

BECOMING A GREAT PARENT: PARENT-CHILD COMMUNICATION IN ANTICIPATION OF GADGETS ADDICTION

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Abstract

The impact of gadget use on children poses significant challenges, necessitating effective parental intervention to prevent gadget addiction. This qualitative descriptive study was conducted within the Taklim Keluarga Sakinah (TKS) group in Bengkulu City. The research aimed to explore how parents and children communicate to anticipate and manage gadget addiction within the family. Data were collected from five informants who are members of TKS using online questionnaires and interviews. The findings revealed that parents play a pivotal role in fostering effective communication with their children, employing strategies such as setting clear rules for gadget use, engaging in gentle and empathetic dialogue, and consistently implementing agreed-upon boundaries. While children occasionally exhibited emotional reactions such as anger or frustration when restricted, these were effectively mitigated through constructive parental communication and engaging children in alternative activities. The study underscores the importance of parental mediation and supports integrating digital literacy education in schools to reinforce responsible gadget use. This research provides valuable insights for families and educators in promoting healthy digital habits and mitigating the risks associated with excessive gadget use.

Keywords: addiction, child, communication, gadget, parent

MENJADI ORANG TUA HEBAT: KOMUNIKASI ORANG TUA DAN ANAK DALAM MENGANTISIPASI KECANDUAN GAWAI

Abstrak

Dampak penggunaan gadget pada anak menjadi tantangan yang signifikan, sehingga diperlukan intervensi orang tua yang efektif untuk mencegah kecanduan gadget. Penelitian deskriptif kualitatif ini dilakukan di kelompok Taklim Keluarga Sakinah (TKS) di Kota Bengkulu dengan tujuan mengeksplorasi bagaimana komunikasi antara orang tua dan anak dapat mengantisipasi dan mengelola kecanduan gadget dalam keluarga. Data dikumpulkan dari lima informan yang merupakan anggota TKS melalui kuesioner daring dan wawancara. Hasil penelitian menunjukkan bahwa orang tua memiliki peran penting dalam membangun komunikasi yang efektif dengan anak, menggunakan strategi seperti menetapkan aturan jelas tentang penggunaan gadget, berdialog dengan lembut dan empatik, serta menerapkan batasan yang telah disepakati secara konsisten. Meskipun anak terkadang menunjukkan reaksi emosional seperti marah atau frustrasi ketika dibatasi, hal ini dapat diredakan melalui komunikasi konstruktif dari orang tua dan melibatkan anak dalam aktivitas alternatif. Studi ini menekankan pentingnya mediasi orang tua dan mendukung integrasi pendidikan literasi digital di sekolah untuk memperkuat penggunaan gadget yang bertanggung jawab. Penelitian ini memberikan wawasan berharga bagi keluarga dan pendidik dalam mempromosikan kebiasaan digital yang sehat dan mengurangi risiko yang terkait dengan penggunaan gadget secara berlebihan.

Kata kunci: anak, gawai, kecanduan, komunikasi, orang tua

INTRODUCTION

The rapid rise in internet usage in Indonesia has significantly transformed various aspects of society, particularly among the youth. As of 2023, the number of internet users in Indonesia has reached approximately 221 million, a remarkable increase from 88.1 million in 2014 (Beck et al., 2014; Ismail, 2024). This surge in internet penetration has been particularly pronounced among Generation Z, who constitute the largest demographic of internet users at around 34.40%, followed closely by Millennials at approximately 30.62% (Beck et al., 2014). This dramatic increase in internet access has led to a profound shift in how young people engage with technology. The internet has become a crucial resource for both educational and recreational purposes, offering young users access to vast amounts of information and entertainment. For instance, online platforms are increasingly used by youth for health information and mental health support (Kauer et al., 2014; Paige et al., 2016). However, despite the positive potential of internet use, there are significant risks, including the potential for internet addiction and its negative impacts on mental health (Shek & Yu, 2016; Chi et al., 2019). The implications of this digital engagement go beyond education, as it also shapes social interactions and political participation among Indonesian youth (Mashud et al., 2022). Social media, in particular, plays an important role in fostering political awareness and activism, providing a platform for youth to engage in political discussions and civic activities (Mashud et al., 2022). While these benefits are evident, there is also a need to address the challenges of misinformation and harmful online behaviors (Arjadi et al., 2016).

