OPEN ACCESS

Volume 10 (3), July 2026, 1162-1172

E-ISSN:2580-1643

Jurnal JTIK (Jurnal Teknologi Informasi dan Komunikasi)

DOI: https://doi.org/10.35870/jtik.v10i3.6247

Communication Patterns of Parents in Educating Children About Gadget Use in Bekasi

Noviari Yolania [1*], Ummanah [2]

[1*,2] *Program Studi Magister Ilmu Komunikasi, Fakultas Ilmu Komunikasi, Universitas Esa Unggul, Kota Bekasi, Provinsi DKI Jakarta, Indonesia.*

a r t i c l e i n f o

Article history:
Received 31 December 2025
Received in revised form
10 January 2026
Accepted 30 January 2026
Available online July 2026.

Keywords:
Parental Communication;
Digital Parenting; Gadget Use.

Kata Kunci:
Pola Komunikasi; Pengasuhan Digital; Penggunaan Gadget.

a b s t r a c t

This study examines parental communication patterns in guiding children's gadget use and identifies the challenges that arise in everyday parenting practices in Satriamekar Village, North Tambun District, Bekasi Regency. The research adopts a constructivist paradigm with a qualitative descriptive phenomenological approach. Data were collected through observation, in-depth interviews, and documentation involving three parents, three children aged 7–16 years who actively use digital devices, and one psychologist as a supporting informant. Data analysis followed the interactive model of Miles and Huberman, while credibility was ensured through source and method triangulation, member checking, and peer debriefing. The findings reveal three dominant communication patterns: (1) authoritarian, characterized by unilateral instructions and strict control; (2) permissive, marked by broad freedom with minimal supervision; and (3) authoritative or democratic, which combines clear boundaries with dialogue and mutual agreement. Among these, the authoritative pattern most effectively fosters children's awareness of digital risks, acceptance of rules, and self-regulation in gadget use. The study also identifies key obstacles, including limited parental time, low digital literacy, inconsistent rule enforcement, peer pressure, pervasive digital culture, and communication tensions within the family.

a b s t r a k

Penelitian ini mengkaji pola komunikasi orang tua dalam membimbing anak terkait penggunaan gadget serta memetakan kendala yang muncul dalam praktik pengasuhan sehari-hari di Desa Satriamekar, Kecamatan Tambun Utara, Kabupaten Bekasi. Studi ini memakai paradigma konstruktivis dengan pendekatan fenomenologis deskriptif kualitatif. Data dihimpun melalui observasi, wawancara mendalam, dan dokumentasi dengan melibatkan tiga orang tua, tiga anak usia 7–16 tahun yang aktif menggunakan gadget, serta satu psikolog sebagai informan pendukung. Analisis data mengikuti model interaktif Miles dan Huberman, sementara kredibilitas temuan dijaga melalui triangulasi sumber dan teknik, pemeriksaan anggota, serta diskusi sejawat. Temuan menunjukkan tiga pola komunikasi dominan: (1) otoriter yang ditandai instruksi satu arah dan kontrol ketat, (2) permisif berupa pemberian kelonggaran tinggi dengan pengawasan terbatas, dan (3) otoritatif/demokratis yang memadukan batasan jelas dengan dialog serta kesepakatan. Pola otoritatif/demokratis paling konsisten mendorong penerimaan aturan, kesadaran risiko, dan pengendalian diri anak. Kendala utama meliputi keterbatasan waktu orang tua, literasi digital yang rendah, penegakan aturan yang berubah-ubah, tekanan rekan sebaya, paparan budaya digital, serta friksi komunikasi di dalam keluarga.

Corresponding Author. Email: rachmi.kurnia@budiluhur.ac.id [1].

1. Introduction

The development of information and communication technology in the last two decades has brought significant changes in various aspects of life, including patterns of interaction and communication within the family. One of the most obvious manifestations of these changes is the rampant use of gadgets such as smartphones and tablets which are now not only used by adults, but have also become part of children's daily lives from an early age. Gadgets that originally functioned as a means of communication have now developed into a medium of entertainment, education, as well as access to various information. On the one hand, gadgets offer a variety of benefits, but on the other hand, uncontrolled use raises concerns regarding their impact on children's social, emotional, and cognitive development (Arini *et al*., 2022). In the family context, parents play a central role in shaping children's behavior, including in the use of gadgets. Communication between parents and children is the main foundation in the process of educating and supervising children's digital activities. An open, warm, and consistent communication pattern is believed to be able to foster children's awareness to use gadgets wisely.

