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ADAPTING INTERNET PARENTAL MEDIATION SURVEY: A PILOT STUDY

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Abstract

Adaptation of the parental mediation tool see how parents mediate children's internet for two main reasons, that culture can affect parenting and there is no measuring tool that looks at parenting that specifically looks at parental interactions with children's internet use. This study aims to report the results of the adaptation of parental mediation tool from Global Kids Online (GKO). In order to adapt this measurement tool to Indonesian, a pilot study was carried out. The participants of this study were 112 parents of early adolescents. In carrying out the adaptation, International Test Commision (ITC) Guidelines of Translating and Adapting Tests are used where there is a process of translation, review, and testing of instruments. Translation process was carried out using the back-translation method by a professional translator, the review was carried out by five people and the measuring instrument trials were processed with CTT and CFA for five parental mediation strategies. CTT results with item discrimination, factor loading, and reliability tests using Cronbach's alpha showed that with total of 42 items, two items were discarded. From CFA processing based on chi-square values, RMSEA, SRMR, CFI, and TLI, the adaptation of the measurement tools in this pilot study is fit and can be continued.

Keywords: adaptation, early adolescent, ITC, parental mediation, pilot study

Adaptasi Survei Mediasi Orang Tua dalam Penggunaan Internet: Studi Awal

Abstrak

Adaptasi alat ukur parental mediation dapat melihat bagaimana orang tua memediasi penggunaan internet anak dilakukan dengan dua alasan utama yaitu karena budaya dapat mempengaruhi pengasuhan dan belum adanya alat ukur yang melihat pengasuhan yang secara spesifik melihat interaksi orang tua dengan penggunaan internet anak. Penelitian ini bertujuan untuk melaporkan hasil adaptasi alat ukur parental mediation dari *Global Kids Online* (GKO). Untuk mengadaptasi alat ukur ini kedalam bahasa Indonesia dilakukan pilot study. Partisipan penelitian ini adalah 112 orang tua anak remaja awal. Dalam melakukan adaptasi digunakan International Test Commission (ITC) Guidelines of Translating and Adapting Tests dimana terdapat proses penerjemahan, review, dan uji coba alat ukur. Proses penerjemahan dilakukan dengan metode back-translation oleh penerjemah profesional, review dilakukan oleh lima orang dan uji coba alat ukur diolah dengan CTT dan CFA untuk kelima strategi parental mediation. Hasil CTT dengan item discrimination, factor loading, dan uji reliabilitas menggunakan cronbach's alpha menunjukkan dari total 42 item, dua item dibuang. Dari pengolahan CFA berdasarkan nilai chi-square, RMSEA, SRMR, CFI, dan TLI adaptasi alat ukur pada pilot study ini fit dan dapat dilanjutkan.

Kata kunci: adaptasi, ITC,mediasi orang tua, remaja awal, studi awal

INTRODUCTION

Badan Pusat Statistik Indonesia in 2019 estimates that around 22 million children aged 10 – 14 years in Indonesia are internet users (Asosiasi Penyelenggara Jasa Internet Indonesia, 2020), when compared to the projected number of children of this age, almost all children in Indonesia are active internet users. It is also illustrated that in Jakarta, the capital city of Indonesia, most teenagers are active internet users (Luthfia, 2019).

Someone aged 10 –14 years is in the early adolescent phase (Demirbüken et al., 2019; Ortega-Barón et al., 2021; Salomon & Brown, 2019; Wartberg et al., 2017). In the early adolescent phase there are three fundamental changes that occur in children namely biological transition, where they enter the puberty phase, begin to like the opposite sex, and more aware of their physical condition; cognitive transitions which making them to have more ability to think about the hypothetical state than children and more ability to understand abstract concepts; social transition where they become more

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interested in relationships with peers than with parents (Steinberg, 2016). Those transitions can also affect adolescents' use of the internet where they become more likely to use the internet for their social life.

