



The Impact of Technology Use on Moral Decadence among Muslim Youth

Marzni Mohamed Mokhtar¹, Torkis Lubis², Moh. Ainin³

¹Universiti Putra Malaysia, Malaysia

²Universitas Islam Internasional Indonesia, Indonesia

³Universitas Negeri Malang, Indonesia

 marzini@upm.edu.my *

Article Information:

Received January 15, 2023

Revised February 18, 2023

Accepted March 9, 2023

Keywords: *Negative impact, adolescent habits, online games, character*

Abstract

The rapid development of digital technology has significantly influenced the lifestyle and behavior of young people, including in moral aspects. Online gaming, as one of the most popular forms of digital entertainment, is often associated with both positive and negative behavioral changes among adolescents. This study aims to examine how online gaming habits influence changes in adolescents' morals and to identify possible solutions to these moral issues. This study employs a qualitative method with a phenomenological approach, using data obtained from in-depth interviews with twenty informants, including parents, school teachers, and community leaders. The informants were selected through purposive sampling. The interview data were analyzed using the Miles and Huberman analysis model. Overall, the findings reveal five negative impacts of online gaming habits on adolescents' moral development: i) laziness, ii) disobedience to parents, iii) selfishness, iv) temperamental behavior, and v) dishonesty. The results of this study can serve as preliminary data for future research examining similar issues in different contexts and topics.

INTRODUCTION

In this day and age, it is undeniable that technological development is becoming increasingly rapid and sophisticated (Nurjayanti & Sanmas, 2022; Rozalia, 2017). Technology has evolved into an essential aspect of modern life, as evidenced by the emergence of various innovations equipped with supporting features such as music applications, social media, and online games (Lestari et al., 2015; Rozalia, 2017; Wadi & Selfina, 2016). These applications also rely heavily on a stable internet connection, allowing gadget users to engage with them comfortably and enjoyably.

According to a survey conducted by the Central Statistics Agency, the number of internet users in 2014 exceeded 19.8 million, and this number continues to increase monthly in line with technological advancement. The majority of users are teenagers aged 12 to 24 years (Arifah & Maknun, 2024; Syifa et al., 2019). Computers and smartphones are among the most significant technological innovations, offering advanced features such as messaging applications (e.g., WhatsApp and Telegram) and social media platforms (e.g., Instagram, YouTube, and TikTok). One of the most popular features among teenagers today is online gaming (George & Odgers, 2015; Hagedorn & Young, 2011).

How to cite:

Mokhtar, M. M., Lubis, T., & Ainin, M. (2023). The Impact of Technology Use on Moral Decadence among Muslim Youth. *Khalifa: Journal of Islamic Education*, 7(1), 29–43.

E-ISSN:

549-4783

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

The growing popularity of online gaming among students and young people has also attracted scholarly attention. Figure 1 illustrates the bibliometric mapping of research trends related to online gaming, internet use, and digital interaction from 2014 to 2022 using VOSviewer analysis.

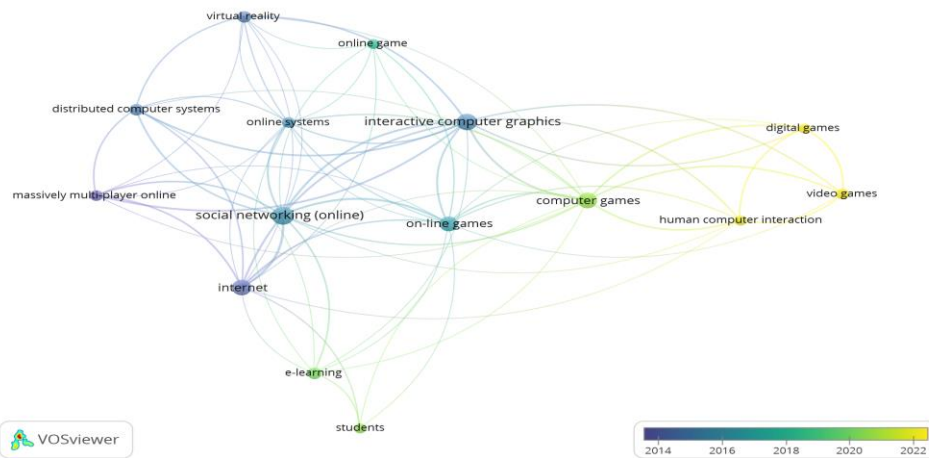


Fig 1. Keyword co-occurrence map on online game research

The visualization reveals a strong interconnection between keywords such as online games, computer games, internet, social networking, and students, indicating that studies on online gaming are closely associated with issues of technology use, digital interaction, and learning environments. This mapping supports the growing recognition of online games as both an educational and behavioral phenomenon among students. Online games are digital applications designed primarily for entertainment on computers and mobile devices. Initially intended to relieve boredom and stress, online games have now become one of the most dominant interests among young people (Fasya & Friska Amelia, 2022; Widiasih, 2016). According to Halim et al (2017); Hofferth (2010), online games are computer-based games that can be played by many people via the internet, with the goal of achieving specific missions or victories in a virtual environment. These games can be played by individuals from different locations or even different countries as long as they are connected to the internet (Surbakti, 2017).

Some of the most popular online games include Mobile Legends, Free Fire, and PUBG Mobile. The gaming culture has become a trend among the younger generation, including teenagers and even elementary school students, both in rural and urban areas (Isnaini et al., 2021). Adiningtiyas (2017) found that adolescents are particularly vulnerable to the influence of online gaming, as these games often have addictive properties. Excessive gaming can affect children's and adolescents' daily lives and moral behavior (Listianingsih & Supriyadi, 2024; Manumpil et al., 2019; Widiasih, 2016).

Online games possess addictive characteristics that can negatively influence an individual's moral behavior. Teenagers often imitate the actions displayed in games, especially those containing scenes of violence (Nurjayanti & Sanmas, 2022; Sari, 2019). This addiction is reflected in their tendency to spend long hours playing without regard for time. As a result, many experience reduced social interaction, neglect of parental responsibilities, and reluctance to assist with household tasks or engage with neighbors (Chusna, 2017).

As highlighted in previous studies, online game addiction can lead to behavioral and moral degradation among adolescents. Those who are addicted to gaming tend to imitate violent behavior found in games, and some even engage in physical altercations (Desiningrum et al., 2023; Hidayah, 2025; Nurhaini, 2018).

Severe addiction may drive individuals to commit extreme actions such as stealing money to buy game items, arguing or fighting with parents, and even committing acts of violence against family members (Dewanti et al., 2016; Pebriana, 2017). Some gamers neglect basic needs such as bathing, eating, or fulfilling responsibilities (Haerani et al., 2023; Khafsoh, 2017).

