

Navigating temper tantrums in restrictive mediation: Insight from practitioners

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Abstract

This research employs a qualitative phenomenological approach to investigate the occurrence of tantrums in early childhood as a result of restrictive media mediation. The study involved 24 lecturers who had children aged 2-6 years exhibiting tantrums. Expressions of tantrums included crying, screaming, throwing objects, holding one's breath, kicking and hitting, rolling, and shouting. Lack of communication before taking away the smartphone when the child is tired, suddenly removing the smartphone when the child is engrossed in using it, and drowsiness serve as triggers for tantrums. Initial parental reactions ranged from confusion to ensuring a safe environment around the child. These responses sometimes involved coercion or physical punishment. Dealing with tantrums proved to be the primary factor influencing parental self-confidence. Weekly tantrums typically lasted for 3–10 minutes and could extend to 8–10 minutes with cooling-down periods. Strategies for handling tantrums included diverting attention, creating a secure environment, meeting the child's needs, ignoring certain behaviors, enforcing consistent rules, providing comfort, and managing one's emotions. Support from family members, behavior management of children, varied distraction activities, open communication, and external support were contributing factors in managing tantrums. Authoritarian parenting patterns, negative peer influences, emotional instability in children, busy parents, poor digital behavior, and financial constraints were inhibiting factors. This study underscores the complexity of addressing tantrums in a context of restrictive media mediation and emphasizes the importance of implementing effective coping mechanisms, enforcing consistent digital discipline, fostering active parent-child communication, and building strong support systems in parenting.

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INTRODUCTION

During the pandemic, the duration and intensity of access to digital devices in early childhood have increased. Due to the epidemic and children's limited social interaction, access to digital gadgets in early life is increasingly more frequent and protracted. Children no longer go to school or play with their peers. This condition made children bored quickly, as a result, they seek pleasure from digital devices (Hassinger-Das et al., 2020; Pratiwi, 2020). In the context of a pandemic, where social interactions are constrained due to safety measures, a unique set of challenges emerges for families. While children naturally seek social engagement and interaction, the limitations imposed by the pandemic restrict their opportunities for in-

person interactions with peers and other social activities. On the other hand, parents often find themselves grappling with increased responsibilities, such as remote work, homeschooling, and household tasks, leading to heightened stress levels and a sense of busyness. Given these circumstances, parents might resort to using gadgets as a means of managing their child's behavior. With limited options for outdoor play, group activities, and social outings, technology becomes a readily available tool to occupy children's time and attention. Gadgets, such as tablets and smartphones, offer a convenient way for parents to keep their children engaged and occupied, providing a temporary relief from parenting demands and allowing parents to focus on their own tasks.

Parents play an essential role in managing children's digital content access habits and influencing their perception of the content they watch because most children's media consumption occurs at home (Brito et al., 2017). Media mediation is one of the useful strategies used by parents to reduce the negative effects and magnify the positive effects of media material. Parental media mediation involves parents' interactions with their children about media use, the characteristics of which are divided into restrictive, active, and co-viewing (Padilla-Walker et al., 2019; Zaman & Mifsud, 2017). Restrictive mediation occurs when parents create rules that regulate habits and limit the time a child spends consuming media or the content their child can access. On the other hand, active mediation is an evaluation that occurs when parents discuss the choice of characters, central themes, or other components of the media consumed with their children, intending to increase the child's critical thinking skills through the media content they access. Finally, co-viewing is an activity in which parents access media together with their children (Beyens & Valkenburg, 2019; Fikkers et al., 2017; Meeus et al., 2018; Nimrod et al., 2019).

Restrictive media mediation is the sort of media mediation that parents utilize the most frequently out of the three since it is thought to be more useful and successful at lessening the detrimental effects of media material (Caivano et al., 2020; Van Petegem et al., 2019). However, this type of media mediation can cause tension in the relationship between parents and children because children feel their desires and pleasures are limited or hindered by their parents. Numerous parents encounter instances of temper tantrums while implementing restrictive media mediation strategies (Coyne et al., 2021; Yang et al., 2022). According to Ogundele (2018), common manifestations of tantrum behaviors encompass expressions of dissatisfaction, such as verbal complaints, crying, vocal outbursts, physical agitation involving throwing objects or hitting, as well as displays of resistance or noncompliance. Temper tantrums can be regarded as a manifestation of relational conflict between parents and children. This phenomenon can be attributed to the fact that children possess inadequate emotional regulation

skills and have a restricted capacity to articulate their emotions, including feelings of irritation and rage (DeGangi, 2017).