As previously stated, Indonesian teenagers today are mostly active users of the internet, especially since the Covid-19 pandemic where distance learning is enforced. Borca et al. (2015) discusses how adolescents' internet use relates to their developmental tasks where the internet can be used as a place for adolescents to develop their interests, a place to equalize and differentiate their identity from others, develop and practice self-autonomy, as well as build close relationships with their peers. On the other hand, the internet is also associated with social isolation, poor school performance, loneliness, depression, and cyberbullying (Borca et al., 2015; Keles et al., 2020; O'Reilly et al., 2018; Van Den Eijnden et al., 2018).

Due to the negative impacts that can arise from adolescent internet use, early adolescent relationships with parents are experiencing an increase in conflict which causes a reduction in the closeness of parents to children and increases the tendency for parents to try to manage more (Borca et al., 2015; Salmela-Aro, 2011), which can also occur in parental management of children's internet use. To more specifically describe parental interactions in mediating adolescent internet use, Livingstone and Helsper (2008) created a parental mediation strategies measurements tool that looks at the interaction between children and parents in the use of media that is formed from family dynamics, media socialization to children, and internal values from the family.

The concept of parental mediation strategies departs from the concept of family dynamics where when viewed from the family system, parental mediation strategies represent how families produce values from external system factors in this case adolescent internet use (Livingstone & Helsper, 2008; Livingstone et al., 2017), when viewed from Warren's (2005) ecological approach, parents not only act as a deterrent to the negative impact of internet use but also as a facilitator of the desired values of the positive impact of internet use, and in the socio-cognitive approach, parental mediation strategies are used as a stimulation of children's media literacy development (Nathanson, 2004; Livingstone & Helsper, 2008; Livingstone et al., 2017).

In parental mediation strategies, there are five strategies that are often used by parents, namely active mediation, active safety mediation, interaction restriction, technical restriction, and monitoring. Active mediation is a strategy in which parents help their children manage the internet by being involved and present when their children are using the internet. Meanwhile, active safety mediation is parental management regarding children's internet use which is carried out either before, during, or after children are online activities, which contains directions so that children can use the internet safely, assistance, as well as invitations for discussion when children find difficulties using the internet (Livingstone et al., 2011). In terms of restrictions on internet use, parental management is divided into interaction restrictions and technical restrictions where interaction restrictions are restrictions on children's interactions with the internet by directly giving rules to children, while technical restrictions are carried out by limiting and filtering using existing technical means in child devices (Livingstone et al., 2011). Finally, monitoring is how parents monitor children's internet use after the child has finished using the internet (Livingstone et al., 2011).

This measurement tools for measuring parental mediation is a survey developed by EU Kids Online 2010 which was originally created and adapted to collect data in European countries (Livingstone et al., 2011). Then this measurement tool was developed again and is more widely used around the world through Global Kids Online (GKO). GKO is an international research project that aims to generate and sustain cross-country evidence-based research on children's Internet use. Then in 2020 GKO again issued a measurement tool which was a revision of the previous measurement tool. So far the parental mediation survey from GKO has been developed in Albania, Argentina, Brazil, Bulgaria, Canada, Chile, China, Costa Rica, Ghana, India, Philippines, Serbia, South Africa, Uruguay and not yet in Indonesia (Global Kids Online, 2020).

There are two main reasons why the adaptation of this measurement tool is necessary. The first is that most research in Indonesia today examines how the relationship between parenting and family with adolescent internet use is seen from a more general perspective. As in research conducted by Lathiifah et al (2023) which looks at how parental structure and parental psychological control in adolescents' lives in general as predictors of problematic smartphone use as well as research by Maulida et al., (2023) which looks at family rituals in

general in adolescents related to problematic smartphone use in adolescents. The use of general parenting measurement tools with quantitative methods in Indonesia when related to adolescent internet use may occur because there is no psychometrically proven measurement tool that can directly address how parents and adolescents interact in their children's internet use. This can be seen from the author's search on google and google scholar pages with the keywords "internet parenting style Indonesia", "digital parenting Indonesia", and "parental mediation Indonesia" which show that researchers modifying general parenting measurement tools or using qualitative methods to be used in the context of internet use. As in the research conducted by Dhahir (2018) who modified the Parenting Styles and Dimensions Questionnaire (PSDQ) measuring instrument and the rest using qualitative methods (Sekarasih, 2016; Yusuf et al., 2020).

