

Effectiveness of Web-based Parenting Intervention in Improving Mindful Parenting among Parents of Elementary School Aged Children

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INTRODUCTION

Digital transformation has influenced a wide range of sectors (Chwiłkowska-Kubala et al., 2023; Feliciano-Cestero et al., 2023; Llopis-Albert et al., 2021; Montero Guerra et al., 2023; Slavković et al., 2023; Xie & Wang, 2023), including family interaction patterns such as parenting practices (Novianti et al., 2023). Evidence shows that elementary school-aged children have access to digital devices. Literature indicates that excessive screen time among children aged 6–14 years has become common and has triggered public health concerns in high and middle-income countries (Qi et al., 2023). Prolonged screen exposure affects children's emotional well-being, sleep, and behavior. This behavior also influences physical growth and cognitive development elementary schoolers (Qi et al., 2023).

At the same time, parents often are clueless when their kids are using digital devices. This condition reflects a digital gap between children and parents that directly affects parenting quality. In addition, limited awareness and knowledge of digital parenting widen the gap between children's use of technology and parental involvement (Hanifah & Wigati, 2025). In fact, parents of young children play a crucial gatekeeping role in facilitating and restricting access to and use of digital technology (Dias et al., 2016).

Parenting that fails to adapt to changes in the digital era increases the risk of developmental problems in children (Banić & Orehovački, 2024), including a higher risk of emotional disorders, value disorientation, and reduced social resilience. Many parents adopt reactive, authoritarian, or permissive parenting styles (Coplan et al., 2002) due to fatigue and limited skills in managing stress and emotions.

From a theoretical perspective, mindful parenting emphasizes full awareness, empathy, and self-regulation in the parenting process (Cheung et al., 2021; Zhang et al., 2019). Studies indicate that this method lowers parental stress (Shorey & Ng, 2021), strengthens the bond between parent and child, and makes the child behave better (Townshend et al., 2016). However, a lot of mindful parenting intervention models, especially face-to-face models, do not adequately meet the needs of modern parents. This matter is important because current parents require rapid and flexible access to information.

Mindful parenting consistently shows positive effects on parenting outcomes (Acet & Oliver, 2024a; Bögels et al., 2010; Cheung & Chung, 2023; Duncan et al., 2009; Fernandes et al., 2023; Meppelink et al., 2016). The main challenge lies in transforming this parenting training into an accessible, user-friendly digital format while maintaining its effectiveness (Lippold et al., 2022). Furthermore, experimental studies in Indonesia that directly examine web-based interventions to enhance mindful parenting among parents of elementary school-aged children are still limited.

Rationale of the Study

Although mindful parenting has been widely recognized as an effective approach to reducing parental stress and improving child behavioral outcomes, existing studies are predominantly conducted in Western contexts and rely on face-to-face intervention models. These approaches may be insufficient to address the challenges faced by contemporary parents who are raising elementary school-aged children in digitally saturated environments. Rapid digitalization has intensified children's screen exposure while simultaneously widening the digital gap between parents and children, particularly in terms of parental monitoring, emotional regulation, and adaptive parenting responses.

Current research has largely examined digital technology as a developmental risk factor, with limited integration of mindful parenting frameworks into digital-based interventions as a proactive strategy to enhance parenting quality and bridge the parent-child digital divide remains underexplored. This limitation is particularly evident in non-Western and developing countries, including Indonesia, where empirical studies examining digital parenting interventions through experimental designs are still scarce.

This study addresses these gaps by introducing a web-based mindful parenting intervention specifically designed for parents of elementary school-aged children in Indonesia. To the best of our knowledge, this is among the first experimental studies to empirically test the effectiveness of a digitally delivered mindful parenting program within a collectivistic cultural context.

The present study contributes theoretically by extending mindful parenting models into the digital parenting domain, empirically by providing experimental evidence from an underrepresented non-Western setting, and practically by offering an accessible, scalable, and culturally relevant intervention to support parents in fostering healthier child development in the digital era.

Study Aim and Hypothesis

This study examined the effectiveness of a web-based parenting intervention in enhancing mindful parenting among parents of elementary school-aged children and analyzed which mindful parenting dimensions are most affected by the intervention.

METHODS

Design

The study employs a quasi-experimental one-group pretest–posttest group design. Researchers increasingly use quasi-experimental designs to balance internal and external validity (Handley et al., 2018). The study employs this design to evaluate the impact of a web-based intervention on modifications in mindful parenting practices. Figure 1 shows the one-group pretest–posttest research design.

