

Original Research Article

Artikel Penelitian Orisinal

Quality Time:  
What Baby Boomers Need for Parenting Their Generation Z Children  
[Waktu Berkualitas:  
Hal yang Dibutuhkan *Baby Boomers* Dalam Pengasuhan Anak Generasi Z]

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Changes in values, culture, and technology bring new demands on Generation Z parenting, especially by parents of the Baby Boomers generation. Although previous studies considered the generational gap between Baby Boomers parents and Generation Z as a myth, preliminary study raises an urgency to explore further the experiences of Baby Boomers parents in raising children from Generation Z. This study aims to explore the experiences of Baby Boomers parents in facing challenges and viewing opportunities in parenting Generation Z children. Utilizing a qualitative approach of Interpretative Phenomenological Analysis (IPA), this study involved three participants from the Baby Boomers generation who have children from Generation Z in Y city. The main data of this study were the transcripts of in-depth interviews, which lasted 90-120 minutes for each participant. The results of the analysis produced three themes, being: (1) the need to build parent-child closeness to bridge the generation gap; (2) parents' efforts to understand the world of children from Generation Z; and (3) parents' expectations for future of Generation Z adolescents. This study offered the implications for providing evidence from the latest study on parenting practices to uncover challenges and opportunities from the experience of Baby Boomers raising Generation Z.

*Keywords:* Baby Boomers, Generation Z, parenting

Perubahan nilai, budaya, dan teknologi membawa tuntutan baru dalam pola asuh Generasi Z, khususnya oleh orang tua dari generasi *Baby Boomers*. Meskipun studi sebelumnya menganggap kesenjangan generasi antara orang tua *Baby Boomers* dan generasi muda Generasi Z sebagai mitos, studi pendahuluan memunculkan urgensi untuk menggali lebih jauh pengalaman orang tua *Baby Boomers* dalam mengasuh anak dari Generasi Z. Studi ini bertujuan untuk mengeksplorasi pengalaman orang tua *Baby Boomers* dalam menghadapi tantangan dan memandang peluang dalam mengasuh Generasi Z. Dengan menggunakan pendekatan kualitatif teknik *Interpretative Phenomenological Analysis (IPA)*, studi ini melibatkan tiga partisipan dari generasi *Baby Boomers* yang memiliki anak dari Generasi Z di kota Y. Data utama studi ini adalah transkrip wawancara mendalam yang berlangsung selama 90-120 menit untuk tiap partisipan. Hasil analisis menghasilkan tiga tema, yaitu: (1) adanya kebutuhan membangun kedekatan orang tua-anak untuk menjembatani kesenjangan generasi; (2) upaya orang tua untuk memahami dunia anak dari Generasi Z; dan (3) harapan orang tua terhadap masa depan remaja Generasi Z. Studi ini menawarkan implikasi untuk menyediakan bukti dari studi terkini tentang praktik pengasuhan untuk mengungkap tantangan dan peluang pengalaman *Baby Boomers* mengasuh Generasi Z.

*Kata kunci:* *Baby Boomers*, Generasi Z, pengasuhan

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The issue of generational division has invited discussion in academic circles. A number of academics have different year classifications for each generation. For example, Stillman and Stillman (2018) divided the generation into Radicalist (Pre-1946), Baby Boomers (1946-1964), Generation X (1965-1979), Millennials (1981-1996), and Generation Z (1997-2012). Meanwhile, according to Swanzen (2018), Baby Boomers, Generation X, and Generation Y lived in the 20th century (1900-2000), while Generation Z and Generation Alpha lived in the 21st century. A short explanation would be that: (1) Baby Boomers lived through World War II to the social and science welfare era (e.g., space exploration, modern counter-culture, and economic prosperity); (2) Generation X grew up during the Vietnam War and the Cold War, demanded independence, started to live with rise of mass media but also experienced family instability; (3) Generation X utilized analog and digital technology, bridging the generation gap; and then (4) Generation Y lived during the emergence of new Internet media, the war on terror, rising gas and food prices, and school shooting incidents (Swanzen, 2018).

Generation Z (also known as “Gen Z” or “Zoomers”) refers to the digital natives who have grown in the modern environment and tend to have innate skill adequate in responding to digital media and the Internet (Prensky, 2001a, 2001b; Stillman & Stillman, 2018; Tapscott, 1998). This generation occupies the majority of the world population at the moment, numbering as many as 72.8 million individuals (Ali et al., 2020; Stillman & Stillman, 2018). While Generation Z lives in the era of digital globalization, Generation Alpha exists in global population shift and a new climate of connectivity (Swanzen, 2018). Although previous studies stated that the discrepancy of digital experience between the Baby Boomers and Generation Z is a myth (Helsper, 2016; Livingstone et al., 2018), several arguments of other studies revealed the evidence of the discrepancy in digital experience and communication between the two generations (Aggarwal et al., 2017; Durden, 2018). Social changes, social trends, economic conditions, and historical events influenced each generation characteristics, and in turn, the changing the parenting styles also had a significant role in the production of Generation Z (Chicca & Shellenbarger, 2018; Schenarts, 2020; Swanzen, 2018). The differences in characteristics between the Millennials and Generation Z are vague (Stillman & Stillman, 2018). However, in general, academics classify the Baby Boomers as individuals born (starting from) in 1946, while Generation Z as individuals born in 1994 to

Isu pembagian generasi telah mengundang perbincangan di kalangan akademisi. Sejumlah akademisi memiliki klasifikasi tahun yang berbeda untuk setiap generasi. Sebagai contoh, Stillman dan Stillman (2018) membagi generasi menjadi *Radicalist* (Sebelum 1946), *Baby Boomers* (1946-1964), Generasi X (1965-1979), Milenial (1981-1996), dan Generasi Z (1997-2012). Sedangkan menurut Swanzen (2018), *Baby Boomers*, Generasi X, dan Generasi Y hidup di abad ke-20 (1900-2000), sedangkan Generasi Z dan Generasi Alpha hidup di abad ke-21. Penjelasan singkatnya sebagai berikut: (1) *Baby Boomers* hidup melalui Perang Dunia II hingga era kesejahteraan sosial dan sains (misalnya: eksplorasi ruang angkasa, *counter-culture* modern, dan kemakmuran ekonomi); (2) Generasi X tumbuh pada masa Perang Vietnam dan Perang Dingin, menuntut kemerdekaan, mulai hidup dengan maraknya media massa namun juga mengalami ketidakstabilan dalam keluarga; (3) Generasi X memanfaatkan teknologi analog dan digital, menjembatani kesenjangan generasi; dan kemudian (4) Generasi Y hidup selama munculnya media Internet baru, perang melawan teror, kenaikan harga gas dan pangan, dan insiden penembakan di sekolah (Swanzen, 2018).

Generasi Z (juga dikenal sebagai “Gen Z” atau “Zoomers”) mengacu pada *digital natives* (generasi yang sejak lahir sudah bersinggungan dengan materi digital) yang tumbuh di lingkungan modern dan cenderung memiliki keterampilan bawaan yang memadai dalam menanggapi media digital dan Internet (Prensky, 2001a, 2001b; Stillman & Stillman, 2018; Tapscott, 1998). Generasi ini menempati mayoritas populasi dunia saat ini, berjumlah sebanyak 72,8 juta individu (Ali et al., 2020; Stillman & Stillman, 2018). Sementara Generasi Z hidup di era globalisasi digital, Generasi Alpha hadir dalam pergeseran populasi global dan iklim konektivitas baru (Swanzen, 2018). Meskipun studi sebelumnya menyatakan bahwa perbedaan pengalaman digital antara *Baby Boomers* dan Generasi Z adalah mitos (Helsper, 2016; Livingstone et al., 2018), sejumlah argumen dari studi lain mengungkap bukti perbedaan pengalaman digital dan komunikasi antara dua generasi (Aggarwal et al., 2017; Durden, 2018). Perubahan sosial, tren sosial, kondisi ekonomi, dan peristiwa sejarah memengaruhi karakteristik tiap generasi, dan pada gilirannya, perubahan gaya pengasuhan juga memiliki peran penting dalam pembentukan Generasi Z (Chicca & Shellenbarger, 2018; Schenarts, 2020; Swanzen, 2018). Perbedaan karakteristik antara Generasi Milenial dan Generasi Z tidak jelas (Stillman & Stillman, 2018). Namun, secara umum, para akademisi mengklasifikasikan *Baby Boomers* sebagai individu

2012 (Oerther & Oerther, 2021; Stillman & Stillman, 2018; Swanzen, 2018).

