

# Loneliness, Parent-Child Relationship and Gadget Addiction

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## ABSTRACT

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Loneliness is a sense of being unhappy and alone that frequently occurs in adolescents as a result of family circumstances or poor relationships between children and parents. Loneliness causes a teenager to seek an escape, one of which is a smartphone. Adolescent gadget addiction is indicated by continuous use of gadgets to the point of interfering with daily activities and functions. The objective of this study was to discover the role of loneliness in parent-child relationships and gadget addiction. The Parent Child Relationship Scale (PCRS), the UCLA Loneliness Scale Version 3, and the SAS-SV (Smartphone Addiction Scale-Short Version) were used in this study. This study included 135 adolescents (85 female respondents and 50 male respondents) aged 13-17 years who used gadgets for more than 11 hours per day or social media for more than 3 hours per day (excluding use for studying). The convenience sampling technique was used. The PROCESS mediation test of Andrew F. Hayes yielded results ( $\beta = 0.466$ ; 95% CI [0.0134, 0.0833]). According to the findings of this study, loneliness contributed to poor parent-child relationships and gadget addiction in adolescents.

**Keywords:** Gadget addiction; Loneliness; Parent-child relationship.

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## INTRODUCTION

Gadgets are a daily communication tool that has become a primary need for everyone. According to Kemp (2022) smartphone ownership in Indonesia will reach 96% of the total population. When the COVID-19 pandemic hit, the use of gadgets became increasingly popular, with Databoks (Jayani, 2021) noting an increase in internet usage in Indonesia from 73.75% in 2019 to 78.18% in 2020. Serra, Scalzo, Giuffre, Ferrara, and Corsello (2021) found that during the COVID-19 pandemic, there was an increase in internet and gadget use among teenagers for more than 4 hours per day, involving 184 teenagers. Because everyone is required to be at home to work (Work from Home) or study (Study from Home) and carry out social activities using devices, the internet and gadgets are the primary needs.

When using a device, many positive effects are obtained; however, continuous use of a device can be addictive. According to the findings of Lam and Liu's (2016) study, teenagers are significantly more addicted to the internet and gadgets than other age groups. Teenagers in a period of searching for identity, great curiosity, and a strong desire to socialize frequently use gadgets with a variety of features. According to Siste (Rossa, 2020), the phenomenon of using gadgets in adolescents in Indonesia is 19.3% of 2,9333 adolescents in 33 provinces in 2020, with a daily usage of 11.6 hours. Kristiana went on to say that using

social media for more than three hours per day, or using a device for more than 11 hours per day other than for work or study, can raise the risk factors for gadget addiction. When disconnected from a device or internet connection, people experience discomfort, anxiety, and sadness (Bragazzi and Puente, 2014). Adolescent gadget addiction can have a negative impact on behavior, development, social interactions, and interfere with daily life. Cheng, Yang, and Lee (2021) discuss the impact of gadget addiction on teenagers including suicide, sleep disturbances, anxiety, depression, unhappiness, and low self-esteem. Not only is gadget addiction self-defeating, but it can lead to criminal acts such as stealing, vandalism, and murder. In Kompas (Rachmawati, 2019), a teenager who was addicted to a gadget was arrested by the police for killing and robbing an online taxi driver; after further investigation, the motive for this crime was to repair the device used to play online games.

Ting and Chen (2020) discuss the environmental, social, and psychological factors that contribute to gadget addiction. According to Young (Montag and Reuter, 2015), loneliness is one of the factors that causes addiction. Kim, LaRose, and Peng (2009) research supports the notion that loneliness is one of the causes of internet addiction. Loneliness can occur when a person is disconnected from his/ her social environment, resulting in feelings of alienation, exclusion, or being overlooked by the social environment. Loneliness drives a person to seek “escape” in order to maintain contact with others. Teenagers are more likely to rely on technology to deal with loneliness, according to Chiu (2014) research. Adolescents who are lonely are more likely to use devices and are more likely to develop gadget addiction (Dikec, 2018).