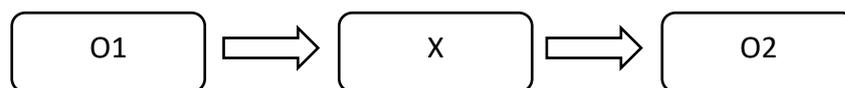


Figure 1. Research Design

Participants

This research used a purposive sampling technique by recruiting participants via the school and online parenting community networks. The study involved parents (mothers and fathers) whose children aged 7–12 years, regular access to the internet and digital devices (smartphones), willingness to participate in the entire intervention program, and provide informed consent. The study initially recruited 60 participants; In practice, 57 participants agreed to attend the training and demonstrated adequate readiness to participate in the digital intervention program in line with the population’s characteristics. Three respondents from the study experienced difficulties accessing the internet at home.

The research procedure began with recruitment and screening through school networks. The researchers explained the study objectives, inclusion criteria as previously described, and the required time commitment to prospective participants. During the screening stage, three individuals withdrew due to limited internet access at home, while 57 eligible participants provided informed consent. The second stage involved a pretest to measure participants’ baseline levels of mindful parenting. The third stage consisted of the intervention. Over three weeks, participants accessed materials on the eparenting.id website using their personal digital devices. The researchers periodically monitored participants’ progress to ensure active engagement in the program. After completing the intervention, the researchers administered a posttest and concluded the process with data analysis.

Instruments

The researchers utilized a mindful parenting scale developed by Duncan et al. (2009). The instrument originally comprised 30 items reflecting five dimensions: (1) attentive listening and empathetic speaking, (2) understanding and acceptance devoid of judgment, (3) emotional regulation or patience, (4) prudent self-regulation patterns, and (5) compassion or kindness. There was a five-point response scale for each item. Validity testing kept 26 items, and the tool showed high reliability ($\alpha = .889$).

Data Analysis

The researchers employed the Wilcoxon test for data analysis and computed effect size utilizing Cohen’s *d* to assess the magnitude of the intervention effect. They also did tests for validity, reliability, and normality. The researchers utilized SPSS version 26 to analyze all data.

RESULTS AND DISCUSSION

Result

Subject Characteristics

Table 1 provides the whole subject characteristics. Table 1 summarizes the demographic characteristics of the participants. Most parents were aged 30-40 years (65%), followed by those aged 41-51 years (23%). The sample was predominantly female (81%). The majority of participants have children aged 8-10 years, with parents of 9-year-old children representing the largest group (37%). In terms of education, most respondents had completed senior high school or vocational high school (51%), while a smaller proportion held tertiary degrees. Regarding occupation, housewives (42%) and entrepreneurs (39%) constituted the largest groups, indicating diverse socioeconomic backgrounds among participants.

Table 1. Characteristics

No	Subject Characteristics	Categories	N	%
1	Age (Years old)	19 – 29	4	7%
		30 – 40	37	65%
		41 – 51	13	23%
		> 51	3	5%
2	Sex types	Female	46	19%
		Male	11	81%
3	Children's ages (Years old)	7	4	7%
		8	15	26%
		9	21	37%
		10	11	19%
		11	3	5%
		12	3	5%
		ES	5	9%
4	Educational Levels	JHS	11	19%
		SHS/VHS	29	51%
		D3	2	4%
		D4/S1	8	14%
		Unidentified	2	4%
		Labors	6	11%
5	Occupations	Entrepreneurs	22	39%
		Businessmen	3	5%
		Housewives	24	42%
		Students	2	4%

Hypothesis Test Results

Hypothesis 1. The mean mindful parenting score at post-test increases significantly compared with the pre-test score as a result of the web-based intervention. The underlying reason for the hypothesis is the assumption of web-based intervention flexibility for parents to integrate the mindful parenting concept into their daily lives. This situation influences the post-test score improvement significantly.

Descriptive Statistic

Descriptive statistics reveal an increase in the mean Mindful Parenting score after the intervention by 0.154 (from 2.735 to 2.889). The standard deviation also decreases. This result

indicates reduced variability and greater score homogeneity among participants after the intervention. Table 2 presents the mean Mindful Parenting scores.

Table 2. Mindful Parenting Score Mean

Conditions	N	M	SD
Mindful Parenting (Pre-test)	57	2.735	0.401
Mindful Parenting (Post-test)	57	2.889	0.290

Inferential Test Results (Wilcoxon Signed-Rank Test)

Because the data do not meet parametric assumptions (non-normal distribution), the researchers analyze the pre-test and post-test differences using the Wilcoxon Signed-Rank test. The Wilcoxon test reveals a significant difference between pre-test and post-test scores ($Z = -3.544$; $p < 0.001$; $N = 57$), as shown in Table 3.