On the other hand, closed, authoritarian, or permissive communication patterns without clear direction have the potential to encourage gadget abuse, digital addiction, and a decrease in the quality of children's social interactions in the real world (Fadhilah, 2024). Various reports and news reports show that there are more and more cases that describe the negative impact of excessive gadget use on children. For example, the case in East Jakarta of a child who suffered from mental disorders after being addicted to playing online games late at night (Arini *et al*., 2022), the incident in Bandung when an elementary school student dared to fight the teacher because he trusted more information from the internet (Firdausinisa & Kurnia Gustini, 2024), to the case in Surabaya of a child who experienced speech retardation due to watching YouTube too often since the age of two (Aulia Septyani *et al*., 2021). In West Java, there have also been reported cases of junior high school students in Subang who died after experiencing neurological disorders associated with addiction to playing games on gadgets (Sinambela & Simanjuntak, 2025). In addition, the phenomenon of social isolation, reduced empathy, concentration disorders, and extreme tantrums when gadgets are taken are increasingly found and become public attention (Harahap *et al*., 2024; Ashilah *et al*., 2024). This phenomenon shows that although gadgets can be used as a medium of education and entertainment, without adequate control and education from parents, their use has the potential to have serious negative impacts on children's development. This condition does not only occur in big cities, but also begins to encroach on the buffer and suburban areas, including Satriamekar Village in Bekasi Regency. This region is geographically located between urban and rural areas, so it has undergone a shift in values and lifestyles along with increasing access to digital technology (Harahap *et al*., 2024). The people in Satriamekar Village have diverse educational and economic backgrounds, but access to gadgets and the internet has been relatively evenly distributed through various government programs and private service providers. Initial observations show that most children in this village have used gadgets since an early age to play games, watch videos, and access social media.

However, many of them do not have an adequate understanding of the risks of excessive gadget use, such as decreased socializing, sleep disturbances, and exposure to age-inappropriate content. On the other hand, not all parents have digital literacy, knowledge, or the right communication patterns in providing education and control over the use of gadgets. Some parents tend to use gadgets as a "sedative" to ease their child's fussiveness, without considering the long-term impact (Yenita *et al*., 2025). In the Satriamekar Village environment itself, there was a lot of discussion about cases of children who showed behaviors such as constantly playing games even without gadgets in hand, easily angry when they are prohibited from playing, refusing to study, experiencing sleep disturbances, withdrawing from association with peers, and going berserk when gadgets were taken. Cases like this show the weak parental control over children's digital activities and at the same time indicate a problem in family communication patterns. This situation emphasizes the urgency of an effective communication pattern between parents and children in educating and

controlling the use of gadgets. The selection of the Bekasi area, especially Satriamekar Village, as the location of the research was based on its position as a buffer area for the capital city with rapid population growth and digital infrastructure. Wide internet access, high smartphone penetration, and heterogeneous community character make Bekasi a relevant context to study the dynamics of gadget use in children (Dewi & Prasetya, 2023). Satriamekar Village has a unique character as an urban-semi-rural border area, where some of its residents are familiar with technology, but others still hold strong traditional values in nurturing. Access to gadgets in this region is fairly even, but it is not always followed by adequate digital literacy (Yenita *et al*., 2025). This condition gives rise to a variety of parental communication patterns, ranging from authoritarian, democratic, to permissive, which are interesting to study (Atqoo *et al*., 2024). Based on this description, it can be seen that there is a gap between increasing access to technology for children and the readiness of parents to manage and direct its use through appropriate communication patterns. Research on parental communication patterns in the context of digital parenting, especially in communities in buffer areas such as Satriamekar Village, is still relatively limited.

