Children's Perceptions of Parental Mediation on Internet Use

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Abstract
Purpose: This study aims to explore how children aged 9–12 perceive their parents' strategies in mediating internet use, including guidance, restrictions, and monitoring behaviors.
Research methodology: This study used a non-experimental descriptive method and described the following four strategies: active co-use, interaction restriction, technical restriction, and monitoring. The measurement tool used was a questionnaire on children's perceptions of parental mediation. Data were collected from 240 children aged 9–12 years from two elementary schools.
Results: The results showed that children perceived their parents to use the strategy of active co-use and interaction restriction at a moderate level, and monitoring at a low level. In the strategy of technical restriction, the data show that most children perceived that their parents did not use technical means to restrict internet use.
Conclusions: Children perceived their parents as moderately involved in guiding and restricting Internet use, but with limited monitoring and minimal use of technical restrictions. This highlights the need for more balanced mediation strategies.
Limitations: This study relied solely on children's perceptions. Future research should collect data from parents and children for comparative purposes.
Contribution: This study contributes on the perception of children of Parental Mediation on Internet Use.

Keywords: *Internet, Late Childhood, Parental Mediation, Perception of Children.*

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1. Introduction

Today, almost all people, including children, are Internet users. Children who use the Internet independently are mostly in the age–9-12 years old or are in the category of late childhood (Blackwell, Lauricella, Conway, & Wartella, 2014). Late childhood is the age at which parents usually begin to provide their children with freedom through self-regulation training. These factors forced them to have a strategy to mediate their children's internet use. This is known as parental mediation. Executing parental mediation would raise certain behaviors that will be perceived by the children (Torong, Mardiono, Apriyanto, & Friadi, 2023).

APJII (2017) reported that more than half of the Indonesian population in 2017 were Internet users, and one of its contributors belonged to the age group of late childhood. However, both parents and children are aware that the Internet has a negative impact on children (Yuliana, 2022). To further explore the impact it had on parents and children, we interviewed 11 (eleven) late-childhood respondents and 14 parent respondents. The results of this interview were then compared with the results of other studies, as presented in Table 1.

Table 1. The Impact of Internet Usage

The positive impact of internet use	
Results of Interview with children	Help learning activities at school
	Gain information
	Socialize with friends and relatives despite the distance
Results of Interview with parents	Help learning activities in school
	More tech-savvy
	Gain insight for children
	Induce creativity and imagination
	Simplify communication with relatives and friends.
Study results (Haddon, 2012; Lee, 2012)	Develop knowledge
	Help communication
	Increase creativity
	As a place of expression
The negative impact of internet use	
Results of Interview with children	Become lazy
	Cause physical complaints (headache and eye sore)
	Forget the time
Results of Interview with parents	Lack of interest in reading books
	Exposed to violent acts
	Forget the time
	Lack of physical activity
	Cause physical problems especially for children
	Children's social life are reduced directly
Study results (Norton, n.d.)	Meet strangers
	Exposed to age-inappropriate images and videos
	Accidentally downloading a virus / malware

Based on Table 1, it can be concluded that the positive impact of Internet use, which was mostly felt by respondents, is how the Internet can help the process of learning and socializing and communicating. With various positive impacts of Internet use, negative ones still exist, such as physical disturbances, especially in the eyes, children being exposed to age-inappropriate content, and children being more likely to forget the track of time. The negative impact of Internet use on children has caused parents to become concerned (Lo, Lai, Ng, & Wang, 2020). As shown in Table 1, parents conveyed that Internet use had a more negative impact on their children. They felt that Internet use disturbed the child's physical, activities, and social life, while the child respondents said that the disturbances were more physical and activities. The children felt that their social lives were more supported than disturbed by Internet use.

To determine more about children's Internet use, 11 child respondents were also asked about their Internet activities. All interview respondents said that they were active internet users. They use the Internet through cellphones and laptops. The cell phones used were their own. The duration of Internet use per day and the content being accessed are shown in Table 2. Six children said that they use the internet for 4-6 hours a day; if we are looking at their daily activities, which are mostly spent at school, this means that they use the Internet from afterschool until bedtime. All respondents said that they use the Internet for three main reasons: communicating on social media, playing online games, and looking for information from the search page.

