

Parents' Awareness of Social Media Impact on Adolescents' Mental Health During the Covid-19 Pandemic: A Case from Indonesia

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Abstract

Indonesia, like other developing countries, has an incredible excitement for the internet, even though some parts remain designated as the digital divide. However, the pandemic condition has created a new normal in which digital technology has become a way of life, even among adolescents. The goal of this study is to look into parents' awareness of the impact of social media use on adolescent mental health by focusing on: parents' understanding of the internet and social media and its impact; actions to anticipate the negative effects of social media use; and dominant values that influence the process of anticipating the negative impact of the internet and social media use among adolescents. Based on the study, parents were surprised to adjust to the new normal because of the generation gap; the actions taken are more preventive by providing understanding to their children regarding the threat of social media to their various mental problems even though no special restrictions have been placed since the pandemic situation has created a paradox that does not allow them to limit the use of smartphones; the dominant values that become the main motivation for parents in dealing this situation were religious.

Keywords

Parents' awareness, social media impact, adolescents, mental health, Covid-19 pandemic, religious values.

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Introduction

In recent years, even among children, the internet has become commonplace (Johnson, 2010) as they generally have known the internet since the age of five (Hofferth, 2010). Several studies have shown that the internet has opened up vast opportunities for children to be able to engage in communication activities, access information, and engage in interactive games (Johnson, 2010) which can further be useful for the growth of their cognitive and social abilities and improve their learning patterns (Austin & Reed, 1999) and believed in improving internet skills in the future (Kuhlemeier & Hemker, 2007).

Like families in other developing countries, Indonesian families also show extraordinary enthusiasm for the internet even though some areas are still classified as digital divide (Purbo, 2017). However, for those who have regular access to the internet that usually lives in urban areas, digital technology has become a lifestyle (Fakhrurroji, 2019a; Jurriëns & Tapsell, 2017). For urban Muslim families, digital technology has become part of their lifestyle, including issues related to religion, for example, they access various internet platforms to get religious information and make it a means to express religious engagement (Fakhrurroji, 2019a, 2019b) and several other examples.

The use of the internet and social media has increased since the Covid-19 pandemic hit the whole world, including Indonesia. The social distancing policy then campaigned for all public activities to be carried out from their homes. As reported by Iswara (2020), this policy has accelerated the level of internet and social media access in Indonesia which previously tended to run slowly. In the Covid-19 pandemic situation, all public activities such as offices, markets, entertainment, and even schools are restricted. This situation has given birth to what is called a new normal.

Although Generation Z is theoretically digital natives (Fakhrurroji, 2017; Prensky, 2001), the pandemic situation has expedited and enlarged their usage of the internet and social media not only for learning purposes but also for other purposes. On the one hand, mastery of information technology such as the internet and social media is a must for their participation in the online learning process. However, it should be emphasized that several studies have found both positive and negative effects of the internet and social media on adolescents' mental health, even these studies were published before the pandemic.

These studies describe how adolescents access the internet at home for many purposes, including reading comics, playing interactive games, chatting with friends, or doing their school homework (Austin & Reed, 1999). Johnson (2011) distinguished three different uses of the Internet by children: (1) communication (e.g. e-mail and instant messaging), (2) recreation (e.g. playing video games), and (3) information (e.g. visit websites). Many researchers stressed that the role of parents in mediating their children's Internet use is crucial. In many cases, parents may not be aware that their young children are using the Internet inappropriately and that they may be exposed to unsuitable websites (Soeters & Van Schaik, 2006). Therefore parenting techniques that can overcome this situation to prevent children from unwanted content and inappropriate use of the internet are extremely needed. Ihmeideh & Shawareb (2014) revealed the relationship between internet parenting styles and the use of the internet by children at home (see also, Wong, 2010).

