

Internet-Based Parenting Interventions to Reduce Digital Addiction in Adolescents: A Systematic Review

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Keywords	Abstract
internet addiction; parenting style; online intervention; adolescents; digital parenting	Internet addiction among adolescents, exacerbated by negative emotions, low self-control, and dysfunctional parenting, poses significant health risks. Despite evidence on risk factors, scalable interventions remain underexplored. This systematic review examines the efficacy of internet-based parenting interventions in reducing adolescent digital addiction and identifies key implementation strategies. Using PRISMA guidelines, eight studies (2020–2025) were analyzed via Google Scholar, focusing on parenting styles, addiction correlates, and online interventions. Inclusion criteria included open-access, peer-reviewed articles in English or Indonesian. Negative emotions, family dynamics, and low self-control were critical addiction drivers. Online interventions improved parental engagement and digital discipline, breaking addiction cycles. Gender and cultural differences underscored the need for tailored approaches. The study advocates for context-sensitive, multicomponent digital parenting programs, combining psychoeducation, skill-building, and policy integration to address addiction holistically. Future research should prioritize longitudinal and cross-cultural validations.



INTRODUCTION

The digital revolution continues to change the world and have a significant impact on human life, driving digital transformation (Hoehe and Thibaut 2020). Digital transformation is the use of technology to transform analog processes into digital processes. This digital transformation provides many conveniences for humans; For example, in the past, to find information about education and childcare, people had to go directly to bookstores or libraries; now, the public only needs digital media to access this information digitally (Verhoef et al. 2021). Digital transformation aims to use disruptive technology to improve efficiency, value creation, and social well-being (Ebert and Duarte 2018) One form of digital transformation is the use of digital technology (Situmorang 2023).

The help of digital technology has facilitated various activities, becoming more effective and efficient (Haq et al. 2022). Software applications are becoming the go-to resource for accessing information, monitoring their children's development, editing, and sharing images among digitally savvy parents. Parenting can be difficult, but apps can make it simpler. In the digital age, new parents are actively using mobile programs, or "apps," to familiarize themselves with their new roles (Virani, Duffett-Lege, and Letourneau 2019).

However, one of the problems that emerges in today's world is internet addiction. Addiction or addiction is defined as a habit that must be carried out in a particular activity or use of a substance, regardless of its impaired physical, social, spiritual, mental and financial well-being (Young Kimberly and Nabuco de Abreu 2017). Smartphone addiction can be

triggered by a variety of factors such as low social skills, traumatic events, and conflicts with family (Pengcheng et al. 2017).

A family is a group of people who are bound by marriage, birth and adoption. The purpose of the formation of this family itself is to create, maintain culture and improve the emotional, physical, social and mental development of family members (Nugroho 2023). Therefore, parents are responsible for their children by providing a good filter for the influence of children's mental health (Putri, Subandi, and Yuniarti 2021). Family is the most important aspect of child development. The parenting patterns carried out by parents will shape the child's perception (Amalia and Hamid 2020). Parenting patterns are the attitudes and behaviors of parents in interacting with children (Brooks 2012; Amalia and Hamid 2020).

Parenting is part of education that emphasizes the role of parents in educating and meeting the needs of children. Parenting aims to prepare children to live and overcome life's various challenges and shape their behaviors and identities (Virani, Duffett-Lege, and Letourneau 2019). Novianti & Maria (2020) stated that in parenting, both mothers and fathers must be involved in parenting and helping children develop optimally. The early days of parenthood are an important time that impacts new parents, both as a couple and as individuals (Lévesque et al. 2020).

There are many things to prepare for; One of the crucial things is the agreement between mother and father because support and cooperation between parents in educating and parenting children is very important (Eira Nunes et al. 2021; Situmorang and Salim 2021). For children as digital natives, introduction to the digital world begins early; therefore, parents must organize ways to introduce technology, media content, and devices (Mascheroni, Ponte, and Jorge 2018). Parents must be able to evaluate how different types of digital media affect the way their children think, act, and feel (Situmorang and Salim 2021). They must accompany children and adjust the breadth of their knowledge and mastery of digital media (Jeffery 2021).

To carry out their role, parents need to have knowledge of the parent, which is conceptualized as information about their child's existence, activities, and relationships with others (Liu, Chen, and Brown 2020). Parental intervention can be improved through strategies to change parenting errors and strengthen parents' ability to educate children (Fisher and Skowron 2017). Behavioural parenting interventions can improve positive parenting practices, which prevent parenting errors and improve children's well-being (Moon et al. 2019).

