesion, flexibility, and communication.

Procedure

The examiner is a student who is carrying out professional psychology work practices, and information about telepsychology services disseminated through social media. WP's mother

was the first to submit a complaint about her child's condition to the examiner through one of the conversation applications. Since the pandemic, WP often plays cell phones in the room and did not socialize with the outside environment, as a result, the WP did not carry out basic responsibilities in the house, such as washing her underwear, putting dirty clothes in their place, and other basic responsibilities. When communicating with her mother, she often quarreled because the mother asked her to do something while she was playing games. The problems experienced by WP are felt by other family members who are in the house.

Assessment Results

From the analysis of the overall assessment, it can be seen that WP has a tendency to be aggressive and act out. WP also shows the desire to avoid and withdraw from her daily life. WP is an individual who lacks ambition, has low fighting power, and has difficulty adapting. WP is also a less independent individual. WP looks too dependent on someone in her family. WP also seems to have a less close relationship with individuals at home.

Several factors influence the aggressive behavior and acting out of WP, namely from the point of view of external factors, it appears that WP has problems in the communication pattern between her and her mother, so the aggressive behavior she shows is only to her mother. Another example of a less effective communication pattern between WP and her mother is when they argue, they shout at each other in high pitch. If this is done continuously, communication will be less effective over and over again. The internal factor that affects this aggressive behavior is that WP's auditory concentration ability is more prominent than visual concentration so when she focuses on her cell phone, she feels disturbed when she is asked to do something by her mother and WP brings out her aggressive behavior.

WP also appears to have the desire to avoid, and withdraw from her daily life and is also seen to have less close relationships with individuals at home. This can be influenced by the relationship between WP and her family at home, WP and other family

members very rarely talk to each other, so there is no warmth in the family, so WP tends to show withdrawn behavior when at home, which is only being in the room and play on cell phones. Internal factors that affect WP are that she is unable to understand and distinguish important and unimportant things, she also has difficulty understanding the social norms that exist in her environment and she also lacks social planning.

In addition, WP is an individual who lacks ambition, has low fighting power, and has difficulty adapting. WP is also a less independent individual. WP looks too dependent on someone in her family. From the results of the anamnesis, WP has the closest relationship and relies the most on her mother, the closeness of her mother and the type of parenting her mother uses to WP is a permissive parenting style, so when WP does not carry out her daily responsibilities and only plays on mobile phones, her mother will help WP carry out her daily responsibilities and let this happen continuously so that her behavior becomes a habit.

Intervention

This case is a family case, so a family intervention is given that focuses on resolving conflicts in the family. The examiner recommended that all family members undergo family psychotherapy in the form of a brief strategic family therapy intervention. This intervention consists of two psychoeducation sessions and a discussion on inappropriate behavior in dealing with WP, this session was conducted individually for the mother of the WP, then there was a separate individual session for other family members. After the individual sessions, there were also three family sessions to discuss the rules desired by the family and WP. The psychoeducation session explained the types of parenting patterns, attachments, and effective communication patterns, and is added material on positive reinforcement and mild punishment.

Second Participant (KA)

KA is a girl aged 13 years and 11 months, who is currently carrying out her first-grade junior high school education. KA is the eldest of two children,

KA's younger brother is a 9-year-old boy. Currently, KA lives with her parents and younger brother at home. KA's mother came to the examiner with a complaint that after the first two months of entering the first grade of junior high school, KA was having difficulty disconnecting from the cellphone. KA uses the cell phone in one day for about 14 hours with the excuse that she does not have friends to play with around the house, KA is on her cell phone to use several applications on social media and spends time socializing with friends via WhatsApp. Since KA starts spending a lot of time on her cell phone, it is difficult for KA to listen to her parents and to be asked for help. KA has begun to be rebellious and fight with her mother using a high-pitched voice. KA said that it is quite difficult for her to open up to new people, and is more comfortable being with three close figures in her life, namely her mother and her three friends at school. So, when KA feels very comfortable with the people closest to her, then there is a feeling to always be with her friends and always have the desire to meet the needs of her friends when her friends need help. This eventually became one of the reasons related to the excessive use of cell phones for KA when at home, because every time KA received a text message notification from her friend, KA always had the desire to quickly reply, because KA felt that when she does not reply quickly, her friend could leave her.