According to Byrne and Baron (2005), loneliness is more common in adolescence than in other age groups. Someone entering adolescence will break away from their parents and seek out other social environments, such as friends, but if teenagers do not find friends or other social environments, they will become lonely. According to Antognoli (Cheng et al., 2021), loneliness in adolescents is more often caused by poor relationships between children and parents. Loneliness can be caused by poor parent-child relationships (Cavanaugh and Buehler, 2015); the worse the relationship between children and parents, the more lonely a person is. According to Hidayati (2018), poor family functioning is a factor that contributes to adolescent loneliness. According to Gökçearslan, Durak, Give, and Saritepeci (2021), a stronger sense of belonging in the family reduces gadget addiction and vice versa. In Indonesia, the lack of research on the relationship between gadget addiction in adolescents and the relationship between children and parents mediated by loneliness has piqued the interest of researchers.

## METHOD

### Research Design

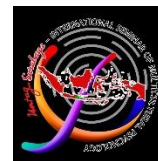
This study applied a quantitative approach to the correlational design, which assesses the relationship between two or more variables. A correlational design was used in this study to determine the role of loneliness as a moderator in the relationship between child-parent relationships and gadget addiction.

### Participants

In Semarang, 135 teenagers (85 girls and 50 boys) took part in this study. Adolescents aged 13-17 years who used gadgets for more than 11 hours per day or social media for more than 3 hours per day met the criteria for this study. The convenience sampling technique was used in the sampling process.

### Instrument

1. Gadget addiction - The gadget addiction scale was adapted from the Indonesian version of the SAS-



SV (Smartphone Addiction Scale-Short Version) developed by Kwon et al. (2013), which was later adapted and developed by Arthy et al. (2019). SAS-SV is made up of ten items that cover a variety of topics, including daily-life disruption, withdrawal, cyberspace orientation, relationship, overuse, and tolerance. Participants will rate the following statements on a scale of 1 (strongly disagree) to 6 (strongly agree). The SAS-SV reliability coefficient is equal to 0.69.

2. Loneliness - The scale used to assess loneliness in adolescents consists of 20 items adapted from *University of California Los Angeles (UCLA) Loneliness Scale Version 3* measurement tool developed by Russel (1996). The items on this scale are divided into 11 favorable items with negative questions about loneliness, such as “how often do you feel alone?” and 9 unfavorable items with positive words, such as “how often do you feel close to other people?” This study looks at trait loneliness, social desirability, and depression as aspects of loneliness. Participants will be asked to give a score ranging from 1 (strongly disagree) to 4 (strongly agree). The higher the score, the more lonely the participant. UCLA’s reliability coefficient is  $\alpha = 0.84$ .
3. Relationship between children and parents - The Parent-Child Relationship Scale, developed by Luo Guoying (1997), is used to assess the relationship between children and their parents. There are 18 items on this scale. Participants will be asked to rate their level of agreement on a scale of 1 (strongly agree) to 5 (strongly disagree). The closer the relationship between parents and children, the higher the score. The Pianta Child-Parent Relationship Scale, created and developed by Dr. Robert Pianta in 1992, is one of several measurement tools used to examine child-parent relationships. This measuring instrument, however, has limitations in that it only looks at the parent-child relationship from the parents’ perspective. The Parent-Child Relationship Scale developed by Luo Guoying (1997) is thought to be capable of viewing both positive and negative child-parent relationships from the child’s perspective. Chen’s (2012) research tested 250 Vocational High School Students from all regions of Taiwan. On PCRS, the reliability coefficient is  $\alpha = 0.83$ .

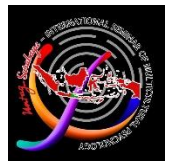
### Research Procedure

The research was conducted in the following stages:

1. The researcher conducted adaptation to the scales that were used. The scale was translated by the researcher so that teenagers could understand it. Following completion of the translation process, the adapted scale was tested on adolescents using the same criteria as the respondents in this study.
2. Data was collected using a Google Form survey that included informed consent. Participants who met the criteria were asked to complete a 15-minute questionnaire. Participants had the option to refuse or withdraw from the questionnaire without penalty. Participants might share the questionnaire link with friends who met the required criteria.
3. Evaluation based on the results of filling out the scale
4. Statistical calculations were used to analyze data.