However, despite the many benefits gained from internet access, there were also some concerns starting from uncensored and largely unregulated cyberspace content that is generally of concern to parents. Soeters & Van Schaik (2006) for example, have revealed that although the internet can provide amazing experiences for children and adolescents, it also has the potential to be a dangerous environment for them. Bullen & Harre (2000) categorized five that threats children and adolescents: (1) the nature of the internet and the age level of internet users make it difficult to evaluate the information displayed, (2) the dangers associated with personal identity, (3) the negative impact of pornography, (4) the occurrence of further impact of sexual solicitation, and (5) the impact of sites containing racism, hate speech, threats and violence content.

In general, the risk of adolescent use of the internet and social media can influence their mental health. As a result, this is also tied to the parenting style used in the family. Parents will generally talk with their children about the Internet, accompany them when using the

internet, encourage them to explore the internet, share online activities with them, and browse the internet together (Eastin, et al., 2006). The role of parents is very important in the context of the increasing use of the internet. One study revealed that children/adolescents who were accompanied in online activities showed better language expression and better auditory memory than those who were not (Johnson, Code, & Zaparyniuk, 2007). With this condition, parents can make restrictions on the use of the internet for their children as many studies found that when parents used stricter strategies for using the internet at home, they had less online activity. However, restrictions on internet use are futile if applied without adequate justification, especially as the need for internet and social media use is becoming increasingly frequent in the era of the pandemic. As a result, parental awareness in recognizing the influence of using the internet and social media on children must begin with basic digital literacy among parents.

Therefore, this article aims to describe; parents' understanding of the internet and social media; what actions they take as a form of anticipating these negative impacts; and what dominant values influence the process of anticipating the negative impacts of using the internet and social media by adolescents. Some of these things have significance in that anticipatory actions indicate an awareness that parents have regarding the risks of using the internet and social media which of course at the same time also characterizes that they have adequate digital literacy. In addition, anticipatory actions taken by parents are preventive in protecting the adolescents from the negative impacts of the internet and social media. Meanwhile, as Indonesian society is known as religious, this anticipatory action can also be encouraged by certain values such as religion and other values such as culture.

Literature Review

Adolescence is a significant period of psychological, biological, and social change for young people as they adjust to their emergent needs and develop new skills, responsibilities, and intimate relationships (Christie & Viner, 2005; Erikson, 1968). Adolescence is also a stage where a person develops their sense of identity and autonomy (Erikson, 1968) so that it becomes more complicated and challenging, especially in the contemporary era because they are faced with various pressures that are different from previous generations (O'Reilly et al., 2018). In fact, this period becomes even more challenging because of the high prevalence of mental health difficulties (Burns et al., 2009).

Meanwhile, social media is a relatively new medium through which adolescents can manage their mental wellbeing. Indeed, young people frequently report turning to social media to escape from the external pressures threatening their mental health (Boyd, 2014). Although social media may be facilitating new forms of communication and social connection, initially there were fears about the amount of time young people were spending online. Internet use was seemingly linked to a reduction in face-to-face contact, increased social isolation, stress, depression, and sleep deprivation (Espinoza, 2011). It was also claimed to facilitate offensive and harmful behavior, arguably negative to mental health (Mesch, 2009). In addition, several studies have found a two-way relationship between social media and mental health (Frison & Eggermont, 2017). Generational differences in social media users are one of the findings that explain why the relationship between social media use and mental health shows highly variable results (Twenge et al., 2018). In other words, these studies show that the generation gap is an important factor in anticipating the risk of mental health disorders related to the use of social media.

According to Bronfenbrenner's ecological theory of human development, the interacting dynamics among all family members—parents, children, and extended families—play a role in shaping the behavior of each family member. Adolescent social and emotional development is also influenced by the quality of parent-adolescent connections (Ajisukmo, 2021; Cavendish et al., 2014). Parental variables such as parenting practices, religiosity, monitoring, and attachment to mother and father significantly influence whether adolescents become involved in some risky behavior (Jang & Johnson, 2010). Authoritative parenting, which is typified by warmth and responsive communication, as well as by protective and strong control toward risky behavior, can prevent adolescents' engagement

in it (Chuang et al., 2009). Furthermore, parents introduce social norms and religious values that children adopt, later internalize, and, as adolescents, use as references not to engage in risky behaviors (Landor et al., 2011).