Instruments

Wechsler Intelligence Scale for Children. The WISC test aims to look at cognitive aspects or measure a person's level of intelligence.

Draw A Person Test, BAUM Test, House Tree Person Test. The graphic test aims to see a picture of a person's development in terms of emotional and cognitive or the dynamics of a person's personality.

Forer Sentence Completion Test. The FSCT test aims to see the dynamics of a person's personality or see the conflicts experienced by a person.

Thematic Apperception Test. The TAT test aims to see the emotional aspect or see a picture of the dynamics of a person's personality.

Vineland Social Maturity Scale. This test aims to measure children's social maturity

Child Behavior Checklist. The CBCL test aims to see a person's competence and emotional and behavioral problems.

Gestalt Benders. The BG test aims to see indications of brain injury and measure the emotional aspect.

³ The Family Adaptability and Cohesion Evaluation Scale (FACES II) and the Family Communication Scale (FCS). This test aims to find out the picture related to the functioning of the family.

¹² Indonesian Internet Addiction Test. The IAT test aims to find out the picture related to internet addiction.

Procedure

The examiner disseminates information related to telepsychology services on several social media platforms. Where KA's mother is someone who tries to contact the examiner and conveys related to the complaints experienced by KA as her child. After that, the examiner gave informed consent to KA's mother to make a mutual agreement regarding the psychological examination process to be carried out on KA, KA's mother, and KA's father.

Assessment Results

Currently, KA is experiencing complaints related to the excessive use of cell phones by her parents which makes it difficult for KA when asked for help from her parents, especially her mother. So, KA often had arguments with her parents at home. Some of the problems experienced by KA currently occur due to several factors, both internal factors from within itself, as well as being influenced by external factors and past experiences experienced by KA.

Based on internal factors, it can be seen that ¹³ is someone who has emotional instability. This can be seen from the results of several test kits which show that KA feels anxious, insecure, and always aware of what is happening in her life. KA also describes herself as someone who needs to depend

on others, needs protection or assistance, and needs affection from others. KA also thinks that she is ignored by others, gets angry easily when touched, and feels like running away when cornered. KA also seems to tend to have problems with anxious/depressed behavior. So, it can be seen that KA is someone who has anxious characteristics.

The condition is worsened by KA's past experience. Where, since childhood, KA has experienced bullying from friends around her house. This bullying behavior has been experienced by KA since KA was about 3 years old when KA experienced verbal and physical bullying. KA is ostracized by her friends at home because of the economical condition of KA which is below average. Due to KA's experience from childhood to elementary school, KA worries excessively about losing the people closest to her, especially her best friend and mother because KA had experienced a time when other people left her because of her shortcomings. This is one of the reasons for the excessive use of cell phones that occurs on KA, because of anxiety. So, every time some close figures, especially her friends, contact KA through some form of social media, there is a desire to reply immediately, this makes KA always tries to hold onto her cellphone. This happened because KA was worried that if she didn't reply immediately, the people around her could leave her.

Another thing that worsens the current condition of KA is her family. KA's parents also always taught KA to be able to do housework. KA also had to help in serving her younger brother at home such as cooking for her younger sibling because both KA's parents felt that KA's younger brother was still too young. Thus, it is not possible for the brother to be taught to do chores on his own. Therefore, KA's parents delegate some of the chores to KA as an older sister. This is very inversely proportional to the need for KA, where KA needs to depend on, be protected, and get the affection needs of others. Meanwhile, KA felt that KA's parents demanded her to serve other people, namely her younger brother, and felt that she was not served by the people around her because they thought that KA

was mature enough. This gives rise to feelings of envy towards her brother, thus giving rise to sibling rivalry or competition between siblings.

The parenting style that also worsens the current condition of KA is the pattern of communication that is formed with each other among family members. Based on the results of the family functioning test, it can also be seen that according to KA, one of the lowest dimensions of family functioning is related to communication. This can be seen from the way the mother communicates with KA which makes her uncomfortable, tends to nag or scold, and also orders KA in a fairly loud tone while KA is uncomfortable with the way she communicates with her mother. So, KA hopes that her mother can be more patient and use a softer voice when talking to her. Meanwhile, to her father, KA also felt uncomfortable communicating with him, this was shown by KA's uncomfortable feeling when KA told her father about an experience that had occurred at her school but her father did not respond much to her story. So, after the incident, KA chose not to tell her father much. Some of these incidents made KA feel that her parents do not understand KA.