### Data Analysis Technique

SPSS version 26 was used for the entire statistical analysis. Before testing the hypothesis, the researcher used Kurtosis to determine whether the data was normally distributed (Kurtosis z-values  $> -1.96$ ). Then, using PROCESS v3.5 by Andrew F. Hayes, conducting a mediation analysis to determine the role of loneliness as a mediator in the relationship between child-parent relationships and gadget addiction.



## RESULT

The correlation test results in Table 1 show that the parent-child relationship variable has a positive and significant relationship with loneliness ( $r= 0.34$ ;  $p=0.00$ ). Furthermore, there is a positive and significant relationship between the loneliness variable and the gadget addiction variable ( $r= 0.34$ ;  $p= 0.00$ ). The gadget addiction variable has a positive and significant relationship with the parent-child relationship ( $r= 0.42$ ;  $p= 0.00$ ).

Table 1. Mean, Standard Deviation and Correlation between Variables

Variable	Mean	SD	Parent-Child Relationship	Loneliness	Gadget Addiction
Parent-child relationship	23.97	4.23	1		
Loneliness	26.82	5.02	0.34	1	
Gadget Addiction	12.48	2.34	0.42	0.34	1

$n = 135$ ;  $**p < 0.01$

According to the calculation, the loneliness variable has a significant indirect influence on the relationship between the parent-child relationship variable and the gadget addiction variable ( $\beta= 0.466$ ; 95% CI [0.0134, 0.0833]). As a result, loneliness can be interpreted as mediating the relationship between child-parent relationships and gadget addiction. The following hypothesis was tested:

1. Weak parent-child relationships have a positive influence on gadget addiction. ( $\beta = 0.272$ ; 95% CI [0.189, 0.354]))
2. Weak parent-child relationships have a positive influence on loneliness in adolescents ( $\beta = 0.421$ ; 95% CI [0.23, 0.62]))
3. Loneliness has a positive influence on gadget addiction ( $\beta = 0.11$ ; 95% CI [0.38, 0.18]))
4. Loneliness mediates the relationship between weak parent-child relationships and gadget addiction. ( $\beta = 0.466$ ; 95% CI [0.0134, 0.0833]))

From the results of the hypothesis testing carried out, it can be explained in the following mediation model image:

