

## Parenting through Social Media: The Information Experience of Young Mothers in East Jakarta

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**ABSTRACT** The expanding influence of digital information has shaped many aspects of life, including parenting. How these new sources of knowledge or information shape parents' way of parenting and its impacts on children's development need further studies. This study aims to comprehend the parenting information experience of young mothers in East Jakarta. The selection of East Jakarta is based on the fact that the region has the highest birth rate among the five regions in DKI Jakarta, and the occurrence of women marrying before the age of 19 is notably common. Social media is a prominent platform for acquiring information and disseminating knowledge. The method of this study employs a qualitative methodology that integrates a phenomenological approach. The employed data collection methods included semi-structured interviews, observation, and literature analysis. The results indicated that three layers influenced the parenting-related information experience of young women in East Jakarta: features, dimensions, and experiences. The information experience of young moms in East Jakarta is defined by their dissemination of acquired information, time management for information retrieval, and distinction between information necessitating upload and that which does not. Individuals, social media, and investigation are facets of the activities encompassed in information experience. The final layer is experience. This layer elucidates that social media serves as a platform for acquiring knowledge about parenting and its impact on the parenting practices employed. The three layers are interconnected. Each informant possesses a distinct information experience, suggesting that the information experience of young mothers on social media is highly intricate.

**KEYWORDS** *Datafication; Digital Media; Mediatization; Online Lending; Student.*

### INTRODUCTION

Parenting is a science that studies how to nurture and educate children, which will later affect children's self-development (Erlanti et al., 2016). Parenting a child is not easy, and parents need to know how or patterns in parenting. Children's behavior and attitudes are reflected in how parents take care of them, and good parenting will produce intelligent children with commendable behavior (Rosyada & Ramadhianti, 2019). Children are born into the world without any provisions, still clean, white, and holy. The duties and roles of parents, especially mothers, are to raise, educate, and guide children lovingly and equip them about the

world and how they must behave to survive and live in this world (Kurniati et al., 2020).

Information packaging is not only printed but also in digital form. The development of this information also makes the community, including young mothers, experience a shift in accessing information. Young mothers access parenting-related things through social media. Social media is used as a public forum to talk and exchange knowledge and experience related to parenting (Afrilia, 2017).

An example of social media that presents parenting-related material is dr. Mesty Ariotedjo, Sp.A, MPH's Tiktok account (@

doktermesty). The @doktermesty account frequently disseminates information pertaining to child development and parenting strategies for parents. Based on Fitroh & Oktavianingsih's research (2020), it was found that there are still mothers who still need to gain a higher level of parenting knowledge. In the study, it was written that the insufficient knowledge of mothers about parenting causes high cases of stunting. It is also associated with low maternal literacy rates. Based on the 2020 national digital literacy survey, Indonesia scored three (medium) (Setu, 2020). However, there are still mothers whose digital literacy levels could be higher even though the informants in the study are accustomed to using smartphones (Novianti & Fatonah, 2018).

The rise of cases of early marriage occurred during the pandemic. The Ministry of Women's Empowerment and Child Protection stated that there was an increase in early marriages, namely couples under 18, during the COVID-19 pandemic (Pranita, 2021). Early marriage can impact mothers' and children's risk of death and health (Sekarayu & Nurwati, 2021). The level of maternal readiness and maternal knowledge of parenting is considered necessary for the growth and development of children.

In this study, researchers will discuss the information experience of young mothers about parenting using social media in East Jakarta. Researchers chose the experience of young mothers' information about parenting because of the high cases of early marriage that occur in Indonesia, and there are still mothers with low literacy levels (Irwanto et al., 2019). Researchers chose to examine