Therefore, this study was conducted to examine in depth how communication patterns applied by parents in educating children regarding the use of gadgets, as well as identify the various obstacles they face in the process. In particular, this study aims to: (1) find out the communication patterns applied by parents in Satriamekar Village in educating children regarding the use of gadgets, and (2) identify the obstacles faced by parents in educating children about the use of gadgets. The research findings are expected to make a theoretical contribution to the development of family communication studies in the digital era, as well as provide practical benefits as a reference for parents, educational institutions, and policy makers at the local level in designing more contextual educational programs related to the management of gadget use in children.

2. Research Methodology

This study uses a qualitative method with a descriptive approach within the framework of a constructivist paradigm. This paradigm views social reality as something that is built through experience and interaction, so it is suitable for understanding the subjective meaning of parental communication patterns in educating and controlling the use of gadgets in children. The phenomenological approach is used to trace the life experiences of parents and children in Satriamekar Village, Bekasi, related to the communication process around the use of gadgets, both in terms of how to communicate, the rules formed, and the interpretation of children's responses. The research informants were selected using *purposive sampling* techniques based on criteria: domiciled in Satriamekar Village for at least two years, had children aged 7-16 years who actively used gadgets, and were willing to share their experiences openly.

The primary data source comes from parents and children who are the direct subjects of communication practices in the family, while the secondary data source involves a psychologist who provides a professional view on the impact of gadget use and digital parenting communication patterns in the environment. This composition allows researchers to capture variations in communication patterns influenced by social, educational, and economic backgrounds. Data collection techniques include observation, in-depth interviews, and documentation. Participatory observation was carried out by observing parent-child interactions in everyday situations related to the use of gadgets, including expressions, body language, forms of reprimands, and conversation context. Semi-structured in-depth interviews are used to explore the meanings, strategies, values, and constraints experienced by parents, as well as children's perceptions of how parents communicate and regulate the use of gadgets. Documentation includes village documents, notes or household rules related to gadgets, photos of activities, and relevant educational materials. The combination of these three techniques is also a form of triangulation of methods and sources. The validity of the data is maintained through four criteria: credibility, transferability, dependability, and

confirmability. Credibility is strengthened through triangulation of sources and techniques, dialogue with peers, the use of theoretical references, and *member checks* by asking informants to review the summary of the results of the interview and the interpretation of the researcher. Transferability is sought by presenting a detailed description of the research context so that its application can be considered in a similar environment. Dependability is maintained through systematic and documented recording of research procedures, while confirmability is carried out by keeping audit trails in the form of field notes, transcripts, and supporting documents as the basis for drawing conclusions. Data analysis follows the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by selecting, grouping, and simplifying interview, observation, and documentation data into thematic categories such as communication patterns, control forms, and parental constraints. The data that has been reduced is presented in a thematic narrative and a simple matrix to see relationship patterns. The conclusions were then formulated gradually and continued to be verified by comparing the findings with raw data, peer discussions, and *member checks*, so that a complete picture of parental communication patterns in educating the use of gadgets in children in Satriamekar Village was obtained.

3. Results and Discussion

Results

Informant Overview and Research Context

This study was conducted in Satriamekar Village, North Tambun District, Bekasi Regency, a buffer area between urban and semi-rural regions that is undergoing social transformation due to rapid digital technology penetration. Its proximity to industrial zones and densely populated housing makes the community heterogeneous in terms of education, employment, and economic level. Almost every household owns at least one smartphone, so children from primary to secondary school are accustomed to using gadgets for entertainment, online learning, and social interaction. However, parents' digital literacy varies; some understand the risks and benefits of gadgets, while others view them merely as entertainment tools with limited supervision. This situation leads to diverse family communication patterns. Research informants consisted of three parents, three active child gadget users, and one psychologist as a supporting informant, selected through purposive sampling based on residence in Satriamekar, having children aged 7–16, and willingness to share information on family communication regarding gadget use. Parent informants represent various communication approaches, from simple verbal instructions to brief instructive styles and permissive practices. Child informants show habits such as using social media, watching YouTube, and playing games, along with dynamics like resistance to restrictions and minor conflicts with parents. The psychologist emphasizes two main challenges: parents' limited digital literacy and inconsistent rules. The community still upholds collectivist values mutual cooperation, closeness with neighbors, and respect for parents yet globalization and internet exposure have shifted children's interaction patterns. These changes require parents to adjust their communication style to educate while maintaining emotional closeness. The study shows that parental communication patterns are influenced by education, occupation, and digital literacy, forming the basis for further analysis.