The majority of parents of children living today are of the Baby Boomers (1946-1964). This generation, especially those aged 60 years old and more, has the broadest generation gap with the Generation Z, who are entering their adolescence and early adulthood. On one side, according to Swanzen (2018), Generation X and Generation Y live in a tend-to-stable global economic and social dynamics (e.g., the rise of the mass media and the reduction of war tensions). On another side, the social and economic uncertainty of Baby Boomers' lifetime (e.g., wars with global effects) seems to resemble those experienced by Generation Z during their lifetime (e.g., digital globalization and cyberbullying as global effects of the Internet). However, the American Psychological Association (APA; 2018) surveyed 3,458 adults over 17 years old and interviewed 300 teenagers aged 15-17 years in the United States of America about the main stressors in Generation Z. The survey results found that the pressures faced by Generation Z are different from the problems faced by previous generations at the same age. The issues of violence, climate, global warming, family separation, and sexual harassment are experienced by Generation Z. The changes in values, culture, and technology bring new problems, which may not have appeared in previous generations but emerged in Generation Z. When Baby Boomers parents were learning to adapt to the changing times and the characters of Generation Z, problems from the environment continued to emerge.

Modern families in Indonesia are currently facing various challenges that can potentially impact parent-child relationships and parenting practices (Sumargi et al., 2014). Differences in collective characteristics between Generation Z and Baby Boomers raised potential conflicts in the quality of relationships between parents and children. This relationship became important to consider because in Eastern cultures, including that in Indonesia, which are collectivistic in nature, happiness is strongly tied to the accomplishment of interpersonal relationships, especially within the family setting (Afiatin, 2013). The authors of this current study conducted a preliminary work by interviewing a mother (Participant R-56, 56 years old) in City Y who had a 13-year-old child. The study showed that the mother was worried and sad because their child played with electronic or digital gadgets too often. The intensity of

yang lahir (mulai dari) tahun 1946, sedangkan Generasi Z sebagai individu yang lahir pada tahun 1994 hingga 2012 (Oerther & Oerther, 2021; Stillman & Stillman, 2018; Swanzen, 2018).

Mayoritas orang tua dari anak yang hidup saat ini adalah dari *Baby Boomers* (1946-1964). Generasi ini, terutama yang berusia 60 tahun ke atas, memiliki jarak generasi yang paling lebar dengan Generasi Z yang memasuki masa remaja dan dewasa awal. Di satu sisi, menurut Swanzen (2018), Generasi X dan Generasi Y hidup dalam dinamika ekonomi dan sosial global yang cenderung stabil (misalnya: kebangkitan media massa dan pengurangan ketegangan perang). Di sisi lain, ketidakpastian sosial dan ekonomi seumur hidup *Baby Boomers* (misalnya: perang dengan efek global) tampaknya mirip dengan yang dialami oleh Generasi Z selama hidup mereka (misalnya: globalisasi digital dan perundungan siber sebagai efek global dari Internet). Namun, American Psychological Association (APA; 2018) mensurvei 3.458 orang dewasa berusia di atas 17 tahun dan mewawancarai 300 remaja berusia 15-17 tahun di Amerika Serikat tentang stresor utama pada Generasi Z. Hasil survei menemukan bahwa tekanan yang dihadapi oleh Generasi Z berbeda dengan masalah yang dihadapi oleh generasi sebelumnya pada usia yang sama. Isu kekerasan, iklim, pemanasan global, perpisahan keluarga, dan pelecehan seksual dialami oleh Generasi Z. Perubahan nilai, budaya, dan teknologi menimbulkan masalah baru, yang mungkin tidak muncul pada generasi sebelumnya tetapi muncul pada Generasi Z. Ketika orang tua *Baby Boomers* sedang belajar beradaptasi dengan perubahan zaman dan karakter Generasi Z, masalah dari lingkungan terus bermunculan.

Keluarga modern di Indonesia sedang mengalami berbagai tantangan yang berpotensi mempengaruhi relasi orang tua-anak dan praktik pengasuhan (Sumargi et al., 2014). Perbedaan karakteristik kolektif antara Generasi Z dan *Baby Boomers* menimbulkan potensi konflik kualitas hubungan antara orang tua dan anak. Relasi ini menjadi penting untuk diperhitungkan karena dalam budaya Timur, termasuk budaya di Indonesia, yang bersifat kolektivistik, kebahagiaan terikat erat dengan pencapaian relasi interpersonal, terutama dalam situasi keluarga (Afiatin, 2013). Penulis studi ini melakukan studi pendahuluan dengan mewawancarai seorang ibu (Partisipan R-56, 56 tahun) di Kota Y yang memiliki anak berusia 13 tahun. Studi tersebut menunjukkan bahwa sang ibu merasa khawatir dan sedih karena anaknya terlalu sering bermain *gadget* elektronik atau digital. Intensitas komunikasi di antara mereka rendah,

communication between them was low, due to conflicts between them. The preliminary study was in line with the previous findings, revealing that the Baby Boomers and the Generation Z tend to have different perspectives on ideal relationships, life purpose and values, self-awareness, and response to technological sophistication (Aggarwal et al., 2017; Bencsik & Machova, 2016). Jena (2016) stated that a generation gap can bring out problems to clarify differences in priority selection. The Baby Boomers philosophy of life tends to uphold the values of communal life, respect for tradition, hard work, unified thinking, prioritizing being the first person in relationships, and incompletely responding to technology; while Generation Z is happy with what they have and lives for the moment, having the tendency to lack long-term commitments, enjoy shallow-virtual relationships, and respond intuitively to technology (Bencsik & Machova, 2016; Lancaster & Stillman, 2003; Strauss & Howe, 1991). Generation Z was born in a world where everything is easy and fast, resulting in the tendency to glorify the democratic way in the digital era that raised them (Prensky, 2001a, 2001b). The previous studies in the context of Indonesia have identified the incongruences of the experiences between parents and their teenage children on social media, which in turn, limited the parents' understanding of children's activities on the Internet (Reginasari et al., 2021; Reginasari & Afiatin, 2019).

Parents play an important role in children's growth because they hold the responsibility in parenting that defines the process and accomplishment of its goals (Özmete & Bayoğlu, 2009). Parenting style is a crucial element in the process of child development, which can significantly impact child behavior (Andriono & Sumargi, 2019). The Ecological Model of Human Development explains that parents in the family (microsystem) are the social environment that teaches children about self-control, respect, and obedience (Bronfenbrenner & Morris, 1998; White et al., 2018). Parents are required to provide their children with unconditional positive regard, love, and opportunities for new learning during the parenting process (Bibi et al., 2013). The government of the Republic of Indonesia guarantees child protection by obliging families and parents to be responsible for caring, nurturing, educating, and protecting their children (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2002).

karena konflik yang timbul di antara mereka. Studi pendahuluan sejalan dengan temuan sebelumnya, yang mengungkapkan bahwa *Baby Boomers* dan Generasi Z cenderung memiliki perspektif yang berbeda tentang hubungan ideal, tujuan dan nilai hidup, kesadaran diri, dan respons terhadap kecanggihan teknologi (Aggarwal et al., 2017; Bencsik & Machova, 2016). Jena (2016) menyatakan bahwa kesenjangan generasi menimbulkan masalah untuk mengklarifikasi perbedaan dalam pemilihan prioritas. Falsafah hidup *Baby Boomers* cenderung menjunjung tinggi nilai kehidupan komunal, menghargai tradisi, kerja keras, pemikiran yang kompak, mengutamakan menjadi orang pertama dalam pergaulan, dan kurang tanggap terhadap teknologi; sementara Generasi Z senang dengan apa yang mereka miliki dan hidup untuk saat ini, memiliki kecenderungan untuk tidak memiliki komitmen jangka panjang, menikmati hubungan virtual yang dangkal, dan merespons teknologi secara intuitif (Bencsik & Machova, 2016; Lancaster & Stillman, 2003; Strauss & Howe, 1991). Generasi Z lahir di dunia yang segala sesuatunya yang serba mudah dan cepat, sehingga memunculkan kecenderungan untuk mengagungkan cara demokrasi di era digital yang membesarkan mereka (Prensky, 2001a, 2001b). Studi sebelumnya dalam konteks Indonesia telah mengidentifikasi ketidaksesuaian pengalaman antara orang tua dan anak remaja mereka di media sosial, yang pada gilirannya membatasi pemahaman orang tua tentang aktivitas anak di Internet (Reginasari et al., 2021; Reginasari & Afiati, 2019).