the experiences of young mothers about parenting using social media because, in this information age, many accounts on social media discuss parenting, and the ease of access to information makes social media chosen as a forum or place to find and exchange information. Researchers chose East Jakarta as the place of research because the birth rate in 2020 showed the highest number compared to the other five DKI Jakarta regions; there were 41,684 babies born in 2020 (Dinas Kependudukan dan Pencatatan Sipil Provinsi DKI Jakarta, 2021). It was observed that 9.22% of the high birth rate involved mothers aged <19 years. A lack of knowledge and support can impact new mothers' ability to care for their children. Young mothers face challenges balancing parenting with education (Owens, 2022). Motherhood at young age can be overwhelming and lead to stress (McKee et al., 2021). Parents' knowledge affects their parenting practices, which are essential for positive youth development. Interventions that target parenting knowledge can significantly improve these practices (McKee et al., 2021). Young mothers often have less parenting knowledge than adult mothers. Factors such as age, education, and access to written materials contribute to variations in parenting knowledge (Putri et al., 2024). Based on the background that has been described, this problem is essential to research. A high birth rate should be followed by the mother's knowledge about high parenting so that children born can grow and develop into superior individuals. Both parents must possess the requisite knowledge and engage in the necessary involvement to ensure optimal child development.

The literature shows that mothers score higher on parenting knowledge tests than fathers (Güven Baysal et al., 2023). Fathers frequently rely on their partners for parenting information, which may indicate a potential deficit in their direct acquisition of knowledge in this area (Vally & El Hichami, 2020). Notwithstanding the lower rates of participation in parenting interventions, fathers' involvement is paramount. Their participation is frequently influenced by the level of involvement of their partner (McKee et al., 2021). This research proposes to explore the informational experiences of young mothers in East Jakarta regarding parenting using social media. Understanding a mother's informational experience in parenting is essential, since it profoundly impacts her child's development and well-being. This knowledge includes how moms collect, evaluate, and utilize information pertinent to parenting, which can influence their decision-making and their children's developmental results.

## RESEARCH METHOD

This study was conducted to know the experience of young mothers in accessing and obtaining parenting information using commonly used social media and the application of this information to parenting. This research uses qualitative methods. The qualitative method is research that tries to understand the meaning, understanding, concepts, characteristics, symptoms, symbols, or descriptions of an event or social phenomenon. The research aims to find answers to a social phenomenon (Yusuf, 2016). Hughes (2014) argues that

information experience research can be examined with six research methods: the follow-up study method, constructivist grounded theory, ethnomethodology, expanded critical incident approach, phenomenology or phenomenography, and qualitative case studies. In this study, a suitable research method to explore the information experience of young mothers is the phenomenological method. Hughes (2014) also adds that phenomenological methods allow for in-depth exploration of the ways or habits of individuals in certain phenomena (in this study, information experience). In information experience, experience is formed from searching for and acquiring new information or knowledge.

Informants provide information about problems to be investigated in a study (Moleong, 2019). Researchers choose the purposive sampling technique to determine research informants. The informants in this study was ten young mothers residing in East Jakarta. The criteria for getting informants are as follows: (1) Mothers with only one child aged 0 – 3 years and live or live in East Jakarta as evidenced by an Identity Card, Family Card, or domicile certificate. (2) Mothers who use social media to find information about parenting, as evidenced by screenshots of social media users.

Researchers used observation techniques, literature reviews, and interviews to collect research data. Observations are made to gain basic knowledge or concepts of enlightening experiences about parenting using social media. Researchers made observations by observing young mothers while using their social media. The observations will be

used as consideration for making interview questions. Researchers conduct literature studies by collecting many scientific journals, books, theses, and dissertations relevant to the research topic (Danial & Nanan, 2009). The data obtained will be used as consideration for making interview questions. Researchers chose semi-structured interviews in this study. Semi-structured interviews allow researchers to ask more questions about informants' thoughts after open questions have been asked or asked (Adams, 2015). Open-ended questions are made based on observations and literature studies that have been carried out before.

In this study, the analysis method used was thematic analysis. Heriyanto (2019) states that themes or patterns generated from thematic analysis form continuous, bound, or related themes between one pattern and another. In this study, researchers wanted to identify patterns and highlight similarities and differences in the information experiences of young East Jakarta mothers related to parenting using social media.

In maintaining the quality of research and building trust, researchers use Lincoln & Guba's (1985) concept, namely: (1) Credibility, researchers will conduct member checking by contacting research informants again to read and correct the validity of the summary of the interview results made by researchers. (2) In transferability, researchers describe or describe the research results clearly and in detail, such as informant data or profiles, interview questions, interview results, and tables of categories of young mothers' information experiences. (3) Dependability, researchers document the entire research

process to the results or findings of the study. (4) Confirmability, researchers conduct confirmability tests by comparing the findings of research data with journals (Mekarisce, 2020) and conducting audit trials, checking accuracy in the analytical process and reviewing analysis (Korstjens & Moser, 2018).