Parenting is one of the factors that can anticipate the emergence of mental health disorders due to the use of social media among adolescents which can further lead to risky behavior. Through parenting, parents can implement restrictions on internet access and social media among teenagers. However, the pandemic situation that has hit the world since early 2020 presents new challenges because these restrictions are becoming more complicated to carry out. The pandemic situation has made the behavior of accessing the internet a normal thing where children and adolescents, like parents, carry out almost all activities through the internet, including taking lessons at school which is then carried out online.

As a result, internet access and social media are no longer specific activities but are part of everyday life (Fakhrurroji, 2021). This situation has presented a new challenge for parents to implement parenting strategies in dealing with the impact of social media on the mental health of their teenagers. On the other hand, due to generational differences, these parents also have different experiences in accessing the internet, and some of them are still trying to adjust. This condition exacerbates the challenges they face because to deal with the impact of using the internet and social media, parents must also have an adequate understanding of the positive and negative aspects of the internet and social media.

Therefore, although some studies have revealed facts related to the role of parents in dealing with the risks of the internet and social media on the psychological development of children and adolescents, the context of the study specifically describes the understanding of parents regarding the risks of the internet and social media as well as efforts to deal with the impact of the internet and social media on adolescent mental health has not been done much, especially in the context of new normal following the pandemic situation. It is in this position that this study shows its significance, especially in describing parents' understanding of the internet and social media, their actions in dealing with the impact of social media on adolescent mental health, and the dominant values that motivate parents regarding the handling actions taken which are entirely within the framework of in a pandemic situation in the context of Indonesia.

Method

This study is a qualitative study by applying a case study that aims to reveal the readiness of parents to deal with the impact of the internet and social media on adolescent mental health in the Indonesian context. As a case study, this study focuses on parents in Cilegon, an industrial city in the province of Banten. The selection of Cilegon was based on the nature and characteristics of this city as an urban area with a relatively stable level of internet access (Purbo, 2017).

To achieve this goal, informants were selected purposively with the following criteria; informants are parents who have teenage children; the informants have had regular internet access in the last 3 years, the informants are willing to provide information related to the research focus. With these three criteria, obtained as many as 42 informants who are generally in the age range of 40-60 years consisting of 15 men and 27 women.

Meanwhile, data collection was carried out through observation, interviews, and documentation studies. Observations were made to obtain data related to the general description of the situation and movement of the pandemic in the Cilegon area. Furthermore, interviews were conducted by giving open-ended questions and in two stages, all of which were conducted online due to the pandemic situation. The open interview was aimed at enabling the informants to share as broadly as possible their experiences related to internet use and the actions they took to address the impact of the internet and social media on adolescent mental health. This interview was conducted in the first stage. In the next stage, more in-depth interviews were conducted with 15 informants who previously stated that they were willing to be asked for further information.

Meanwhile, the documentation study will be conducted to gather information and

documents related to the alertness of parents in dealing with the impact of the internet and social media on adolescent mental health. At this stage, various written sources such as newspapers, magazines, and other written sources are used to strengthen the research findings. The collected data is then processed through triangulation techniques, either through theoretical triangulation or source triangulation. The theoretical triangulation stage is carried out by re-examining the provisional conclusions and adjusting them to theoretical assumptions regarding the role of parents in dealing with adolescent mental health disorders. Meanwhile, triangulation of sources is carried out by conducting a confirmation process to the informants regarding the provisional conclusions that have been drawn up. This stage can also be seen as one of the verification steps before the conclusions are presented as research results.

Results and Discussion

Cilegon is a city located in the province of Banten, Indonesia. It is located at the northwest tip of Java Island, precisely on the edge of the Sunda Strait. Cilegon is currently known as an industrial city and is the largest steel producer in Southeast Asia. This industrial city makes Cilegon one of the cities with an urban community. Along with the pandemic situation, several factories in Cilegon City experienced many difficulties resulting in many layoffs. When this research was conducted, the total number of people infected with Covid 19 was 12,523 people with information that 12,179 had recovered, 301 people had died, and 43 people were still being treated. This situation had made Cilegon a red zone even though it was finally sloping off as of September 2021 (see Figure 1).