Parental Communication Patterns in Educating the Use of Gadgets

The study in Satriamekar Village found diverse communication patterns used by parents to educate children about gadget use. This variation is influenced by parents' educational background, occupation, and level of digital literacy. Through interviews, observation, and documentation, three main patterns were identified: authoritarian, permissive, and authoritative/democratic, each showing different characteristics in setting rules, giving directions, and responding to children's behavior. The authoritarian pattern is characterized by one-way communication, strict control, and minimal negotiation. Parents dominate decision-making and set rules without giving children much opportunity to express their opinions. Examples include parents firmly ordering children to stop using gadgets and immediately taking devices when orders are disobeyed. This pattern effectively stops gadget use in the short term but often

creates emotional tension and feelings of not being trusted. Children tend to obey out of fear rather than understanding the reasons behind the rules. The permissive pattern is marked by broad freedom, loose rules, and minimal supervision. It often occurs due to limited time, fatigue, or avoidance of conflict. Parents may give gadgets to keep children calm while working, allowing use for hours without consistent monitoring. As a result, children have difficulty regulating themselves, show strong attachment to gadgets, and become easily irritated when limits are imposed. This pattern does not always reflect parents' approval of unlimited gadget use, but rather practical constraints in daily life. The authoritative/democratic pattern combines firm rules with open communication. Parents set clear boundaries, provide logical explanations, and listen to their children's opinions. They accompany children during gadget use and explain reasons for restrictions, such as health risks or interference with learning. Children report greater acceptance when rules are explained, as they feel respected. This pattern also appears when parents prioritize homework before games or set bedtime rules with clear reasoning. Compliance is therefore based more on awareness than fear.

Overall, these three patterns often appear flexibly within the same parents depending on the situation: authoritarian when time is limited, permissive when parents are tired, and authoritative when there is room for dialogue. The analysis shows that the authoritarian pattern builds short-term compliance but risks emotional distance; the permissive pattern encourages expression but increases the risk of addiction and low discipline; while the authoritative pattern best supports children's self-control, emotional closeness, and social skills. These findings align with Baumrind's parenting theory, which highlights the advantages of the authoritative style. In the Satriamekar context, key determinants of communication patterns include parents' digital literacy, rule consistency, and pressures related to time and work. The study emphasizes the importance of improving parents' digital literacy and strengthening democratic communication as the foundation for healthy gadget-use education for children.

Parents' Obstacles in Educating the Use of Gadgets

This study found that parents in Satriamekar Village face various challenges in educating their children on gadget use. These challenges arise from internal family factors, external environmental factors, and communication barriers within the family. All three are interrelated limited time, low digital literacy, peer influence, and children's resistance to rules often reinforce one another. Internal factors include limited parental time, low digital knowledge, and inconsistent rules. Working parents find it difficult to directly monitor their children's activities and therefore tend to give brief instructions without consistent supervision. Low digital literacy prevents parents from understanding the applications or content accessed by their children, so supervision is limited to general warnings without specific control. In addition, rules often change because parents give in when children cry or insist, causing confusion about the actual limits. These factors show that parental readiness remains a major challenge in digital-era parenting. External factors relate to peer influence, the social environment, and a permissive culture of gadget use.

Children feel the need to use gadgets to avoid being left out socially, such as participating in popular social media and online games. Parents face a dilemma between protecting children from negative impacts and maintaining their social acceptance. Even when strict rules are enforced at home, children can still access gadgets through peers or the surrounding environment. This highlights the need for broader support from schools and communities to ensure consistent gadget-use education. Communication barriers within the family include children's resistance to rules, frequent conflicts, and differences in parenting styles between parents. Children often feel angry when restrictions are imposed suddenly without explanation and may seek ways to secretly bypass rules. Parents experience emotional exhaustion due to repeated arguments about gadget use, while differences in strictness between father and mother create mixed signals for children. As a result, communication becomes ineffective and rules are difficult to implement. Overall, the study shows that the greatest challenges lie not only in children's behavior but also in parents' readiness in terms of

time, digital literacy, rule consistency, and communication quality. Therefore, improving parents' digital literacy, aligning parenting approaches, and strengthening social-environmental support are key to more effective education on children's gadget use.