## DISCUSSION

Researchers presented an analysis of research results on the information experience of young East Jakarta mothers related to parenting using social media. The analysis used primary data from interviews with research informants, namely young East Jakarta mothers. There often needs to be more clarity between information seeking and information experience. Information seeking can be defined as the process of seeking and obtaining information to fulfil a specific need or answer a question (Patel et al., 2022). In contrast, information experience can be defined as a broader and deeper interaction with information, where meaning is derived from the engagement itself (Bruce et al., 2014; Maybee et al., 2019). It involves emotional, cognitive, and social dimensions beyond mere acquisition. While information seeking is important in how individuals interact with information, the concept of information experience offers a broader perspective that includes emotional and social dimensions. The study found three layers that shape the experience of information.



## **Characteristics of East Jakarta Young Mother's Information Experience Related to Parenting Using Social Media**

There are three common characteristics of the information experience of young East Jakarta mothers: sharing the information obtained, providing time to search for information, and distinguishing information that can and does not need to be uploaded. In this section, researchers explain the definition of experience characteristics to provide a broad picture of the information experience of young East Jakarta mothers on social media.

### **Sharing Information Obtained**

Researchers found that young mothers search for information for themselves and often share posts from parenting accounts to social media account stories to share or educate so that interactions with other young mothers and social media users are formed. One of the informants, DI, also said that DI was included in a parenting group on WhatsApp and was an active member of parenting question-and-answer activities. It can be seen from the following interview excerpts:

*"Oh iya aku juga masuk ke dalam grup parenting via WhatsApp. Repost ke Instagram sering banget atau ke media sosial lainnya berbagi informasi." (DI)*

*"Tanya jawab ketika ada hal yang membingungkan." (DI)*

The same thing happened to GI when researchers asked more about GI's repost story activities which resulted in interactions with other social media users even though the number of interactions was insignificant.

The characteristic of "Sharing information obtained" is the characteristic proposed by Davis (2015) on the point of "social." On this "social" point, Davis says that young mothers' informed experiences on social media shape interactions with others. In the findings of this study, no development of Davis' theory was found. Both produced the same finding: young mothers on social media interact with other social media users in terms of exchanging information. This opinion is also reinforced by Drakel et al. (2018), who said that social media users interact by exchanging information, where information is valued as a valuable new commodity.

### **Take Time to Find Information**

Young mothers provide and spend time searching and reading parenting information on social media. Researchers asked questions about the frequency of informants seeking information on social media. They got answers that informants made time to conduct information experiences on social media with medium to high frequency. One of the informants, GI, also shared that she still likes to read parenting information through the following interview excerpts:

*"Frekuensinya lumayan tinggi, sampai sekarang saja aku masih suka baca tentang parenting maupun tentang kehamilan." (GI)*

The characteristic of "Providing time to search for information" corresponds to the characteristic proposed by Davis (2015) on the point of "immersive". On this "immersive" point, Davis says that young mothers use social media and experience information experiences throughout the day. This study found differences in Davis' theory that young

East Jakarta mothers do not use social media all day. However, informants provide time to find parenting information on social media, and young mothers set aside time after being busy with childcare activities, work, and other. This finding is also reinforced by the theory of Blumer and Katz in Bender et al. (2021), which explains that users (in this study, young mothers) who play an active role in the use of social media, users who manage everything they want to do on social media including setting the time they want to use to access social media.

### **Distinguishing Information That Can and/or Does Not Need to Be Uploaded**

Some informants in this study felt that personal life was not to be uploaded to social media and only shared with family. However, some participants also liked to upload stories or posts related to children, although some informants also liked to upload stories related to parenting information obtained.