Orang tua memainkan peran penting dalam pertumbuhan anak karena mereka memiliki tanggung jawab dalam pengasuhan yang menentukan proses dan pencapaian tujuannya (Özmete & Bayoğlu, 2009). Gaya pengasuhan adalah elemen penting dalam proses perkembangan anak, yang dapat mempengaruhi perilaku anak secara signifikan (Andriono & Sumargi, 2019). Model Ekologi Perkembangan Manusia menjelaskan bahwa orang tua dalam keluarga (mikrosistem) adalah lingkungan sosial yang mengajarkan anak tentang pengendalian diri, rasa hormat, dan kepatuhan (Bronfenbrenner & Morris, 1998; White et al., 2018). Orang tua wajib menyediakan penghargaan, cinta, dan kesempatan positif tanpa syarat untuk pembelajaran baru untuk anak mereka selama proses pengasuhan (Bibi et al., 2013). Pemerintah Republik Indonesia menjamin perlindungan anak dengan mewajibkan keluarga dan orang tua bertanggung jawab merawat, mengasuh, mendidik, dan melindungi anaknya (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2002).

Nevertheless, parenting is a complex process, as it is a two-way and dynamic process, and it changes along with the progress of time and development of the child (Lerner et al., 1998). In Sasongko (2015), it is stated that The Indonesian Child Protection Commission involved 800 families in a survey about parents' responses to the challenges in the times and technology, proving that 66.4% of fathers and 71% of mothers prefer to use the same parenting style as their parents did. The demands of parenting due to social changes put the parents under pressure, so it requires holistic knowledge about parenting the new generation. When social aspects change, the demands in parenting can become a pressure on the parents. The efforts to adapt to the demand lead to parenting stress that comprises aversive psychology and physiological reactions (Deater-Deckard, 2004). The factors that causing stress in parenting are parents' personalities, the child's characteristics, and the environment where the parent and child live (Abidin, 2012; Johnson, 2015). In turn, the process of parenting affects the psychological condition of the parents. Although previous studies considered the generation gap between Baby Boomers parents and Generation Z youth as a myth, the preliminary study led to the urgency in exploring further the experiences of Baby Boomers parents in nurturing children from Generation Z. The generation gap results in problem due to the potential conflict between parents and adolescents (Aggarwal et al., 2017). A limited collection of scientific literatures documented the experiences of parents, practices of parenting, styles of parenting, and interventions that influence parenting of Generation Z among various groups of parents (Oerther & Oerther, 2021). Therefore, this study proposed the research question of: "What and how are the experiences of Baby Boomers parents in facing challenges and viewing opportunities in the nurturing of Generation Z children?"

## Method

### Study Design

Utilizing the technique of qualitative data analysis of the Interpretative Phenomenological Analysis (IPA), this study attempted to discover the experiences the participants and their significant others had as Baby Boomers parents in raising their Generation Z children. The Interpretative Phenomenological Analysis (IPA)

Walaupun demikian, pengasuhan merupakan proses yang kompleks, karena merupakan proses dua arah dan dinamis, serta berubah seiring dengan kemajuan waktu dan perkembangan anak (Lerner et al., 1998). Dalam Sasongko (2015) disebutkan bahwa Komisi Perlindungan Anak Indonesia (KPAI) melibatkan 800 keluarga dalam survei tentang tanggapan orang tua terhadap tantangan zaman dan teknologi, membuktikan bahwa 66,4% ayah dan 71% ibu lebih memilih menggunakan pola asuh yang sama seperti yang dilakukan orang tuanya. Tuntutan pola asuh akibat perubahan sosial membuat orang tua mengalami tekanan, sehingga diperlukan pengetahuan holistik tentang pola asuh generasi baru. Ketika aspek sosial berubah, tuntutan dalam pengasuhan dapat menjadi tekanan bagi orang tua. Upaya untuk beradaptasi dengan tuntutan tersebut menyebabkan stres pengasuhan yang terdiri dari reaksi psikologis dan fisiologis yang tidak menyenangkan (Deater-Deckard, 2004). Faktor penyebab stres dalam pengasuhan adalah kepribadian orang tua, karakteristik anak, dan lingkungan tempat tinggal orang tua dan anak (Abidin, 2012; Johnson, 2015). Sebagai akibatnya, proses pengasuhan mempengaruhi kondisi psikologis orang tua. Meskipun studi sebelumnya menganggap kesenjangan generasi antara orang tua *Baby Boomers* dan pemuda Generasi Z sebagai mitos, namun studi pendahuluan tersebut menyebabkan urgensi untuk menggali lebih jauh pengalaman orang tua *Baby Boomers* dalam mengasuh anak dari Generasi Z. Kesenjangan generasi tersebut menimbulkan masalah karena potensi konflik antara orang tua dan remaja (Aggarwal et al., 2017). Kumpulan literatur ilmiah yang terbatas mendokumentasikan pengalaman orang tua, praktik pengasuhan, gaya pengasuhan, dan intervensi yang memengaruhi pengasuhan Generasi Z di antara berbagai kelompok orang tua (Oerther & Oerther, 2021). Maka dari itu, studi ini mengajukan pertanyaan penelitian sebagai berikut: "Apa dan bagaimana pengalaman orang tua *Baby Boomers* dalam menghadapi tantangan dan melihat peluang dalam pengasuhan anak Generasi Z?"

## Metode

### Desain Studi

Dengan menggunakan teknik analisis data kualitatif *Interpretative Phenomenological Analysis (IPA)*, studi ini berusaha mengungkap pengalaman para partisipan dan *significant other*-nya sebagai orang tua *Baby Boomers* dalam membesarkan anak Generasi Z. Pendekatan *Interpretative Phenomenological Analysis (IPA)*

approach made it possible for the authors to have the best opportunity to understand the participants' experiences, in-depth (La Kahija, 2017; Smith et al., 2009). Interpretative Phenomenological Analysis (IPA) was chosen because this approach is participant-oriented, making it possible for study participants to reveal themselves and share their life experiences in accordance with their will without distortion and/or demand (Alase, 2017).

## Participants

This study involved three participants, selected using purposive sampling technique with the following inclusion criteria: (1) being a parent belonging to the generation of Baby Boomers (1946-1964) with a child belonging to the group of Generation Z (1995-2012; Bencsik & Machova, 2016; Prensky, 2001a; Swanzen, 2018); (2) the child in question being raised by their own parent(s); (3) that being either parent (father and/or mother); and (4) living in City Y. Following the reference for the division of generations, the authors determined the participants' inclusion criteria (parents' age group being that of 56-74 years) to who care for 8-25-year-old children. Due to this study being part of the first author's (CA) undergraduate thesis, the authors utilized the default sample size of  $n = 3$ , which allows conducting subsequent microanalysis of similarities and differences across cases (La Kahija, 2017; Smith et al., 2009).

The first study participant was Participant N-60, a mother of two children. Participant N-60 was a 60-year-old housewife who had retired from working at a hospital in City Y. Participant N-60 and their husband had one child, a daughter named Sub-Participant N-21. Sub-Participant N-21 was 21 years old, being Participant N-60's youngest child.

The second study participant was Participant T-58, a neighbor of one of the authors. The authors met Participant T-58 after conducting the first interview with Participant N-60. Participant T-58 is a mother of two children who live in City Y. Participant T-58 was a 58-year-old housewife who had retired from working at a state-owned bank. Participant T-58's youngest daughter is named Sub-Participant H-20, 20 years old. Participant T-58 and their husband ran a business of a food stall that they opened once a week at an expo center in the city. Sub-Participant H-20, besides working as a lecturer assistant, also helped their parents sell food at their

memungkinkan penulis memiliki kesempatan terbaik untuk memahami pengalaman partisipan secara mendalam (La Kahija, 2017; Smith et al., 2009). *Interpretative Phenomenological Analysis (IPA)* dipilih karena pendekatan ini berorientasi pada partisipan, sehingga memungkinkan partisipan studi untuk mengungkapkan diri dan berbagi pengalaman hidupnya sesuai dengan kehendaknya tanpa distorsi dan/atau tuntutan. (Alase, 2017).