Intervention

The intervention used in this case is a family case intervention. Where the examiner tries to intervene in brief strategic family therapy together with KA, KA's mother, and KA's father. The intervention session aims to improve the interaction patterns that occur in the family that cause behavioral problems in children. This session was conducted in 5 sessions. Where the first session was a session with KA's mother, related to the rules that KA's mother wanted. The second session was a session with KA's Dad, where KA's Dad tried to discuss the rules that he wanted. Session three is a session with KA. Where it is discussed related to the limitations and rules for KA. The fourth session is a meeting session for Mother, Father, and KA to discuss related to discussing mutual agreements in making rules that will be tried to be implemented. The fifth session was a session where each other shared about the development of the trial regulations and appreciated

each other for their efforts in trying to apply the rules that had been mutually agreed upon in advance.

Third Participant (ML)

ML is a student who is in high school grade 10 and is 15 years and 11 months old. ML is the eldest of two siblings. ML's sister is a 14-year-old girl. Complaints came from ML's mother who told the examiner that ML often complains of difficulties in learning. ML's mother also said that ML always played with his gadget almost all the time. This has become more frequent during the COVID-19 pandemic, namely in March 2020, when ML needs continuous access during online school hours at home. While doing online classes at home, ML plays games and does not pay attention to the lessons that are going on. This continues until now, especially in the uncertain learning process, sometimes online from home, sometimes coming to school. The pattern of ML's activities while at home, is after school in the afternoon, ML takes a shower, and after that, ML immediately takes the gadget and starts to play games. ML plays games from around 5 to 8:30 WITA at night. Sometimes he finishes earlier, depending on when ML's father comes home. If ML's father comes home from his office, then ML will stop playing and help his father sterilize with disinfectant and prepare a change of clothes. Towards his father, ML tends to be afraid, so he does not dare to disobey his father's orders to stop playing games. However, towards her mother, ML always has excuses not to want to be reprimanded. If reprimanded by her mother, ML will sulk and keep quiet and refuse to talk to his mother.

ML said that he did not have close friends at school and had no desire to have friends because he was quite satisfied with the friends he had in cyberspace in games. ML also feels that online friendships are less problematic.

Instruments

Wechsler Intelligence Scale for Children. The WISC test aims to look at cognitive aspects or measure a person's level of intelligence.

Child Behavior Checklist. The CBCL test aims to look at the competence and emotional and behavioral problems of children from the point of view of parents/guardians

Forer Sentence Completion Test. The FSCT test aims to see the dynamics of a person's personality or see the conflicts experienced by a person.

Sacks Sentence Completion Test. The SSCT test aims to show a picture of an individual's adjustment to family, sex, interpersonal relationships, and self-concept.

DAM, BAUM, HTP, WZT. The graphic test aims to see a picture of a person's development in terms of emotional and cognitive or the dynamics of a person's personality.

Gadget Addiction Scale. This test aims to see the level of dependence of children on gadgets/games.

Liebowitz Social Anxiety Scale. This test aims to see the level of social anxiety.

Procedure

The examiner disseminates information related to telepsychology services on several social media platforms. Where ML's mother is someone who tries to contact the examiner and conveys related to the complaints experienced by ML as her child. After that, the examiner gave informed consent to ML's mother to make a mutual agreement regarding the psychological examination process to be carried out on ML, ML's mother, and ML's father.

Assessment Results

Physically, ML has no problems growing up. ML's physical activity is also normal according to his age. Cognitively, ML has advantages and disadvantages in different aspects. ML has the capacity for intelligence in non-verbal aspects above the average for his age. That is, ML is able to receive, process, and understand the information obtained non-verbally well. ML is able to analyze the non-verbal information he receives well too. ML's social condition is that ML does not like making friends because his parents have been angry with him several times and he got into trouble when making

friends, for example, his friend steals his money. Based on the results of the graphical test analysis, ML tends to withdraw from society.