The objective of this study is to elucidate the many manifestations of temper tantrums experienced by parents when implementing restrictive media mediation strategies with their children. Gaining a comprehensive understanding of tantrums and the diverse range of tantrum manifestations that parents may encounter is crucial for promoting good parenting strategies and facilitating optimal child development. Furthermore, gaining an understanding of the possibility of increased levels of behavior during episodes of tantrums is crucial to ensuring the safety of the child. This information enables parents to effectively cope with their own stress in response to tantrums, perceiving them as a typical component of child growth.

METHOD

This research employed a qualitative phenomenological approach to assess the strategies employed by parents in managing temper tantrums within the framework of media restriction. This research examined the utilization of boundaries and proficient communication by parents in the management and handling of tantrums exhibited by their children. The research encompassed a sample of 17 female and 7 male lecturers who have children between the ages of 2 and 6. These children exhibited tantrum behaviors in response to the implementation of limiting media mediation strategies throughout the pandemic. This research used snowball sampling as a method for participant recruitment, continuing the process until data saturation was achieved. The initial sample size for this study consisted of three participants; however, due to the rising demands for data, the sample was subsequently expanded to include a total of twenty-four participants from three different colleges.

Table 1. Participant Demographic Data

No	Variable	Category	Amount
1	Lecturer age	21-30	4
		31-40	18
		41-50	2
2	Teaching Experience	5 yrs	4
		10 yrs	19
		15 yrs	1
3	Gender	Male	7
		Female	17
4	Educational Background	Lecturer in Early Childhood Teacher Education	11
		Lecturer in Elementary School Teacher Education	6
		Lecturer in Islamic Religious Teacher Education	3
		Lecturer in Special Education	4
6	Gender of the Child	Boy	19
		Girl	12

Semi-structured interviews were a method employed to gather data. Every participant underwent a series of 2-3 interviews, each lasting 30 minutes. The researchers recorded the

primary components and unprocessed data of the narrative. The act of retelling assists the researchers in effectively organizing crucial code. The conventional structure observed in academic discourse often included a sequence comprising of the backdrop, character, action, problem, and resolution.

The data analysis employed Miles and Huberman's (2014) reduction, presentation, and verification model. The researchers systematically gathered and arranged pertinent material from multiple sources in order to condense the information. The process of categorizing or subjecting a story diminished the amount of data. The subsequent phase involved the display of data. To enhance clarity, the researcher presented the condensed data in the form of tables, graphs, or narratives. The final phase in the process was verification or conclusion. The data was analyzed and presented. The identification of themes by researchers served to add complexity to narratives and provide explanations for individual experiences.

The researchers employed a triangulation approach by gathering data from many sources and extended the duration of the research project in order to thoroughly examine any potential alterations, so ensuring the integrity of the data. Prolonging the timeframe of the research study enhanced the assessment of data validity. The researchers conducted multiple interviews with a single participant, administering identical questions on separate occasions. The present analysis investigated disparities in subject data.

RESULTS AND DISCUSSION

Expression of temper tantrums shown by children

All children in this study had temper tantrums after restricted mediation. Several situations can cause temper outbursts. One participant said the child has had temper tantrums at home, at work, and in public. Temper tantrums often occur when parents take smartphones from kids while they're watching videos or playing online games. All participants agreed that temper tantrums can frustrate parents.

Many factors can cause temper tantrums. Parents abruptly telling their children to stop using smartphones when they are enjoying them is the first factor. Participant 8 said, "My child spent a lot of time playing games. I took the child's phone to use. The child went silent, then cried, screamed, and held their breath until their face turned pale." Participant 3 reports that parents confiscate smartphones without warning when children are tired. Participant 12 said, "Yes, the child begged for a smartphone after returning from a friend's house exhausted. They sobbed and threw things when I took it." Participants 10 and 22 reported a third trigger: drowsy children using smartphones become upset if interrupted without clear communication.