## Partisipan

Studi ini melibatkan tiga orang partisipan yang dipilih dengan menggunakan teknik *purposive sampling* dengan kriteria inklusi sebagai berikut: (1) merupakan orang tua yang termasuk dalam generasi *Baby Boomers* (1946-1964) dengan anak yang termasuk dalam kelompok Generasi Z (1995-2012; Bencsik & Machova, 2016; Prensky, 2001a; Swanzen, 2018); (2) anak yang bersangkutan diasuh oleh orang tuanya sendiri; (3) dalam hal ini berarti salah satu orang tua (ayah dan/atau ibu); dan (4) tinggal di Kota Y. Mengikuti referensi pembagian generasi, penulis menentukan kriteria inklusi partisipan (kelompok usia orang tua 56-74 tahun) yang mengasuh anak berusia 8-25 tahun. Studi ini menjadi bagian dari tesis sarjana penulis pertama (CA), dan hal ini menyebabkan penulis menggunakan ukuran sampel *default*  $n = 3$ , yang memungkinkan dilakukannya analisis mikro selanjutnya tentang persamaan dan perbedaan di seluruh kasus (La Kahija, 2017; Smith et al., 2009).

Partisipan studi pertama adalah Partisipan N-60, seorang ibu dari dua orang anak. Partisipan N-60 adalah seorang ibu rumah tangga berusia 60 tahun yang telah pensiun dari bekerja di sebuah rumah sakit di Kota Y. Partisipan N-60 dan suaminya memiliki seorang anak perempuan bernama Sub-Partisipan N-21. Sub-Partisipan N-21 berusia 21 tahun, merupakan anak bungsu Partisipan N-60.

Partisipan studi kedua adalah Partisipan T-58, tetangga salah satu penulis. Penulis bertemu dengan Partisipan T-58 setelah melakukan wawancara pertama dengan Partisipan N-60. Partisipan T-58 adalah seorang ibu dari dua orang anak yang berdomisili di Kota Y. Partisipan T-58 adalah seorang ibu rumah tangga berusia 58 tahun yang telah pensiun dari bekerja di sebuah bank milik negara. Putri bungsu Partisipan T-58 bernama Sub-Partisipan H-20, berusia 20 tahun. Partisipan T-58 dan suaminya menjalankan usaha warung makan yang mereka buka seminggu sekali di sebuah pusat pameran di kota. Sub-Partisipan H-20

campus.

The third study participant was Participant S-59, a relative of one of the authors who lives in City Y. Participant S-59 was a 59-year-old father who runs a company in City Y. Participant S-59's youngest son was 13 years old, named Sub-Participant K-13.

## Procedure

The data was collected from January 23rd to March 10th, 2020, following the approval from the Ethics Committee of *Fakultas Psikologi Universitas Gadjah Mada* under decree number: 2616/UN1/FPSi.1.3/SD/PT.01.04/2020.

The authors built rapport through short messages and several face-to-face meetings with the study participants to gain their trust before conducting the interview. Then the authors explained clearly about the study and provided informed consent, containing an overview of the activity procedures, the benefits-and-risks information, identity confidentiality, and consent sheets. Pseudonyms were utilized to name the study participants.

Afterwards, the authors compiled the interview protocol regarding literature related to psychological dynamics and parental care for children. Interview questions list examples such as: (1) "What are your habits when children are telling their problems?" (parent-child communication); (2) "The children may have activities in children's gadgets that you may not know about, what do you think and feel about this?" (technology role); and (3) "What is the child's response and attitude when there is a conflict with their parents? What are your hopes for the child?" (response to conflict).

During the interview process, the authors developed many inquiry questions according to the participants' feedback (consisting of probing and prompting). The member-checking was conducted for each participant to retain data quality (i.e., the rigor, consistency, completeness, and coherency of study result description with participants' conditions; Yardley, 2000). Member-checking in this study is conducted once for each study participant (Participant N-50, Participant T-58, and Participant S-59) to ensure that the description of the data analysis is considered correct and in line with the respondent. The authors received participants' consent from

selain bekerja sebagai asisten dosen, juga membantu orang tuanya berjualan makanan di kampusnya.

Partisipan studi ketiga adalah Partisipan S-59, kerabat salah satu penulis yang tinggal di Kota Y. Partisipan S-59 adalah seorang ayah berusia 59 tahun yang menjalankan perusahaan di Kota Y. Putra bungsu Partisipan S-59 berusia 13 tahun, bernama Sub-Partisipan K-13.

## Prosedur

Pengumpulan data dilakukan mulai tanggal 23 Januari sampai 10 Maret 2020, setelah mendapat persetujuan dari Komite Etik Fakultas Psikologi Universitas Gadjah Mada dengan surat keputusan nomor: 2616/UN1/FPSi.1.3/SD/PT.01.04/2020.

Penulis membangun hubungan melalui pesan singkat dan beberapa pertemuan tatap muka dengan partisipan studi untuk mendapatkan kepercayaan mereka sebelum melakukan wawancara. Kemudian penulis menjelaskan dengan jelas tentang studi dan memberikan persetujuan setelah mendapat informasi, yang berisi gambaran tentang prosedur kegiatan, informasi manfaat dan risiko, kerahasiaan identitas, dan lembar persetujuan. Nama samaran digunakan untuk nama partisipan studi.

Selanjutnya, penulis menyusun protokol wawancara mengenai literatur terkait dinamika psikologis dan pengasuhan orang tua terhadap anak. Sebagai contoh daftar pertanyaan wawancara adalah: (1) "Apa kebiasaan Anda ketika anak menceritakan masalahnya?" (komunikasi orang tua-anak); (2) "Anak mungkin memiliki aktivitas di *gadget* anak yang mungkin tidak Anda ketahui, apa yang Anda pikirkan dan rasakan tentang hal ini?" (peran teknologi); dan (3) "Bagaimana tanggapan dan sikap anak ketika terjadi konflik dengan orang tuanya? Apa harapan Anda terhadap anak Anda?" (menanggapi konflik).

Selama proses wawancara, penulis mengembangkan banyak pertanyaan penyelidikan sesuai dengan umpan balik partisipan (terdiri dari *probing* [pertanyaan yang bertujuan menyelidiki dan memeriksa] dan *prompting* [pertanyaan yang bertujuan mendorong atau menuntun jawaban]). Pengecekan anggota dilakukan untuk tiap partisipan guna mempertahankan kualitas data (yaitu: ketelitian, konsistensi, kelengkapan, dan koherensi deskripsi hasil studi dengan kondisi partisipan; Yardley, 2000). Pengecekan anggota dalam studi ini dilakukan satu kali untuk tiap partisipan studi (Partisipan N-50, Partisipan T-58, dan Partisipan S-59) untuk memastikan