Referring to the above explanation, it is evident that morality is a key indicator of one's faith. Good moral conduct enables young people to live according to Islamic teachings. Morality serves as both psychosocial and social control for individuals and society, forming the foundation of a stable human personality. Without moral values, human life would lose its ethical compass. Therefore, the role of parents is crucial in guiding adolescents, especially those struggling with online gaming addiction. Parents must demonstrate patience and consistency in monitoring their children (Larasati & Radjikan, 2023; Minyati, 2016; Wiguna et al., 2020).

Based on these phenomena, it is clear that online gaming has become not only a form of entertainment but also a social issue that influences adolescents' moral behavior. Hence, it is important to review previous studies that have discussed the relationship between online game addiction and moral development among youth as the foundation for this research.

Several studies Janani & Nur (2023); Mulyadi (2019); Pertiwi et al (2018); Dewi (2019) have shown that online game addiction negatively affects children's morals, leading to issues such as time wastage, financial irresponsibility, neglect of worship, poor concentration in learning, emotional instability, laziness, and imitation of violent scenes (Hofferth, 2010; Putri & Samatan, 2022; Ratnaya, 2011; Yushardi et al., 2022). Excessive gaming can also lead to aggressive behavior, including violence toward parents (Adiningtias, 2017; Ginanjar, 2013; Magta & Ni Putu, 2022; Palupi et al., 2022; Sejati, 2013). Such behavior contradicts Islamic teachings, which emphasize politeness, humility, and respect toward parents values that are now increasingly fading (Asyraini, 2021; Mega et al., 2017; Sulaiman, 2017). Furthermore, several cases of youth violence have emerged due to trivial issues such as losing virtual items or being mocked by peers (Fadila et al., 2022; Zahid, 2017). Violent-themed online games contribute to aggressive behavior, especially among male adolescents who are more likely to prefer such games (Fasya & Friska Amelia, 2022; Martin et al., 2014; Novarinda, 2017).

Halawa & Christopher (2017) argue that poor moral behavior among adolescents often results from a lack of parental attention, weak supervision, stress, and improper parenting styles. Parents who are preoccupied with work tend to provide insufficient supervision, causing children to seek entertainment and comfort through online games (Wulandari & Kristiawan, 2017). Without parental guidance, adolescents are unable to control their gaming habits, which can further deteriorate their moral behavior toward parents, peers, and others in daily life (Pravitasari, 2019; Rakhmawati, 2015).

Parenting patterns and communication between parents and children also affect children's behavior (Nugroho, 2016; Pebriana, 2017; Purnami Dewi, 2019). Common parenting styles include permissive, authoritarian, and neglectful approaches. Authoritarian parenting accompanied by low parental sensitivity tends to pressure children, resulting in negative behavioral outcomes (Adawiah, 2017; Fitriani et al., 2023; Yaffe, 2023).

Research on parental assessments of adolescent moral behavior among online game players Aji (2022); Coşa et al (2023); Virlia & Setiadji (2017) generally concludes that continuous gaming disrupts students' academic performance, reduces social

interaction, and diminishes motivation to explore their abilities (Mufidah, 2022; Safriani & Kurniawan, 2018; Sutarwan, 2019). Dewi (2022) further note that excessive gaming without parental supervision negatively impacts children’s communication skills and social interactions.

METHODS

This study employs a qualitative method with a phenomenological approach. According to Bartlett & Vavrus (2016); Crowe et al (2016); De Maeseneer (2018); Engkizar et al (2023), phenomenology is a type of research used when researchers aim to observe phenomena or events in depth, both individually and within community groups. Referring to these opinions, and considering the issues and problems raised in this study, this research design is deemed appropriate to use. The data were collected from twenty informants consisting of parents, school teachers, and community leaders. The informants were selected using a purposive sampling technique. According to Nurdiani (2014), the selection of informants must fulfill four criteria: (1) being actively involved in the field studied, (2) having competence related to the problem under investigation, (3) being willing to allocate time to provide information to researchers, and (4) being honest in providing information according to actual field conditions.

After completing the interviews with all informants, the recorded data were transcribed, and themes were identified in accordance with the research objectives and data requirements. According to Hammarberg et al (2016); Hyers (2018); Masyud (2016); Sugiyono (2016); Terry et al (2017), thematic analysis is an analytical technique that enables researchers to analyze interview results clearly and present findings in a way that is easily understood by readers. The entire process of thematic analysis was conducted using the Miles and Huberman analysis technique. The use of this technique aims to visualize research results (themes) through graphs or figures derived from the thematic analysis of Miles and Huberman’s framework. This thematic approach facilitates researchers in presenting the findings comprehensively (Chasanah et al., 2017; Dhakal, 2022; García, 2018; Woolf & Silver, 2017; Zamawe, 2015).

RESULT AND DISCUSSION

Based on the results of interviews conducted with twenty informants, the overall results of the study found five themes of the negative impact of online games on adolescent morals. The five themes are: i) being lazy; ii) disobedience to parents; iii) selfish; iv) temperamental; v) likes to lie. To make it clearer the five negative impacts of online games can be seen in Figure 1 below:

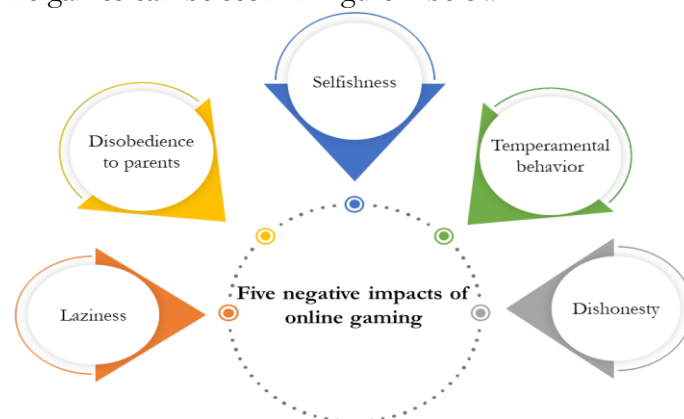


Fig 2. Description of the Negative Impacts of Online Games on Teenagers

In order to make the results and discussion of this study more engaging to read, the author presents excerpts from interviews with all informants. The descriptions of these interviews are presented in slightly different wording but, in general, convey the same meaning after being analyzed. The first negative impact of online games on adolescent morals is laziness. According to the informants, the negative effect of online games is that children become lazy, neglecting their daily activities and school responsibilities. This was expressed by informants as shown in the following excerpts:

... Since my child learned to use a mobile phone, his behavior has changed. He used to help me clean the house before I went to sell, but now he just stays home playing with his phone (Informant 5). ... Students who are addicted to online games never complete assignments on time; some even claim they forgot to do them (Informant 13).