*“Kalo intens di story jarang banget, karena menurut aku setiap orang tua mau baru punya anak atau sudah punya anak banyak punya cara masing-masing belajar parenting dan cara nerapinnya. Dan kebetulan aku tipe yang jarang share gitu. Apapun itu ya tidak soal parenting saja.”*  
(AH)

In the interview excerpt, AH explained that AH has his way of parenting, and judging from the answers, AH is a young mother who rarely posts things on social media, which he thinks is private. The characteristic “Distinguishing information that can and/or does not need to be uploaded” is the characteristic proposed by Davis (2015) on the point “somewhere between public and

private”. At this point, “somewhere between public and private,” Davis said that young mothers choose what they want to upload on social media by distinguishing information that can be used for public consumption and private information. This opinion is also reinforced by Supratman (2018), who said that digital natives also know the importance of privacy in the use of social media. Things considered privacy will not be uploaded to minimize the negative impact obtained.

Of the three characteristics described, the most dominant characteristic in the information experience of young East Jakarta mothers on social media is “Making Time to Find Information”. All informants in this study claimed to take the time to search for parenting information on social media. Even one informant, GI, admitted that GI provides much time to read parenting information during pregnancy. When researchers interview GI, GI still provides time even though the intensity is less intense than during pregnancy. Davis (2015) also explained the experience of young mothers’ information on social media regarding the behavior of young mothers in searching for and using information. Regarding searching for information, young mothers need and/or take the time to search for information on social media.

### **Dimensions Seen in Young Mothers’ Experiences in the Context of Social Media**

The information experience dimension is a dimension that looks at human interaction with information and how humans seek, obtain, and utilize information so that information experience is formed. There are three dimensions of the information

experience of young mothers in East Jakarta: individuals, social media, and exploration. The individual dimension relates to the young mother and others who interact with the young mother. The social media dimension relates to young mothers and the social media where enlightening experiences occur. The exploration dimension relates to exploring information carried out while conducting information experiences. In this section, researchers explain the definition of dimensions to provide a broad overview of the information experience of young East Jakarta mothers on social media.

### **Individual**

The individual dimension focuses on young mothers experiencing phenomena (in this case, enlightening experiences). Young mothers in this study had different views, backgrounds, and thoughts. These differences made the experience of information felt by each informant different. DI explained that after getting information on social media, DI crosschecked or checked the correctness of the information by reading the journals listed on the uploads uploaded by the parenting accounts that DI followed.

The “individual” dimension corresponds to the dimension proposed by Davis (2015) on the point of “people”. On the “people” point, Davis says that young mothers’ interactions with their life and with others affect individual experiences, values, and thoughts. This dimension emphasizes the importance of the individual, the narrative of young mothers, and the personal experience of the phenomenon of information experience. In the findings of this study, no development of

Davis’ theory was found. Both produced the same finding that young mothers’ informed experiences are influenced by individual experiences (including mindset, background, Etc.) and experiences with others. This finding is also reinforced by the theory of Bruce et al. (2014), which says that the influence of mindset and environment shapes information literacy skills, where information literacy skills are part of the information experience. Nurfadhilah et al. (2012) also added that the better the ability to information literacy, the better the ability of individuals to utilize information. In the information age, humans will remain attached to information as part of everyday life. The information experience of young mothers is formed from individual experiences searching for information using their information literacy skills.

### **Social Media**

This study focuses on the experience of information using social media. Social media is used as a context for the information experience of young mothers. Information is accessed and obtained through platforms on social media used by young mothers. Each platform is designed with features that make it easier for users to use and utilize social media content.

The findings in this study show that Instagram is the social media most used by informants. Research informants chose Instagram because of its attractive appearance and many features. Instagram is used to find information about parenting by reading and/or viewing posts on accounts that young mothers follow. Although the informants in this study used the same social

media, each informant's social media context was unique. Each informant followed a different parenting account.

The "social media" dimension corresponds to the dimension proposed by Davis (2015) on the point of "context". On the point of "context", Davis said that the context of young mothers' social media consists of macro and micro spaces related to social media use. In this dimension, young mothers' social media context is unique. Informants form networks, settings, and modes of access to social media. In the findings of this study, no development of Davis' theory was found. Both produce the same finding that each informant's social media context is unique even though the social media users are the same. This is because the communication network of each informant is different, which makes a difference in interacting on social media even though the platform used is the same. This finding is also reinforced by the theory of Hapsari (2016), which says that communication networks have a role in exchanging information that can lead to concrete actions. In this study, communication networks are a means of exchanging information, where young mothers interact with other young mothers on social media, which raises new knowledge about parenting.