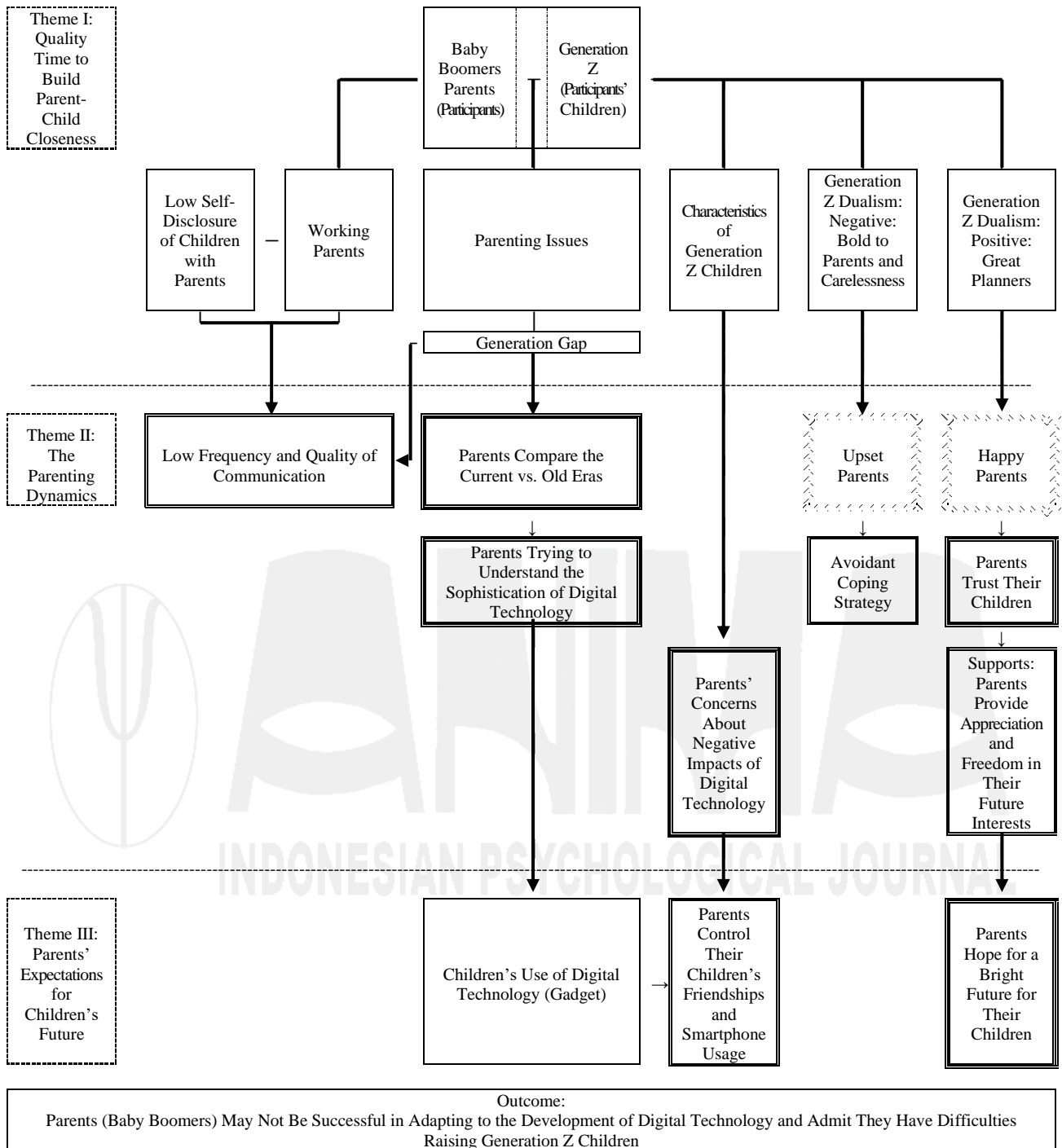


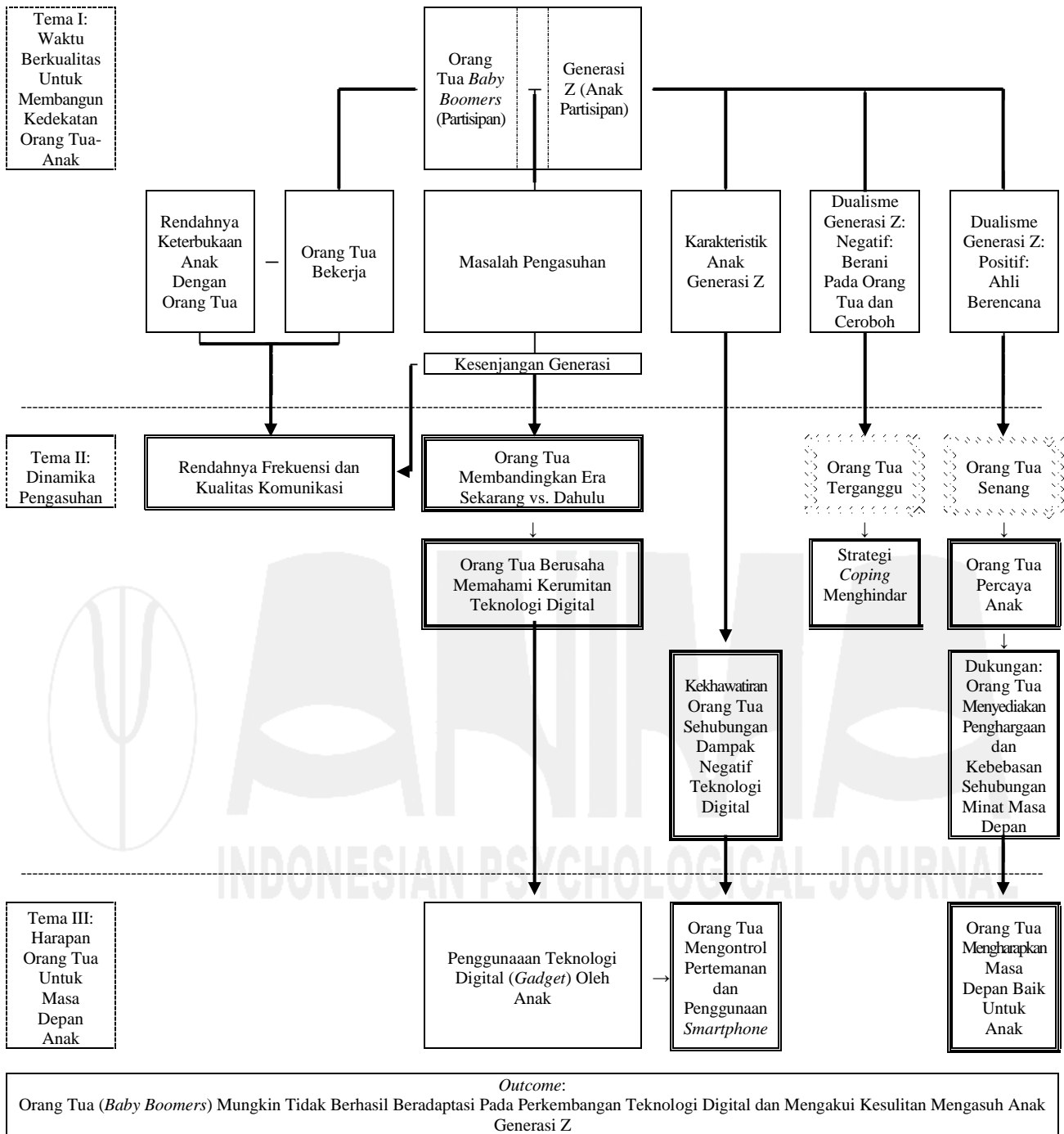
Figure 1. Summary of study themes.

Notes. Dotted = Themes; Triple = Cognition; Jagged = Affection; Double = Behavior.

the member-checking process, subsequently re-elaborating the results of the analysis from the undergraduate thesis report (Aulia, 2020) of the first author (CA) to form three research themes in this study (as aligned with Figure 1).

bahwa gambaran analisis data dianggap benar dan sesuai dengan responden. Penulis mendapat persetujuan partisipan dari proses pengecekan anggota, selanjutnya mengelaborasi kembali hasil analisis dari laporan skripsi (Aulia, 2020) penulis pertama (CA) untuk menetapkan tiga tema penelitian dalam studi ini (sesuai dengan Gambar 1).





Gambar 1. Rangkuman tema studi.

Catatan. Titik-Titik = Tema; Tiga Garis = Kognisi; Tajam = Afeksi; Dobel = Perilaku.

### Data Analysis

Data analysis in a qualitative research technique is performed subsequent to data collection (Lorensia et al., 2016). The steps of this approach are: (1) reading and re-

### Analisis Data

Analisis data dalam penelitian kualitatif dilaksanakan setelah pengumpulan data (Lorensia et al., 2016). Langkah pendekatan ini adalah: (1) membaca dan

reading; (2) initial noting phase; (3) developing emergent themes; (4) searching for connections; (5) progressing between themes; and (6) looking for patterns. In reading and re-reading, the authors prepared a list of basic questions concerning the psychological dynamics of parenting, which were developed during the interview. The interview involved the use of recording tools. The authors then conducted in-depth interviews in Bahasa Indonesia with each participant. Results (from the first meeting, rapport-building, and the interviews itself) were then processed as the main data. The interviews took 90-120 minutes for each participant. The recordings were then typed as *Verbatim* utilizing the Microsoft Word software, before progressing to read and re-read the interview recordings. In the initial noting phase, the authors supervised each other in taking notes for plausible codes in the main data. Emergent themes were developed after this phase. After the authors prepared the lists of emergent themes, connections across the themes were searched and studied. Progressing further, the authors moved from one plausible superordinate theme to the next, in accordance to the main data and prepared lists. Lastly, the final step was looking for patterns across the superordinate themes.

## Results

The analysis process produces three main superordinate themes between participants, which include strategies on what and how are the experiences of Baby Boomers parents in facing challenges and viewing opportunities in the nurturing of Generation Z children.