Table 2. Interview data - Internet access of Late Childhood Kids

The duration of internet use in a day	0-3 hours a day	3 respondents
	4-6 hours a day	6 respondents
	7-9 hours a day	2 respondents

Children's internet use Social media	Instagram	Pictures (Friends, Relatives, Selebgram) Video (Friends, Relatives, Selebgram)
	Youtube	Slime Videos
		Squishy Videos
		Video Blogs (vlog)
		Online game streaming
	Whatsapp	Instant messaging
	PUBG	Battle Royale (War)
Game online	Mobile Legend	Online multi player battle area (War)
	Free Fire	Battle Royale (War)
Search page	Google	Finding information to do assignments
		Finding information about interesting things

The next interview questions were about the motivation of late childhood in using the Internet, and it was found that the three main motivations for using the Internet were as a place to search for information, as a media for communication, and for entertainment (Santati, Saftiana, Mavillinda, & Ghasarma, 2022). This interview result is in line with a study on internet use for children in Indonesia that revealed most kids choose information search, friendship relation, and entertainment media as their motivation to use internet (Gayatri, 2015). Today, the social life of children is affected by internet use. In Table 1, the children mentioned that one of the positive impacts of the Internet is to simplify socialization with other people and that one of the motivations to use the Internet is also as a communication media, as shown in Table 2, where children as Internet users use the Internet for social media. Social media is a webpage or application that allows users to post and share content or be involved in a social network. Late childhood is already able to recognize and express emotions well (Denham, 2019); thus, they use social media to channel their emotions. In addition, the ability to read and write about late childhoods made them able to use social media to share and connect with their social networks in daily life (Livingstone, 2014).

The second motivation for using the internet mentioned by the child respondents was to look for information. Cognitively, to complete late childhood developmental tasks, children have a tendency to search for a lot of information and learn many things on the Internet to gain knowledge (Danovitch, 2019). As an unlimited source of information, schools assign students to perform an Internet search independently. To understand more about the necessity of Internet use in schools, we conducted interviews with the teachers. Based on the interview results, they said that for lessons that require a great deal of information, the internet is used as a source for assignments. Therefore, students previously looked for readings related to class discussion.

To explore the data obtained from the child respondents, interviews were conducted with fourteen parents. The purpose of this interview was to see parents' perspectives on their children's Internet use, as well as the things that parents do to control them. From the interview results, it appeared that parents knew what their children had accessed, such as online games, search pages, and social media. The results of this interview are in line with those of the children's previous study. where they said that they use the Internet to play games, do school assignments, and use social media.

Parents' concerns about the negative impact of Internet use on children increased the safety of Internet use with the hope that it can maximize the positive impact and minimize the negative impact (Throuvala, Griffiths, Rennoldson, & Kuss, 2021). The safety of Internet use is enforced by many starting from the parents until the government, but the complexity of Internet content makes Internet use regulation difficult to prepare and apply (DeNardis & Hackl, 2015). Therefore, the role of parents is one of the

most important factors because parenting can affect children's Internet use (Correa, Straubhaar, Chen, & Spence, 2015). This encourages the emergence of parental mediation strategies, in which parents mediate the use of their children's media. Parental mediation is an interaction between children and their parents about the use of media (Collier et al., 2016) as a result of dynamic processes in the family, media socialization for children, and values that exist in the family (Kammerl & Kramer, 2016).