The next reason is that parental mediation is sensitive to cultural aspect. A study conducted by Livingstone et al. (2011) examined parenting strategies across seven European countries. They found that parents from Northern European countries such as Sweden and Denmark tend to adopt a more open and communicative approach, while parents from Southern European countries like Greece and Italy tend to be more restrictive and authoritative in their mediation of adolescent internet use.

Based on the International Test (ITC) Guidelines of Translating and Adapting Tests, there are 6 categories out of 18 stages, namely pre condition (3 stages), test development (5 stages), confirmation (4 stages), administration (2 stages), scoring and interpretation (2 stages), and documentation (2 stages) (Bartram et al., 2018) This research applies the pilot study stage to the test development stage of adapting measuring instruments.

This research is a pilot study to see the initial adaptation of parental mediation surveys in Indonesia. A pilot study is an imitation of actual research with the aim of finding if there are deficiencies in measuring instruments and is commonly used to collect initial evidence of the quality of the adaptation of the tests carried out (Bartram et al., 2018; Dillman et al., 2014; Srinivasan & Lohith, 2017). The development of this measuring tool in other countries used a large number of samples, such as 532 parents in South Africa, and around 2,000 participants in each of India and the Philippines. Considering that Indonesian adolescents are mostly active internet users, this study hypothesizes that the parental mediation strategies measurement tool can be used in Indonesia. This study aims to report the results of a pilot study for the adaptation of the parental mediation tool from GKO.

METHODS

Research Design, Location, and Time

This study is a quantitative study to obtain data on the adaptation of the parental mediation measurement tool. There are 42 total items on this questionnaire with 11 items measuring active co-use, 6 items measuring active safety mediation, 11 items measuring interaction restriction, 8 items measuring technical restriction, and 6 items measuring monitoring strategy. The adaptation of this parental mediation measurement tool was carried out with the guidelines from ITC. This study aims to explain the results of a pilot study conducted with ITC guidelines. Data collection was carried out online for one month, from November to December 2021, with respondents from Bandung, Garut, and Jakarta.

Sampling Technique

The minimum number of samples to carry out the CFA process is 10:1 for N:q where each item can be described by 10 samples (Kline, 2016). The highest number of items from parental mediation strategies is 11 items, so the minimum sample size is 110 samples. Taking into account the current pandemic conditions, data collection was carried out using the snowball method where online measuring tools are shared via social media and message services.

The trial of this measurement tool was conducted on respondents who have children aged 10–14 years whose children have actively used the internet for the last 3 months. In conducting the pilot study, there were at least 59 participants who participated in the trial process (Viechtbauer et al., 2015). Considering the number of sample sizes needed to carry out the CFA process and the minimum sample size in the pilot study, data from 112 respondents from Bandung, Garut and Jakarta were taken in this study.

Procedures for Data Collection

In the first stage category in ITC guidelines, pre-condition, the first thing to do is to ask permission from the author of the original measuring instrument. On the GKO website

page it is written that anyone can use this survey under the Attributive Non-Commercial Creative Commons License where this measuring tool can be used for non-commercial purposes by giving credit to GKO (Global Kids Online, 2020).

The next stage is to evaluate the definition and content of the construct being measured and minimize the influence of irrelevant cultural and language differences by using measurement tools for the target population. This is done by using a judgment review.