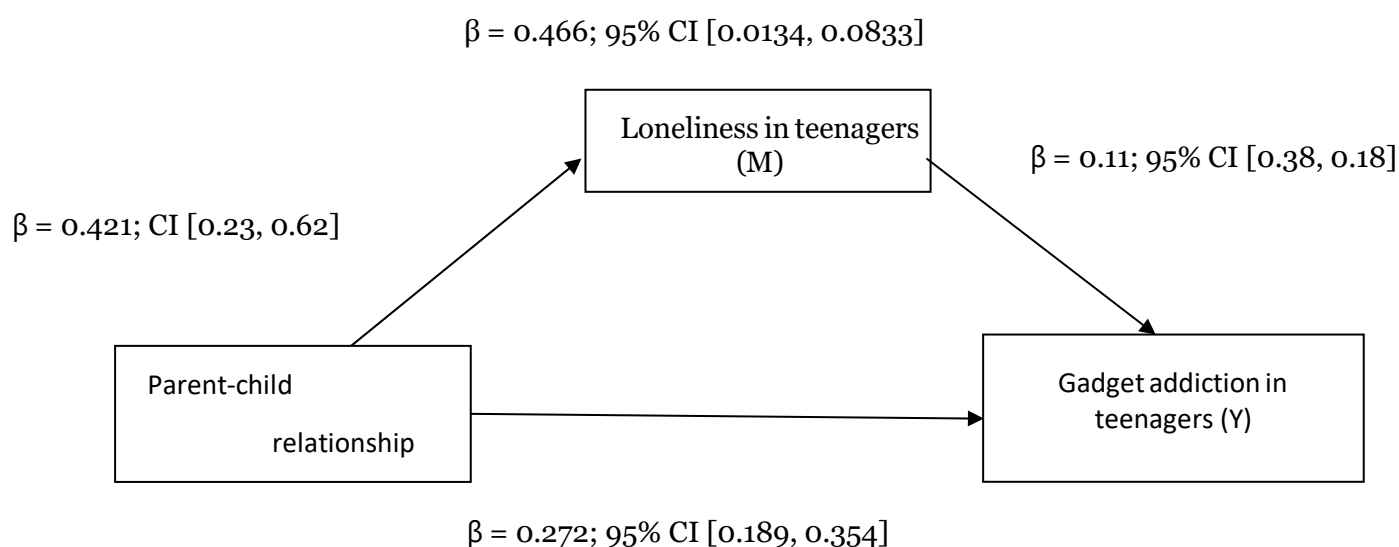


Figure 1. Indirect influence of parent-child relationships, loneliness and gadget addiction

## DISCUSSION

According to this study, poor parent-child relationships had a positive influence on gadget addiction. The weaker the child-parent relationship, the greater the adolescent gadget addiction. Adolescents who had positive parent-child relationships could resist gadget addiction. The findings of this study are in a line with the findings of Gökçearslan, Durak, Give, and Saritepeci (2021), who found that the stronger the relationship between children and parents, the less likely someone was to become addicted to gadgets, and vice versa. Furthermore, this study found that poor parent-child relationships had an impact on adolescent

loneliness. Antognoli's research (Cheng et al., 2021) supports the findings of this study, which showed that loneliness in adolescents was frequently caused by poor relationships between children and parents. This study also found that loneliness caused teenagers to become addicted to electronic devices. This finding was supported by Young's (Montag and Reuter, 2015) belief that loneliness is one of the factors that causes addiction.

## ACKNOWLEDGE, FUNDING & ETHICS

Of course, this research can be carried out with the assistance of various parties such as study participants, supervisors, and people who are a place to exchange ideas during research work. This research is funded independently or without the assistance of other parties.



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## THE 2ND INTERNATIONAL SEMINAR OF MULTICULTURAL PSYCHOLOGY "BUILDING SUSTAINABLE COMMUNITIES LIVING"



# PROCEEDING

## International Seminar on Multicultural Psychology

Faculty of Psychology Universitas 17 Agustus 1945 Surabaya

14<sup>th</sup> - 16<sup>th</sup> of July 2023



Online From Faculty of Psychology Universitas 17 Agustus 1945 Surabaya



# **PROCEEDING**

## **The 2<sup>nd</sup> International Seminar on Multicultural Psychology**

**“BUILDING SUSTAINABLE COMMUNITIES LIVING”**

**Faculty of Psychology Universitas 17 Agustus 1945 Surabaya  
July 2023**

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## **FOREWORD**

Dr. Andik Matulesy, M.Si, Psychologist  
Head of Indonesian Psychological Association (HIMPSI)

Assalammu'alaikum Wr.Wb  
Greetings and Prosperity Om  
Swasti Astu  
Nammo Budhaya  
Greetings of Virtue  
Healthy Greetings



As an important part of implementing the Psychology Education and Services Act number 23 of 2022, cooperation between Higher Education and the Psychological Association Professional Organization is highly urgent. The collaboration includes the professional education of General Psychologists, Specialist Psychologists, and Sub- Specialist Psychologists and is equally important in improving the competence of Psychology students and graduates. In addition, disseminating information and results of studies/research from scientists and professionals in the field of psychology is an important part of improving society's psychological well-being and health.

Therefore I appreciate activity 2-nd International Seminar of Multicultural Psychology (ISMP) held by the Faculty of Psychology, Universitas 17 Agustus 1945 (UNTAG) Surabaya. This activity proves that Higher Education has a great commitment and responsibility to develop the competence of the psychology community locally, nationally, and internationally.

We hope this international seminar will run smoothly and generate new ideas for the scientific and professional development of Psychology in Indonesia, which can be implemented for the benefit of the nation and state of Indonesia.