The first strategy is active co-use, where parents are involved by being present, communicative, and giving directions to children about Internet use while they are using it (Griffith, Hart, Mavrakis, & Bagner, 2022). Thus, parents' involvement in the use of the Internet can be seen by parents' presence while the child is using it, communication between parents and children about Internet use, and parents giving instruction on Internet use to children. The first parental (active co-use) involvement is the presence of parents near the child while the child is using the internet (Connell, Lauricella, & Wartella, 2015). The second parental involvement is seen in communication between parents and children, which usually includes communication about Internet use duration and how to use the Internet (Gómez, Harris, Barreiro, Isorna, & Rial, 2017). The next strategy is the restriction of Internet use, which is divided into two categories: *interaction and technical restrictions* (Kim, Cho, & Lee, 2017). *Interaction restriction* is the restriction of interactions that children can access on the Internet, while technical restriction is how parents filter or restrict certain activities on the Internet by using technical means (Dias et al., 2016). The last strategy is *monitoring*, which is an act of controlling and checking what has been accessed by their children after they have done using the Internet (Giménez, Luengo, & Bartrina, 2017).

The use of each parental mediation strategy has an effect on the children, as setting rules can reduce the risk of cyber bullying (Chen, Liu, & Tang, 2023) and reduce Internet use time (Kwak, Kim, & Ahn, 2022), which means reducing the negative impact of Internet use. The existence of parental mediation can help parents to control and supervise their children's Internet use and direct them to do more positive things. The success of parental mediation is also influenced by the child's perception of the mediation, which could be different from what the parents intended. Late childhood is capable of thinking about other people's perspectives and trying to understand the thoughts and feelings of others (Bosacki, 2016), so they will be able to perceive how parental mediation behavior means for them, so that they can help describe what their parents are doing. At the age of late childhood, children tend to perceive their parents as dominant and authoritative figure (Miftahurrohmah, Hariri, Rini, & Rohmatillah, 2021); thus, the process of parental mediation could make the child perceive this as a form of parental authority and make them oppose their parents' words (Pradana, 2022).

Children's perceptions can also be considered more valuable when describing the process of parental mediation, because children's perspectives are more influenced by their perception than by their parents' attitudes and behavior (Nilsson et al., 2015). In addition, various studies of parental mediation with television as the media concluded that both parents and children report the same parental mediation, whether in what the parents do or what the children perceived Research on parental mediation is typically conducted with parents as research respondents. Of the many studies, only five used children as respondents. The research was also carried out in other media, such as television and video games, where only two studies focused on Internet media. Therefore, this research aims to study the perception of parental mediation for late childhood children who use the Internet.

2. Literature Review
2.1. Parental mediation
Livingstone et al. (2017) examined how parental mediation through Internet use creates risks and opportunities for children. These risks and opportunities arise as a result of children's access to the Internet, their Internet use, and their characteristics. Many parents now know that the Internet brings such a place to socialize, learn about new things, and help in school projects. On the other hand, they also worry about the negative impacts of the Internet such as inappropriate content, inappropriate conversation, criminalization, and viruses in children's devices (Fourie, 2020).

It is said that parents are important in mediating children's Internet use. The time spent by parents with

late children may not be as much as in the previous period, but the parent role is still important in this period (Dulkadir Yaman & Kabakçı Yurdakul, 2022). In late childhood, parents' roles with their children are mostly given in the shape of rules and monitoring, so children will learn to self-regulate (Morawska, Dittman, & Rusby, 2019). In this case, parental involvement in internet use is called parental mediation. Parental mediation is an interaction between children and their parents regarding media use (Martínez de Morentin, Cortés, Medrano, & Apodaca, 2014). Parental mediation shows how parents help their children manage their Internet use through communication, rules, and monitoring (Symons, Ponnet, Walrave, & Heirman, 2017). Parental mediation is divided into four strategies: active co-use, which focuses on parental involvement in children's Internet use; interaction restriction, which focuses on giving rules; technical restrictions, which uses technical methods to filter and limit children's Internet use; and monitoring, which focuses on supervising children's Internet use.

2.2. Late childhood characteristics

Cognitive development in late childhood is marked by the development of the prefrontal cortex, which determines attention ability and problem-solving (Jobson, Hase, Clarkson, & Kalaria, 2021). Piaget accounts that in late childhood, they reach the operational concrete stage where children can think concretely (Ghazi, Ullah, & Jan, 2016), so they can operate something as their real function. At this age, cognitively, late childhood has a demand to focus their energy on learning and increasing their knowledge (Ramesh, 2022). The Internet can help resolve this demand by providing information.