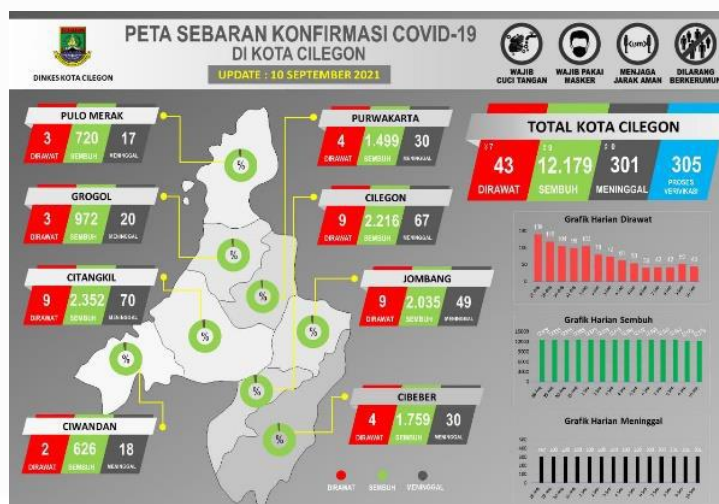


Figure 1. Map of the Distribution of Confirmed Covid-19 in Cilegon (per 10 September 2021)
Source: Dinas Kesehatan Kota Cilegon (Cilegon City Health Office)

As in other regions in Indonesia, the pandemic situation has made the economy in Cilegon experience a crisis. At the community level, the pandemic has changed the situation and conditions in Cilegon City which was originally crowded with residents from various regions due to the Implementation of Community Activity Restrictions (Pemberlakuan Pembatasan Kegiatan Masyarakat, PPKM). Traders and entrepreneurs suffer losses because their turnover decreases. The imposition of restrictions on community activities (PPKM) is not only intended for economic activities, but also for other activities that involve crowds such as mass worship, entertainment venues, to educational venues of all levels. In particular, for educational activities, a Learning from Home policy is applied where all elements of schools and universities carry out online teaching and learning activities through various internet platforms.

New Normal, New Problems: Covid-19 and Generation Gap

In order to make adjustments to the Covid-19 pandemic situation, the Government is campaigning for a new normal, namely getting used to public activities from their homes. However, this change in new habits requires adjustments not only from the aspects of the supporting elements of the teaching and learning process but also to the habits of the organizers, educators, and learning participants. Even though the Government has provided internet data quota assistance for students and schools/universities, problems still arise, particularly concerning technical constraints such as infrastructure networks that support adequate networks as well as problems of a cultural nature, among which some students are not even familiar with online learning.

So far, accessing the internet and social media is done as part of their free time activities where they access information, play video games, interact with their friends online via mobile devices. It is important to note that Indonesia is a mobile-first country (Fakhrurroji, 2019b; Purbo, 2017) meaning that the dominance of internet users use via mobile devices. Thus, smartphones are increasingly common as part of daily activities, not only for communication needs. In a pandemic situation, all schools and educational institutions that implement learning from home use certain platforms such as using Google Classroom, Google Meet, or the Zoom Meeting application, thus requiring new skills.

Some of these applications are not something new, but their popularity has increased with the pandemic situation in various parts of the world and soon become something commonplace. However, the adjustments made by teenagers who are school students are not directly proportional to parents' understanding of these relatively new platforms. Some informants complained about this because as parents, they feel left behind by their children, even though they feel obligated to monitor their interactions with smartphones. This is as illustrated in the following interview excerpt,

“We as parents have an obligation to find out if they really access internet sites for the sake of learning... but I'm particularly not that tech-savvy, so sometimes, I actually learn from my children... (Interview with Informant 12).

The same thing was also expressed by two other informants who work as market traders through their narratives as follows,

“Even though sometimes I don't have time, I have to learn the internet and social media because I'm worried if they access things that are not appropriate for their age. If they access it can be dangerous for them...” (Interview with Informant 08).