Parents often react with confusion and shock to temper tantrums. Concern and empathy for their child's emotional display lead parents to try various methods to calm and satisfy them.

When these efforts fail, parents may use gentle coercion to calm the child and calm their anger. In public, parents may feel embarrassed and try to calm their child by hitting them. Since their child had never shown sudden anger during tantrums, participants 2, 7, 13, and 14 were surprised. Most participants accepted tantrums as normal child development. Participants were surprised by their children's temper tantrums, even though they knew they were normal due to the difficulty of managing and expressing emotions. I didn't expect the severity. I was unprepared."

Participants 4 and 17 reported that parents with experience managing temper tantrums had higher self-efficacy and confidence. Participant 4 said, "My first child had tantrums. Like you, I was shocked and confused. Now I know how important it is to keep the child safe and let the tantrum subside. After, I hug and talk softly to the child."

Participants reported that children aged 1–3 had temper tantrums. Four participants reported that tantrums continued at age 4, when children were better at expressing themselves. This frustration could result from an inability to dress or assemble blocks or from a friend refusing to play. Participants reported children crying, screaming, throwing objects, breath-holding, kicking, hitting, rolling on the floor, and shouting angrily during tantrums.

Table 2. Types of Tantrum Expressions

Aspect	Findings
<i>Expression of Temper Tantrums</i>	Children from all participating parents experienced temper tantrums, particularly when smartphones were taken away during video or game usage. These tantrums occurred at home, in workplaces, and public places, causing frustration for parents.
<i>Triggers for Temper Tantrums</i>	Several factors triggered tantrum behavior, including sudden smartphone confiscation when children were deeply engaged, taking smartphones without communication when children were tired, and interrupting smartphone use when children were sleepy.
<i>Parental Responses to Tantrums</i>	Parents initially reacted with confusion and shock, followed by concern and attempts to appease their children. If these efforts failed, some resorted to coercion or physical punishment, especially in public settings. While parents understood that tantrums were a normal part of child development due to emotional challenges, they were still surprised by the intensity of their children's expressions during tantrums.
<i>Parental Self-Efficacy</i>	Parents who had experienced tantrums with older children exhibited more self-efficacy and confidence in managing their child's behavior, emphasizing creating a safe environment and allowing tantrums to subside before comforting their child.
<i>Age of Tantrums</i>	Tantrums were commonly observed in children aged 1-3 years, but some participants reported occurrences at age 4, often triggered by communication frustrations or social interactions.
<i>Types of Tantrum Expressions</i>	Tantrum expressions included crying, screaming, throwing objects, breath-holding, kicking, hitting, rolling around, and shouting angrily.

Duration of child temper tantrums

Children's weekly tantrums vary in length. Some participants reported their children having tantrums twice or three times a week. Most participants noted that tantrums intensified when their children couldn't get what they wanted, especially digital devices. Seventeen

participants reported 3- to 5-minute child tantrums. Due to panic, confusion, and a focus on coping strategies, most parents in this study did not accurately record their child's tantrum duration.

Parents reported that their children threw tantrums, screamed, held their breath until their faces turned blue, or made other expressions for up to 10 minutes. Participant 2 said, "My 18-month-old had a tantrum. This child cried, screamed, and held his breath until his skin changed. The crying and screaming lasted over three minutes, with breath-holding lasting nearly a minute. It seemed like the child cried like that for over ten minutes. I was anxious as the child's cries subsided."

All participants in this study reported that children's conditions returned to baseline after tantrums. Children communicated and played or explored despite crying. The participants are usually asked why their children cry during this phase. Several children said, "My mother is behaving poorly," "I want to watch videos on a mobile device," and "Please reactivate the device, mother." Participants then advised children to express their emotions without crying or throwing tantrums.