### **Exploration**

The information experience of young East Jakarta mothers about parenting using social media consists of the individual experiences of informants of this study. New moms access information differently. The exploration dimension addresses what the

informant experiences and the informant's information experience.

Information is defined by Ganggi (2020) as data that has been processed into new forms and is helpful to the recipient as a decision-making tool. In the context of this study, information is defined as data that has been processed into new forms in the form of videos, posts, stories, or anything uploaded on social media, and informants use the information to gain new knowledge and be applied to activities (in this case parenting) in their lives.

Young mothers are faced with a variety of information presented on social media. Informants can explore to find the parenting information needed. There are four categories that young mothers do in information exploration activities on social media, namely finding information, evaluating information, reposting information, and using information.

#### **a. Finding Information**

In interviews conducted by researchers, research informants search and find information using self-determined keywords and write them in the search box.

#### **b. Information Evaluation**

After writing down keywords, various videos or posts appear on social media, informants evaluate by starting to select and read the information presented and evaluate whether the information obtained is accurate or fact and not a hoax.



c. Reposting Information

The informant reposted the parenting information obtained with the informant's personal social media account, as they did

d. Using Information

The end of the informant's exploration of information is to use the information. Informants apply such parenting information to children, which positively affects the application of good parenting.

The dimension of "exploration" corresponds to the dimension proposed by Davis (2015) in the point of "information". On the point of "information", Davis said that young mothers explore information on social media, making the information experience form. In the findings of this study, no development of Davis' theory was found. Both produced similar findings: young East Jakarta mothers experienced similar experiences of information on social media: finding, evaluating, reposting, and using, although not all informants in the study did all four. This finding is reinforced by Prasetyawan's theory (2020), which explains that the experience of information on social media makes individuals evaluate the information obtained before using the information. Evaluation can be done by looking for similar information from other sources.

The three dimensions described are interrelated—starting with the individual dimension, which discusses that the information experience of young mothers cannot be separated from the individual (in this case, the research informant) and the individual's interaction with others.

Researchers illustrate that informants' experiences are unique in the social media dimension, even though the platforms or social media users are the same. Finally, the exploratory dimension relates to young mothers' enlightening social media experiences and how informants obtain or experience that information. Young mothers go through the process of finding, evaluating, reposting, and using in experiential activities the information is carried out.

### **East Jakarta Young Mother's Information Experience Category related to Parenting Using Social Media**

In the previous section, researchers have explained that the information experience of young East Jakarta mothers related to parenting using social media has a forming layer, namely characteristics, and dimensions. In this section, researchers describe the categories of experiences that are the final forming layer of young mothers' information experiences on social media.

### **Social Media as a Place to Learn Parenting**

When informants become new mothers after giving birth to children, they learn how to be good mothers to their children and know that parenting is needed when caring for and caring for a child (Rosyada & Ramadhianti, 2019). One of the ways that informants learn about parenting is to learn through parenting information on social media, and this is as TA did in the following interview excerpts:

*"Biasanya aku searching di instagram, gimana sih cara merawat anak dengan baik gitu-gitu terus apa aja sih yang ga boleh digunakan saat bayi baru lahir." (TA)*

In excerpts from the interview, TA explained that TA uses Instagram to learn how to care for children, what to do, and what not to do with newborns. The information TA reads is an example of using social media to learn to parent. Another research informant, GI, also explained that GIs follow parenting accounts on Instagram to increase parenting insights. It can be seen in the following interview excerpts:

*“Yang aku follow cuma ini kalo parenting sih Mamalyfe.id, haibundaku.id. Kalo tentang parenting MPASI paling akun mpasiforbaby, mpasisehatlezat. Itu yang aku follow, kalo yang lain paling lihat info parenting aja tapi ga follow. Alasannya buat nambah wawasan aja, kayak kalo anak crunky, atau GTM, anak waktunya toilet training, menyapih anak, dan lainnya.” (GI)*