“To be honest... before the pandemic, I didn't really understand the internet and social media, but the pandemic situation made me access the internet more. Now, in a day, I can access the internet for more than 3 hours in total...” (Interview with Informant 11).

The three informants above describe the efforts they made to adapt to changes in the way of learning related to the pandemic situation. This fact reinforces the reality that there is a generation gap where parents realize that they do not have the same habits as their children. In theory, teenagers are categorized as generation Z or digital natives (Prensky, 2001), namely a generation that is culturally formed in the context of a digital culture where all supporters of their daily activities are dominated by digital technology. Meanwhile, parents are digital immigrants, namely the generation that is still adjusting to the mainstream of digital culture, both in terms of processes and ethics and applicable norms.

This condition illustrates that parents must play an active role in using the internet and social media. Even though their children use the internet for learning purposes, because in smartphones there is no physical boundary between the learning platform and social media platforms, the risk of being exposed to negative content on social media is often not realized. This is as stated by one of the informants as follows,

“Even though they access the internet to study at school online, they access the internet via smartphones. It could be that they are accessing social media and we as parents may not know it. This should be known by parents, but we don't know how to make sure...” (Interview with Informant 08).

A similar statement was conveyed by another informant who described himself as a novice social media user, as follows,

“For me, social media is a new thing. I know how to use Tiktok and Instagram precisely from my son. Previously I used the internet only to access email and websites to read the news. Now I also use social media more often for entertainment purposes. So, I can say that I am a novice social media user compared to my child...” (Interview with Informant 05).

The statements of the two informants above illustrate that there is a greater risk if parents do not know how to access the internet. Therefore, the pandemic situation has not only raised general problems related to the impact of economic, political, and social life but has also created challenges and even new problems for parents in the process of educating their children. The new normal has given rise to new problems for parents due to the knowledge gap regarding the internet and social media. Another problem faced by parents is related to the economic aspect where they have to spend more money to facilitate their child's smartphone to support online learning. This is as explained by the following informant,

“Before the pandemic, my children used to use my smartphone, but the pandemic situation where the learning process must always be updated made me finally buy a smartphone for my children. I am aware that this is for their benefit even though this requires extra financing, but my concern is more about the restrictions on accessing the internet which is becoming looser because they already have their own smartphone...” (Interview with Informant 11).

The concerns described by some informants are generally related to their understanding of social media. Since they generally don't know the basic workings and functions of social media, they become more worried. However, they eventually learn to use social media to adapt to their children's habits. With this knowledge, they feel more confident to accompany and provide information related to the impact of the internet and social media on the mental health development of adolescents. However, for parents, the new normal regarding the pandemic situation has given birth to several new problems that can generally be identified as parenting problems and economic problems. The parenting problem is related to the indecision of parents in making sure to monitor how their teenagers access the internet and social media because now they have almost unlimited access to their smartphones, whereas before, they implemented restrictions on internet access. Meanwhile, economic problems are related to the increasing costs they have to spend to buy smartphones for online learning purposes.

However, parents are generally not too concerned about economic problems because it is related to the interests of their children's schooling and they can deal with it in various ways. This is different from parenting because parents are always worried about the impact of social media on their children. This parenting issue has a lot to do with the generation gap between them and their teenage children. Although this has been attempted by studying and using the internet and social media more intensively, the habits of these parents have not grown so that they are always left behind with their adolescent children.

Improving Digital Literacy: Dealing with Social Media Impact on Adolescents' Mental Health

Along with the pandemic situation where all public activities are carried out from home, the use of social media has increased significantly at all age levels. In the family context, parents play an important role in directing the use of social media by adolescents so that it does not have a negative impact. This is since adolescents are still in the stage of development, including mental development which in the process can be influenced by various things.

Negative content on social media has the potential to interfere with this process so it is counterproductive to their mental health development.