Every parent needs support in the practice of parenting children. Children need education, especially about developmental psychology and neuroscience, to guide their parenting—apps are the best choice for technological developments and lifestyles. Furthermore, online parenting interventions have prospects in improving children's and parents' behavioral problems as well as parenting outcomes (Florea et al. 2020), online parenting support is also able to reach parents from various backgrounds (Salonen et al. 2011). Computers, smartphones, or tablets run the intervention (Harris et al. 2020). With its various facilities and features, parents can access the support they need: parents can obtain information, share parenting practices, acquire new skills, encourage each other, or seek professional help (Lupton, Pedersen, and Thomas 2016; Nieuwboer, Fukkink, and Hermanns 2013).

Therefore, one of the journals states that online parenting interventions have the potential to reduce parental behavior problems in parenting and achieve the expected results of parenting by parents (Florea et al. 2020). In addition, many studies have found similar results regarding internet-based parenting interventions. Since most of them agree with the benefits of such interventions, most researchers have recommended that internet-based interventions be developed and researched in the future (Bragadóttir 2008; De Montigny and Lacharité 2005). Thus, this systematic review offers a new perspective to look at internet-based parenting interventions. To date, there has been little research on internet-based parenting interventions

that specifically address parenting from a developmental perspective in psychology and early childhood education.

As for Baumrind (Baumrind 2011; Makagingge, Karmila, and Chandra 2019) in general, there are 4 aspects in parenting, namely: *Parental control*, namely parental control, is how parents accept and deal with their children's behavior that is considered not in accordance with the behavior patterns expected by parents (Dhine Hesrawati 2022; Baumrind 2011). second, *Parental Maturity Demands* are understood as demands for mature behavior is how parents behave in encouraging children's independence and encouraging children to have a sense of responsibility for all their actions (Baumrind 1991; Duncan 2022). Third, *Parent-Child Communication* as Communication between parents and children is how parents try to create verbal communication with their children, including things related to the child, school and friends (Darling and Steinberg 2002; Dwight O'Neill 2022; Baumrind 1991). Fourth, *Parental Nurture* (the way parents raise or maintain children) is how parents express their affection, concern for their children, and how to give encouragement to their children (Maccoby 1992; Darling and Steinberg 2002; Duncan 2022).

Based on the description above, it can be concluded that the aspects of parenting for children include: *Parental control* (parental control), *Parental Maturity Demands* (demands for mature behavior), *Parent-Child Communication* (communication between parents and children), and *Parental Nurture* (how parents parenting or maintenance of children).

In addition, Griffiths listed six dimensions of internet addiction, which are as follows internet addiction shows several core components of addiction, namely *salience*, *mood modification*, *tolerance*, *withdrawal*, *conflict*, and *relapse* (Griffiths 2000). The following are the dimensions of addiction behavior (Addianda and Coralina 2020): first, *salience* is understood to occur when certain activities become the most important activity in a person's life and dominate their thinking (preoccupation and cognitive distortion), feelings (desires), and behavior (deterioration of social behavior). For example, even if the person is not really involved in his behavior, will think about the next opportunity to do so (Griffiths 1996). Second, *mood modification* is understood as it refers to the subjective experiences that people report as a consequence of their involvement in certain activities and can be seen as coping strategies (i.e., they experience a "buzz" or "high" or a feeling of "escape" in which the child feels calm) (Hilmi, Hurriyati, and Lisnawati 2018). Third, *Tolerance* It is a process in which an increase in a certain amount of activity is necessary to achieve the previous effect (Yosephine and Lesmana 2020). For example, a gambler may have to gradually increase the size of his bet to feel the euphoric effect initially obtained with much smaller bets. Fourth, *withdrawal symptoms* are understood as unpleasant feelings and/or physical effects that occur when certain activities are stopped or suddenly reduced (e.g. shaking, depression, irritability, etc.) (Griffiths 2000). Fifth, *Conflict* is interpreted as something that refers to a conflict between the addict and the people around him (interpersonal conflict) or from within the individual himself (intrapsychic conflict) related to certain activities (Hilmi, Hurriyati, and Lisnawati 2018). Sixth, *Relapse* is the tendency to relapse to a previous pattern of a particular activity to recur and even the most extreme patterns typical of the peak of addiction will soon recover after years of confinement or control (Indhira Bintang Rasyandra 2015).

The purpose of this systematic review is Through this study, it is hoped that a deeper understanding of the dynamics of these external factors and their impact on adolescent internet addiction can be obtained. This research also aims to identify strategies and interventions that can be used by parents, educators, and the community to make preventive efforts for adolescent internet addiction, and implement a more positive and supportive parenting style.