Then proceed to the measuring instrument development stage. The first thing to do is to translate the measuring instrument taking into account language, psychological conditions, and cultural differences in the target population. To get this, a translation is carried out by a professional translator. Then the results of the translation are given to experts for review

In the process of translating measuring instruments, a back-translation process is carried out where the questionnaire is translated into the target language by one translator and then translated back into the original language by another translator who does not know the original questionnaire (Sperber, 2004). Then to validate the translated language, a peer review was carried out by 3 Master of Professional Psychology students at the Faculty of Psychology, Padjadjaran University and expert review by 2 Lecturers at the Faculty of Psychology, Padjadjaran University. The translation process is carried out by professional translators, both translation into Indonesian and translation back into English.

The review process is carried out by validating the translation results that have been carried out and their relevance to the topic of parental mediation. Translation results are carried out by checking the suitability of language comparisons and similarity of interpretation using a Likert scale within 1–7. Both of these are assessed from the original item and the results of the translation back into English, while for the relevance test, checking is used using a Likert scale within 1–4 (Sperber, 2004; Yusoff, 2019).

Measurement and Assessment of Variables

After the review is carried out, calculations are carried out, to test the validation of the translation, the norm is used if the average of the reviewer's answers is worth more than 3, then a re-examination of the translation is needed, if it is between 2.5 and 3 then it can be considered problematic (Sperber, 2004). For the relevance test the answers of the highest and lowest reviewers are added up and then divided by two to get a cut-off value which is then seen and because 2 or more reviewers are used, the value is at least 0.80 (Yusoff, 2019).

The second stage of developing a measuring instrument is using the appropriate design and assessment procedures regarding the suitability of adapting the measuring instrument to the target population, then providing evidence that the test instructions and item content have similar meanings for the target population, and finally collecting pilot data to carry out item analysis. Small scale reliability and validity test to see the deficiencies of the adapted measuring instrument.

These results will measure whether the model used is fit and each item can measure each parental mediation strategy. Both of these were carried out on items in each parental mediation strategy (Dürager & Sonck, 2014). For classical test theory (CTT), the score is used with a factor loading that must be above 0.04, the item-rest correlation to see discriminant items must be above 0.04 and a Cronbach's alpha value of 0.7 indicates acceptable, 0.8 indicates good, and 0.9 very good (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017).

Data Analysis

The data obtained was then analyzed using classical test theory (CTT) by looking at factor loading, discriminant items, homogeneity items, and reliability values using Cronbach's alpha. Then the validity of the data was also processed using confirmatory factor analysis (CFA). Data analysis was processed using the JASP application version 14.0

Meanwhile, for CFA, the evidence with Root Mean Square Error of Approximation (RMSEA) <0.05 is a good fit, and 0.05 – 0.1 is moderate fit, then the comparative fit t index (CFI) and Tucker-Lewis Index (TLI) are close to value 1 is above 0.95, and the ratio of chi-square and maximum degrees of freedom is at number 3, and Standardized Root Mean Square (SRMR <0.08) (Dürager & Sonck, 2014; Kline, 2016).