Discussion

Parental Communication Patterns in Educating the Use of Gadgets

The analysis of parental communication patterns in educating children's gadget use in Satriamekar identifies three main styles authoritarian, permissive, and authoritative/democratic framed primarily by Baumrind's theory of parenting styles. Authoritarian parents set strict rules and tightly control gadget use, often through direct prohibitions and very limited screen time, with little room for discussion about reasons or consequences. In Baumrind's terms, this reflects high demandingness and low responsiveness, a combination that research consistently links to less optimal child development compared with more democratic or authoritative styles (Baumrind, 1967; Ahmed, 2025). In the Satriamekar context, this pattern does reduce gadget duration, but children tend to comply out of fear rather than understanding, and dialogue about "why gadgets are limited" is minimal. Linked to family communication theory, this pattern shows low concept-orientation and high socio-orientation: harmony and obedience are prioritized over open meaning-making and shared interpretation (McLeod & Chaffee, 1973). International studies also associate authoritarian parenting with poor emotional regulation, covert resistance (such as secret gadget use), heightened anxiety, and weaker opportunities for autonomy and cognitive–emotional growth (Liu, 2025; Golden, 2024). In Satriamekar, authoritarian control often appears as a quick solution for busy or digitally insecure parents who want to "secure" children from gadget risks, but because it lacks explanation, alternatives, and involvement, it fails to build long-term self-regulation or responsible digital behavior.

In contrast, the permissive pattern is characterized by high responsiveness but low demandingness: parents are warm, accepting, and often eager to avoid conflict, but set few clear rules or limits on gadget use (Baumrind, 1967). In this study, permissiveness often arises from work demands, fatigue, low digital literacy, or uncertainty about "how to regulate" gadgets. Parents admit "letting it be" when children use gadgets after school or giving devices to keep them quiet, without explicit duration limits or content rules. Local studies in Indonesia similarly show that permissive parenting in early childhood is associated with free, largely unmanaged gadget use sometimes supporting creativity but also encouraging very high screen time and weak behavioral control (Undiksha, 2023; UPI Repository, 2024). Other research finds that permissive digital parenting using gadgets as distraction or reward without consistent rules is linked to longer screen time and more problematic media use (Nagata *et al.*, 2025; Choy, Lau & Wu, 2024). In the Satriamekar data, children under permissive patterns delay physical play, offline interaction, and other tasks, and struggle to stop when gadgets are not supervised. National and local findings also show significant links between permissive style and gadget addiction among children and adolescents (Saputri, Afiif & Damayanti, 2023; Islam, 2021). At the same time, permissive families sometimes foster a sense of trust and space for exploration, and some studies note that guided media use can stimulate creativity (Undiksha, 2023).

However, without clear limits, co-created rules, or reflective dialogue about "why and how" to use gadgets, children are not equipped with self-control or critical digital literacy. This gap is reinforced by the "digital parenting divides," where parents with low digital self-efficacy tend to avoid regulating what they do not understand (Zhao, Bazarova & Valle, 2023). Current recommendations therefore emphasize shifting from "just let it be" toward co-created media rules, explicit limits, and ongoing discussion, rather than turning gadgets into unchecked pacifiers (Children & Screens, 2024). The authoritative/democratic pattern emerges in this study as the most constructive and effective style for educating gadget use. Parents in this group combine clear rules and firm limits with openness, explanation, and genuine involvement of the child. They negotiate "gadget schedules," agree on acceptable apps and platforms, discuss reasons for restrictions (such as eye health, sleep quality, school performance, and social relationships), and actively monitor usage while also providing alternative activities. In Baumrind's framework, this pattern blends high demandingness

with high responsiveness: parents maintain control and expectations, yet listen, explain, and adjust through dialogue (Baumrind, 1967). Children in such families report feeling heard and understanding the logic behind restrictions, so their obedience is rooted more in internalized awareness than fear or mere rule-following. International research on digital parenting corroborates these findings: parental monitoring and clear limit-setting are linked to lower overall screen time and reduced problematic social media or gaming use among adolescents (Nagata *et al.*, 2024), while democratic/authoritative digital parenting supports children's digital literacy, healthier online behavior, and better parent–child relationships (Choy *et al.*, 2024). From the perspective of McLeod and Chaffee, authoritative communication reflects high concept-orientation and high socio-orientation, blending shared meaning-making with socialization and norms (McLeod & Chaffee, 1973). In Satriamekar, parents who adopt this pattern also show stronger "digital parenting readiness": they try to learn the apps their children use, jointly set privacy settings, and treat gadgets as both educational and relational tools, not merely threats or babysitters (Zhao, Bazarova & Valle, 2023).