Late childhood is a transition phase from children to teenagers, and they start to puberty (Brix et al., 2019), so they start to build their own identity. In creating self-identity, late childhood describes themselves by psychological characteristics that they think they have in their self (McAdams, Trzesniewski, Lilgendahl, Benet-Martinez, & Robins, 2021). They do this by social comparison that creates identity on the basis of something that they can compare with other people (Li, Xu, & Kwan, 2023). The Internet, especially social media, is used by late children to connect with the people around them and follow their idols. They use social media to conduct social comparisons so that they can describe their self and look for someone else.

Emotionally, late children have a better understanding of how emotion comes, how to control emotion, and express it according to their condition (Santrock, 2011). This emotional development causes children to experience emotional pressures and require them to regulate and cope with stimuli that cause stress (Santrock, 2011). In coping with stress, late children can use the internet as an entertainment medium.

2.3. Late Childhood Perception

Late children tend to remember information as a central aspect of something, compared to detailed information. Therefore, to make a measurement on late children, it is better to use frequency categorization on how frequently a behavior happens so that they can remember the information better. After remembering the information, late children will interpret which they will pass on the thinking process that is affected by real events compared to the overall pattern therefore, the measurement tool has to be detailed on things that may be directly connected and happen to the children.

3. Method

This research describes children's perception of parental mediation on Internet use as a behavioral response that arises from parents' concerns about the negative impact of Internet use on late childhood which is happening recently. Therefore, the non-experimental descriptive research method was used with a quantitative approach that aimed to identify sequences of events that occur periodically, including stimuli, events, environmental responses, or behavioral events, where the data will be presented in the form of numbers in explaining the results of the study. Parental mediation is a strategy to increase the chances of children using the internet and reduce the possibility of children being exposed to the risks of using the internet. These risks and chances will be influenced by the child's characteristics, Internet access, and Internet use; therefore, one of the characteristics of the subject is that the child must have access to the Internet. Other factors that affect parental mediation, chances, and risks of Internet use are age, gender, and socioeconomic status. Based on this, the chosen characteristics of the children are, the

age of the late childhood which is 9-12 years, have access to the Internet, are taken care of by parents, and come from upper-middle-class families, and the data are collected from private school students. Data collection was conducted at two private schools in Garut Regency in May 2019 by entering the classroom, guiding the children to fill out questionnaires in a classical way, and assisted by teachers in the classroom.

This study used a non-probability sampling technique with purposive sampling, where not everyone can be sampled. Purposive sampling is a collection of individuals who fit the characteristics of research subjects that can be taken in a variety of ways, which is one of the strategies for taking convenience samples. This strategy is used because only late childhood children, who have access to the Internet, can be used as respondents in this study. In addition, the purpose of data collection with a convenience sample is to describe the attitudes, beliefs, behavioral tendencies, or values of certain groups of people, which is suited to the purpose of this study, which is to describe children's perceptions of parents' behavioral tendencies or values that are used to mediate children's Internet use. Thus, there were 340 late childhood respondents with characteristics of 9-12 years of age, upper middle class, access to the Internet, and care taken by their parents.

The measurement tool used here was divided into two parts: the parental mediation measurement tool and supporting data. The measurement tool used was the translation and modification of parental mediation measurement tools from the EU Kids Online, which consists of four parts: active co-use (18 items), interaction restriction (11 items), monitoring (7 items), and technical restriction (5 items). Modifications were made to adjust to the characteristics of the late childhood respondents, in which the measuring tool had to be detailed and made children remember fizz memories about their perceptions of parental mediation behaviors. For active co-use strategies, interaction restriction, and monitoring, we used a Likert scale with four choices of answers based on frequency as follows: never (1), sometimes (2), often (3), and always (4) because they are better at describing children's perceptions of parental mediation. For the technical restriction strategy, the Guttman scale was used with two choices of answer, Yes and No, because technical rules can only be done once / when needed and not repeatedly. Each strategy of parental mediation is either independent or multidimensional. In this measure, the score is calculated for each parental mediation strategy and not the total score. Supporting data in this study are used to supplement the parental mediation perception data in the late childhood respondents that will be given in a kind of self-identification form and 12 items questions based on three things that affect the risks and opportunities that children can receive from Internet use: initials, gender, age, ethnicity, parents 'marital status, parents' work and education, ability of parents to use the Internet, the purpose of using the Internet, ownership of devices to access the Internet, duration of Internet use a day (hours), time limits given in a day (hours), Internet quota limits provided in a month, and the period of checking Internet use history.