This study advances existing research by specifically focusing on internet-based parenting interventions as a targeted strategy to reduce digital addiction in adolescents, a gap

identified in prior literature (Flores et al. 2020; Bragadóttir 2008). While previous studies have explored factors like negative emotions, self-control, and family dynamics (Pan et al. 2025; Błachnio et al. 2023; Yoon, Jeong, and Cho 2025), this review uniquely synthesizes evidence on how digital tools can empower parents to mitigate addiction risks. It also integrates Baumrind's parenting dimensions (Baumrind 2011) and Griffiths' addiction framework (Griffiths 2000) to propose a theory-driven, multicomponent intervention model, addressing both behavioral and emotional aspects of addiction. Additionally, it highlights the cultural and contextual adaptability of online interventions, a less emphasized area in earlier work (Abolfotouh and Barnawi 2024; Jeong et al. 2024).

RESEARCH METHODS

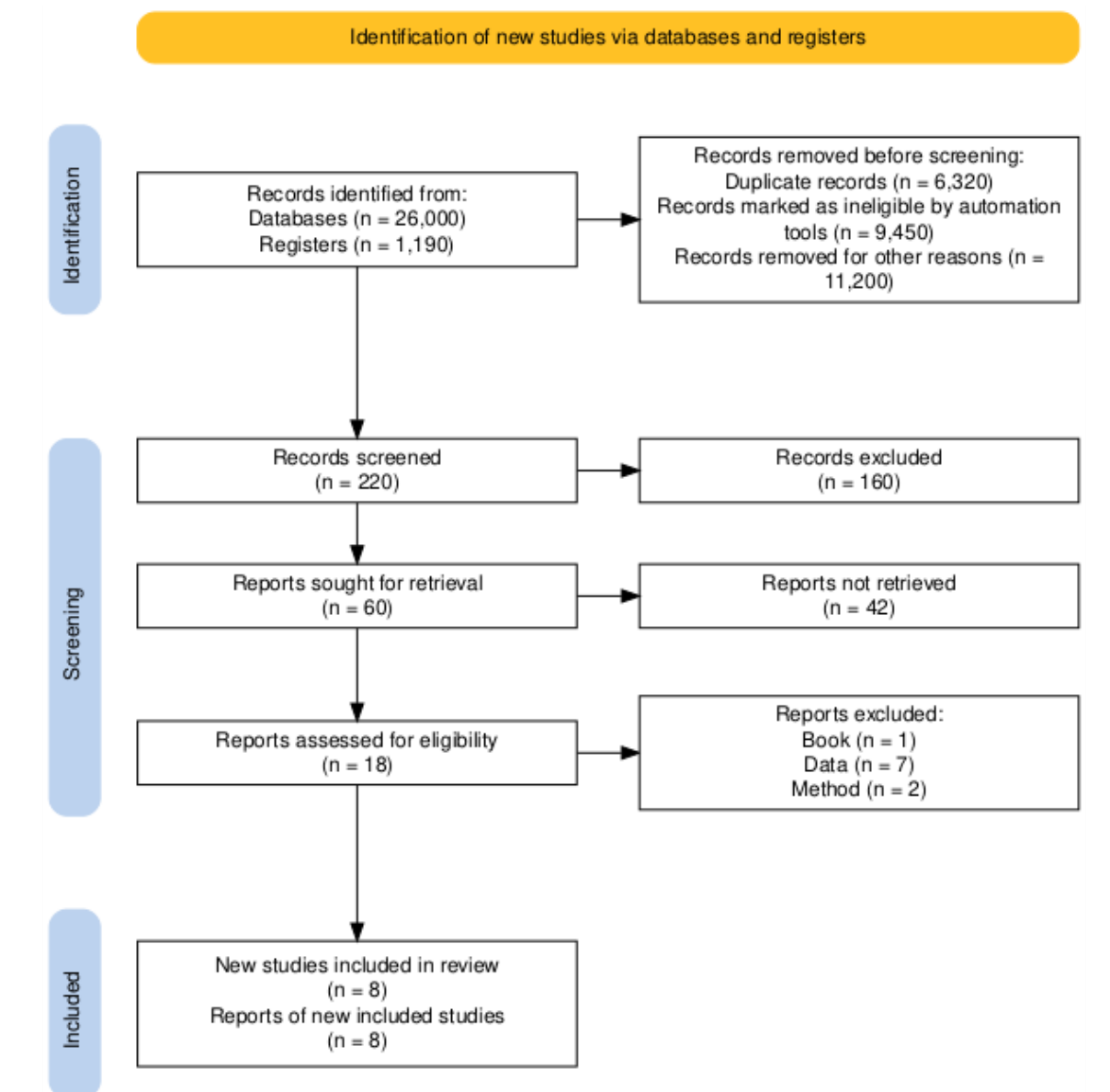
The research employed the literature study method (SLR) to gather and analyze relevant data from existing sources. The articles were sourced from the Google Scholar database using Harzing's Publish and Perish. The search was conducted using the keywords "internet addiction," "parenting," "parenting," and "internet addiction," with filters set for publications from 2020 to April 2025 and written in Indonesian.