ML has problems communicating with his parents. This is caused by a lack of time to communicate or tends to be permissive. At home, ML is more active in playing with gadgets than studying or doing assignments. This is also shown based on the results of the GAS Test (Game Addiction Scale) showing the GAS ML score is 27 which shows that ML is in the category of online game addiction. His favorite games are Aarknights and Genshin Impact when playing alone and mobile legends, and brawl stars to play together online. Since he was a kid, ML likes to play games at home using a PlayStation, or when his friends come. He has a large collection of games and sometimes exchanges them with friends. Until now, sometimes ML still uses the PSP, his NDS, in addition to cell phones. Only in the last three years since being in 7th grade of junior high school, he has used smartphones or laptops more.

The condition of emotional development experienced by ML is that ML gets angry easily and frustrated if he experiences defeat. ML is also angry and silent if his mother scolds him when he plays excessively on gadgets. He experiences limitations or obstacles in understanding the learning material, especially in Mathematics. ML admitted that he didn't do his homework several times because he couldn't stop playing games, because some games had to be round and played with friends, so sometimes his time ran out to play before the game needs to be handed over to his parents. ML experienced a condition related to the differences in parenting between his parents and his grandmother. ML said that his father was sometimes loud but is also kind because his father still gives permission every weekend from Friday to Sunday to play at grandma's house. When he goes to grandma's house, he can freely play games. He usually sleeps around 12 am at his grandparents' house, while at home, at 10 pm he has to sleep and ML has to put his gadgets in his parents' room. This regulation has been in effect since the pandemic. Because it was caught

several times before that ML violated the bedtime rule at 10 pm and after that, he had also taken cell phones from the shop to play in the middle of the night, even though the cell phones and laptops had been placed in his parent's room. So all cell phones and gadgets at 10 pm were placed in his parent's room. ML after 10 pm usually reads Anime books that his parents still buy him until now, until he falls asleep.

ML plays games for about 2 hours in the morning and 4 hours in the afternoon, a total of 6 hours outside during class. He said that he still plays games often while studying because the school allows students to bring gadgets to access the post-test and in the hybrid method. The estimated total ML plays games per day is about 10 hours. Meanwhile, on weekends, most of the day, it is 12-15 hours except when eating and sleeping. But ML thinks that he is not addicted, because, at night, ML still gives gadgets to his parents, except on weekends. Game addiction experienced by teenagers will spend a lot of time. Teenagers spend more time playing games more than two hours/per day, or more than 14 hours/per week, even 55 hours a week, or an average of 20-25 hours a week (Novrialdy, 2019)

Factors that influence online game addiction in ML is that he is having a psychological condition of Parent-Child Relational Problem. According to DSM V, children who experience Parent-Child Relational Problems, in this category are terms for parents used to refer to one of the main caregivers of children and who fulfills the role of parents for children. This category should be used when the primary focus of clinical attention is to address the quality of the parent-child relationship or when the quality of the parent-child relationship affects the course, prognosis, or treatment of another mental or medical disorder. Typically, parent-child relationship problems are associated with impaired functioning in behavioral, cognitive, or affective domains. The psychological condition experienced by ML is that both ML's parents were busy when ML was young, so they spent more time with caregivers and gadgets. Since kindergarten, ML is used to being given PSD gadgets. ML also feels uncomfortable

with her mother's attitude, which is seeing her like a child, sometimes judging and ML feels unacceptable as he is. ML also experiences problems in parent-child relational problems in the affective domain which may include feelings of sadness, apathy, or anger about other individuals in the relationship. Regarding the case of ML, children experience affective problems where children feel that the parenting provided by their parents is not balanced between themselves and their siblings, whereas ML feels that he is always compared to his younger siblings who have different characteristics from him.

Another factor that affects online game addiction in ML is that ML has a psychological condition, namely Siblings Rivalry. According to the International Classification of Disease (ICD-10) children experiencing Siblings Rivalry is a psychological condition characterized by signs of jealousy, irritability, dominant rejection, lack of positive appreciation for siblings; onset during the months following the birth of a sibling, and negative feelings between siblings. Based on the data information obtained from the ML case, ML had problems interacting with his sibling, namely ML's younger sister since 4th grade, where ML felt that he was always compared to his younger sister who had very different characteristics, which was very friendly with friends and family and popular at school. ML also sees his sister as a "reporter" to ML's parents and that is also what causes ML to be reluctant to make friends because one day it will cause many problems.