### The Need for Quality Time and Parent-Child Closeness to Bridge the Generation Gap

#### *Characteristic of Generation Z Children*

As members of Generation Z, the children (the three Sub-Participants) of the parent participants (the three Participants) are shown to be academic achievers, proficient in utilizing gadgets as learning media and for daily amusement. The children (the three Sub-Participants) of the parent participants (the three Participants) were described as having positive characteristics such as being intelligent, ambitious, creative, brave, assertive, and sociable. For example, Participant T-58 regarded Sub-Participant H-20 as a brave girl who dared to face the challenges. Sub-Participant H-20 was also portrayed

membaca ulang; (2) tahap pencatatan awal; (3) mengembangkan tema yang muncul; (4) mencari koneksi; (5) melanjutkan analisis antar tema; dan (6) mencari pola. Dalam membaca dan membaca ulang, penulis menyiapkan daftar pertanyaan dasar mengenai dinamika psikologis pengasuhan, yang dikembangkan selama wawancara. Wawancara melibatkan penggunaan alat perekam. Penulis kemudian melakukan wawancara mendalam dalam Bahasa Indonesia dengan tiap partisipan. Hasil (dari pertemuan pertama, pembangunan hubungan, dan wawancara itu sendiri) kemudian diolah sebagai data utama. Wawancara memakan waktu 90-120 menit untuk setiap partisipan. Rekaman tersebut kemudian diketik secara *Verbatim* dengan menggunakan perangkat lunak *Microsoft Word*, sebelum dilanjutkan dengan membaca dan membaca ulang rekaman wawancara. Pada tahap pencatatan awal, penulis saling mengawasi dalam mencatat kode yang masuk akal dalam data utama. Tema yang muncul dikembangkan setelah fase ini. Setelah penulis menyiapkan daftar tema yang muncul, hubungan lintas tema dicari dan dipelajari. Melangkah lebih jauh, penulis berpindah dari satu tema superordinat yang masuk akal ke tema berikutnya, sesuai dengan data utama dan daftar yang disiapkan. Terakhir, langkah terakhir adalah mencari pola di seluruh tema superordinat.

## Hasil

Proses analisis menghasilkan tiga tema superordinat utama antar partisipan, yang meliputi strategi apa dan bagaimana pengalaman orang tua *Baby Boomers* dalam menghadapi tantangan dan melihat peluang dalam pengasuhan anak Generasi Z.

### Perlunya Waktu Berkualitas dan Kedekatan Orang Tua-Anak Untuk Menjembatani Kesenjangan Generasi

#### *Karakteristik Anak Generasi Z*

Sebagai anggota Generasi Z, para anak (tiga Sub-Partisipan) dari partisipan orang tua (tiga Partisipan) terbukti berprestasi secara akademik, mahir dalam memanfaatkan *gadget* sebagai media pembelajaran dan hiburan sehari-hari. Anak (tiga Sub-Partisipan) dari partisipan orang tua (tiga Partisipan) digambarkan memiliki karakteristik positif seperti cerdas, ambisius, kreatif, berani, tegas, dan mudah bergaul. Sebagai contoh, Partisipan T-58 menganggap Sub-Partisipan H-20 sebagai gadis pemberani yang berani menghadapi tantangan. Sub-Partisipan H-20 juga digambarkan

as smart, bold, realistic, and also sociable, as Sub-Participant H-20 was also capable of adjusting to social environment.

### *The Bright Side and Dark Side of Generation Z*

The parent participants' concern about their children was the dualism side of their children. Alongside the bright side of the characteristic of Generation Z children, they were also considered to having a destructive side, both to themselves and other people. For example, they were being careless, or unrealistically loyal to friends (as told by Participant N-60 about Sub-Participant N-21, who paid more attention to their looks due to social influences). Another instance is when Sub-Participant N-21 made their study plan thoroughly, putting down ideas of plans on paper, and then explaining everything. Regarding this case, Participant N-60 saluted Sub-Participant N-21 because they can make a detailed plan of their choices. However, despite being a "master planner", at times Sub-Participant N-21 could actually forget important details of the plan and then become careless. Participant N-60 described this as meaning that Sub-Participant N-21 could also have many uncertainties.

Participants revealed that the reduced disclosure of children was due to parents' lack of time with their children and the generation gap. The sub-topic also discussed was regarding less frequency of communicating with the children. The three participants communicated with them only when they really had time. Despite the limitation in the communication, the participants tried to increase the frequency in different ways. The busyness of children participating in school activities (e.g., piled up homework, extracurricular organization activities at school) made the parents felt that they did not have quality time with them (for example: going outside together).

Participant T-58 was not sure that Sub-Participant H-20 was open to their parents, because Sub-Participant H-20 did not always share their daily life with their parents. Participant T-58 also felt that Sub-Participant H-20 had secrets concealed. Nevertheless, Sub-Participant H-20 respected and obeyed their parents. Participant S-59 expressed the same thing, that being Participant S-59 and Sub-Participant K-13 were not very open regarding Sub-Participant K-13's daily life. If Participant S-59 did not open the discussion (like asking a question), Sub-

cerdas, berani, realistis, dan juga mudah bergaul, karena Sub-Partisipan H-20 juga mampu menyesuaikan diri dengan lingkungan sosial.

### *Sisi Terang dan Sisi Gelap Generasi Z*

Kekhawatiran partisipan orang tua terhadap anaknya adalah sisi dualisme anaknya. Selain sisi positif dari karakteristik anak-anak Generasi Z, mereka juga dianggap memiliki sisi destruktif, baik terhadap diri sendiri maupun orang lain. Sebagai contoh adalah mereka ceroboh, atau setia secara tidak realistis kepada teman (seperti yang diceritakan oleh Partisipan N-60 tentang Sub-Partisipan N-21, yang lebih memperhatikan penampilan mereka karena pengaruh sosial). Contoh lain adalah ketika Sub-Partisipan N-21 membuat rencana studi mereka secara menyeluruh, menuangkan ide rencana di atas kertas, dan kemudian menjelaskan semuanya. Terkait hal ini, Partisipan N-60 salut dengan Sub-Partisipan N-21 karena mereka bisa membuat perencanaan detail atas pilihannya. Namun, meski menjadi "perencana utama atau ahli", terkadang Sub-Partisipan N-21 bisa melupakan detail penting dari rencana tersebut dan kemudian menjadi ceroboh. Partisipan N-60 menggambarkan hal ini dengan arti bahwa Sub-Partisipan N-21 juga dapat memiliki banyak ketidakpastian.

Partisipan mengungkapkan bahwa berkurangnya pengungkapan anak disebabkan oleh kurangnya waktu orang tua dengan anak mereka dan kesenjangan generasi. Sub-topik yang juga dibahas adalah mengenai frekuensi komunikasi yang kurang dengan anak. Ketiga partisipan berkomunikasi dengan mereka hanya ketika mereka benar-benar punya waktu. Meski ada keterbatasan komunikasi, para partisipan mencoba meningkatkan frekuensi dengan berbagai cara. Kesibukan anak mengikuti kegiatan sekolah (misalnya: pekerjaan rumah yang menumpuk, kegiatan ekstrakurikuler di sekolah) membuat orang tua merasa tidak memiliki waktu yang berkualitas bersama mereka (misalnya: pergi keluar bersama).

Partisipan T-58 kurang yakin bahwa Sub-Partisipan H-20 terbuka dengan orang tuanya, karena Sub-Partisipan H-20 tidak selalu berbagi keseharian dengan orang tuanya. Partisipan T-58 juga merasa bahwa Sub-Partisipan H-20 memiliki rahasia. Meskipun demikian, Sub-Partisipan H-20 tetap menghormati dan menaati orang tua. Partisipan S-59 mengungkapkan hal yang sama, bahwa Partisipan S-59 dan Sub-Partisipan K-13 tidak terlalu terbuka mengenai keseharian Sub-Partisipan K-13. Jika Partisipan S-59 tidak membuka

Participant K-13 would not start sharing their story.

Participant T-58 developed quality time with Sub-Participant H-20 through conversation in their room, laid on bed together. Participant T-58 often felt sorry and guilty because of not being able to spare enough time to share stories with Sub-Participant H-20. Participant N-60 thought that each child has a different character. There was a time when the child cannot be pushed to share about their daily life. Participant N-60 explained that Sub-Participant-21 would slowly initiate the conversation even without being asked, especially when they were in the mood to share. When Participant N-60 advised Sub-Participant N-21 after they made a mistake, they felt that they were not directly listened to. Nevertheless, Participant N-60 waited until Sub-Participant N-21 was willing to share the story.