The second negative impact of online game addiction is disobedience to parents. Informants stated that children who are addicted to online games often disobey their parents' advice and instructions. These children consider their parents a disturbance to their activities and prefer to spend time playing with friends. This was described in the following statements:

... When I ask him to do his schoolwork, instead of obeying, he argues that I am too restrictive and sarcastic. Worse, he even dares to talk back to his father (Informant 10). ... As community members, we are concerned about teenagers in our village. Many of them ask their parents for money, shouting and arguing, just to buy online game packages (Informant 2).

The third negative impact is selfishness. According to the informants, children who are addicted to online games tend to ignore their surroundings and always want to win. This was explained as follows:

... In class, they often get into conflicts over trivial matters with their seatmates, but since no one wants to give in, the fights escalate (Informant 15). ... When the older sister borrowed her younger sister's phone to do schoolwork, the younger sister refused even though she was crying. I had to intervene before it turned into a fight (Informant 9).

The fourth negative impact of online game addiction is a temperamental attitude. According to the informants, teenagers who are addicted to online games easily become angry over small matters and tend to lose control of their emotions. This was reflected in the following excerpts:

... My child has difficulty controlling his emotions. When his younger sibling is playing with a phone, he grabs it without thinking. When advised, he gets angry and throws things around (Informant 17). ... It is difficult to advise the youth in our village; they often shout at us (Informant 14). ... At school, we are sometimes overwhelmed by these temperamental students. They play games until four in the morning and then sleep during class. When awakened, they respond angrily, saying they are too sleepy (Informant 6).

The fifth negative impact is dishonesty. This is considered a serious problem because it affects adolescents' future character and the trust others place in them. Informants expressed:

... As parents, we are worried about our child's behavior. Sometimes he says he is going to study at a friend's house, but when we check, it turns out he went to an internet café to play games, even using school fees to buy game vouchers (Informant 19). ... Some children skip school or pretend to be sick just to play games at the internet café. When asked by their parents, they lie, saying they were at school (Informant 7).

Adolescents are more prone to online game addiction than adults. Adolescence is a period of instability, curiosity, and experimentation (Jordan and Andersen, 2016). As a result, adolescents addicted to online games tend to lose interest in other

activities, feel anxious when unable to play, and experience decreased academic performance, social interaction, and physical health.

Being lazy is a habit influenced by one's environment and inability to manage time or discipline oneself (Elvadari, 2023; Januardi, 2017; Shahjahan, 2015). According to Andriani & Basri (2022), online games can induce laziness in studying, performing worship, and doing homework. Furthermore, online games negatively affect children's emotions and social awareness (Hayati, 2021; Pelawi, 2021; Ramdhan et al., 2022).

Lestari et al (2015); Wadi & Selfina (2016) state that excessive gaming decreases brainwave activity in the frontal region, leading to emotional instability, aggressiveness, difficulty concentrating, and poor social relationships. This behavior causes adolescents to lose social awareness, preferring to spend hours with gadgets rather than study or fulfill religious duties (Arifah & Maknun, 2024; Jonathan & Yudani, 2015; Syifa et al., 2019).

Disobedience to parents arises from neglect of the real world, leading to rebellious attitudes (Fauziyah, 2017; Pangastuti, 2017; Sari & Widiensyah, 2023). Such behavior may manifest as arguing, skipping class, or even aggression (Kartini, 2016). When teenagers are prohibited from playing games, they often respond with anger and disrespect toward their parents (Akmarina, 2020).

Selfishness, defined as prioritizing personal interests without regard for others (Corredor et al., 2014; Padilla-Walker et al., 2012), often arises among gamers who lack empathy and refuse to listen to others (Halim et al., 2017). Online gaming fosters individualism and serves as an outlet for dissatisfaction when social attention is lacking (Cynthia et al., 2021; Rini & Huriah, 2020).

A temperamental attitude results from poor emotional regulation and imitation of aggressive behavior observed in games (Hidayat et al., 2021; Hofferth, 2010; Mulyadi, 2019). As stated by Pertiwi et al (2018), imitation occurs when individuals reproduce behaviors they observe in others. Consequently, teenagers may adopt violent or stubborn attitudes (Arifmiboy, 2018; Erzad, 2018; Sofianto, 2016).

Dishonesty, another moral decline caused by online gaming, arises because adolescents fear being caught playing. Over time, this behavior becomes habitual (Clark et al., 2016; Mar'ie & Fahyuni, 2021; Sobry, 2017). Gamers may lie, manipulate, and even steal money to buy game credits (Aburahmah et al., 2016; Lemmens & Weergang, 2023; Putri, 2023; Ulan et al., 2021). This behavior damages trust within families and communities (Endrik & Hanif, 2022; Indahri, 2019; Murphy et al., 2021).

To prevent these negative effects, parents and teachers must play an active role in helping adolescents avoid online game addiction. Preventive efforts include controlling screen time, limiting game duration to no more than three hours a day, and encouraging family interaction to strengthen social bonds (Chusna, 2017; George & Odgers, 2015; Hagedorn & Young, 2011; Khafsoh, 2017; Listianingsih & Supriyadi, 2024; Manumpil et al., 2019; Widiyanto, 2015). Parental supervision is essential in guiding children's study habits and entertainment choices, as family interaction significantly shapes adolescent behavior (Andriyani, 2020; Evans et al., 2013; Holt, 2016; Kwon et al., 2016; Maria, 2022; Muttabiah et al., 2021; S. Peren et al., 2024).

CONCLUSION

This research succeeded in revealing five negative impacts of online games on adolescent morale, as well as the efforts made by parents to deal with these problems.

Based on the results of this study, the five negative impacts of adolescent habits due to online games are moral decadence that parents must pay attention to so that they do not become permanent behaviors in children. Thus, in addition to teachers at school, of course, parents as the main educators for children have the responsibility to find solutions to these habits. At least this research can be used as a reference and basis for future researchers to examine this issue in different issues and contexts.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author Contribution

Marzni Mohamed Mokhtar: Writing-Preparation of original manuscript, Improve Content, **Torkis Lubis:** Conceptualization, Methodology, Visualization, Investigation, **Moh. Ainin:** Data accuracy, Improve Language.

AI Statement

The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

Publisher's and Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of *Khalifa: Journal of Islamic Education* that there is no conflict of interest towards this article publication.