Table 1 Blueprint of Internet Parental Mediation

Item	Statements
1	Encourage your child to explore and learn things on the internet
2	Suggest ways to use the internet safely
3	Talk to your child about what he/she does on the internet
4	Sit with your child while he/she uses the internet
5	Stay nearby when your child uses the internet
6	Do shared activities together with your child on the internet
7	Talk to your child about what to do if something online bothers or upsets him/her
8	Help your child when something is difficult to do or find on the internet
9	Explain why some websites are appropriate or inappropriate
10	Help your child when something bothers him/her on the internet
11	Talk to your child about the commercial activities he/she is exposed to online
12	Told you about things that bother or upset her/him on the internet
13	Helped you to do something you found difficult on the internet
14	Started a discussion with you about what she/he does on the internet
15	Asked for your advice on how she/he should act online
16	Asked you for something that she/he saw advertised online
17	Ask for your help with a situation on the internet that she/he cannot handle
18	Which friends or contacts he/she adds to his/her social networking profile/instant messaging service
19	The messages in his/her email or other app for communicating with people
20	Which websites he/she visited
21	His/her profile on a social networking site or online community
22	The apps he/she downloaded
23	The in-app purchases he/she made
24	Use a web or phone camera
25	Download music or films
26	Visit a social networking site
27	Watch video clips
28	Play games with other people online
29	Visit a chat room
30	Use messenger services
31	Read/watch news online
32	Use the internet for school work
33	Spend time in a virtual world
34	Share photos, videos or music online with others (including on social networks or messenger services)
35	Parental controls or other means of blocking or filtering some types of website
36	Parental controls or other means of keeping track of the websites or apps your child visits
37	Rules about how long or when your child is allowed to go online
38	A service or contract that limits the time your child spends on the internet
39	Software to prevent spam or junk mail and viruses
40	Parental controls that filter the apps your child can download
41	Parental controls that alert you when your child wants to buy content (in-app purchase)
42	Software that limits the people your child can be in touch with (through voice calls and messages)

RESULTS

Translation Process

The results of the analysis in the peer review process consist of the results of calculating the score. In addition, the results of language feedback from this process were also recorded and synthesis 1 was made based on the results of the analysis used. From the results of the peer review it was found that there were five

Table 2 Demographic data (n=112)

	n	Percentage
Age		
31 – 40	50	44.6
41 – 50	58	51.8
50 – 60	3	2.7
Role		
Mother	83	74.1
Father	29	25.9
Number of children		
1	16	14.3
2	37	33.0
3	31	27.7
4	23	20.5
5	4	3.6
6	1	0.9
Total	112	100

statements from the same interpretation that were invalid, namely at numbers 9, 17, 23, 31 and 32 (see Table 1 for the blueprint) . In the relevance test there were five statements that were not relevant, statements numbers 1, 17, 30, 31 and 32. Then synthesis is carried out by considering input from the peer review process. After the synthesis is carried out, it is then followed by an expert review process.

The results of the analysis in the expert review process consist of the calculation results of the relevance assessment score. In addition, the results of language feedback from this process are also recorded. From the results it was found that item numbers 9, 11, 16 were considered invalid, whereas to see the similarity of interpretation, items number 9 and 16 were considered invalid. The complete list of items is presented in Table 1. This also happened in the relevance test. So that the synthesis is carried out again to proceed to the measuring instrument testing.

Instrument Trial Process

Data from the measuring instrument trial in Table 2 shows that out of a total of 112 respondents the majority were aged 41–50 years (51.8%), a mother (74.1%) and had two children (33%).

The results of data processing for item discrimination are shown in Table 3. All items from the active mediation strategy, active safety mediation, and monitoring have item-rest correlation values and factor loading >0.4, this means that these items have measured all three parental mediation strategies.