In other words, parents should protect their teenagers by ensuring that their access to social media is within reasonable limits. Various information presents how social media has made some teenagers become victims of crime so this should be a concern for parents. Although some social media have specific policies regarding user requirements, in reality, this is often ignored by users so that those who do not meet the age requirements can use social media. Previously, this was anticipated by monitoring and limiting their access to social media. However, once again, the pandemic situation which has resulted in the use of the internet in everyday life as something commonplace has provided new challenges that require new strategic steps. The pandemic situation has changed the pattern of digital parenting which was originally carried out by limiting the use of smartphones or other gadgets to become more preventive by increasing their digital literacy. Therefore, parents tend to no longer question the daily activities of teenagers using social media in their spare time. However, parents are also aware that the frequency of activity in accessing social media has led to negative habits, for example, they interact less face-to-face as revealed by one of the following informants,

"Today's adolescents are more passive in social interactions in the real world and are more likely to be happier when they spend time playing smartphones... although it's good because with this they can make them overcome the boredom of not being able to do outdoor activities, it can have a bad impact if they fall into a negative digital world" (Interview with Informant 15).

"I think the internet tends to have a bad impact on my children who are growing up. From various information that appears in the news, there are many crime cases where teenagers are victims and I am very worried about my child if he accesses the internet too often, especially social media. Actually, I was worried because since the pandemic they have their own smartphone, but I have no other choice" (Interview with Informant 09).

However, some parents think that they cannot force their children to always show their activities on social media for privacy reasons. This is as conveyed by the following informant, "They only use smartphones according to the agreement, how comfortable the children are... But we as parents cannot also force them to show all their activities on social media, especially by forcibly taking their smartphones. It's their privacy" (Interview with Informant 19).

On the other hand, parents are also aware that their teenage children have problems in their mental health development. Parents feel uneasy about the pandemic situation that changes the habits of teenagers which in the long run makes these teenagers have a higher temperament. These teens tend to be angry if reminded to stop their activity on social media. Therefore, parents realize the importance of more persuasive communication patterns with adolescents regarding the use of social media. This situation was also expressed by one of the informants as follows,

"It is not easy because today's adolescents and old people are different. Adolescents today should be given more attention and should also be given more understanding than children in the past..." (Interview with informant 07).

However, it cannot be denied that this situation is quite disturbing for parents. In addition, because school is conducted online, parents are very worried about the way teenagers digest the subject matter because of the different intellectual qualities. Those who have certain learning characteristics may not necessarily be able to adapt to online learning patterns that require specific assistance and processes. Therefore, parents worry about the possibility of a loss of motivation to learn, and the mental development of adolescents will be hampered due to these internal factors. This is as illustrated in the following interview excerpt,

“Before the pandemic where my child was still studying normally in the classroom, I was not worried at all. However, because of this pandemic which requires children to study online, I am a little worried because I think it is not effective in learning...” (Interview with Informant 11).

This informant considered that the online learning pattern was not effective not only because the pattern was new, it was also caused by many other things, for example, because there was no direct physical interaction between students and teachers. Whereas this direct interaction has an impact on the emotional and psychological support of children. In addition, their interaction with smartphones has created another risk, namely that it is easier for them to access social media which may not be supervised by parents at all times. In the long term, this can lead to dependence on social media. This concern was conveyed by one of the following informants,

“Every adolescent usually has a curiosity about new things. When they have access to a smartphone, they can Google it through the smartphone while I can't supervise and accompany one hundred percent because I also have activities. So, they are not only worried that their learning will not be good but they are also worried that they will be exposed to more negative content on social media...” (Interview with Informant 40).

This concern is general, meaning that every parent experiences a similar increase in anxiety related to the pandemic situation that requires further online learning which also has an impact on increasing their accessibility to social media. However, in general, they are still trying to find solutions to overcome this by providing more understanding regarding the various risks of using social media. This is as explained by the following informants,

“The content on social media is almost out of control... the only control is the user itself, so we as parents must provide understanding so that they can refrain from posting or giving emotional comments and ultimately harming them...” (Interview with Informant 28).

Meanwhile, another informant emphasized the importance of verifying information circulating on social media through the following expression,

“It is true that parents cannot supervise them all the time. So, the only way we can do this as parents is to provide an understanding of the various risks of using social media. They must be reminded that social media is a place where various information can appear, including information that is a hoax, so they must be taught how to verify information...” (Interview with Informant 37).