REFERENCES

- Aburahmah, L., AlRawi, H., Izz, Y., & Syed, L. (2016). Online Social Gaming and Social Networking Sites. *Procedia Computer Science*, 82, 72–79. <https://doi.org/10.1016/j.procs.2016.04.011>
- Adawiah, R. (2017). Pola Asuh Orang Tua dan Implikasinya Terhadap Pendidikan Anak (Studi Pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan). *Jurnal Pendidikan Kewarganegaraan*, 7(1), 33–48. <https://doi.org/10.20527/kewarganegaraan.v7i1.3534>
- Adiningtiyas, S. W. (2017). Peran Guru Dalam Mengatasi Kecanduan Game Online. *KOPASTA: Jurnal Program Studi Bimbingan Konseling*, 4(1). <https://doi.org/10.33373/kop.v4i1.1121>
- Aji, V. B. S. (2022). Tinjauan Mekanisme Pengenaan Pajak Pertambahan Nilai Atas

- Transaksi Digital Game Online. *Jurnal Acitya Ardana*, 2(1), 62–78. <https://doi.org/10.31092/jaa.v2i1.1643>
- Akmarina, Y. N. (2020). Pengaruh Bermain Game Online terhadap Efektifitas Berkomunikasi dalam Keluarga di Kelurahan Swarga Bara Kota Sangatta Kab. Kutai Timur. *EJournal Ilmu Komunikasi*, 4(1), 189–199.
- Andriani, R., & Basri, B. (2022). Sosialisasi Dampak Kecanduan Bermain Game Online Terhadap Motivasi Belajar Pada Siswa di SDN Subangjaya 2 Kota Sukabumi. *Sasambo: Jurnal Abdimas (Journal of Community Service)*, 4(2), 291–302. <https://doi.org/10.36312/sasambo.v4i2.678>
- Andriyani, J. (2020). Peran Lingkungan Keluarga dalam Mengatasi Kenakalan Remaja. *Al-Taujih: Bimbingan Dan Konseling Islam*, 3(1), 86. <https://doi.org/10.22373/taujih.v3i1.7235>
- Arifah, B. R., & Maknun, L. (2024). Pengaruh Gadget Terhadap Perkembangan Anak Usia Dini. *Multidisciplinary Indonesian Center Journal (MICJO)*, 1(4), 1870–1875. <https://doi.org/10.62567/micjo.v1i4.264>
- Arifmiboy, A. (2018). Perbedaan Individu dan Perkembangan Kognitif Anak Serta Implikasinya Terhadap Pembelajaran. *Journal Polingua: Scientific Journal of Linguistic Literature and Education*, 3(2), 106–115. <https://doi.org/10.30630/polingua.v3i2.26>
- Asyraini, S. A. S. (2021). Pengaruh Penetapan Harga dan Inovasi Produk terhadap Keputusan Pembelian Handphone pada PT. Icherry Medan. *Juripol*, 4(2), 234–239. <https://doi.org/10.33395/juripol.v4i2.11139>
- Bartlett, L., & Vavrus, F. (2016). Rethinking Case Study Research. In *Rethinking Case Study Research: A Comparative Approach*. Routledge. <https://doi.org/10.4324/9781315674889>
- Chasanah, K., Rosyadi, S., & Kurniasih, D. (2017). Implementasi Kebijakan Dana Desa. *The Indonesian Journal of Public Administration (IJPA)*, 3(2), 12–32. <https://doi.org/10.52447/ijpa.v3i2.921>
- Chusna, P. A. (2017). Pengaruh Media Gadget Pada Perkembangan Karakter Anak. media Komunikasi Sosial Keagamaan. *Jurnal Dinamika Penelitian :Media Komunikasi Sosial Keagamaan., Volume 17,*(Chusna, Puji Asamaul.), hal. 315-330. <https://doi.org/https://doi.org/10.21274/dinamika.2017.17.2.315-330>
- Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital Games, Design, and Learning. *Review of Educational Research*, 86(1), 79–122. <https://doi.org/10.3102/0034654315582065>
- Corredor, J., Gaydos, M., & Squire, K. (2014). Seeing Change in Time: Video Games to Teach about Temporal Change in Scientific Phenomena. *Journal of Science Education and Technology*, 23(3), 324–343. <https://doi.org/10.1007/s10956-013-9466-4>
- Coşa, I. M., Dobrean, A., Georgescu, R. D., & Păsărelu, C. R. (2023). Parental behaviors associated with internet gaming disorder in children and adolescents: A quantitative meta-analysis. *Current Psychology*, 42(22), 19401–19418. <https://doi.org/10.1007/s12144-022-04018-6>
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2016). Qualitative Research as Method. In *Qualitative Research in the Study of Leadership* (Vol. 11, Issue 1, pp. 31–55). Emerald Group Publishing Limited. <https://doi.org/10.1108/978-1-78560-651-920152003>
- Cynthia, C., Sherly, S., Marlfel, F., Marlyn, M., & Keni, K. (2021). Pengaruh Penayangan Iklan Daring selama Pandemi Covid-19 terhadap Kognisi Konsumen akan Kebutuhan dan Dampaknya terhadap Perilaku Pembelian