After obtaining a total score from the perception frequency of the three strategies of parental mediation, namely, active co-use, interaction restriction, and monitoring, the strategy will be categorized based on the total score in each parental mediation strategy into low, medium, and high. The technical restriction strategy is described as the percentage of Yes and No item. Categorization was applied for low, medium, and high, where low means children perceive their parents as less doing the strategy, medium means children perceive their parents as doing mediation on that strategy, and high means children perceive their parents as very mediating on that strategy.

4. Results

Table 3. Demography

Age	Gender		Internet use duration			Total
	Male	Female	0-3 Hours	4-6 Hours	>6 hours	
9	11	15	15	11	0	26
10	73	95	104	53	11	168
11	70	62	70	47	15	132
12	9	5	7	1	6	14

| Total | 163 | 177 | 196 | 112 | 32 | 340 |

Table 4. Result Data

	Mean	Low	Medium	High
Active co-use	37,44 (Medium)	96	211	33
Interaction restriction	26,49 (Medium)	115	164	61
Monitoring	13,9 (Low)	197	109	34

Table 5. Technical Restriction Data

	Yes	No
Prevent virus	182	158
Website Filter	140	200
Checking internet use history	103	237
Giving time limits	170	170
Providing internet quota limits	197	143

Table 6. Supporting Data

No	Supporting Data	Type	Frequency
1	Internet use	Social Media	296
		Search Page	257
		Online games	317
2	Giving time limits per day	Give time limits	190
		No time limits	150
3	Time limits given in a day	1 hours	79
		2 hours	67
		3 hours	33
		4 hours	12
4	Providing internet quota limits per month	Provided	150
		Not provided	190
5	Quota limits provided per month	1-5 Gb	99
		6-10 Gb	36
		11-15 Gb	16
6	Permissible access	Social Media	251
		Searching page	178
		Online games	227
7	Devices used by parents	Parents use child's devices	112
		Parents do not use child's devices	228
8	Devices ownership	Have own device	258
		Have a shared device	82
9	The period of checking internet use history	Right after use	102
		Weekly	99
		Monthly	3
			136

Table 3 shows that from the demographic data of 340 respondents, the majority were 10 years old, with a total of 168 respondents. And then 11 year olds with 132 respondents, 9 year olds with 26 respondents, and 12 year olds with 14 respondents. Based on gender, 177 respondents were female and 163 respondents were male. The questionnaire also provides data about the estimated duration of Internet use in a day, which is divided into three, 0-3 hours, 4-6 hours and more than 6 hours. The respondents who said that their daily estimated duration of of internet was 0-3 hours were 196 respondents, 4-6 hours were 112 respondents, and more than 6 hours were 32 respondents. The overall picture of parental mediation in the three dimensions is shown in Table 4. Children perceived their parents as being at a moderate level in the active co-use strategy and interaction restrictions. In the monitoring strategy,

children perceived their parents to be at a low level. These data show that children perceived their parents as being involved and giving a set of rules on their Internet use, but did not really monitor their Internet use. Regarding the technical restriction strategy, children perceived that most parents were not using technical means to restrict their Internet use.