The category “Social Media as a Place to Learn Parenting” corresponds to the category proposed by Davis (2015) on the point of “Learning to be a Mother”. On the point of “Learning to be a Mother”, Davis says that social media plays an essential role in the information experience of young mothers and informants engage with information to learn how to care for a child and deal with the practical aspects of motherhood, as well as align expectations and realities of motherhood. In the findings of this study, no development of Davis’ theory was found. Both produced the same findings: young mothers use social media as a place to learn to parent. This finding is also reinforced by the theory of Afrilia (2017), which says that technological developments make activities that were initially carried out offline change online. Social media is a place to discuss and exchange information about parenting among young mothers.

## **Effect on Applied Parenting**

Boyd (2010) says that when individuals consume information, individuals will be aroused by their minds to behave in response to the information they get. It is in line with the findings in the study that after the informant gets parenting information, the informant tries to apply it to parenting in children. Initially considered unimportant things by the public were still done by informants because they were affected by the information. The informant’s parenting style also changes along with the parenting information obtained. It can be seen from the following interview excerpts:

*“Ada sedikit perubahan iya. Jadi apa yang aku lakukan ke anak cara aku ke anak tuh menurut dokter atau pakar yg aku yakin. Contoh kecil sebagian orang menganggap membelikan buku ke anak usia dini itu ga penting karena anak belum paham tapi aku sedari bayi beli buku-buku atau bacakan cerita sebelum tidur” (DI)*

In the interview excerpt, DI explained that DI bought books since infancy which was an application of the parenting information that DI got. This researcher also found that informants became more careful and wise in responding to fussy children or tantrums after getting information on how to calm a tantrum child. This may be different if the informant does not read the information, the child may be scolded or yelled at, and the adverse effects of this conversation will affect the child’s attitude and behavior. The parenting information obtained makes informants wiser in educating children. This can be seen in the following interview excerpts:

*“Ya seperti aku harus menjadi ibu yang baik, adil dan bijaksana cara mendidik anak, contohnya misalkan anak aku melakukan hal yang tidak baik aku harus bilangin dengan cara yang baik dan kasih tau cara yang baiknya itu seperti apa.” (SE)*

The category “Effect on Applied Parenting” is similar to the category proposed by Davis (2015) on the point of “Experiencing Moments of Light”. At the point of “Experiencing Moments of Light”, Davis said moments of light are the positive impact that young mothers get when experiencing information on social media through asking questions or joining young mother communities. In this study, differences were found with Davis’ theory that young East Jakarta mothers experience “moments of light” through information read by informants on social media, advice written by parenting experts or parenting accounts followed by informants have a positive impact on the application of parenting carried out on children. This finding is reinforced by the theory of Sari & Basit (2020), which says that parenting information presented by parenting accounts on social media is used as a reference or benchmark in parenting applied to children. Parenting information obtained on social media increases the knowledge of young mothers and makes young mothers wiser in making decisions or parenting actions for children.

The two categories that have been described are categories of information experiences experienced by young East Jakarta mothers on social media. The social media category as a place to learn parenting discusses that social media is used as a means of parenting education or learning in the era of technological development. The

second category affects parenting that is applied, which discusses that the information obtained by young mothers positively impacts the parenting style applied to children. The relationship between the two categories relates to each other in forming young mothers’ information experiences on social media.

## CONCLUSION

The information experience of young East Jakarta mothers related to parenting using social media is formed from three forming layers: characteristics, dimensions, and experience categories. There are three characteristics of East Jakarta young mothers’ information experience on social media: sharing the information obtained, providing time to search for information, and distinguishing information that can and/or does not need to be uploaded. Furthermore, the dimensions are seen in the experiences of young mothers, namely individuals, social media, and exploration. Finally, there are two categories of experience: social media is a place to learn to parent, and social media affects the parenting style applied to children. Young mothers’ information experiences on social media are formed from an individual’s need for information (parenting) for daily activities. The information experience is formed from three layers that make up the information experience of young mothers on social media: categories, dimensions, and characteristics of the experience. The three forming layers are interrelated with each other. Each informant has a different experience of information, which means that young mothers’ information experiences on social media are complex.

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