Table 3. Frequency and Duration of Tantrums

Frequency of Tantrums	At least once a week
	Two to three times a week
	Tantrums can intensify when children can't get what they want, especially digital devices.
Duration of Tantrums	7 participants reported tantrums lasting 3 to 5 minutes
	Many parents didn't accurately record tantrum durations due to focusing on coping strategies, panic, and confusion.
	Some tantrums involve extreme expressions lasting up to 10 minutes, such as crying, screaming, and breath-holding.
Post-Tantrum State	Children typically return to their baseline state after tantrums.
	Parents often inquire about the reasons for the tantrums, encouraging children to express their emotions effectively.

Coping Strategies Utilized by Parents

Parents managed their children's tantrums differently. The effectiveness of these strategies depended on parents' knowledge of tantrums, the setting in which children threw tantrums, parenting support, and emotional regulation. Participants used six strategies to handle children's tantrums: distractions, relocating children to a safe environment, yielding to their demands, ignoring the child, maintaining consistency in parental decisions, and comforting embraces.

Distraction was the most common way parents handled temper tantrums. As their first response to a child's tantrum, 18 participants used this strategy. Children have short attention spans, making it easy to distract them. Parents took advantage of their child's short attention span by offering alternatives. Start new activities like playtime to replace screen time.

Participant 24 said, "When my child throws tantrums, I quickly redirect his attention to books, toys, or friends. My child has tantrums three times a week, so most of these distractions work."

When children have tantrums in public, parents move them to a safer place. Nine participants reported using this strategy. They noted two benefits: ensuring the child's safety and giving parents a calmer environment to address the tantrum. Parents reported that public temper tantrums caused them embarrassment and increased emotional stress. Participant 20 described managing a child's tantrum in public, "We were eating at the mall. My child, full, played on his phone instead of eating. After everyone ate, I took the phone without the child's consent. My son cried and fell to the floor. I quickly took him to the restroom to vent his frustration. I calmly spoke to him and promised a reward for stopping crying."

Six participants used bribery, pleading, and capitulation to handle their children's tantrums. Lack of parenting support, parental fatigue, and busy schedules drove this strategy. These parents often used this method to calm their kids, but they knew it was harmful. If parents consistently give in to tantrums, it may become habitual. Children may use tantrums to get what they want. Parents often return smartphones after a tantrum. When a child is breath-holding, crying, shouting, or destroying property, parents struggle to enforce rules consistently.

Parents understood that consistency and composure were crucial when handling tantrums. Parental inconsistency, where they sometimes give in to tantrums, was a major obstacle. Participant 18 recounted, "My son was angry when I took his phone and told him to stop watching videos. He cried until breathless. I returned the phone quickly. My husband warned that constant yielding would cause control loss." While giving in to their child's demands may work in the short term, participants advised positive communication. Participant 11 noted, "I will return a smartphone if my child throws a tantrum over it. I need the child to promise to give me the smartphone after 10 minutes for Zoom meetings."

Some parents, especially those with experience managing tantrums, ignore children. Parents let their kids vent but stay alert to ensure their safety. Distanced parents may occasionally monitor their child's behavior. Participant 4 said, "My second child had several tantrums when denied his smartphone. I usually leave him to cry until the tantrum ends. The key is to keep him in a safe room without dangerous items. If neglected, the child will find us." For tantrums to get parental attention, ignoring the behavior worked. Children may understand that rules are non-negotiable if they throw tantrums after parents deny their requests to use digital devices. Parents must make smartphone use rules clear and consistent for their children.

Four participants recommended sticking to smartphone rules and resisting their kids' demands to handle tantrums. Parents must remain calm and patient during their children's cries. This method helps kids realize that tantrums don't help them achieve their goals. After a child's

tantrum or crying stops, parents should follow their instructions. If the child is upset about the smartphone ban, they must return it after calming down. Participants can advise and follow parental orders. Participant 1 agreed, saying, "Even during a tantrum, I stick to my rules. The child must understand that unrestricted smartphone use is dangerous. My child often hears smartphone addiction stories. Book title: 'I Limit My Screen Time.' Children can learn from stories."