According to data from the Indonesian Central Statistics Agency (BPS), approximately 33.44% of early childhood children use digital devices. Notably, 25.5% of children aged 0-4 years and 52.76% of children aged 5-6 years are engaged with gadgets on a daily basis (Maulia, 2024). This widespread adoption of technology at such a young age is indicative of a growing dependency, raising alarms about the potential long-term effects on children's developmental trajectories. Furthermore, a survey conducted by the Indonesian Child Protection Commission reveals that over 71.3% of school-aged children own gadgets and engage with them for extended periods each day. Alarmingly, 79% of these children report using gadgets for non-educational purposes, further highlighting the increasing prevalence of recreational device use among the youth (Maulia, 2024). This data underscores what can be described as a "literacy emergency" concerning gadget usage, signaling a critical need to address the growing impact of this issue on children's cognitive, social, and emotional development.

The process of child growth and development is shaped by a complex interplay of environmental factors, including the increasing ubiquity of digital devices. The pervasive use of gadgets has been linked to a range of negative developmental outcomes, particularly as children are increasingly drawn into addictive patterns of behavior. Research by Mardiyah (2023) highlights the direct correlation between gadget use and the emergence of addiction, with profound consequences for children's emotional regulation and social behavior. Moreover, studies have indicated that excessive use of gadgets is detrimental to children's social life, speech development, and cognitive abilities, which, in turn, can hinder academic performance and long-term intellectual growth (Zain et al., 2022). The detrimental effects of gadget addiction extend beyond cognition and social interaction; studies have also documented significant delays in emotional development and poor social skills among children who exhibit addictive behaviors toward digital devices (Wahyuningtyas et al., 2022). These negative consequences are not limited to the development of social skills but also include a range of behavioral and psychological issues, such as aggression, withdrawal from social activities, a decline in creativity, and an increased susceptibility to mental health issues (Bhat et al., 2023; Efastrı et al., 2022; Petrochenko, 2024; Zhilyaeva, 2024). Furthermore, research by Miranti and Putri (2021) has linked gadget addiction to sleep disturbances, an increase in violent behaviors, and the heightened risk of exposure to cyberbullying, illustrating the profound and multifaceted risks associated with prolonged digital device use among children.

Real-life cases provide stark evidence of the negative impacts of gadget addiction on children's health and well-being. According to a report from MetroTV News, approximately 3,000 children and adolescents were admitted to the Menur Mental Hospital in Surabaya between January and July 2024, with the majority of these cases involving mental health issues directly related to excessive gadget use (Amaluddin, 2024). In addition, in Banyuwangi Regency, numerous elementary and junior high school children were diagnosed with myopia, with prescriptions ranging from -0.25 to -6 diopters, which was attributed to excessive gadget use (Oktavia, 2023). These cases provide a stark reflection of the detrimental effects of gadget addiction on the physical and mental health of children, serving as a call to action for parents, educators, and policymakers to address this pressing issue.

The role of parents in mitigating the negative effects of gadget addiction is critical. Research underscores the importance of parental guidance in preventing and addressing gadget addiction in children. Parents must act

as role models for healthy technology use and be proactive in setting clear boundaries for their children's digital engagement. According to Susanti (2022), one effective strategy for parents to manage gadget addiction is through assertive discipline, which involves establishing and maintaining clear communication with children while reinforcing the importance of balanced device usage. This approach is supported by findings from Susanti et al. (2022), who argue that consistent dialogue between parents and children is key to ensuring that children understand the potential risks associated with excessive gadget use. Additionally, active supervision of children's digital activities is essential in helping them navigate the online world safely. Research suggests that teaching children how to use the internet responsibly, monitoring their online interactions, and engaging in digital activities together can be effective strategies in preventing gadget addiction (Mazdalifah & Moulita, 2021).

The core factor in preventing gadget addiction among children lies in effective and continuous communication between parents and their children. This study aims to explore the ways in which parents can communicate effectively with their children to prevent gadget addiction, with a specific focus on children aged 2-13 years, who are particularly vulnerable to developing addictive behaviors related to digital devices. The theoretical framework guiding this study is relational dialectics theory, which emphasizes the dynamic and contradictory nature of relationships. According to Baxter and Montgomery (2000), relationships, including those within families, are characterized by the management of opposing forces or needs, such as the need for autonomy and the need for connection. The dialectical perspective has proven to be a valuable framework for understanding family dynamics and the communication patterns that emerge in response to various challenges. The relational dialectic theory suggests that, while families experience both internal and external changes, such as the introduction of new technologies, they must adapt without abandoning established relational norms. Managing these dialectical tensions is essential for maintaining family integrity and ensuring effective communication (Segrin & Flora, 2005). This approach is particularly relevant in the context of gadget use, as it provides a framework for families to navigate the challenges posed by technology without undermining family cohesion.