Thankyou

## FOREWORD

Prof. Dr. Mulyanto Nugroho, MM., CMA., CPA  
Rector Universitas 17 Agustus 1945 Surabaya

The Honorable,

1. Vice Governor of East Java
2. Regent of Ngawi Regency
3. Head of Indonesian Psychological Association (HIMPSI)
4. Speakers from:
  - Universiti Pendidikan Sultan Idris Malaysia
  - Lomonosov Moscow State University Russia
  - Universitas 17 Agustus 1945 Surabaya
  - Hong Kong Psychological Society
  - Singapore Psychological Society
5. Dean of Faculty of Psychology Untag Surabaya
6. Participants International Seminar
7. Happy audience



Assalamualaikum warahmatullahi wabarakatuh,  
Shalom,  
Om Swastiastu,  
Nammo Budhaya,  
Rahayu,  
Good Morning and Peace be upon us all

Praise and gratitude to Allah SWT, we are still given health to be able to attend the 2<sup>nd</sup> International Seminar of Multicultural Psychology with the theme "***Building Sustainable Communities Living***" organized by the Faculty of Psychology Untag Surabaya.

In the midst of the development of science and technology, the demands of life continue to increase and bring us to various differences in focus and goals. Humans who are created with various differences, are still faced with various demands of differences to survive. Both cultural differences, differences in points of view and even differences in beliefs. But actually, a healthy human being is a human being who can still benefit others despite being between many differences.

Psychology as a behavioral science, is one of the fields of science that is needed to educate many people to still have a healthy mentality to be resilient to undergo various demands, changes and differences in life. The international seminar held today



is expected to be the right discussion forum to develop knowledge and bring up various ideas and efforts, for the benefit of life for others.

Today, our era has changed. An era where technological progress is very rapid. Humans benefit greatly from these advances. But on the other hand, these advances also make humans complacent with the conveniences provided. We feel it too. Prefer instant things, spend more time with the digital technology we have and become less sensitive socially and things around. Psychology should be a counterweight in the current era. Maintaining good relationships with others, providing strategies that can improve human psychological well-being in the face of this instant era. With the holding of this activity, hopefully we always remember and be able to implement our knowledge as well as possible for better survival.

Ladies and gentlemen,

On behalf of Universitas 17 Agustus 1945 Surabaya, I would like to welcome all speakers and to all participants of the International Seminar. Your contributions are invaluable. Hopefully next time we can meet directly at Merah Putih Campus, Untag Surabaya. We are waiting for your presence in the city of Heroes, the city of Surabaya which has a beautiful variety of cultures, so it will not be easy to forget.

On this occasion, I would like to thank all the committees who have worked hard for the organization of this seminar. Continue to work to contribute to the nation and the world.

Finally, I congratulate you on attending the 2<sup>nd</sup> International Seminar of Multicultural Psychology with the theme "Building Sustainable Communities Living". May God Almighty be pleased and strengthen us to continue to face all our work. That is my remarks.

Thanks.

Wabillahi taufik wal hidayah, wassalamu'alaikum wr.wb.

Om Shanti Shanti Shanti Om, Namoh Buddha, Rahayu, May God Bless us all.

## FOREWORD

Dr. Rr. Amanda Pasca Rini, M.Si, Psychologist  
Dean of  
Faculty of Psychology  
Universitas 17 Agustus 1945 Surabaya

Assalammu'alaikum Wr.Wb  
Greetings and Prosperity Om  
Swasti Astu  
Nammo Budhaya  
Greetings of Virtue  
Healthy Greetings



This 2<sup>nd</sup> International Seminar of Multicultural Psychology (ISMP) activity is a routine activity carried out by the Faculty of Psychology, Universitas 17 Agustus 1945 Surabaya. This seminar is an important part of the responsibility in the development of psychology science and profession in the national and international. As with the first ISMP activity, this activity was attended by psychology figures from various countries.

I would like to express my infinite gratitude to all the major Keynote Speakers **Dr. H. Emil Elestianto Dardak, B.Bus., M.Sc** and **H. Ony Anwar Harsono, S.T., M.H**, and the keynote speakers from various countries:

1. Dr. Anna Leybina
2. Dr. Austin Tay
3. Dr. Adrian Toh
4. Dr. rer.nat. Nurul Ain Hidayah bint Abas,

for their willingness to share knowledge and experience related to science and psychology profession.