The active co-use strategy is described by the children's perception of their parents' communication, presence, encouragement, and direction regarding children's Internet use and safety. Most parents fell into the middle category, followed by the low category, and the least were in the high category. Children's perceptions about their communication with parents on Internet use are shown in the data that use Google search to help do school assignments is the most communicated thing. Children's perception of parental presence while using the Internet received the lowest mean score compared to the other indicators. Presence in this research refers to the perception of their frequency of being close to their parents while using the Internet. Parental involvement with the highest score is an indicator of parents giving instruction to children about how to use the internet safely. In this research, it was also found that parents are more involved in general than in more detailed things of what children can access on the Internet. This is shown by the highest average score on the item "My parents help me when I find it difficult to do something on the Internet, which shows that children perceived their parents as being involved when they have difficulties accessing the Internet. Whereas the lowest mean score is on the item "Me and my parents talk about using my Instagram." Parents who began to provide freedom and help as child managers made them more involved in things in general than in detail. Children's perception of the presence of parents when they used the Internet had the lowest mean score compared to the other indicators. The presence referred to in this study is late childhood's perception of how frequently they use the Internet in close proximity to their parents.

Interaction restriction in this research is the interaction of children with the Internet where restrictions were given on the general use of the Internet, on content accessed, and social interactions on the Internet. From the mean score of the three indicators, it is shown that children's perceptions of restrictions on general Internet use are higher than their perceptions of restrictions on more detailed content and social interactions. This is consistent with the findings on the perception of active co-use, where children perceive their parents as being involved in general Internet use. Internet use regulations are rules regarding the limits given by parents to using the Internet in a day. This is also reflected in every child respondent's answer in the low, medium, and high categories that children perceived time limits often. Table 6 point 2 also shows that 190 children reported that their parents limited the time of Internet use per day. The time limit given by parents is illustrated in Table 6, point 3, where the time limits varies from one hour to four hours. Most children are given a time limit of one hour per day to use the internet.

Table 5 shows that 182 child respondents reported their parents using a special application to prevent the entry of viruses into their devices, 140 child respondents reported their parents using a special application to filter accessible websites, 103 child respondents reported their parents using a special application to view their Internet use history, 170 respondents reported their parents used the application to impose their Internet use time limits, and 197 children reported that their parents gave them an Internet quota limit. More children said that their parents impose restrictions by using an application to prevent the entry of viruses and also to limit the Internet quota. For items such as parents using apps to filter accessible websites and to check the Internet use history, according to the child respondents, there were more parents who did not do so than who did.

Children's perceptions of parental monitoring strategies are described in their perceptions of the frequency of parental behavior in monitoring the content and social interactions accessed by children on the Internet. Both of these have mean values that does not vary much but the highest mean score of the monitoring strategy is on the item "My parents check the messages in my Line or Whatsapp" while the lowest score is on the item "My parents check the people that I add and followed on my Facebook and Instagram". From these data, it can be seen that parents monitor more of what is being communicated by their children with someone else than what their children see on social media.

Children's perception of parental mediation concerns how children perceive the frequency of parents

mediating their Internet use, which is represented by active co-use, interaction restriction, technical restriction, and monitoring. This research shows that late childhoods perceive their parents to use the parental mediation type of active co-use and interaction restriction. However, children perceived their parents as having less monitoring and fewer technical restrictions. Parents start to provide freedom to late childhood, which means less time spent together, so children might perceive that their parents do not monitor their Internet usage much. However, parents' role still exists to help children be able to self-regulate, one of which is internet use. Parents who helped regulate Internet use for their children were perceived by the children as active co-use. In addition to active co-use on the Internet, children also perceived their parents as restricted. This is because children perceive their parents as dominant and authoritative figures.

Regarding the child's perception of their communication with parents on Internet use, the data show that Google use to help school assignments is the most common thing to communicate. Google is a search page that displays suitable search results for people trying to look for information. Information on Google cannot be swallowed raw directly because it may appear that the content is not appropriate for the age of the child. This can increase the likelihood of children being exposed to the risk of using the Internet, so those concerns might make parents talk much about Google as a search page for children.

The child's perception of parental presence while using the Internet had the lowest mean score compared to other indicators. The results of the supporting data show that most late childhoods already have their own cellphones to access the Internet, which allows children to access the Internet anywhere; thus, there are many times children can use the Internet without the presence of their parents. Parents' active co-use that received the highest mean score is an indicator of giving instructions to the child about the safety of Internet use. Parents' concern about the likelihood of their child being exposed to the negative impact of the Internet made parents pay more attention to their child's Internet safety, so many parents gave direct instruction to their children. Children's perceptions about parents as people who regulate their Internet use can also be influential, so children perceive their parents as giving more instruction for Internet safety than just communicating it.