In light of these considerations, the purpose of this study is to explore how parents and children communicate in an effort to prevent gadget addiction. By examining the communication strategies employed by parents, the study seeks to uncover practical insights that can help families better manage digital media use. The findings of this research will contribute to the growing body of literature on family communication, offering valuable guidance for parents in promoting healthy gadget habits and mitigating the risks associated with excessive digital device usage among children.

METHODS

This study adopts a descriptive qualitative approach, which is particularly effective for examining the intricacies of parent-child communication regarding gadget addiction in children. The qualitative descriptive method is ideal for capturing participants' lived experiences in a manner that stays close to the data, ensuring an accurate representation of their perspectives (Sandelowski, 2000). This approach allows for the presentation of findings in clear and accessible language, which makes the results comprehensible to a wide range of audiences, including those without specialized knowledge in the field (Gutierrez et al., 2013). This approach's focus on rich, narrative data aligns with its ability to reflect the complexity of human experiences, such as the nuanced parent-child communication around sensitive topics like gadget use.

Data collection for this study was conducted through the Taklim Keluarga Sakinah group in Bengkulu City, which was purposefully selected due to the author's previous involvement as a speaker on the topic of gadget addiction. This context contributes depth to the research, as participants are likely to have developed an interest in the subject, which may foster more in-depth and thoughtful responses (Doyle et al., 2019). The primary data was collected through open-ended questionnaires and semi-structured interviews with five informants. These methods align with the qualitative descriptive approach, which frequently utilizes open-ended questions and interviews to gather rich, detailed accounts of participants' personal experiences (Chafe, 2017). The semi-structured interview format allowed for flexibility, encouraging informants to express their thoughts in their own words, which further enhanced the data's depth. This method is consistent with the guidelines suggested by Kim et al. (2016), who emphasize the value of triangulating multiple data sources to enrich qualitative research findings (Uddin, 2022).

In addition to the primary data, secondary data were incorporated to strengthen the research's framework. This secondary data includes existing literature on parent-child communication and the impact of gadget addiction on children, helping to ensure a comprehensive analysis and contextualize the findings within broader research (Gutierrez et al., 2013). The integration of secondary sources helps provide a well-rounded

view of the issue, offering both empirical evidence and theoretical insights that support the study's objectives.

The data analysis process adhered to the framework established by Miles and Huberman (1994), a widely respected model in qualitative research. This framework involves systematic stages of data reduction, data display, and conclusion drawing, ensuring that the analysis is rigorous and credible (Doyle et al., 2019). Miles and Huberman's approach provides a structured method for organizing and interpreting the qualitative data, allowing the researchers to identify key themes and patterns in participants' responses. The relational dialectics theory (Baxter, 2004) provided the theoretical lens for analyzing the communication dynamics between parents and children. This theory is particularly useful in exploring the contradictions and complexities inherent in family communication, especially when dealing with contentious issues such as gadget usage (Kim et al., 2016). The dialectical approach enables a deeper understanding of the tensions between autonomy and connection that often arise in family interactions, making it an appropriate framework for interpreting how parents navigate the challenges of managing gadget addiction.

In conclusion, the descriptive qualitative methodology employed in this study is supported by existing literature, highlighting its suitability for capturing the nuances of human interactions and experiences. The combination of primary data from interviews, secondary literature, and a well-established analytical framework contributes to a thorough and insightful investigation into the challenges of addressing gadget addiction within the family. The findings of this research will provide valuable contributions to understanding how parent-child communication can be leveraged to mitigate the risks associated with excessive gadget use.

RESULTS

Taklim Keluarga Sakinah (TKS) and Informant Characteristics

The Taklim Keluarga Sakinah (TKS) group, established in 2020 in Bengkulu City, primarily aims to empower housewives by leveraging mobile phone technology to access educational content and information. While the majority of group members are from Bengkulu Province, the group's reach extends beyond regional boundaries, drawing participants from other provinces as well. The group operates through a WhatsApp group and organizes free seminars via WhatsApp and Zoom, fostering an interactive platform for members to engage in self-improvement and share resources. This reflects the group's commitment to using accessible technology to disseminate knowledge.