Participants often hug the child. The embrace comforts and prevents the child from doing dangerous things. However, children may avoid physical contact and seek privacy. Parents should avoid fighting while hugging. They should stay silent with the child until the tantrum ends. Children feel safe and cared for when hugged, even if their parents disagree. Participant 6 explained, "I hug and stroke my child's head during tantrums. If he resists, I'll release the embrace. The child must understand that our smartphone ban is based on concern, not animosity."

According to participant interviews, parents' emotional regulation is crucial to child tantrum management strategies. Parents should stay calm when their child is angry. This composure tells kids that tantrums don't work. Children have emotions, and parents cannot control them. Participant 3 acknowledged this challenge, "Fatigued or grumpy parents have trouble implementing these strategies. Accepting the child's wishes becomes more appealing." Participant 14 added, "Anger when a child throws a tantrum worsens the situation. Even if a parent is unhappy with the child's tantrums, feigning composure or removing oneself is best."

Eleven participants said they still had tantrums despite knowing the causes and ways to prevent them. Three participants said they had extensive child tantrum experience. In summary, participant 17 said, "My first child had public tantrums. My second child still had tantrums despite my experience."

Table 4. Parental Coping Strategies

Coping Strategies	Description
<i>Creating Distractions</i>	Parents divert the child's attention with alternative activities, given children's limited attention spans.
<i>Relocating to a Safe Place</i>	Parents move the child to a secure environment, ensuring safety and allowing for calmer resolution in public settings.
<i>Yielding to Demands</i>	Some parents resort to short-term solutions like bribing or giving in, often due to lack of support, fatigue, or busy schedules.
<i>Ignoring the Child</i>	Parents permit the child to vent their frustration but remain vigilant for safety, sometimes distancing themselves but monitoring the situation.
<i>Consistency in Parental Decisions</i>	Parents maintain firmness in enforcing rules, even during tantrums, helping children understand the rules are non-negotiable.
<i>Offering Comforting Embraces</i>	Parents hug the child to prevent hazardous behavior and offer comfort, refraining from arguments during the embrace.
<i>Emotion Regulation</i>	Parents must maintain composure when dealing with tantrums, even in moments of fatigue or frustration.

Supporting and Inhibiting Factors for Managing Tantrums in Children

Lecturers as well as high-educated parents can help with media mediation and smartphone rules for kids. Their expertise is crucial. Parents struggle to prevent tantrums in their children despite knowing tantrum triggers and coping strategies. To reduce tantrums, parents should identify and reduce triggers. These triggers can be biological, emotional, or communicative. Tantrums cause outbursts and erratic behavior. Fatigue, sleepiness, and hunger can cause tantrums biologically. Emotional regulation issues can also cause tantrums from poor worry, fear, or disappointment management. Inability to express desires or being ignored due to unclear communication can also cause tantrums.

The child's environment can also affect tantrums. If a child sees others using smartphones freely and then faces restrictions, they may have tantrums. Participant 5 said, "My son used smartphones sparingly. However, when his cousin stayed over and used the smartphone extensively, my son became jealous and threw a tantrum when denied access." The number of children affects parenting strategies. Multiple-child parents often experience stress, which can lead to tantrums. Participant 4 described a smartphone dispute that caused tantrums in their 2- and 5-year-old children. This overwhelming situation can upset parents.

Participants stressed the importance of early smartphone usage rules for children. Children develop responsibility when they learn smartphone usage rules. Maintaining these rules throughout the day and building emotional bonds with children is key to effective parenting. Setting expectations and limits with consistency helps children understand. It reassures children that not all their wishes will come true, boosting their confidence and comfort. I implemented smartphone usage rules when my child was two," said participant 12. He could use it three times a day for 45 minutes. My child was unaffected by his friends. He might throw tantrums when denied access when tired or hungry, but I held firm."

Participants said open communication with kids about digital device discipline and its negative effects is essential for consistency. Parents should explain rule changes in simple language and give kids time to adjust. Parents must communicate well when taking a smartphone away or restricting its use. Parental observations showed that sudden smartphone confiscation often caused tantrums. I learned to communicate with my child before removing the smartphone," said participant 18. I said, 'Dear, Mom will take the smartphone in five minutes.'"