Verification of information on social media is a must so as not to be influenced by invalid information. Furthermore, specifically related to the risk of using social media on mental health, many are related to acts of bullying, depression, loss of self-confidence, and motivation, usually related to posts that have not been properly verified. One example of bullying is in the form of negative comments on posted content. If a teenager who posts this has an impulsive personality, then he or she is more prone to depression and loss of self-confidence. Therefore, efforts are needed to provide an understanding regarding this matter. This is as seen in one of the following informants' statements,

“Various crime cases that appear on social media are usually due to the negligence of the users themselves, so parents must constantly remind their children (adolescent) to always be wise in using social media. They should also be reminded to respond fairly to various comments from other users...” (Interview with Informant 39).

The various informants' presentations above illustrate that the actions taken to anticipate the impact of using social media are more preventive, namely by providing an understanding of the various risks of using social media. Understanding social media is not

only understanding how to use it technically but also various things related to ethics and the social impact of activities on social media. Several informants said that this was because they could not limit their children's use of smartphones because it was related to the interests of learning carried out online. In other words, online learning patterns have given birth to a domino effect on increasing parental concerns about the use of social media among teenagers.

Religious Value as a Motivation for Preventive Action

As previously explained, the religious characteristics of the Cilegon community are described as a religious society that is dominated by Muslims. Religious views and lifestyles with Islamic nuances are one of the dominant factors in various socio-cultural aspects, including the dynamics of family life. Even though it is part of an urban society that is open to various changes, religious values are still very dominant. Theoretically, religion is often understood as beliefs, practices, and rituals related to a transcendent reality that can be carried out in private and public settings (Koenig, 2012). As a belief, religion can then internalize a value that influences social actions (Durkheim, 1965). Furthermore, religious values can be used as a reference for children and adolescents not to engage in risky behaviors (Landor et al., 2011).

Especially during a pandemic, as shown in a study conducted by Thomas & Barbato (2020) outlining that religion can be one aspect that can minimize the risk of depression due to the pandemic. Even some studies demonstrate that religion can bring positive energy when someone is confronted with an unfavorable situation, such as a pandemic (Meza, 2020). Long before, religion was seen in theory as being able to operate as a protective factor, as evidenced by the way spiritual/religious practices affect physical changes in the brain and raise the neurotransmitter serotonin (Newberg, 2011).

Concerning the actions of parents in dealing with the impact of using social media, religious values are one of the dominant factors that motivate parents to study and understand social media. They are aware of the generation gap with their teenagers, but this does not stop them from continuing to ensure that their teenagers do not experience mental health problems due to the use of social media. As described by Landor et al. (2011) parents have an important role in introducing religious values to their children to then serve as a reference in their behavior.

Based on the studies that have been carried out, it can be seen that parents generally have a religious view that is quite adequate in educating their children. This is as illustrated in the following informant's narrative,

"Children are essentially entrusted, so they must be educated properly so that they are beneficial to their family and environment... so as parents, we must not give up in educating children, especially when they enter their teens who usually have a lot of problems..." (Interview with Informants 41).

By saying that children are entrusted, the informant above suggests that he uses the terminology of religion (Islam) because, in Islamic teachings, children and property owned by each person do not belong to that person but are deposits from God that must be guarded and cared for properly. Thus, this informant has the view that educating children is an obligation that must be carried out properly, including when facing new problems which in this case relate to the use of social media. In line with this view, another informant stated as follows,

"Every parent certainly wants a *shaleh* (pious) child, obeying parents and following religious orders so that he can benefit the surrounding community and also for all humans. Therefore, educating them is an unavoidable obligation..." (Interview with Informant 18).

The ideal figure of a child for parents is those who obey their parents and religious orders as stated by the informant above as a *shaleh* (pious) child. To achieve this, the above

informant realized that a child must be educated properly following religious orders. Furthermore, a pious child is also characterized by how he can provide benefits to others around him. Theoretically, the term pious is a religious terminology that refers to the behavior of religious obedience, therefore this confirms that in general informants educate their children based on religious values. This is in line with the statements of other informants, namely as follows,

“As a Muslim, I always advise my children to be careful in what they say so as not to hurt other people. This also applies when they use social media because the risk is the same, maybe it could be bigger...” (Interview with Informant 32).