The present study involved five informants who were selected for their willingness to provide insight into their experiences with gadgets in relation to their children. The informants, all women residing in Bengkulu, are mothers with children aged between 2 and 13 years. They ranged in age from 31 to 37 years and were mostly graduates (six informants), with one having completed only high school. The informants had two or three children, and the children's ages varied from 3 to 13 years. This diversity in maternal age, educational background, and the number of children provides a rich source of data that reflects varying parenting styles and attitudes toward children's gadget use.

Children and Gadgets: Parental Perspectives and Practices

The study sought to understand the extent to which children used gadgets, particularly mobile phones, and the parents' perceptions of the implications of such use. Four informants (A1, A2, A3, and A4) confirmed that their children had access to gadgets, while one informant (A5) reported that her children did not possess their own gadgets. Interestingly, despite A5's children not owning gadgets, A5 herself was found to spend approximately six hours per day on her mobile phone. This divergence in gadget ownership indicates an important nuance: even when children do not have access to their own devices, parents' gadget usage can still indirectly influence children's exposure to screen time.

In terms of screen time, children in these households typically engaged in activities such as watching YouTube Kids, listening to Murottal (Quran recitations), watching children's movies, playing games, and browsing photo galleries on their parents' phones. The frequency and duration of gadget use varied, but most informants shared a common concern about limiting excessive screen time for their children. For example, Informant A1 stated:

"In a day, my children only use cellphones for one hour, but if you count in a week, it can reach up to three hours."

This suggests a moderate approach to screen time, where children are allowed to use gadgets but under careful supervision. Informant A2 provided a more restrictive stance:

“My children very rarely use cellphones. I limit it to once a week, and a maximum of two hours.”

This demonstrates a strict limitation on gadget usage, highlighting the variation in parental strategies regarding screen time regulation. The reactions of children when denied access to gadgets were also explored. It was found that emotional responses such as anger, frustration, and tantrums were common. For example, Informant A3 reported:

“My child often gets angry or cries, but if a friend comes over, they usually stop on their own.”

Similarly, Informant A4 shared:

“Sometimes my child gets angry, sometimes pouts, and sometimes it’s okay, sometimes annoyed.”

These emotional responses underscore the challenge parents face in managing their children's gadget use and suggest that the emotional attachment children develop to technology can make regulation difficult. In contrast, Informant A5 explained:

“Sometimes there are tantrums, but if the child throws a tantrum, I will not give him the cellphone for an extended period. This is the consequence if they do not comply with the agreement we made together.”

This statement reflects a more structured approach to discipline, emphasizing clear boundaries and logical consequences as part of managing children's behavior and gadget use.

Awareness of the Negative Effects of Gadgets

The informants demonstrated a keen awareness of the potential negative impacts of excessive gadget usage on children's physical, emotional, and cognitive development. Their concerns were multidimensional, encompassing both physical health and psychological well-being. For instance, Informant A1 expressed:

“The impact of gadgets can damage children’s brains, eyes, and behavior.”

This reflects the concern about physical harm such as eye strain, impaired vision, and potential effects on brain development due to prolonged screen exposure. Informant A2 focused more on the social and emotional consequences:

“Children will lose their sensitivity in communicating directly with people around them, become addicted, emotional, and lack empathy.”

This statement underscores the idea that overuse of gadgets may result in social disengagement, emotional dysregulation, and a lack of empathy. It is significant that the informants recognized these as potential risks that could undermine their children's emotional development and interpersonal skills. Informant A3 elaborated further:

“Gadgets will damage children’s mentality, cause unstable emotions, exposure to radiation, and foster dependency.”

This response highlights the mental health issues linked to excessive gadget use, such as dependency and emotional instability, along with concerns about radiation exposure. Informant A4 expanded on the behavioral problems:

“It will be easier for children to throw tantrums, get angry, shout, and engage in aggressive behavior.”

Finally, Informant A5 highlighted the cognitive impacts:

“Children will have difficulty focusing, will not listen to instructions, show less interest in learning, imitate what they watch, and their imagination becomes uncontrollable. They will become more active and difficult to control.”