Parents with tantrums can benefit from grandparent or caregiver support. Parents gain confidence and emotional calm by knowing they can get help if their tantrum management strategies fail. Family members' inconsistent attitudes can also be harmful. Children may prefer permissive family members, causing discipline issues. Children may learn that adult responses

are unpredictable if their parents react differently to the same behavior on different days. This inconsistency may cause children to panic and throw tantrums.

Most participants agreed that parents' emotional and physical health affects tantrum prevention and response strategies. Tired or emotionally exhausted parents are more likely to give in to their child's demands or punish them, which escalates tantrums. Busy schedules may limit parents' ability to comfort children during tantrums, praise their progress, have empathetic conversations, or help them manage strong emotions. Family income affects media mediation and smartphone usage regulations. Economic constraints may stress low-income families, affecting parenting. Economic stress can exhaust parents, making them more likely to give in to tantrums.

Table 5. Supporting and Inhibiting Factors for Overcoming Tantrums

Supporting Factors	Inhibiting Factors
1. Parents support each other in maintaining the practice of using digital devices in front of their children.	1. Different parenting styles and responses to a child who has tantrums are exhibited by fathers, mothers, or grandparents.
2. Children's behavior is easy to manage, and they obey the rules.	2. Negative peer influences that make children feel jealous.
3. The availability of activities that divert children from digital devices.	3. The child's emotional state is unstable.
4. Regular communication with children about the dangers and benefits of digital devices.	4. Parents are busy and may not have adequate time to care for their child.
5. Support from family members or babysitters.	5. Exhausted parents, both physically and emotionally.
	6. Poor digital access behavior exhibited by parents.
	7. Limited income affects the family's welfare, preventing parents from providing many educational toys and books for their children.

Digital Access Behavior of Parents as a Triggering Factor for Tantrums in Children

Freely Using Smartphones Around Kids

Working from home requires lecturers to use smartphones for preparing lectures, giving guidance, evaluating theses, and attending online training and webinars. Therefore, they use smartphones in front of their kids. Parents who communicate and tell their kids they use smartphones for work can handle this habit. Parents who have not shown their children such understanding are poor role models. According to the statements obtained from participant interviews, it was observed that parents who work remotely are reliant on their smartphones. Smartphones are utilized for the purposes of preparing for lectures and conducting thesis examinations. Parents utilize smartphones in the presence of their children due to this particular rationale. It is of utmost significance that the child possesses knowledge of the fact that the mother engages in professional activities utilizing a smartphone device. Participant 5 explained, "Smartphone use can cause jealousy in children of parents who communicate less. Children sometimes say, "You're playing with your phone. I want to play too."

Violates Child Smartphone Use Rules

Certain participants acknowledged that they occasionally disregarded the self-imposed regulations they had established for themselves regarding the utilization of smartphones. This tendency was particularly evident during meal times, when they felt compelled to promptly address pressing phone calls or messages. These cases have brought attention to the intricate interplay between adherence to rules, the preservation of meaningful in-person interactions, and the allocation of quality time for familial engagements, all while balancing the demands of work and urgent communication facilitated by smartphones. This phenomenon exemplifies the persistent challenge encountered by numerous parents as they endeavour to navigate the impact of the digital era on familial norms and ethical considerations. Participant 20 said, "I sometimes receive telephone calls from colleagues regarding work when eating together. My child once questioned my attitude because it violated agreed-upon rules."

Forgetting Smartphones in Kids' Reach

Smartphone usage has increased during the pandemic, mostly due to remote work from home. People place their smartphones in different rooms of their homes due to increased smartphone use. This practise risks children accessing these devices if parents are not careful. Smartphones' popularity as remote work and communication tools has made them more accessible in households. Children, driven by curiosity or given opportunities, may use these devices unsupervised. Participant 11 explained, "Because I frequently use my smartphone, I tend to place it in various locations. When my child spots the smartphone, he tends to use it to watch videos. My child can even open the YouTube application on his own."