The results of the supporting data in Table 6 point 9 show that most late childhoods already have their own cellphones to access the Internet, which allows children to access the Internet anywhere, so many times, children use the Internet without the presence of their parents. The parental active co-use mediation type with the highest score is an indicator of giving instruction to children about Internet safety. Parents' concerns about the possibilities of their child being exposed to the negative impact of the Internet made parents pay attention to their children's Internet safety, so parents gave direct instruction to their children. Children's perceptions about parents as people who regulate their Internet usage can also be influential so that children perceive their parents as giving more direction to safety on the Internet than just communicating it. Other research conducted in the Netherlands showed that parents who are involved in keeping away inappropriate content from the media on their children's gadgets will make children consume more inappropriate content than parents who prioritize encouraging their children to see positive content.

Interaction restriction in this study is the interaction between children and the Internet, which is represented by restricting the general use of the Internet, accessing content, and social interaction on the Internet. From the mean score of these three factors, it can be seen that children's perceptions of restriction of Internet use are generally higher than children's perceptions about restriction on more detailed matters regarding content and social interaction. This is in line with the findings on the perception of active co-use by parents, where children perceive their parents as being involved in general Internet use. Parents who begin to provide freedom and help as child managers make them more involved in things in general than in detail. The findings of research on Interaction Restriction mostly done by parents are different from what was found in the Netherlands, where parents tend to rarely provide regulations on Internet use (Piotrowski, 2017). This finding is also in line with research conducted in Europe, where parents in European countries with a collectivist understanding, such as Indonesia, prioritize the provision of rules compared to countries that have individualistic understandings. The provision of parental mediation strategies for these children differs depending on

the culture of care provided. In cultures that emphasize individualism, there is an understanding that the more children are given restrictions, the greater the tendency for children to disobey, while in collectivist cultures, there is an understanding that the more children are given restrictions, especially time, the fewer children will open inappropriate sites.

Provision of restriction using technical means to block or filter content is not yet widely used by parents. This could be caused by parents' ignorance of the availability of these facilities or the child's assumption that their parents do not do so because they do not know. In the monitoring strategy, as shown by the data, it is said that less than half of the parents are looking at the devices used by their children to access the Internet so that children can perceive that their parents rarely monitor their Internet use. On the other hand, most of the respondents reported that they already had their own devices to access the Internet. The varied checking period also illustrates the low level of monitoring done by parents, where most parents never check their child's Internet history.

5. Conclusion

The late childhoods' perception of parental mediation on their Internet use is that the final child perceives their parents as being involved in being present, communicating, giving encouragement, and directing their Internet use and safety. Late childhood's perception of parental mediation in Internet use is that late childhoods perceive their parents as being present, communicating, encouraging, and giving instructions in their Internet use and safety. Late childhood also perceived their parents as providing Internet use restrictions in general use, on the content, and on social interactions they do on the Internet. However, parents are less using technical means to restrict the Internet use of their children and lack monitoring of the content and social interaction done by their children on the Internet.This research has limitations in that the data were only obtained from the perception of the children; thus, the next research data can be collected from the parents or both to compare the perception of the children and the perception of the parents regarding parental mediation.

5.1 Suggestion

Based on the findings of this study, which relied solely on children's perceptions of parental mediation in internet use, it is recommended that future research include data from both children and parents. This would allow for a more comprehensive understanding and enable a comparison between children's perceptions and parents' actual behaviors. Subsequent studies should also consider involving children from more diverse socioeconomic backgrounds and various types of schools, including public and private institutions, to ensure broader representation. Furthermore, developing more culturally adapted and in-depth measurement instruments is advisable to better capture children's perceptions, especially in areas such as monitoring and technical restrictions, which were perceived to be lacking. Lastly, it is important to promote educational programs for parents about the significance of active involvement, supervision, and the use of technical tools to mediate internet use, ensuring that children can benefit from the internet safely and effectively.

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