Table 3 Item analysis of parental mediation strategy

Item	Factor Loading	If item dropped Cronbach's α	Item-rest correlation	Mean	SD
Active mediation					
Item 1	0.429	0.913	0.544	3.527	0.816
Item 2	0.698	0.906	0.689	3.661	1.045
Item 3	0.766	0.902	0.768	3.509	0.995
Item 4	0.613	0.909	0.638	3.214	0.981
Item 5	0.688	0.905	0.722	3.214	0.915
Item 6	0.789	0.904	0.722	3.116	1.002
Item 7	0.653	0.908	0.649	3.58	0.936
Item 8	0.654	0.907	0.667	3.571	0.946
Item 9	0.811	0.906	0.687	3.732	1.048
Item 10	0.623	0.91	0.611	3.58	0.965
Item 11	0.694	0.907	0.671	3.348	1.002
Active safety mediation					
Item 1	0.553	0.825	0.538	3.482	0.949
Item 2	0.554	0.82	0.564	3.518	0.93
Item 3	0.785	0.794	0.691	3.321	0.997
Item 4	0.727	0.797	0.683	3.277	0.942
Item 5	0.712	0.816	0.598	3.152	1.117
Item 6	0.658	0.811	0.611	3.429	0.956
Monitoring					
Item 1	1.077	0.882	0.804	2.902	1.215
Item 2	1.1	0.877	0.838	2.83	1.192
Item 3	0.951	0.887	0.772	2.92	1.187
Item 4	0.654	0.905	0.639	3.509	1.022
Item 5	0.917	0.884	0.79	3.107	1.15
Item 6	0.725	0.908	0.626	3.036	1.177
Interaction restriction					
Item 1	0.429	0.899	0.69	1.438	0.566
Item 2	0.491	0.898	0.712	1.554	0.627
Item 3	0.458	0.897	0.728	1.509	0.585
Item 4	0.421	0.899	0.694	1.607	0.559
Item 5	0.495	0.897	0.729	1.813	0.729
Item 6	0.453	0.899	0.697	1.625	0.737
Item 7	0.492	0.897	0.731	1.589	0.742
Item 8	0.367	0.903	0.624	1.571	0.581
Item 9	0.088	0.916	0.269	1.143	0.351
Item 10	0.443	0.905	0.583	1.955	0.663
Item 11	0.502	0.897	0.719	1.821	0.661
Technical restriction					
Item 1	0.340	0.817	0.715	1.393	0.491
Item 2	0.332	0.82	0.695	1.33	0.472
Item 3	0.121	0.867	0.257	1.768	0.424
Item 4	0.333	0.829	0.625	1.384	0.489
Item 5	0.268	0.846	0.483	1.42	0.496
Item 6	0.412	0.811	0.765	1.455	0.5
Item 7	0.367	0.821	0.682	1.42	0.496
Item 8	0.258	0.844	0.494	1.277	0.449

Notes: SD = Standard Deviation

Table 4 Parental mediation strategy reliability

Strategy	Cronbach's α
Active mediation	0.915
Active safety mediation	0.837
Monitoring	0.907
Interaction restriction	0.916
Technical restriction	0.867

For the interaction restriction strategy item-rest correlation, the item in the interaction restriction strategy " *Menggunakan internet untuk tugas sekolah*" has a value of 0.269 and a loading factor of 0.088 which means below 0.4, then this item is removed. Whereas in the technical restriction strategy the results of the analysis for item-rest correlation, the item in the technical restrictive strategy "*Parental control (pengaturan kontrol orang tua) atau cara lain untuk melacak situs web atau aplikasi yang dikunjungi anak Anda*" has a value of 0.257 which means below 0.4, then this item is removed. As for factor loading, only item number 6 has a score above 0.4. Factor loading is influenced by the distribution of data, whereas in technical restriction strategy data only has two answer choices so the value is not large.

From the reliability test data with Cronbach's alpha in Table 4, it was found that all data from each parental mediation strategy after the two items were removed were reliable with α values ranging between 0.837 and 0.916, where active mediation, monitoring and interaction restriction strategies had very good values, and active safety mediation strategy and technical restriction fall into the good category.

Based on the results of the Confirmatory Factor Analysis in Table 5, the RMSEA value for active safety mediation measurement is categorized as close fit because it is <0.05, while for the monitoring strategy it is categorized as poor fit because the result is >0.1, for other strategies it can be said to be at a moderate level fit. For SRMR, CFI, and TLI all meet the fit index. The same thing also happened for the chi-square value where the ratio of chi-square with degrees of freedom does not exceed 3. From the five data, it can be said that this measuring instrument is fit. The reliability test using Cronbach alpha shows that all parental mediation strategies have an alpha value of more than 0.8, which means that all strategies have good reliability values.

Figure 1 represents the five plots of each parental mediation strategy. Some items are correlated to get a fit value based on the residual variance value obtained. Two parental mediation strategies: active safety mediation and monitoring are fit without linking the items. For the active mediation strategy, there are seven relationships of the items tested, item one with two, item two with three, item three with four, item three with eight, item four with five, item six with nine, and item eight with ten.