- Konsumen. *Prologia*, 5(2), 411. <https://doi.org/10.24912/pr.v5i2.13245>
- De Maeseneer, J. (2018). Single-Case Research. In *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (Vol. 33, Issue 3, pp. 90–91). SAGE Publications, Inc. <https://doi.org/10.4135/9781506326139.n633>
- Desiningrum, D. R., Indriana, Y., & Siswati. (2023). Intensi Penggunaan Gadget dan Kecerdasan Emosional pada Remaja Awal. *Prosiding Temu Ilmiah X Ikatan Psikologi Perkembangan Indonesia*, 1(1), 65–71. <https://doi.org/https://doi.org/10.30596/edutech.v9i2.16388>
- Dewanti, T., Widada, W., & Triyono, T. (2016). Hubungan Antara Keterampilan Sosial Dan Penggunaan Gadget Smartphone Terhadap Prestasi Belajar Siswa Sma Negeri 9 Malang. *Jurnal Kajian Bimbingan Dan Konseling*, 1(3), 126–131. <https://doi.org/10.17977/um001v1i32016p126>
- Dewi, S. (2022). Sosialisasi terhadap Orang Tua tentang Penggunaan Internet yang Sehat dan Aman bagi Anak-anak. *Jurnal AbdiMU (Pengabdian Kepada Masyarakat)*, 2(1), 1–5. <https://doi.org/10.32627/abdimu.v2i1.434>
- Dhokal, K. (2022). NVivo. *Journal of the Medical Library Association*, 110(2), 262–266. <https://doi.org/10.5195/jmla.2022.1271>
- Elvadari, A. F. (2023). Peran Keluarga dalam Mencegah Kecanduan Game Online pada Remaja. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 10(02), 149–160. <https://doi.org/10.21009/JKKP.102.03>
- Endrik, E., & Hanif, M. (2022). Dampak Game Online Terhadap Perilaku Sosial Pemuda Desa Air Dingin Kabupaten Rejang Lebong. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 2(4), 151–162. <https://doi.org/10.55606/cendikia.v2i4.515>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/https://doi.org/10.24036/insight.v2i3.240>
- Erzad, A. M. (2018). Peran Orang Tua Dalam Mendidik Anak Sejak Dini Di Lingkungan Keluarga. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 5(2), 414. <https://doi.org/10.21043/thufula.v5i2.3483>
- Evans, N. J., Carlson, L., & Grubbs Hoy, M. (2013). Coddling our kids: Can parenting style affect attitudes toward advergaming? *Journal of Advertising*, 42(2–3), 228–240. <https://doi.org/10.1080/00913367.2013.774602>
- Fadila, E., Robbiyanto, S. N., & Handayani, Y. T. (2022). Pengaruh Game Online Terhadap Perubahan Perilaku Remaja. *Jurnal Ilmiah Kedokteran Dan Kesehatan*, 1(2), 17–31. <https://doi.org/10.55606/klinik.v1i2.531>
- Fasya, H., & Friska Amelia, A. (2022). Pengaruh Kecanduan Game Online pada Remaja terhadap Perkembangan Psikolog Anak dengan Tingkat Kecemasan Orang Tua. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(2), 127–134. <https://doi.org/10.30596/jppp.v3i2.10835>
- Fauziyah, F. (2017). Pembuatan Film Dokumenter Tentang Pengaruh Penggunaan Gadget Pada Kehidupan Sosial. *Calyptra*, 6(1), 1401–1414. <https://doi.org/https://doi.org/10.52005/dasarupa.v3i2.87>
- Fitriani, F., Saputri, E. D., Sari, M. P., Anugrah, R., & Apriyadi, A. (2023). Perbedaan Gender terhadap Kecanduan Internet dan Game Online pada Remaja. *Journal of Communication and Social Sciences*, 1(2), 72–78. <https://doi.org/10.61994/jcss.v1i2.330>
- García, C. (2018). A Qualitative Method to Analyze Collaborative Patterns of Virtual

- Groups. *Proceedings of the 10th International Conference on Computer Supported Education*, 5(January), 275–279. <https://doi.org/10.5220/0006705402750279>
- George, M. J., & Odgers, C. L. (2015). Seven Fears and the Science of How Mobile Technologies May Be Influencing Adolescents in the Digital Age. *Perspectives on Psychological Science*, 10(6), 832–851. <https://doi.org/10.1177/1745691615596788>
- Ginanjar, O. M. H. (2013). Keseimbangan Peran Orang Tua Dalam Pembentukan Karakter Anak. *Edukasi Islami Jurnal Pendidikan Islam*, 02(03), 230–242. <https://doi.org/http://dx.doi.org/10.30868/ei.v2i03.27>
- Haerani, M., Qurrotua'ini, H. A., Ramdhan, M., & Haryanto, R. D. (2023). Gadget terhadap Perkembangan Anak Pra Sekolah. *Jurnal Kesehatan Masa Depan*, 3(2), 149–160. <https://doi.org/10.58516/4gfc5s85>
- Hagedorn, W. B., & Young, T. (2011). Identifying and Intervening with Students Exhibiting Signs of Gaming Addiction and other Addictive Behaviors: Implications for Professional School Counselors. *Professional School Counseling*, 14(4), 250–260. <https://doi.org/10.5330/PSC.n.2011-14.250>
- Halawa, A., & Christopher, J. (2017). Hubungan Pola Asuh Orang Tua Terhadap Kedisiplinan Remaja Di Smpk Santo Vincentius Surabaya. *Jurnal Keperawatan*, 6(1), 1–10. <https://doi.org/10.47560/kep.v6i1.152>
- Halim, J., Yulius, Y., & Iswandi, H. (2017). Perancangan Komunikasi Visual Permainan Papan Cinta Kuliner Sumatera Selatan. *Besaung: Jurnal Seni Desain Dan Budaya*, 2(1). <https://doi.org/10.36982/jsdb.v2i1.242>
- Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), 498–501. <https://doi.org/10.1093/humrep/dev334>
- Hayati, N. (2021). Media Sosial dan Kekerasan Berbasis Gender Online Selama Pandemi Covid-19. *Jurnal Humaya: Jurnal Hukum, Humaniora, Masyarakat, Dan Budaya*, 1(1), 43–52. <https://doi.org/10.33830/humaya.v1i1.1858.2021>
- Hidayah, N. (2025). Perilaku Remaja Pengguna Gadget: Studi dan Analisis pada Teori Sosiologi Pendidikan. *Anwarul*, 5(3), 499–519. <https://doi.org/10.58578/anwarul.v5i3.6465>
- Hidayat, H., Lestari, M., Nurhayati, A. N. S., & Tsanaya, G. (2021). Peranan Orang Tua Dalam Mengembangkan Kreativitas Anak Usia Dini Di Masa Digital. *Zuriyah: Jurnal Pendidikan Anak Usia Dini*, 2(1), 1. <https://doi.org/10.29240/zuriyah.v2i1.2243>
- Hofferth, S. L. (2010). Home media and children's achievement and behavior. *Child Development*, 81(5), 1598–1619. <https://doi.org/10.1111/j.1467-8624.2010.01494.x>
- Holt, A. (2016). Adolescent-to-Parent Abuse as a Form of “Domestic Violence.” *Trauma, Violence, & Abuse*, 17(5), 490–499. <https://doi.org/10.1177/1524838015584372>
- Hyers, L. L. (2018). Diary Data Collection as a Qualitative Research Method. In *Journal of Physics A: Mathematical and Theoretical* (Vol. 1, Issue 8). Oxford University Press. <https://doi.org/10.1093/oso/9780190256692.003.0002>
- Indahri, Y. (2019). Peran Sekolah dan Masyarakat dalam Pelaksanaan Program Bantuan Operasional Sekolah. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 10(1), 49–60. <https://doi.org/10.46807/aspresiasi.v10i1.1228>
- Isnaini, I., Malfasari, E., Devita, Y., & Herniyanti, R. (2021). Intensitas Bermain Game Online Berhubungan dengan Perilaku Agresif Verbal Remaja. *Jurnal Keperawatan Jiva*, 9(1), 235. <https://doi.org/10.26714/jkj.9.1.2021.235-242>
- Janani, Z., & Nur, A. (2023). Pengembangan Media Pembelajaran dalam Materi