The participants stated that their children seldom shared their daily experiences with their parents. The participants tried to build closeness with the children by starting to be more open with them, waiting for the children to share stories openly, looking for the right time to communicate and start a discussion. In building constructive habits and moral character in their children, Participant T-58 and Participant S-59 provided examples of positive behaviors to them. Participant T-58 learned parenting a lot from others' experiences.

"I learn to be able to accept my daughter's situation, not to be egoistic because learning from other people how to appropriately respond to children, listening to other people's experiences." - (Participant T-58, 58 years old, mother of Sub-Participant H-20).

### ***The Parenting Issues***

All participants felt happy with the process their children went through to accomplish academic achievement, but at the same time felt upset due to the attitude of their children who were sometimes undisciplined. Participant S-59 showed themselves as a father who was quite rational and did not express their feeling much, while Participant N-60 and Participant N-58 felt sad when they witnessed their children facing difficulty and doing destructive behaviors. The mothers tend to let the children express their emotions first, then the mothers divert their own sadness and worry by taking care of the household, working, being patient,

diskusi (seperti mengajukan pertanyaan), Sub-Partisipan K-13 tidak akan mulai membagikan ceritanya.

Partisipan T-58 membangun waktu yang berkualitas dengan Sub-Partisipan H-20 melalui percakapan di kamar, tiduran bersama. Partisipan T-58 sering merasa menyesal dan bersalah karena tidak bisa meluangkan waktu untuk berbagi cerita dengan Sub-Partisipan H-20. Partisipan N-60 berpendapat bahwa setiap anak memiliki karakter yang berbeda. Ada masa ketika anak tidak bisa dipaksa untuk berbagi tentang kesehariannya. Partisipan N-60 menjelaskan bahwa Sub-Partisipan-21 akan perlahan-lahan memulai percakapan bahkan tanpa diminta, terutama saat mereka sedang ingin berbagi. Ketika Partisipan N-60 menasihati Sub-Partisipan N-21 setelah melakukan kesalahan, mereka merasa tidak didengarkan secara langsung. Meski demikian, Partisipan N-60 menunggu hingga Sub-Partisipan N-21 bersedia berbagi cerita.

Para partisipan menyatakan bahwa anak mereka jarang berbagi pengalaman sehari-hari dengan orang tua mereka. Para partisipan mencoba membangun kedekatan dengan anak dengan mulai lebih terbuka dengan mereka, menunggu anak berbagi cerita secara terbuka, mencari waktu yang tepat untuk berkomunikasi dan memulai diskusi. Dalam membangun kebiasaan konstruktif dan karakter moral pada anaknya, Partisipan T-58 dan Partisipan S-59 memberikan contoh perilaku positif kepada mereka. Partisipan T-58 banyak belajar parenting dari pengalaman orang lain.

"Saya belajar untuk bisa menerima keadaan anak saya, tidak egois karena belajar dari orang lain bagaimana menyikapi anak dengan baik, mendengarkan pengalaman orang lain." - (Partisipan T-58, 58 tahun, ibu Sub Partisipan H-20).

### ***Masalah Pengasuhan Anak***

Semua partisipan merasa senang dengan proses yang dilalui anaknya untuk mencapai prestasi akademik, namun sekaligus merasa terganggu karena sikap anaknya yang terkadang tidak disiplin. Partisipan S-59 menunjukkan dirinya sebagai seorang ayah yang cukup rasional dan tidak banyak mengungkapkan perasaannya, sedangkan Partisipan N-60 dan Partisipan N-58 merasa sedih ketika menyaksikan anaknya menghadapi kesulitan dan melakukan perilaku destruktif. Para ibu cenderung membiarkan anak mengekspresikan emosinya terlebih dahulu, lalu mengalihkan kesedihan dan kekhawatirannya sendiri dengan mengurus rumah tangga, bekerja,

getting closer to God to calm down, surrendering, and praying.

“Sometimes I don't take it to heart [the child's behavioral response], I choose to just let it be.” - (Participant T-58, 58 years old, mother of Sub-Participant H-20).

“I have to work with full concentration to be productive [so] I have to try hard [to accept the child's behavioral response], [I] can't get carried away by sad emotions, so I have to be happy.” - (Participant N-60, 60 years old, mother of Sub-Participant N-21).

“[For things] that we cannot control, we [can only] pray.” - (Participant S-59, 59 years old, father of Sub-Participant K-13).

The participant assumed that parents need to be closer to their children and should not frighten their children, as this would in turn create a gap to them. When there was a gap, the children were not willing to be open and share their stories anymore. Due to the child's closed attitude, parents only knew stories of joyful experiences, and not what their child was really going through. Participant N-60 stated that parents nowadays must try to get closer and closer to their children so that they are not reluctant to share stories.

### **“We Parents are Also Trying to Understand Your World, Child”**

#### ***Parents Compare the Current vs. Old Era***

Participant T-58 realized that Sub-Participant H-20 dared to express disagreement, recalling that in the past, children tended to obey their parents' advice, even without verbal warnings. Children today are different. When parents provide cues (such as expressions of parental disapproval through eye glances at children), children tend to reply back (such as responding to parental expressions of disapproval by imitating the same gesture).

#### ***Parents' Concerns About the Bad Impact of Digital Technology***

The three participants compared parenting of past with that of the present-day and shared their worries about the negative effects of gadget use. Particularly, Participant S-59 stated that Sub-Participant K-13 is

bersabar, mendekati diri kepada Tuhan untuk menenangkan diri, berserah diri, dan berdoa.

“Kadang-kadang saya tidak mengambil hati [respons perilaku anak], saya memilih untuk membiarkannya saja. - (Partisipan T-58, 58 tahun, ibu Sub Partisipan H-20).

“Saya harus bekerja dengan konsentrasi penuh untuk menjadi produktif [jadi] saya harus berusaha keras [menerima respons perilaku anak], [saya] tidak bisa terbawa oleh emosi sedih, jadi saya harus bahagia.” - (Partisipan N-60, 60 tahun, ibu Sub-Partisipan N-21).

“[Untuk hal-hal] yang tidak dapat kami kendalikan, kami [hanya dapat] berdoa.” - (Partisipan S-59, 59 tahun, ayah dari Sub-Partisipan K-13).

Partisipan beranggapan bahwa orang tua perlu lebih dekat dengan anaknya dan tidak boleh menakut-nakuti anaknya, karena hal ini justru akan membuat jarak dengan mereka. Ketika ada kesenjangan, anak tidak mau lagi terbuka dan berbagi cerita. Sikap anak yang tertutup membuat orang tua hanya mengetahui cerita pengalaman yang menyenangkan, dan bukan apa yang sebenarnya dialami anak mereka. Partisipan N-60 menyatakan bahwa orang tua saat ini harus berusaha lebih dekat dan dekat dengan anaknya agar tidak segan untuk berbagi cerita.

### **“Kami Orang Tua Juga Berusaha Memahami Duniaamu, Nak”**

#### ***Orang Tua Membandingkan Zaman Sekarang vs. Dahulu***

Partisipan T-58 menyadari bahwa Sub-Partisipan H-20 berani menyatakan ketidaksetujuannya, mengingat dulu, anak cenderung menuruti nasihat orang tua, meski tanpa teguran secara lisan. Anak zaman sekarang berbeda. Saat orang tua memberikan isyarat (seperti ekspresi ketidaksetujuan orang tua melalui tatapan mata pada anak), anak cenderung membalas balik (seperti menanggapi ekspresi ketidaksetujuan orang tua dengan meniru gestur yang sama).

#### ***Kekhawatiran Orang Tua Terhadap Dampak Buruk Teknologi Digital***

Ketiga partisipan membandingkan pola asuh di masa lalu dengan masa kini dan berbagi kekhawatiran mereka tentang efek negatif dari penggunaan *gadget*. Secara khusus, Partisipan S-59 menyatakan Sub-Partisipan K-

addicted to gadgets. Therefore, prompting Participant S-59 to restrict the usage.

“Regarding my child, it is different because he seems to be busy with his own world that sometimes is indistinct whether he has friends. He can chat with his friends without my knowledge of who they are.” - (Participant S-59, 59 years old, father of Sub-Participant K-13).