The processing of confirmatory factor analysis on item interaction restrictions and technical restrictions is carried out without items dropping in the previous process. The Interaction Restriction strategy items have two relationships, item number five with number six and item five with seven. Likewise, in the technical mediation strategy there are two relationships, namely item number one with two and item one with six.

Table 5 Parental mediation strategy confirmatory factor analysis resullts

Strategy	Number of item	RMSEA	SRMR	χ^2 (df);p	CFI	TLI
Active mediation	11	0.081	0.05	64.315 (37); p= 0.004	0.96	0.941
Active safety mediation	6	0.029	0.036	9.871 (9); p= 0.361	0.996	0.993
Monitoring	6	0.119	0.041	23.239 (9); p=0.006	0.968	0.946
Interaction restriction	11	0.087	0.045	59.152 (32); p=0.002	0.959	0.942
Technical restriction	8	0.084	0.043	21.561 (12); p = 0.043	0.973	0.953

Note: RMSEA = Root Mean Square Error of Approximation, SRMR = Standardized Root Mean Square Residual,df = Degree of Freedom , p = p-value , CFI = Comparative Fit Index, TLI = Tucker Lewis Index

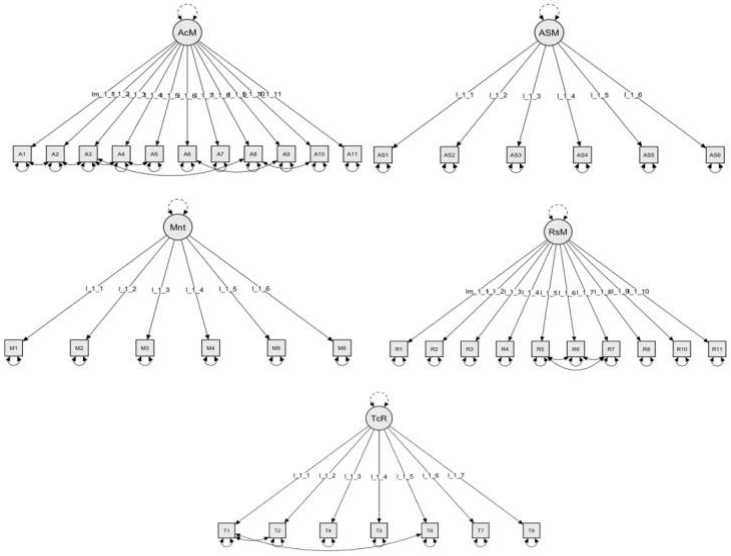

Figure 1 Five parental mediation strategy plot model

DISCUSSION

This study aims to determine the reported results of a pilot study of the adaptation of the parental mediation measurement tool from GKO. In general, all parental mediation strategies can be used with some changes. There were some items that had to be deleted in light of the factor loading results generated on these items. Completing all items of the tool took about 20–25 minutes on average. Each parental mediation strategy can be used separately so validity and reliability measurements were conducted on each strategy.

The first strategy in parental mediation strategies is active mediation which is a strategy where parents help their children to regulate internet use by being involved and present when children use the internet. Based on the analysis results for item-rest correlation and factor loading, all values are above 0.4. This means that all items of the active mediation strategy have a relationship with the total score of the active mediation strategy so that all items can be used. In addition, the Cronbach's alpha value on the items of the active safety mediation strategy is 0.837, which means that the reliability of this strategy is in the good criteria (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017).

The next strategy is active safety mediation which just as active mediation is a way of parental management regarding children's internet use. The difference is in the time and focus of strategy delivery, where active mediation is given when the child is using while active safety mediation is given before, during and after internet use. In addition, the focus on active safety mediation is on safety, assistance, and willingness to discuss if children find difficulties in using the internet. Based on the data analysis that has been carried out, the analysis results for the item-rest correlation and factor loading of this strategy are all above 0.4 and have a Cronbach's alpha value of 0.837, which means that all items can be used and have a good reliability (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017).