This statement reflects the cognitive and behavioral consequences of prolonged gadget use, suggesting a decrease in attention span, learning engagement, and impulse control, which can significantly affect a child's development.

Managing Gadget Usage and Anticipating Addiction

The study also explored the strategies employed by parents to manage and mitigate the risks of gadget addiction. The informants provided various approaches aimed at reducing screen time and ensuring that gadgets were used responsibly. Informant A1 emphasized the educational purpose of gadgets:

“I tell my children that cellphones should be used to increase knowledge and for work, not to play around. If we use them excessively, we become stupid, and if we are stupid, we become poor. Do you want to be stupid and poor? If not, then you can use the cellphone to learn.”

This approach connects knowledge acquisition and success with the use of gadgets, encouraging children to see technology as a tool for personal development. Informant A2 implemented a more traditional approach:

“I implement a book reading agenda with my children and encourage them to do homework together. This way, their attention is diverted from the gadgets.”

This strategy focuses on cognitive engagement through reading and homework as alternatives to screen-based activities, fostering a more balanced approach to learning. Similarly, Informant A3 emphasized hands-on learning:

“I stimulate my children with field activities that match their interests, ensuring they engage in activities that do not rely on gadgets.”

This strategy suggests that interactive, real-world activities can stimulate children's curiosity and creativity, providing alternatives to passive screen time. According to Informant A4:

“The problem of gadgets with children can be easily managed if there is good communication and agreed-upon regulations.”

This reinforces the importance of consistent communication and the establishment of clear rules between parents and children to manage screen time effectively. However, the challenge of dealing with addiction was acknowledged by Informant A5:

“If the child is already addicted to gadgets, it is quite difficult to keep the child from being addicted to gadgets.”

This statement highlights the difficulty of reversing addiction once it has developed, pointing to the importance of early intervention and prevention strategies to avoid gadget addiction.

The findings of this study reveal a multifaceted perspective on the role of gadgets in children's lives, emphasizing both the potential harms and the parental strategies aimed at minimizing negative outcomes. The informants expressed strong concerns about the physical, emotional, and cognitive impacts of excessive gadget use, while also demonstrating a variety of proactive measures to mitigate these risks. These findings contribute to the ongoing discourse on screen time management and provide valuable insights for future research into parent-child communication and technology use.

DISCUSSION

Parental Supervision in Gadget Usage

Parental supervision is a critical element in addressing gadget addiction among children. Research consistently emphasizes the importance of establishing clear rules and time limits to regulate children's gadget usage, which prevents excessive dependency (Fitri, 2022; Hidayatuladkia et al., 2021; Mazdalifah & Moulita, 2021; Zahara et al., 2021). The role of parents extends beyond mere regulation, as their involvement directly impacts children's understanding and behavior regarding technology. In many cases, gadget addiction stems from a lack of boundaries and guidance, highlighting the need for parents to actively communicate and enforce healthy media practices within the family.

In the study, parents demonstrated significant efforts to guide their children by setting rules and limits on gadget use. They adopted strategies that included creating agreements about screen time and discussing the implications of excessive gadget usage with their children. Such approaches were found to foster better understanding and compliance, reducing the likelihood of addiction and behavioral issues.

Dialectical Contradictions in Parent-Child Relationships

The Dialectical Theory provides a robust framework for analyzing the dynamics of parent-child communication in the context of gadget use. According to Baxter and Montgomery, contradictions are inherent in human relationships, as individuals often have competing desires and needs (Lubis, 2021; Segrin

& Flora, 2005; West & Turner, 2014). In family interactions, these contradictions are reflected in the differing expectations of parents and children regarding gadget use. For instance, while parents aim to restrict gadget usage to promote healthy development, children often express a strong desire to engage with these devices for entertainment and social connection.

The study findings reveal that parents and children experience contradictions, particularly when children request access to gadgets, and parents refuse. Emotional reactions such as anger, annoyance, and tantrums are common among children, reflecting their struggle to reconcile these conflicting expectations. However, parents perceive these reactions as part of normal developmental processes, as children learn to navigate disappointment and develop emotional regulation (Janah & Diana, 2023). By maintaining consistent communication and setting clear expectations, parents successfully minimized conflicts and managed these contradictions within their relationships.