Empirically, children raised under this authoritative/democratic pattern in the study demonstrate greater self-regulation for example, being able to stop when time is up or balance play and school tasks even when parents are not physically present unlike in authoritarian settings (compliance by fear) or permissive settings (freedom without structure). This style also helps mitigate earlier-identified internal and external barriers: scarce time is used for focused dialogue rather than only prohibition; peer and environmental pressure is discussed openly, enabling children to make more reflective choices. Nonetheless, the study recognizes that practicing an authoritative style in Satriamekar is not without challenges: parents need consistent monitoring, improved digital literacy, and sometimes must negotiate cultural expectations of hierarchy and obedience. Recent literature suggests that authoritative digital parenting should be supported with parent training, family media plans, and routine family communication about media (Morawska, Mitchell & Tooth, 2023). Overall, the analysis concludes that in the context of gadget education, authoritarian patterns are effective at short-term restriction but weak in fostering internal control; permissive patterns grant freedom but expose children to higher risks due to lack of structure; while authoritative/democratic communication offers the most balanced and sustainable model, integrating rules, education, and collaboration so that children not only "follow" gadget rules but truly understand and manage their own digital behavior in a healthy, responsible way (Baumrind, 1967; Ahmed, 2025; Nagata *et al.*, 2024; Choy *et al.*, 2024).

Parents' Obstacles in Educating the Use of Gadgets

This subsection analyzes parental obstacles in educating children's gadget use in three interrelated dimensions: internal factors, external factors, and intrafamilial communication barriers. Internal factors include limited parental time, low digital literacy, and inconsistent rule enforcement. Many parents in Satriamekar feel overwhelmed by domestic and outside work so that time for dialogue, supervision, and co-use of gadgets with children becomes very limited, causing digital parenting to be reactive and minimal rather than proactive (Zhao, Bazarova, & Valle, 2023). Low digital literacy further weakens their capacity: UNICEF Indonesia (2023) shows that although parents claim to "monitor" children's online activity, this is mostly occasional and passive, reflecting low digital parenting readiness (knowledge, confidence, and attitudes toward technology). In this research, parents with low literacy often "let it be" because they do not know what to regulate or fear conflict, while gender and generational gaps exacerbate this; studies show adult women and digital-migrant parents are often less digitally equipped, which undermines their ability to scaffold children's gadget use (Purwanto *et al.*, 2023; Ravianto & Hidayat, 2024). Rule inconsistency rules applied only when parents are not tired, or relaxed under pressure confuses children and weakens internal self-control, confirming family communication theory that emphasizes consistency of messages and behavior as the basis of family norms (McLeod & Chaffee, 1973). External factors are equally strong: children live in a digital culture where peers, school, and community normalize gadget use as part of everyday life. Peer influence and group digital norms push children to

join games, social media, and chat groups so as not to feel left out, making parental restrictions feel like "going against the tide." Within Bronfenbrenner's ecological framework, peers, school, media, and broader technoculture (meso-, exo-, and macro-systems) reinforce high screen-time norms, and cross-sectional studies in Asia show peer digital norms correlate with increased child screen time. Rapid technological change constant app updates, new platforms, and aggressive in-app features also creates pressure: parents admit they cannot keep up, thereby widening the "digital parenting divides" between what the environment demands and what parents can manage (Zhao *et al.*, 2023). The integration of gadgets in schooling, such as tasks via WhatsApp or Google Classroom, blurs boundaries between educational and recreational use, complicating home regulation. Family digital climate can itself be an external pressure for children: many devices at home, always-on screens, and high parental media use model unregulated behavior and contribute to "technoference," where parental screen use disrupts parent–child interaction and regulation (Chamam *et al.*, 2024). These external forces make it difficult for parents to apply rules consistently despite good intentions, signaling the need for systemic responses involving schools, communities, and shared digital norms, not only individual families.