I also express my appreciation to the invited speakers in the workshop:

1. Prof. Dr. Nurussakinah Dualay, M.Psi. , Psychologist
2. Prof. Dr. Fendy Suhariadi, M.T. , Psychologist
3. Dr. Ferry Wirawan Tedja, M.Psi
4. Drs. Asep Haerul Gani, Psychologist
5. Indra Y Kiling, MA., PH.D,

which is expected to be able to provide discourse on psychological implementation in the fields of organizational, educational, clinical and social industrial science. To the seminar participants, hopefully this activity will be a discussion space that can improve competence in the field of psychology as expected.

I also give appreciation to the entire committee who have tried hard to actualize this international seminar activity. Happy seminar and see you again in the third ISMP activity in 2025.

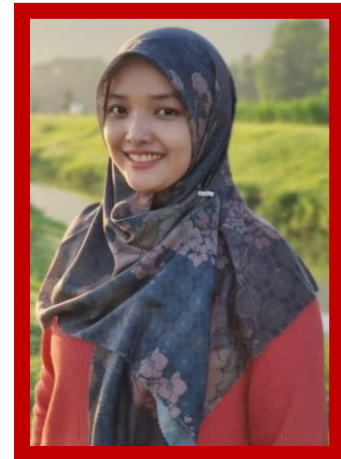
Thankyou

## FOREWORD

Sayidah Aulia'Ul Haque, M. Psi., Psychologist  
Chairman of ISMP 2023

Greetings,

Praise be to God for the blessing of His Grace, 2<sup>nd</sup> International Seminar of Multicultural Psychology (ISMP) can be held. I also would like to convey many thanks to the honorable:



1. Rector Universitas 17 Agustus 1945 Surabaya
2. Dean of Faculty of Psychology Universitas 17 Agustus 1945 Surabaya
3. Keynote speakers: Dr. H. Emil Elestianto Dardak, B.Bus., M.Sc., and H. Ony Anwar Harsono, S.T., M.H
4. Invited speakers:
  - a. Dr. Anna Leybina, M.Sc.Psychology, Ph.D (Lomonosov Moscow State University)
  - b. Dr. Adrian Toh (Singapore Psychological Society)
  - c. Dr. Austin Tay (Omnipsi Consulting)
  - d. Associate Prof. Dr. Rer. Nat. Nurul Ain Hidayah Binti Abas (Universiti Pendidikan Sultan Idris Malaysia)
  - e. Dr. Mamang Effendy, M. Psi (Universitas 17 Agustus 1945 Surabaya)
  - f. Dr. Bawinda Sri Lestari, M. Psi (Universitas 17 Agustus 1945 Surabaya)
  - g. Dr. Devi Puspitasari., M. Psi., Psikolog (Universitas 17 Agustus 1945 Surabaya)
5. Workshop speakers:
  - a. Prof. Dr. Fendy Suhariadi, MT., Psychologist (Universitas Airlangga Surabaya)
  - b. Prof. Dr. Nurussakinah Daulay, M. Psi., Psychologist (Universitas Islam Negeri Sumatera Utara)
  - c. Dr. Ferry Wirawan Tedja, M. Psi (CEO Samahita Wirotama)
  - d. Indra Y. Kiling, MA., Ph. D (Universitas Nusa Cendana)
  - e. Drs. Asep Haerul Gani, Psychologist (Human Capital Coach)
6. To all ISMP team members who have worked hard. I'm proud of my team. You all are really great and dedicated.

Welcome to our campus, Universitas 17 Agustus 1945 (UNTAG), Surabaya. This ISMP is the second international seminar that we held. These activities include seminars, paper presentations, scientific publication and workshops. The total is 161 people with 64 papers to be presented.

Last, I hope you can enjoy the series of events, and gain insight into sustainable community living in a psychological setting. I would like to say once more on behalf of this seminar organizer, welcome. It is great to see so many of you here.

Best Regards,  
Sayidah Aulia'Ul Haque, M. Psi., Psychologist

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