- Faktorisasi Bentuk Aljabar melalui Pemanfaatan Aplikasi Instagram pada Siswa Sekolah Menengah Pertama. *Buletin Pengembangan Perangkat Pembelajaran*, 5(1), 1–6. <https://doi.org/10.23917/bppp.v5i1.22940>
- Januardi, P. (2017). Pengaruh Konformitas dan Motivasi Belajar Terhadap Perilaku Membolos untuk Bermain Game Online. *Psikoborneo: Jurnal Ilmiah Psikologi*, 5(3), 601–620. <https://doi.org/10.30872/psikoborneo.v5i3.4427>
- Jonathan, P., & Yudani, L. H. D. (2015). Perancangan Board Game Mengenai Bahaya Radiasi Gadget terhadap Anak, Universitas Kristen Petra Surabaya, p. 1. *Jurnal Dkv Adiwarna*, 1(6), 15. <https://doi.org/https://www.neliti.com/publications/87086/perancangan-board-game-mengenai-bahaya-radiasi-gadget-terhadap-anak>
- Kartini, H. (2016). Hubungan Antara Konformitas Teman Sebaya dan Intensitas Bermain Game Online dengan Intensi Berperilaku Agresif Pada Siswa. *Psikoborneo: Jurnal Ilmiah Psikologi*, 4(4). <https://doi.org/10.30872/psikoborneo.v4i4.4232>
- Khafsoh, N. A. (2017). Pemanfaatan Gadget Dalam Memaksimalkan Pelayanan Masyarakat. *The Indonesian Journal of Public Administration (IJPA)*, 3(1), 1–17. <https://doi.org/10.52447/ijpa.v3i1.725>
- Kwon, H. E., So, H., Han, S. P., & Oh, W. (2016). Excessive Dependence on Mobile Social Apps: A Rational Addiction Perspective. *SSRN Electronic Journal*, 27(4), 919–939. <https://doi.org/10.2139/ssrn.2713567>
- Larasati, R. I., & Radjikan, R. (2023). Efektivitas Pogram Pusat Pembelajaran Keluarga (PUSPAGA) dalam Wujudkan Pola Pengasuhan Anak di Kelurahan Genting Kalianak Kecamatan Asemrowo Kota Surabaya Jawa Timur. *Jurnal Ilmiah Dan Karya Mahasiswa*, 1(6), 209–217. <https://doi.org/10.54066/jikma.v1i6.1091>
- Lemmens, J. S., & Weergang, I. A. M. (2023). Caught them all: Gaming disorder, motivations for playing and spending among core Pokémon Go players. *Entertainment Computing*, 45, 100548. <https://doi.org/10.1016/j.entcom.2023.100548>
- Lestari, I., Riana, A. W., & Taftazani, B. M. (2015). Pengaruh Gadget Pada Interaksi Sosial Dalam Keluarga. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2). <https://doi.org/10.24198/jppm.v2i2.13280>
- Listianingsih, D., & Supriyadi. (2024). Pengaruh Intensitas Pemakaian Gawai terhadap Perkembangan Sosial Emosional Anak Usia Dini. *Arus Jurnal Sosial Dan Humaniora*, 4(3), 2426–1432. <https://doi.org/10.57250/ajsh.v4i3.933>
- Magta, M., & Ni Putu, S. D. (2022). Strategi Orang Tua dalam Memberikan Pendidikan Seksual Pada Anak di Rumah. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(2), 265–273. <https://doi.org/10.23887/paud.v10i2.50252>
- Manumpil, B., Ismanto, A. Y., & Onibala Laycock, J. P. (2019). 6. How Role-Playing Games Create Meaning. In *Dangerous Games* (1st ed., pp. 179–209). University of California Press. <https://doi.org/10.1525/9780520960565-008>
- Mar'ie, F., & Fahyuni, E. F. (2021). Analisis Pengaruh Game Online terhadap Perilaku Keagamaan Remaja. *Oasis: Jurnal Ilmiah Kajian Islam*, 5(2), 42. <https://doi.org/10.24235/oasis.v5i2.7700>
- Maria, P. C. (2022). Pengaruh Komunikasi Orang Tua terhadap Perilaku Anak. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 17–23. <https://doi.org/10.30631/smartkids.v4i1.109>
- Martin, A. J., Papworth, B., Ginns, P., & Liem, G. A. D. (2014). Boarding School, Academic Motivation and Engagement, and Psychological Well-Being: A Large-

- Scale Investigation. *American Educational Research Journal*, 51(5), 1007–1049. <https://doi.org/10.3102/0002831214532164>
- Masyud, S. (2016). Qualitative Research as Method. In *Qualitative Research in the Study of Leadership* (pp. 31–55). Emerald Group Publishing Limited. <https://doi.org/10.1108/978-1-78560-651-920152003>
- Mega, N. N., Sabran, S., & Suprpto, H. (2017). Analisis Pengaruh Daya Tarik Iklan Dan Kekuatan Celebrit Endorser Terhadap Brand Image Handphone Merek Oppo (Studi Kasus Di Station Game Tenggara). *Jurnal Ekonomi & Manajemen Indonesia*, 17(1), 1–11. <https://doi.org/10.53640/jemi.v17i1.434>
- Minyati, M. (2016). Pengaruh Handphone Terhadap Perkembangan Perilaku Sosial pada Anak-anak dan Remaja. *Jurnal Ilmiah WUNY*, 18(1), 178–192. <https://doi.org/10.21831/jwuny.v18i1.9917>
- Mufidah, A. C. (2022). Keberfungsian Keluarga dalam Menangani Sibling Rivalry (Persaingan Saudara Kandung) pada Remaja. *SINDA: Comprehensive Journal of Islamic Social Studies*, 2(1), 1–5. <https://doi.org/10.28926/sinda.v2i1.378>
- Mulyadi, Y. B. (2019). Peran Guru dan Orangtua Membangun Nilai Moral dan Agama sebagai Optimalisasi tumbuh Kembang Anak Usia Dini. *DUNIA ANAK: Jurnal Pendidikan Anak Usia Dini*, 1(2), 70–78. <https://doi.org/10.31932/jpaud.v1i2.389>
- Murphy, B., Franklin, M., Tsang, Y. T., Sala-Hamrick, K., Atalla, M., & Barnett, D. (2021). Trust and Communication With a Caregiver Reduces Behavior Problems and Protects Against Stress Among Urban Adolescents. *Youth & Society*, 53(2), 296–319. <https://doi.org/10.1177/0044118X20947583>
- Muttahiah, A., Suryani, E., & Malihatul Hawa, A. (2021). Dampak Penggunaan Gadget terhadap Interaksi Sosial Peserta Didik. *JANACITTA*, 4(2), 12. <https://doi.org/10.35473/jnctt.v4i2.1192>
- Novarinda, K. "N Y. (2017). Peran Orangtua dalam Pendidikan Anak Usia Dini Ditinjau Dari Latar Belakang Pendidikan. *Jurnal Ilmiah Potensia 2 (D)*. 39- 46. <https://doi.org/10.33369/jip.2.1.39-46>. *Jurnal Ilmiah Potensia*, 2(1), 39–46. <https://doi.org/https://doi.org/10.33369/jip.2.1.39-46>
- Nugroho, W. (2016). Peran Pondok Pesantren dalam Pembinaan Keberagaman Remaja. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 8(1), 89–116. <https://doi.org/10.18326/mdr.v8i1.89-116>
- Nurdiani, N. (2014). Teknik Sampling Snowball dalam Penelitian Lapangan. *ComTech: Computer, Mathematics and Engineering Applications*, 5(2), 1110. <https://doi.org/10.21512/comtech.v5i2.2427>
- Nurhaini, D. (2018). Pengaruh Konsep Diri dan Kontrol Diri Dengan Perilaku Konsumtif Terhadap Gadget. *Psikoborneo: Jurnal Ilmiah Psikologi*, 6(1), 1–10. <https://doi.org/10.30872/psikoborneo.v6i1.4532>
- Nurjayanti, N., & Sanmas, M. (2022). Pelatihan Pemanfaatan Gadget untuk Memaksimalkan Konten Website Sekolah bagi Siswa SMA Negeri 1 Jayapura. *Sureq: Jurnal Pengabdian Masyarakat Berbasis Seni Dan Desain*, 1(2), 153. <https://doi.org/10.26858/srq.v1i2.35913>
- Padilla-Walker, L. M., Coyne, S. M., & Fraser, A. M. (2012). Getting a High-Speed Family Connection: Associations Between Family Media Use and Family Connection. *Family Relations*, 61(3), 426–440. <https://doi.org/10.1111/j.1741-3729.2012.00710.x>
- Palupi, D. I., Rahmani, E., Yusnita, E., Gustina, H., Pertiwi, H., & Chalid, N. (2022). Pengembangan Kreativitas Sebagai Pembentukan Karakter Anak Usia Dini. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(1), 7–12.