In line with this statement, another informant emphasized the importance of being careful to teach their teenagers to use social media, namely by refraining from writing or posting negative words. Here is the narrative,

“...keeping from commenting negatively on social media is the same as keeping the word of mouth recommended by religion. So, religion has indeed provided instructions for all aspects of life, including how to use social media ethics” (Interview with Informant 21).

This informant emphasized that religion has taught almost everything to be guided, including ethics in using social media. One of the teachings of Islam is to protect the tongue because everyone's safety often depends on his tongue. Many cases show how social media users regret and apologize to the public after dealing with the police because of negative posts or comments on social media. Therefore, keeping the word of mouth as taught by religion also applies in the context of using social media even though it has a different practice context. Even other informants see social media more fundamentally where social media can have consequences for the sins of its users if it is not used wisely. Here is the narrative,

“Social media can be a place where someone is trapped in behaviors that are prohibited by religion, such as pornographic content, negative comments and the like... that is also a sin, so we have to remind teenagers that the consequences of using social media irresponsibly are also risky. on sins and which should be avoided...” (Interview with Informant 15).

This informant saw that the consequences of using social media were inseparable from other activities in general. Bad attitudes committed in or through social media will have consequences for sin, terminology related to religious ethics. This informant suggests that all actions taken in anticipation of the impact of using social media are built by religious values. This reality can be understood because the Cilegon community is a religious society where religion is the dominant factor in their daily view of life. Likewise, practically it can be seen that religious values are the dominant factor in dealing with the impact of social media on adolescent mental health. In general, these religious values can be identified in several ways; the view that children are entrusted by God which then results in obligations that must be carried out properly; this anticipatory action is one of the efforts to make their children as pious and religious children; teach young people to be careful in posting and commenting which is analogous to verbal guarding, and provide awareness that social media has the same consequences as any other behavior that can lead to sin if not used wisely.

Conclusions

The Covid-19 pandemic has changed the socio-cultural order which has also given birth to a domino effect that is so widespread. In the world of education, social distancing policies are followed by restrictions on community activities which have implications for the emergence of schools that are held online. This online school policy then not only has an impact on the use of the internet for school purposes but also has an impact on increasing

social media among school-age teenagers so that they have a greater risk of being exposed to negative content on social media. This is a challenge for parents to raise their awareness of the impact of social media on their children's mental health.

This study reveals three things.

Firstly, the new normal policy due to the pandemic situation has created new problems that can generally be identified as parenting problems and economic problems. However, parents suggest that they don't care about economic problems that they can solve in various ways. However, this is different from the problem of parenting where their worries as parents are increasing given the impact of social media on their children who are growing up. In particular, this parenting issue is generally related to the generation gap between them and their teenage children. Although they have studied and used the internet and social media more intensively, they have not really been used to using social media so they are always left behind with their teenage children.

Second, the use of social media has increased significantly in line with the pandemic situation because internet use has become the new norm, including in the realm of education. The pandemic situation has changed the parenting pattern carried out by parents which was originally done by limiting the use of smartphones to become more preventive by increasing their digital literacy, especially related to the various risks of using social media. Teenagers are given the understanding that understanding social media is not only knowing how to use it technically but also matters related to ethics and the impact of activities on social media.

Third, one of the dominant factors that motivate parents' alertness in dealing with the impact of social media on adolescent mental health is religious values. The dominance of this religious values factor can be seen from the following things; there is a view that children are entrusted by God and must be educated properly; all of these anticipatory actions are part of the effort to make their children religiously obedient; give the warning to be careful in posting and commenting which is analogous to an act of guarding the mouth as taught by religion, and provide awareness that the unwise use of social media can have sinful consequences. All of these motivations have a strong relationship with religious values and this is possible because the Cilegon community, which is predominantly Muslim, is a religious community.

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