These strategies is associated with reduced internet use in adolescents, it can also improve children's cognitive and social development, on television media active mediation also has a positive effect on the perception of the positive effects of television on children (Qi & Mo, 2016; Ren & Zhu, 2022). Many factors can influence parental active mediation, some of which are social and family circumstances, parenting patterns, child age, parental concerns about media influence, and parental self-efficacy (Qi & Mo, 2016; Ren & Zhu, 2022; Shin, 2017).

The third strategy in parental mediation is a monitoring strategy in which parents supervise and monitor children's internet use after their children use the internet. In this study it was proven that all monitoring strategy items from the parental mediation fit measuring instrument had good reliability values. This deprives from item-rest correlation and factor loading which are not below 0.4 and the Cronbach's alpha value is 0.907 (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017). Higher parental monitoring is proven to reduce rates of engagement in social media use, watching videos and excessive use of online games in

adolescents can also make adolescents become more aware of their use time in using the internet (Vaala & Bleakley, 2015). The use of parental monitoring on children's internet use is influenced by the age and sex of the child. The sex of the child influences the use of this strategy by parents where parents tend to use this strategy more for girls compared to boys and is used more by parents for younger children (Khurana et al., 2015; Sonck et al., 2013).

The fourth strategy is interaction restriction, which is a limitation on the use of interaction between parents and children. In this measuring tool, one item is deleted, namely the item "Using the internet for school work" because it has an item-rest correlation worth 0.269 and a loading factor of 0.088 which means below 0.4 (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017). This could happen because at the time the data was collected it was during the Covid-19 pandemic. Where there are government regulations regarding distance learning so that children are required to use the internet in attending school. After removing this item, the interaction restriction strategy has a variable value of 0.916 which is in the excellent criteria (Dürager & Sonck, 2014; George & Mallery, 2019; Vaske et al., 2017). In this strategy, age as well as the sex of the child has an effect where younger children tend to be more restricted than adults and boys are more restricted than girls (Sonck et al., 2013). The use of interaction restriction strategies has a significant relationship with reducing online risk and time spent using the internet in children (Lee, 2012).

The last strategy is technical restriction where parents make restrictions using direct technical methods on children's devices. The results of the analysis for item-rest correlation, item number 3 on the strategy namely "Parental control (parental control settings) or other ways to track websites or applications that your child visits" has a value of 0.257 which means below 0.4, then this item is removed. As for factor loading, only item number 6 has a score above 0.4. Factor loading is influenced by the distribution of data, whereas in technical restriction strategy data only has two answer choices so the value is not large. After the item is deleted, the cronbach's alpha value in the technical restriction strategy becomes 0.867, which means that this value is in the good criteria. Things that can be a determinant of this strategy are the number of families where larger families tend to give more technical restrictions to children, parents' educational history, and parents' attitudes towards children's internet use (Sonck et al., 2013).

However, there are limitations in this study which is in the selection of respondents and the number of samples used. In this study, only measuring instrument adaptations were carried out from parents who had adolescent children, while to obtain richer data, it was necessary to adapt measuring instruments with child respondents of various ages. This research is only a pilot study so it uses a smaller sample size, meaning that it cannot be generalized to parents throughout Indonesia.

CONCLUSION AND SUGGESTIONS

The purpose of this research is to present the results of a pilot study of the parental mediation tool from GKO the results of which showed that the parental mediation measurement in Indonesia was fit and can be continued. CTT resulted in a reduction of two items, in interaction restriction strategy item and a technical restriction item.

From this study, a suggestion for further research is to expand the sample size from the age of children other than early adolescents and also to children, not only parents. In addition, research development can be carried out using this measurement tool to look deeper into the use of parental mediation in Indonesia.

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