Ignoring Kids While Parents Use Smartphones

The extensive usage of smartphones, particularly within the context of work from home, has the potential to result in parents becoming too engrossed in their electronic gadgets. The process of absorption can potentially lead to diminished levels of attentiveness and responsiveness towards their offspring, hence giving rise to feelings of anger and aggravation among both parental figures and children. These negative emotions arise as a consequence of breakdowns in communication and unfulfilled demands. Participant 14 stated, "The father usually ignores the child when he talks or asks for help when he's using a smartphone for work."

Leave Smartphone Unlocked

Most participants used passwords to secure their smartphones; however, there were still some who were not familiar with this security practice. When parents left their smartphones unlocked, children tended to use them freely and without restrictions. Participant 5 explained, "I wasn't accustomed to locking my smartphone with a PIN because it felt a bit inconvenient."

However, this led to my child being able to use it easily. When I started using a password, my child couldn't access it, which curbed his desire to use the smartphone."

Parents Unannounced Smartphones Removal from a Child

This is because sudden actions can shock, disappoint, and frustrate children. Smartphone use makes kids feel safe and secure. The child becomes anxious and worried when parents take the smartphone without warning. Children want control over their activities and interests, including smartphone use. A child may become angry and frustrated when a parent abruptly takes their smartphones, feeling like they no longer have control over something they enjoy. When their smartphone is taken without warning, children may feel attacked or unfairly treated, believing they were not given a chance to finish what they were doing. They may also be confused and angry about why their smartphone was taken without explanation. Due to the sudden confiscation of their smartphone, children may throw tantrums because they lack emotional coping skills. Participant 13 said, "I abruptly took my child's smartphone while he was playing online games. I got tears, screams, and tantrums from my child. I quickly said, "Hey, an ice cream vendor is passing by." Go get some! When I suggested leaving the house, the child readily agreed."

Table 6. Parental Behavior that Triggers Tantrums

Behavior	Description
<i>Using smartphones freely in front of children</i>	Participants frequently use smartphones in front of their children due to work-from-home requirements. The impact varies depending on communication and explanation given to children.
<i>Violating rules for smartphone use</i>	Some participants occasionally break their own rules about smartphone use, especially during mealtime. These rule violations are rarely discussed.
<i>Carelessly placing smartphones within reach</i>	High smartphone usage during the pandemic has led to careless placement of smartphones. Children are unlikely to use them secretly due to established permission-seeking habits.
<i>Ignoring children during smartphone use</i>	When engrossed in smartphone use, participants pay less attention to their children, especially when working from home. Children may feel ignored when trying to communicate or seek help.
<i>Leaving smartphones unlocked</i>	Most participants secure their smartphones with passwords, but some do not. Leaving smartphones unlocked has not significantly impacted media mediation consistency due to permission-seeking habits.
<i>Taking a smartphone away without warning</i>	Sudden actions of parents taking smartphones away from children without warning can result in children feeling shocked, disappointed, and frustrated, leading to tantrums.

DISCUSSION

Tantrums put a lot of stress on the parent-child relationship. As children develop, they may become reactive to parental boundaries using disobedience, whining, anger, hyperactivity, and aggression (Butler & Eyberg, 2006). On the other hand, child neglect can lead to negative

consequences, such as personality problems. Parents should not let the child get everything he wants after expressing a tantrum, because this will become their habit (Daniels et al., 2012). However, ignoring a child who has a tantrum can also lead to negative personality problems (Waxman et al., 2014). Temper tantrums are a rite of passage into the toddler years and are rarely considered a serious emotional disturbance during this time (Potegal, 2019). However, mood and behavior should return to normal between tantrums in all children and adolescents (Torres, 2019).

Tantrums typically lasted 2–5 minutes, sometimes 8 after cooling down. Tantrum intensity peaked three times a week. Children may throw tantrums to express frustration or seek attention because they struggle to express hunger or pain (Hiniker et al., 2016). The Research shows that there are indeed about 5%-20% of children experiencing severe temper tantrums that are frequent and disturbing (Hay, 2020). However, tantrums that last more than 15 minutes or occur frequently may indicate underlying issues (Sisterhen & Wy, 2023). The child shows tantrums that are not normal if he injures himself or others or vents his anger by destroying property around him. The tantrums that accompany sleep disturbances, aggression, or enuresis may signal an underlying emotional problem. Finally, the child exhibits persistent negative moods, negative behavior between tantrums, or repeated tantrums (Cassiello-Robbins & Barlow, 2016).