Based on the two things above, namely the Parent-Child Relational Problem and ML's parents were busy when ML was a child so they spent more time with caregivers and gadgets, then also influenced by Sibling Child Relational Problem, causing children to experience conditions of loneliness, anxiety, and stress. Diversion of stress and the problems he faces, one of which is playing online games. Stress according to Lazarus (Pranitika, 2014) occurs when a person gets demands or exceeds circumstances that exceed his abilities. Stress will trigger individuals to do coping. Individuals who have low emotional focused coping

have the potential to experience addiction because individuals cannot solve the problems or stress they experience so they divert the problems they are facing. Safaria (2009: 99) in (Pranitika, 2014) says that the human stress response is always related to coping responses and negative emotional reactions.

ML's behavior patterns that are increasingly isolated by continuing to play online games cause ML, especially with the condition of the 2 years behind the pandemic, friendships and social interactions to be worsened. His condition leads to a tendency to social anxiety. Social anxiety is a psychological condition that according to Davision et al (2006) in Jatmiko (2017) defines social anxiety as a persistent and irrational fear that is generally related to the presence of other people. Individuals with social anxiety usually try to avoid situations in which they might be judged and show signs of anxiety. Signs of anxiety that arise are feeling worried and uncomfortable when you have to start a conversation or interact with other people, becoming the focus of attention, or being in situations that invite an element of judgment or evaluation from others that we may encounter a lot in everyday life. When it comes to ML, ML does not like the circle of friends, because according to him it will cause various problems, where ML has a younger sister (K) whom ML calls his "reporter" to his parents. ML's condition is a form of ML's fear of his younger sister who is considered a "reporter" to his parents. ML considers that if what his sister conveys to his parents is something that is evaluated negatively, then ML's fear arises in social situations so he tends to avoid social situations as well as is reluctant to establish friendships.

Intervention

The intervention used in this case uses several models. The first intervention is family counseling. Then the next activity is Attention Switching, where this activity aims to distract individuals from excessive involvement in gadgets and online games. Next is Resource Restriction, which is the activity of limiting various resources to play gadgets or online games. There is also a Behavior Modification activity which is a psychotherapy that uses learning

theory to eliminate unwanted behavior and develop desired behavior. Then the last is Cognitive Behavior Therapy which aims to reduce psychological distress and maladaptive behavior.

Conclusion

Based on the three case studies analyzed in this study, it can be seen that several similarities are factors that make individuals experience problematic internet use. The first is related to inconsistent parenting. From the three cases, it was shown that there was inconsistent parenting between the parents of the three participants. Based on Sarwar (2016) parenting patterns greatly affect the behavior of children. The closer the relationship between parents and children will reduce problems for children. Inconsistency in parenting can make individuals have behavioral problems, such as aggressive behavior and juvenile delinquency (Weiss et al., in Carrasco, 2015). Aggressive behavior can be caused by punishment carried out by parents and juvenile delinquency behavior can be caused by the closeness between parents and their children (Stormshak et al., 2000). Based on the analysis of the three case studies used in this study related to adolescents who experience problematic internet use, it appears that they have problems related to behavior and emotions, where the three participants tend to be aggressive. The type of parenting seen from these three case studies shows that there is an influence of permissive and authoritarian parenting, the visible inconsistency is that sometimes parents spoil their children, but sometimes parents also give excessive punishment to their children.

Second, the results show that participants who experience problematic internet use have a poor understanding of social norms so children tend to rebel against their parents. The results also show that participants who experience problematic internet use have poor social planning development. This causes participants to tend to have difficulty when they have to carry out social interactions with other people while in the environment.

Third, there are environmental factors that support the three participants in using gadgets every day. The availability of a computer with an Internet connection makes it easier for participants to access games that use the internet. From the explanation, it

can be seen that with the facilities that support internet use, such as wi-fi, the three participants can play games as much as they want without any restrictions on internet usage.

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