The third dimension, communication barriers, shows how limited or poor-quality interaction within the family further obstructs digital education. Daily communication is often one-way, fatigued, and instrumental reduced to commands like "turn off your phone" without prior negotiation or explanation making children feel controlled rather than heard. Effective family communication theory stresses two-way dialogue, emotional warmth, and active involvement (McLeod & Chaffee, 1973), yet studies in Indonesia and abroad show that emotional distance, parents' sense of being "out of touch" with digital culture, and parental distraction by their own screens sharply reduce interaction quality (Iswahyudi, Nurhayati, & dkk., 2025; Chamam *et al.*, 2024).Children then respond with resistance, secret gadget use, or withdrawal, while empirical studies indicate that problematic smartphone use among adolescents is mediated by declining family communication quality and rising conflict over media (Adolescents Study, 2024; Liang *et al.*, 2025). Differences in parenting styles between father and mother (one strict, one lenient) further produce mixed messages and weaken rule legitimacy. Parents also often admit not knowing how to initiate conversations about internet risks and benefits (UNICEF, 2023), so communication remains shallow and episodic, mostly surfacing only at moments of conflict. At the same time, parental inconsistency as role models frequent gadget use in front of children while imposing restrictions implicitly undermines the message and strengthens technoference (Chamam *et al.*, 2024). Collectively, these internal, external, and communicative constraints show that even well-intentioned parents struggle to implement authoritative/democratic digital parenting that combines rules, monitoring, and dialogue. The findings suggest that improving gadget education in families requires empowering parents with digital literacy, time-management and consistency skills, strengthening family communication routines (joint rules, shared reflections, gadget-free spaces), and building supportive ecosystems through schools and communities so that parents are not left to "fight the digital tide" alone (UNICEF, 2023; Livingstone *et al.*, 2017 in Zhao *et al.*, 2023; Choy, Lau & Wu, 2024).

4. Conclusion

Based on the findings of the study on "Parents' Communication Patterns in Educating Children's Gadget Use in Satriamekar Village, Bekasi," it can be concluded that parental communication patterns have a significant influence on children's behavior and understanding in using gadgets wisely. The research identified three main communication patterns: authoritarian, permissive, and authoritative (democratic). The authoritarian pattern is characterized by high control and one-way communication, which tends to produce pseudo-compliance without genuine awareness on the part of the child. The permissive pattern reflects excessive freedom, making it difficult for children to manage their time and increasing the risk of gadget addiction due to a lack of boundaries and supervision. Meanwhile, the authoritative or democratic pattern is proven to be the most effective in shaping disciplined and responsible behavior, as well as children's

understanding of the reasons behind gadget restrictions, because it balances control with open dialogue. In addition, the study found that obstacles in educating children about gadget use arise from both internal and external factors. Internal factors include parents' limited time, low digital literacy, and inconsistent rule enforcement, while external factors stem from the influence of the social environment, peers, a permissive digital culture, and suboptimal school involvement in fostering healthy digital habits. Communication barriers within the family such as limited time for dialogue, parents' own gadget use, and children's resistance to rules also weaken the effectiveness of education. Overall, parents' success in educating children about gadget use depends on their ability to apply authoritative communication patterns, improve digital literacy, and maintain the quality of family interactions. Through open, consistent, and dialogue-oriented communication, parents can foster children's awareness to use technology in a healthy, safe, and responsible manner in the digital era.

5. Acknowledgments

The author would like to express sincere appreciation and deepest gratitude to all parties who have provided assistance in the preparation of the journal entitled *"Communication Patterns of Parents in Educating the Use of Gadgets in Children in Bekasi."* Special thanks are extended to the parents, children, and supporting informants who generously devoted their time and shared valuable data, experiences, and insights throughout the research process. The author also thanks the local government and village/kelurahan officials for granting permission and support in carrying out the study. Heartfelt appreciation is further addressed to academic supervisors, colleagues, as well as family and friends for their guidance, constructive feedback, and moral encouragement during the writing process. It is sincerely hoped that this journal will contribute meaningfully to the development of studies on family communication and digital parenting, particularly regarding children's use of gadgets.

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