Restrictive mediation is a logical choice for busy parents who want to keep control of their child's smartphone use (Mazmanian & Lanette, 2017; Nathanson, 2018). In practice, children may show resistance, even express tantrums because the opportunity to use smartphones is set at a certain time, while quality time with parents and social interaction with peers is also limited. It is like what the researcher said that children are also prone to tantrums when seeking attention or refusing to do something they are asked to do (Perle, 2019; Wilder & Hodges, 2019).

This research, along with Munzer et al., (2021), suggests that young children may have more tantrums when switching from tablets to books. The study found that sudden tablet discontinuation caused tantrums without significant changes in tantrum behaviors during the transitional phase. This highlights the challenges of regulating children's screen time and the need for family-friendly technology (Daniels et al., 2012; Sekarasih, 2016; Sjuts, 2014). the research emphasizes the importance of uniform digital device time limits for parents, grandparents, and caregivers. Shared views on technology use and open discussions with children about digital device pros and cons can help create a family digital milieu (Lim, 2019).

Parents should teach children socially acceptable ways to express their emotions and preferences and use incentivization to reduce tantrums (Österman & Björkqvist, 2010; Sanders

et al., 2019). Maintaining emotional composure and not expressing anger or threats protects the child's mental health. Parents who yell, threaten, or physically discipline their children are more likely to have tantrums. The child may view their parents as an unsafe place to express their emotions (Sanders et al., 2019; Sanders & Turner, 2018). In response to a tantrum, parents may initially prioritize the child's safety by promptly relocating them to a designated area within the environment (Alfaaroqi & Khoiruddin, 2020). Physical affection and distraction techniques have been found to be effective strategies for parents in managing tantrums exhibited by their children. After the child is calm, encourage positive communication to help them express their emotions (Coyne et al., 2021; Shafer et al., 2022). Cognitive Behavior Therapy (CBT) is a widely recognized and efficacious therapeutic modality that can be employed to address tantrum behaviors exhibited during the early stages of childhood. Cognitive Behavioral Therapy (CBT) places emphasis on the comprehension of emotions and the modification of maladaptive cognitive patterns and behaviors (Rahayu & Widyana, 2019).

The utilization of smartphones by parents during the pandemic has the potential to contribute to the occurrence of tantrums in children, as evidenced by a range of behavioral manifestations (Parent et al., 2023; Ye, 2020). Lack of clear communication about smartphones' purpose when used with children can cause envy and dissatisfaction. Breaking self-imposed smartphone usage rules, especially during meals, can cause conflict between family values and rules. The presence of smartphones near children raises concerns about unsupervised use. Disregarding children while using smartphones can cause frustration. Lack of passcodes or other security measures can allow unregulated entry, while unexpectedly removing smartphones from children can cause disruptive emotions due to a perceived loss of autonomy.

CONCLUSION

Children's tantrums often result from restrictive mediation, driven by unmet desires. These tantrums exhibit various behaviors like crying, screaming, breath-holding, object throwing, kicking, hitting, and rolling, typically lasting 2 to 5 minutes, potentially extending to 8 minutes during the cool-down period. These outbursts occur one to three times weekly, often due to frustration from denied digital device access. Parents employ strategies such as comforting hugs, diversion through alternative activities replacing screen time, consistent digital discipline, and engaging in communication with children about their content access. However, parents confront challenges managing tantrums during restrictive mediation, including differing parenting styles, family responses, peer influence, emotional fluctuations, time constraints, parental fatigue, and limited resources. Therefore, the implications of the study underscore the importance of parents' ability to regulate their emotions when dealing with tantrums. The key

elements of effective parenting include the consistent implementation of strategies for managing tantrums, the maintenance of continuous digital discipline, and the promotion of active communication between parents and children, especially in situations involving restrictive mediation.

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