- <https://doi.org/10.62775/edukasia.v4i1.88>
- Pangastuti, R. (2017). Fenomena Gadget dan Perkembangan Sosial bagi Anak Usia Dini. *Indonesian Journal of Islamic Early Childhood Education*, 2(2), 165–174.
- Pebriana, P. H. (2017). Analisis Penggunaan Gadget terhadap Kemampuan Interaksi Sosial pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 1(1), 1. <https://doi.org/10.31004/obsesi.v1i1.26>
- Pelawi, S. (2021). Pengaruh Game Online terhadap Psikologi Remaja. *SESAWI: Jurnal Teologi Dan Pendidikan Kristen*, 3(1), 87–101. <https://doi.org/10.53687/sjtpk.v3i1.68>
- Pertiwi, D. A., Fitroh, S. F., & Mayangsari, D. (2018). Pengaruh Permainan Tradisional Engklek Terhadap Perkembangan Kognitif Anak Usia 5-6 Tahun. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 5(2), 86–100. <https://doi.org/10.21107/pgpaudtrunojoyo.v5i2.4883>
- Pravitasari, I. S. (2019). Perancangan Kampanye Social Movement Bahaya Smartphone bagi Anak. *INVENSI*, 4(1), 84–94. <https://doi.org/10.24821/invensi.v4i1.2672>
- Purnami Dewi, L. A. (2019). Peranan Orang Tua Dalam Pembentukan Karakter Dan Tumbuh Kembang Anak. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 2(2), 83. <https://doi.org/10.25078/pw.v2i2.1021>
- Putri, N. P., & Samatan, N. (2022). Pola Komunikasi Orang Tua Dengan Anak Remaja Pengguna Smartphone Aktif Di Perumahan Sektor V Bekasi Utara. *Jurnal Komunikasi Dan Media*, 2(1), 10–16. <https://doi.org/10.24167/jkm.v2i1.3595>
- Putri, T. H. (2023). Sikap Remaja terhadap Perilaku Perjudian. *Jurnal Keperawatan Profesional (KEPO)*, 4(2), 123–131. <https://doi.org/10.36590/kepo.v4i2.710>
- Rakhmawati, I. (2015). Peran Keluarga dalam Pengasuhan Anak. *Jurnal bimbingan Konseling Isla*, 6(1), 1–18. <https://doi.org/http://dx.doi.org/10.21043/kr.v6i1.1037>
- Ramadhan, W., Nofriadi, N., & Dahriansyah, D. (2022). Masyarakat Bijak dalam Memanfaatkan Sosial Media di Era Society 5.0. *Jurnal Pemberdayaan Sosial Dan Teknologi Masyarakat*, 1(2), 159. <https://doi.org/10.54314/jpstm.v1i2.771>
- Ratnaya, I. G. (2011). Dampak Negatif Perkembangan Teknologi Informatika Dan Komunikasi Dan Cara Antisifasinya. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 8(1). <https://doi.org/10.23887/jptk.v8i1.2890>
- Rini, M. K., & Huriyah, T. (2020). Prevalensi dan Dampak Kecanduan Gadget Pada Remaja: Literature Review. *Jurnal Keperawatan Muhammadiyah*, 5(1). <https://doi.org/10.30651/jkm.v5i1.4609>
- Rozalia, M. F. (2017). Hubungan Intensitas Pemanfaatan Gadget Dengan Prestasi Belajar Siswa Kelas V Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 722. <https://doi.org/10.22219/jp2sd.vol5.no2.722-731>
- S. Peren, F., Rondonuwu, P., & Aotama, R. (2024). Hubungan Penggunaan Gadget Dengan Kualitas Tidur Pada Remaja Di Smp Kristen Ranotongkor. *DHARMA MEDIKA*, 4(2), 1–4. <https://doi.org/10.70524/tb78pb97>
- Safriani, S., & Kurniawan, F. (2018). Hubungan Peran Keluarga dengan Kecemasan Akibat Hospitalisasi pada Anak Prasekolah. *GOLDEN AGE: JURNAL PENDIDIKAN ANAK USIA DINI*, 2(1), 1–7. <https://doi.org/10.29313/ga.v2i1.3858>
- Sari, I. P. (2019). Perancangan Video Edukasi Animasi 2 Dimensi Berbasis Motion Graphic Mengenai Bahaya Zat Adiktif untuk Remaja. *Edsence: Jurnal Pendidikan Multimedia*, 1(1), 43–52. <https://doi.org/10.17509/edsence.v1i1.17957>