Table 3. *Wilcoxon Signed-Rank Score Results of Mindful Parenting*

Statistic Results	Scores	Asymp. Sig. (2-tailed)	Decision
Z	-3.544	.000	Ho Rejected

Descriptively, the mean score increases from 2.735 to 2.889. Therefore, the result indicates improved mindful parenting among parents of elementary school-aged children. The researchers calculated the effect size using Cohen's d , yielding a Cohen's d value of 0.44. This result represents a medium effect size. This finding indicates that the web-based parenting intervention produces not only statistically significant effects but also meaningful practical improvements in participants' mindful parenting. Hypothesis 2, At least one Mindful Parenting dimensions indicate the most significant improvement.

Mean Increase per Dimension

Descriptive analysis reveals different magnitudes of mean improvement across dimensions. As shown in Table 4, Dimension 2 exhibits the largest mean increase (0.285), whereas Dimension 5 shows the smallest increase (0.059). The variation in average gains across the measured dimensions indicates that the intervention did not influence all components of mindful parenting to the same extent. Among the assessed domains, Dimension 2 (understanding acceptance) exhibited the most substantial improvement and the highest effect size, suggesting that cognitively focused elements of mindful parenting are particularly amenable to change through web-based programs. This domain emphasizes perspective-taking and a nonjudgmental stance, both of which are commonly targeted through reflective tasks and psychoeducational materials embedded in digital interventions. Conversely, Dimensions 3 (emotional regulation and patience) and 5 (compassion) showed only marginal, statistically insignificant changes. This pattern implies that affective and dispositional capacities may be less responsive to short-term or low-intensity digital interventions and may instead require extended engagement, repeated practice, or more immersive experiential learning to facilitate meaningful change. In general, the results show that online mindful parenting programs can help people become more aware and better at controlling their own behavior. However, it seems that developing deeper emotional traits, such as patience and compassion, takes longer. The complete data are presented in Table 4.

Table 4. Mean Increase per Dimension

Dimensions	Mean Pre	Mean Post	Increase (Δ Mean)
Dimension 1	2.712	2.874	0.162
Dimension 2	2.474	2.759	0.285
Dimension 3	2.821	2.919	0.098
Dimension 4	2.667	2.877	0.210
Dimension 5	2.915	2.974	0.059

Significant Test Results per Dimension

To identify which dimensions, improve significantly, the researchers conduct Wilcoxon signed-rank tests for each dimension, as presented in Table 5.

Table 5. Improved Result per Dimensions

Dimensions	Z-Count	Asymp. Sig. (p-value)	Interpretations ($\alpha=0.05$)
Dimension 1	-2.809	.005	Significant
Dimension 2	-3.589	.000	Significant
Dimension 3	-1.669	.096	Insignificant
Dimension 4	-3.092	.002	Significant
Dimension 5	-0.781	.435	Insignificant

Based on Table 5, only three dimensions (Dimensions 1, 2, and 4) show significant improvement. On the other hand, the remaining two dimensions (3 and 5) do not. These results indicate differential intervention effects across dimensions. The researchers looked at the Z-values and found that Dimension 2 was the most affected. The absolute Z value for this dimension is the highest (3.589), and the mean increase is the highest (Δ Mean = 0.285). The researchers subsequently analyzed practical effect sizes (Cohen's d) to evaluate the significance and practical relevance of these changes. The results are in Table 6.

Table 6. Intervention Results per Dimension

Mindful Parenting Dimensions	Δ Mean (Improvement)	Z Value (Wilcoxon)	Significance (p-value)	Cohen's d (Effect Size)	Practical Effect	Levels
Dimension 2: Understanding and Acceptance	.285	-3.589	.000	.638	Moderate to high	First
Dimension 4: Self-Control Pattern	.210	-3.092	.002	.442	Moderate	Second
Dimension 1: Listening empathically	.162	-2.809	.005	.399	Moderate	Third
Dimension 3: Emotional management/Patience	.098	-1.669	.096	.232	Minimum (Insignificant)	Fourth
Dimension 5: Compassion	.059	-0.781	.435	.131	Minimum (Insignificant)	Fifth

Table 6 shows the most affected dimension, Dimension 2. This dimension has the highest Cohen's d value and a very low p-value. In general, only Dimensions 1, 2, and 4 show improvements that are statistically significant ($p \leq 0.05$). Dimensions 3 and 5 have minimal effects (Cohen's d < 0.25) and are not statistically significant. These results indicate that the intervention is less effective at changing behaviors related to compassion and controlling emotions.

Discussion

The results demonstrate that the web-based parenting intervention significantly improves mindful parenting. A significant difference between pre-test and post-test scores ($Z = -3.544$; $p < 0.001$), with the mean increasing from 2.735 to 2.889, shows the obvious results. The Cohen's d value of 0.44 indicates a medium effect size with meaningful practical implications. Overall, these findings confirm that the applied intervention effectively enhances parents' mindful parenting skills.