Parental Mediation Strategies

Effective communication emerged as a central strategy for managing contradictions and guiding children toward responsible gadget use. Parents in the study employed a range of mediation techniques, including explaining the reasons for restrictions, discussing the potential negative impacts of excessive gadget use, and providing alternative activities to divert children's attention. These methods align with Livingstone and Helsper's (2008) concept of parental mediation, which encompasses strategies such as setting rules, engaging in discussions about media, and co-viewing content to monitor and guide children's media experiences.

The findings also highlight the effectiveness of proactive mediation for younger children. Parents reported that redirecting attention away from gadgets was relatively easy for toddlers and preschoolers. This suggests that early interventions are particularly valuable in establishing healthy media habits and preventing dependency. For older children, parents relied on open discussions and collaborative rule-setting to foster understanding and compliance, ensuring that children internalized the rationale behind the rules.

The Role of Communication in Managing Contradictions

From the perspective of Dialectical Theory, communication serves as a vital tool for managing contradictions in family relationships. The study indicates that parents who maintained open, empathetic communication with their children were better able to align their expectations and resolve conflicts. Parents used gentle and relatable language to explain the risks of excessive gadget use, fostering mutual understanding and cooperation. This approach is consistent with parental mediation strategies described by Rahayu (2012, as cited in Rohmatulloh & Istiyanto, 2020), which emphasize the importance of discussing media use, setting boundaries, and providing guidance in a collaborative manner.

The study findings also underscore the role of close parent-child relationships in facilitating effective communication. A strong emotional bond between parents and children enhances the receptiveness of children to parental guidance. Parents in the study emphasized their concerns in ways that were comprehensible and relatable to their children, often using concrete examples and positive reinforcement. By doing so, they successfully mitigated potential conflicts and ensured that children adhered to established rules.

The findings from this study reaffirm the importance of relational communication in addressing gadget addiction among children. Parents demonstrated a deep awareness of their role as mediators, proactively balancing restrictions with open dialogue and positive reinforcement. By maintaining harmonious relationships and effectively managing contradictions, parents guided their children toward balanced and responsible gadget use. These findings highlight the value of integrating Dialectical Theory into the analysis of family interactions, offering insights into the strategies that parents can adopt to foster healthy media habits in their children.

CONCLUSIONS AND SUGGESTIONS

This study highlights the critical role of parent-child communication in preventing gadget addiction and fostering healthier digital habits among children. The findings reveal that parents employ various communication strategies to manage their children's gadget use, including setting clear rules and schedules, addressing emotional reactions constructively, and engaging in meaningful dialogue. These efforts demonstrate that effective parental communication not only helps mitigate the risks of gadget addiction but also fosters a stronger relational bond within the family.

The study also shows that while children may initially react with emotions such as anger or frustration when their gadget use is restricted, parents can successfully manage these situations by employing gentle and

empathetic communication. Parents' ability to redirect their children's attention to alternative, constructive activities further reinforces the importance of positive engagement in addressing digital media challenges. These findings underscore the value of communication strategies that align parental guidance with children's developmental needs, providing practical insights into managing gadget use effectively within the family.

In light of the findings, it is recommended that parents maintain consistency in implementing regulations for gadget use while fostering open and empathetic communication with their children. By establishing clear guidelines and communicating the rationale behind these rules, parents can help their children develop a balanced approach to digital media. In situations where rules are violated, parents are encouraged to provide educational consequences that emphasize the importance of accountability without resorting to punitive measures. Additionally, engaging children in enriching activities such as reading, outdoor play, or collaborative family projects can serve as a valuable strategy to reduce dependence on gadgets.

From an educational perspective, schools play a vital role in complementing parental efforts by integrating digital literacy education into their curriculum. This could include teaching students about the responsible use of digital devices, understanding the risks of excessive screen time, and promoting critical thinking about digital content. Incorporating such lessons into initiatives like the *P5 Project (Proyek Penguatan Profil Pelajar Pancasila)* would further strengthen students' digital literacy, enabling them to navigate the digital landscape responsibly and ethically.

Moreover, collaboration between schools and parents through workshops or seminars could create a unified approach to addressing gadget addiction, providing families with the tools and knowledge necessary to support their children in the digital age. By combining consistent family communication, constructive educational strategies, and institutional support, the risks associated with gadget overuse can be effectively mitigated, contributing to the well-being of children and the development of healthier family dynamics.

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