- Sari, N., & Widiensyah, S. (2023). Kontrol Sosial Orang Tua terhadap Dampak Penggunaan Smartphone pada Anak Remaja di Desa Mekarsari Kecamatan Tambun Selatan. *EDU SOCLATA (JURNAL PENDIDIKAN SOSIOLOGI)*, 6(1), 134–143. <https://doi.org/10.33627/es.v6i1.1140>
- Sejati, V. A. (2013). Pendekatan Komunikasi Keluarga di Kabupaten Magetan untuk Mencegah Dampak Negatif Media Sosial bagi Anak di Bawah Umur. *Jurnal ASPIKOM*, 2(1), 619. <https://doi.org/10.24329/aspikom.v2i1.40>
- Shahjahan, R. A. (2015). Being 'Lazy' and Slowing Down: Toward decolonizing time, our body, and pedagogy. *Educational Philosophy and Theory*, 47(5), 488–501. <https://doi.org/10.1080/00131857.2014.880645>
- Sobry, M. G. (2017). Peran Smartphone Terhadap Pertumbuhan dan Perkembangan Anak. *JPGI: Jurnal Penelitian Guru Indonesia*, 2(2), 24–29. <https://doi.org/https://doi.org/10.29210/02222jpgi0005>
- Sofianto, A. (2016). Permainan Anak Masa Kini dan Kontribusinya Pada Pendidikan Karakter. *Jurnal Litbang Provinsi Jawa Tengah*, 14(1), 71–82. <https://doi.org/https://doi.org/10.36762/jurnaljateng.v14i1.367>
- Sugiyono. (2016). Qualitative Research as Method. In *Qualitative Research in the Study of Leadership* (Vol. 2, Issue 2, pp. 31–55). Emerald Group Publishing Limited. <https://doi.org/10.1108/978-1-78560-651-920152003>
- Sulaiman, A. I. (2017). Konstruksi Makna Dampak Media Internet Penggunaan Media Internet oleh Pelajar di Kota purwokerto Kabupaten Banyumas. *Jurnal Penelitian Komunikasi*, 14(1), 53–62. <https://doi.org/10.20422/jpk.v14i1.168>
- Surbakti, K. (2017). Pengaruh Game Online Terhadap Remaja. *Jurnal Curere*, 1(1), 29. <https://doi.org/http://dx.doi.org/10.36764/jc.v1i1.20>
- Sutarwan, I. W. (2019). Pendidikan Karakter Dan Moralitas Bagi Anak. *Dharma Duta*, 15(1). <https://doi.org/10.33363/dd.v15i1.291>
- Syifa, L., Setianingsih, E. S., & Sulianto, J. (2019). Dampak Penggunaan Gadget terhadap Perkembangan Psikologi pada Anak Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 538. <https://doi.org/10.23887/jisd.v3i4.22310>
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic Analysis. In *The SAGE Handbook of Qualitative Research in Psychology* (Vol. 2, pp. 17–36). SAGE Publications Ltd. <https://doi.org/10.4135/9781526405555.n2>
- Ulan, A., Idris, I., & Alwi, N. M. (2021). Penerapan Layanan Bimbingan Kelompok dengan Menggunakan Permainan untuk Membantu Meningkatkan Penerimaan Diri Siswa. *PEDAGOGIKA*, 54(JANUARY), 170–179. <https://doi.org/10.37411/pedagogika.v12i1.657>
- Virlia, S., & Setiadji, S. (2017). Hubungan Kecanduan Game Online dan Keterampilan Sosial pada Pemain Game Dewasa Awal di Jakarta Barat. *Psibernetika*, 9(2), 173–181. <https://doi.org/10.30813/psibernetika.v9i2.460>
- Wadi, E. N., & Selfina, E. (2016). Peran Orang Tua Sebagai Keluarga Cyber Smart Dalam Mengajarkan Pendidikan Kristen Pada Remaja GKII Ebenhaezer Sentani Jayapura Papua. *Jurnal Jaffray*, 14(1), 77. <https://doi.org/10.25278/jj71.v14i1.190>
- Widianto, E. (2015). Peran Orangtua Dalam Meningkatkan Pendidikan Karakter Anak Usia Dini Dalam Keluarga. *Jurnal PG*, 2(1), 1–75. <https://doi.org/https://doi.org/10.21107/pgpaudtrunojoyo.v2i1.1817>
- Widiasih, N. N. S. (2016). Implikasi Gadget Terhadap Masyarakat Hindu Di Bali. *Jurnal Penjaminan Mutu*, 1(1), 82. <https://doi.org/10.25078/jpm.v1i1.42>
- Wiguna, R. I., Menap, H., Alandari, D. A., & Asmawariza, L. H. (2020). Hubungan Kecanduan Bermain Game Online dengan Motivasi Belajar pada Anak Usia 10-

- 12 Tahun. *Jurnal Surya Muda*, 2(1), 18–26. <https://doi.org/10.38102/jsm.v2i1.48>
- Woolf, N. H., & Silver, C. (2017). The Architecture of NVivo. In *Qualitative Analysis Using NVivo* (Vol. 10, pp. 66–110). Routledge. <https://doi.org/10.4324/9781315181660-8>
- Wulandari, Y., & Kristiawan, M. (2017). Strategi Sekolah Dalam Penguatan Pendidikan Karakter Bagi Siswa Dengan Memaksimalkan Peran Orang Tua. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2(2), 290–302. <https://doi.org/10.31851/jmksp.v2i2.1477>
- Yaffe, Y. (2023). Maternal and Paternal Authoritarian Parenting and Adolescents' Impostor Feelings: The Mediating Role of Parental Psychological Control and the Moderating Role of Child's Gender. *Children*, 10(2), 308. <https://doi.org/10.3390/children10020308>
- Yushardi, Y., Sudarti, S., & Hamdi, M. N. (2022). Potensi Pengaruh Radiasi Gelombang Elektromagnetik Telepon Seluler Terhadap Kesehatan. *Jurnal Ilmiah Kesehatan Sandi Husada*, 11(2), 316–322. <https://doi.org/10.35816/jiskh.v11i2.759>
- Zahid, R. A. (2017). Menimbang Perihal Kekerasan dalam Rumah Tangga (KDRT) dengan Kitab Kuning. *Jurnal Pemikiran Keislaman*, 27(2), 0–111. <https://doi.org/10.33367/tribakti.v27i2.266>
- Zamawe, F. (2015). The Implication of Using NVivo Software in Qualitative Data Analysis: Evidence-Based Reflections. *Malawi Medical Journal*, 27(1), 13. <https://doi.org/10.4314/mmj.v27i1.4>

Copyright holder :

© Mokhtar, M. M., Lubis, T., Ainin, M. (2023)

First publication right:

Khalifa: Journal of Islamic Education

This article is licensed under:

CC-BY-SA