The study applied specific inclusion criteria to select the papers. Only literature in the form of scientific journals, proceedings, theses, or dissertations was considered. The sources had to be available on Google Scholar with open access and full-text availability. Additionally, the selected articles were required to be in English, published between 2020 and 2025, and relevant to the research topic.

After synthesizing the data, the researchers reviewed eight selected papers, compiling them into a table for analysis. The table included study designs, results, and conclusions from each paper. To ensure a comprehensive understanding of the subject, the study incorporated qualitative, quantitative, developmental, and review research articles.

RESULT AND DISCUSSION

After going through a search process that was in accordance with the criteria for addition and exclusion, only 8 journals that matched the criteria were selected. The journal was published in the period 2020-2025 and has a specific topic on internet-based parenting interventions.



Journal Name	Year	Population/Sample	Result
<i>The Influence of Negative Emotions on Mobile Phone Addiction Among Chinese College Students</i> (Pan et al. 2025)	2025	509 students from two universities in Anhui Province, China	Scores of depression, anxiety, negative coping style, and cell phone addiction are significantly correlated with each other The influence of negative emotions on cell phone addiction is stronger in men than women
<i>Self-Control and Digital Media Addiction: The Mediating Role of</i>	2023	2193 participants with an average age of about 23.26 years, from seven countries (Brazil,	Low self-control encourages multitasking behaviors which further increases digital addiction

<i>Media Multitasking and Time Style</i> (Błachnio et al. 2023)		Hong Kong, Israel, Italy, Poland, Turkey, and the United States)	
<i>Relationship Between Loneliness, Hopelessness, Coping Style, and Mobile Phone Addiction Among Non-Suicidal Self-Injury Adolescents</i> (Li, Zhou, and Liu 2024)	2024	1545 NSSI adolescents and 553 non-NSSI adolescents recruited from more than 20 specialized psychiatric hospitals in various Chinese provinces	Loneliness and hopelessness are positively correlated with cell phone addiction
<i>The Longitudinal Relationship Between Sibling Smartphone Addiction and Child Smartphone Addiction</i> (Yoon, Jeong, and Cho 2025)	2025	The final sample consisted of 1,978 participants, namely fourth-grade elementary school children	There was a significant increase in both groups (siblings and children) over time
<i>Prevalence and Prediction of Video Gaming Addiction Among Saudi Adolescents, Using the Game Addiction Scale for Adolescents (GASA)</i> (Abolfotouh and Barnawi 2024)	2024	The study was cross-sectional with 787 adolescents	Significant factors predicting game addiction include gender (higher in men), higher paternity education, and parents' positive perceptions of video games
<i>The Closed Loop Between Parental Upbringing and Online Game Addiction: A Narrative Study of Rural Children's Growth in China</i> (Bao, Zhang, and Cai 2024)	2024	The sample consisted of 41 sixth-graders from rural areas, along with 20 parents and 14 teachers from three cities in Zhejiang Province, China	Parenting styles and gaming addictions reinforce each other, creating a cycle that is difficult to break
<i>Gender and Age Differences in the Relationship Between Smartphone Addiction and Sleep Duration in Korean Children: A Panel Quantile Regression Study</i> (Jeong et al. 2024)	2024	5,187 children (2,600 elementary school grade 4 & 2,587 junior high school grade 7)	There is a strong negative relationship between smartphone addiction rates and sleep duration
<i>The Impact of Smartphone Addiction</i>	2022	1787 students from 10 universities in	Smartphone Addiction → Physical Activity:

on Chinese University Students' Physical Activity: Exploring the Role of Motivation and Self-Efficacy (Lin, Teo, and Yan 2022)	Henan Province, China (628 males, 1159 females)	SA has a significant negative relationship with PA. The higher the level of addiction, the lower the physical activity of the student.
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CONCLUSION

Research highlights that digital addiction (mobile/gaming) in children and adolescents is influenced by negative emotions (depression, anxiety), poor coping strategies, low self-control, and family dynamics, including sibling imitation and parenting styles. It negatively impacts sleep, physical activity, cognitive development, and posture, with higher gaming addiction rates in males and variations across age and culture. Future research should focus on longitudinal and cross-cultural studies, family-based interventions, gender- and age-specific approaches, neuropsychological effects, healthy digital habits, and policy-driven prevention programs to develop effective strategies against digital addiction.

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