These findings corroborate existing literature indicating that digital platforms enhance accessibility and flexibility in parenting education (Acet & Oliver, 2024b), thereby promoting more adaptive parenting behaviors. The program works because it leads to a big overall increase in mindful parenting. Participants learn to be more aware of themselves, accept their children's conditions, and control their reactions while parenting. Structured web-based learning modules, comprising videos, self-reflection, and autonomous exercises, facilitate parents in assimilating mindful parenting principles independently and perpetually (Sherwood et al., 2023).

Regarding participant characteristics, most respondents fall within the 30–40 age range (65%), a group accustomed to using digital technology, including for parenting information. In addition, most participants are self-employed (39%) or homemakers (42%), with more flexible time spent with their children. This flexibility provides ample opportunity to practice mindful parenting after completing the web-based materials. These characteristics further support the effectiveness of the web-based parenting intervention in improving mindful parenting.

However, a dimension-level analysis shows that not all mindful parenting dimensions improve significantly. Dimension 1 (Listening with Empathy), Dimension 2 (Understanding and Acceptance), and Dimension 4 (Self-Regulation Patterns) show significant improvements. Among these, Dimension 2 is the most affected, with $\Delta\text{Mean} = 0.285$ and the largest effect size ($d = 0.638$). Web-based materials more easily enhance cognitive aspects (Clemente-Suárez et al., 2024), such as awareness, understanding of interaction patterns, and acceptance of oneself and one's child. Elements such as videos, self-reflection, and knowledge-based modules effectively increase awareness and acceptance.

On the other hand, Dimensions 3 (Emotional Regulation/Patience) and 5 (Compassion) show improvements that are not statistically significant. Two main factors explain this pattern. First, emotional regulation requires intensive practice, real interpersonal interaction, and repeated guidance, which self-directed web-based learning may not adequately provide. Web-based interventions may therefore limit the development of emotion-related dimensions, as emotional interaction and co-regulation occur more effectively in face-to-face contexts or intensive practice. Second, compassion necessitates direct emotional engagement and enhanced empathy modeling, which are more effectively provided through face-to-face methods or structured practice sessions.

Overall, digital interventions show strengths in cognitive domains but limitations in emotional and affective domains. In addition, the decrease in standard deviation from 0.401 to 0.290 at post-test indicates greater homogeneity in mindful parenting competence, suggesting that the intervention suits parents with diverse characteristics. This finding strengthens the potential for large-scale implementation of digital interventions among participants from varied backgrounds.

Implications

The findings support the theory that web-based learning improves parents' psychological skills, particularly in cognitive domains. The study has important practical implications. Digital parenting programs offer an effective, large-scale solution. This intervention demonstrates clear effectiveness. Communities and schools can widely implement these programs. However, dimensions that show no significant improvement in emotional regulation and compassion require complementary components, such as live coaching sessions, guided audio exercises, and interactive

supervision. Future interventions should therefore include opportunities for deeper reflection to help parents practice empathy and express compassion more effectively.

Limitations and Further Research

This study reports a non-normal data distribution therefore, the analysis applies the Wilcoxon test. This condition suggests that external factors, such as differences in parenting experience and levels of technological familiarity, influence response variability. In addition, the study does not include a control group. Consequently, the analysis cannot confirm that the observed changes result solely from the intervention rather than from other factors, such as daily stressors or situational influences. Some dimensions, such as emotional regulation and compassion, exhibit slower changes and necessitate extended developmental periods. Given these constraints, subsequent research ought to explore various avenues. First, researchers ought to implement more robust experimental designs, such as randomized controlled trials (RCTs), and incorporate control groups to ascertain the efficacy of interventions. Second, future programs should enhance non-significant dimensions by creating modules for emotional regulation, offering short online coaching sessions, and including daily companion chat features for reflection. Third, researchers should do long-term studies to see if the effects of the intervention last, develop stronger, or get weaker over time.

CONCLUSION

The web-based mindful parenting intervention was overall effective, especially for improving understanding, acceptance, and self-control. Nevertheless, emotional and compassion-related dimensions necessitate supplementary, more interactive methodologies. This research establishes a robust framework for the creation of sustainable, evidence-based digital parenting initiatives.

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AUTHOR CONTRIBUTIONS STATEMENT

AH : Conceptualizing the research, analyzing data, discussing the research results, and taking responsibility for the whole research process

PDY : Conceptualizing the research and discussing the research results

ER : Distributing the instrument and coordinating with the research respondent

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