### ***Parents’ Trust, Anger, and Sadness for Their Children Activities of Using Gadgets***

The participants were also sad because they could not always adapt to the digital experiences that their children had in responding to the development of technology. Especially, these parents felt limitations in understanding technical terms which is required in guiding the children to learn in the environment of digital technology. Participant T-58 was sad when they could not help Sub-Participant H-20 in operating cellphone (smartphone) features properly. Parents tried to understand digital technology, and admitted that they were uninformed about the Internet world, where their children interacted with strangers.

All three participants tried to trust in their children’s activities of using gadgets and accessing social media on the Internet. Parents also provided support by giving their children freedom to determine their interests in the future and appreciation for their success. Participant T-58 thought that they have determined what is important for Sub-Participant H-20. Meanwhile, as a father, Participant S-59 supported what had become their child’s interest and provided them with the freedom to choose. Participant S-59 provided reward as the form of appreciation, giving Sub-Participant K-13 with money as much as IDR 20,000 (approximately USD 1.39), if Sub-Participant K-13 regularly maintain a balance between their online and offline activities (for example by exercising). Another form of reward from Participant S-59 is allowing Sub-Participant K-13 to play games for one hour if they regularly exercise for 10 minutes a day. This strategy was part of parents’ control for their child’s friendships and cellphone (smartphone) use.

Gadget use was controlled by always reminding the children of the screen time duration, for example when playing games. While controlling, the parents also provide them with freedom and trust to explore digital content. Participant S-59 admitted that they could not

13 kecanduan *gadget*. Hal mendorong Partisipan S-59 untuk membatasi penggunaannya.

“Mengenai anak saya berbeda karena dia terlihat sibuk dengan dunianya sendiri yang terkadang tidak jelas apakah dia memiliki teman. Dia bisa mengobrol dengan teman-temannya tanpa sepengetahuan saya tentang siapa mereka.” - (Partisipan S-59, 59 tahun, ayah dari Sub-Partisipan K-13).

### ***Kepercayaan, Kemarahan, dan Kesedihan Orang Tua Terhadap Aktivitas Anaknya Menggunakan Gadget***

Para partisipan juga sedih karena tidak selalu bisa beradaptasi dengan pengalaman digital yang dimiliki anak mereka dalam menyikapi perkembangan teknologi. Hal ini terutama dalam sisi para orang tua ini merasakan keterbatasan dalam memahami istilah teknis yang diperlukan dalam membimbing anak belajar di lingkungan teknologi digital. Partisipan T-58 merasa sedih karena tidak dapat membantu Sub-Partisipan H-20 dalam mengoperasikan fitur ponsel (*smartphone*) dengan baik. Para orang tua mencoba memahami teknologi digital, dan mengakui bahwa mereka kurang informasi tentang dunia Internet, tempat anak mereka berinteraksi dengan orang asing.

Ketiga partisipan mencoba mempercayai aktivitas anaknya menggunakan *gadget* dan mengakses media sosial di Internet. Orang tua juga memberikan dukungan dengan memberikan kebebasan kepada anaknya untuk menentukan minatnya di masa depan dan penghargaan atas keberhasilannya. Partisipan T-58 merasa telah menentukan apa yang penting bagi Sub-Partisipan H-20. Sedangkan sebagai ayah, Partisipan S-59 mendukung apa yang menjadi minat anaknya dan memberikan kebebasan untuk memilih. Partisipan S-59 menyediakan imbalan sebagai bentuk penghargaan dan memberikan Sub-Partisipan K-13 uang sebesar IDR 20.000 (kurang lebih USD 1,39), apabila Sub-Partisipan K-13 secara rutin menjaga keseimbangan antara aktivitas daring dan luring (misalnya: dengan berolahraga). Bentuk imbalan lain dari Partisipan S-59 adalah memperbolehkan Sub-Partisipan K-13 untuk bermain *game* selama satu jam jika rutin berolahraga selama 10 menit per hari. Strategi ini merupakan bagian dari kontrol orang tua terhadap pergaulan dan penggunaan ponsel (*smartphone*) anaknya.

Penggunaan *gadget* dikendalikan dengan selalu mengingatkan anak akan durasi waktu layar, misalnya saat bermain *game*. Sembari mengontrol, orang tua juga memberikan kebebasan dan kepercayaan untuk mengeksplorasi konten digital. Partisipan S-59 mengaku

follow what Sub-Participant K-13 does, and they could only trust Sub-Participant K-13 - not just by keeping an eye on their child but also by ensuring positive content exposure. Freedom to choose Internet content is provided as long as Sub-Participant K-13's academic grades are good. Participant S-59 also reminded Sub-Participant K-13 that at certain times they must go to the mosque to pray, while also ensuring that their interaction with friends in the community was going well. Therefore, Sub-Participant K-13's screen time and offline activities stay balanced.

### Parents' Expectations of the Child's Future

The three participants expected that their children would succeed in the future. Participant T-58 expressed that raising children is fun and that parents must let them grow and develop. It was satisfying for Participant T-58 when children follow parents' direction, reach success, and get married. Such success is also the pride, happiness, and satisfaction of parents - being their pride and joy to be able to take care of their children from infancy to adulthood.

"I just want my children not to be left behind by other children who can develop, be successful, and have a broad knowledge. I also want, in this time, for my children to have broader knowledge, develop according to the times, as simple as that." - (Participant T-58, 58 years old, mother of Sub-Participant H-20).

The themes emerging from the result of the analysis are described in Figure 1.

## Discussion

This study explored the challenges and opportunities of Baby Boomers parents in nurturing Generation Z children, with the aim of contributing to the insight concerning the implications of Baby Boomers parents' parenting of Generation Z children. Social Cognition Theory explains the dynamics of challenges and opportunities for Baby Boomers raising their Generation Z children, based on the assumption of reciprocal determinism, noting that behavior, as well as cognitive and other personal and environmental factors, all interact and influence each other (Arredondo et al., 2014; Bandura & National Institute of Mental Health, 1986). Cognition, environment, and behavior all mutually influence each other to enhance the learning process that

tidak bisa mengikuti apa yang Sub-Partisipan K-13 lakukan, dan mereka hanya bisa mempercayai Sub-Partisipan K-13 - tidak hanya dengan mengawasi anaknya tetapi juga dengan memastikan paparan konten yang positif. Kebebasan memilih konten Internet diberikan selama nilai akademik Sub-Partisipan K-13 baik. Partisipan S-59 juga mengingatkan Sub-Partisipan K-13 bahwa pada waktu tertentu harus ke masjid untuk sholat, sekaligus memastikan interaksi dengan teman di komunitas berjalan dengan baik. Dengan demikian, waktu layar dan aktivitas luring Sub-Partisipan K-13 tetap seimbang.

### Harapan Orang Tua Terhadap Masa Depan Anak

Ketiga partisipan berharap agar anaknya kelak bisa sukses. Partisipan T-58 mengungkapkan bahwa mengasuh anak itu menyenangkan dan orang tua harus membiarkan mereka tumbuh dan berkembang. Partisipan T-58 merasa puas ketika anak mengikuti arahan orang tua, meraih kesuksesan, dan menikah. Kesuksesan tersebut juga menjadi kebanggaan, kebahagiaan, dan kepuasan orang tua - menjadi kebanggaan dan kegembiraan mereka karena dapat mengasuh anak mereka sejak bayi hingga dewasa.

"Saya hanya ingin anak-anak saya tidak tertinggal dengan anak-anak lain yang bisa berkembang, sukses, dan berwawasan luas. Saya juga ingin, saat ini, agar anak-anak saya memiliki pengetahuan yang lebih luas, berkembang sesuai zaman, sesederhana itu." - (Partisipan T-58, 58 tahun, ibu Sub-Partisipan H-20).

Tema yang muncul dari hasil analisis dijelaskan pada Gambar 1.

## Diskusi

Studi ini mengeksplorasi tantangan dan peluang orang tua *Baby Boomers* dalam mengasuh anak Generasi Z, dengan tujuan untuk memberikan kontribusi wawasan tentang implikasi pola asuh orang tua *Baby Boomers* terhadap anak Generasi Z. Teori Kognisi Sosial menjelaskan dinamika tantangan dan peluang bagi *Baby Boomers* membesarkan anak Generasi Z mereka, berdasarkan asumsi determinisme timbal balik, mencatat bahwa perilaku, serta faktor kognitif dan faktor pribadi dan lingkungan lainnya, semuanya berinteraksi dan saling mempengaruhi (Arredondo et al., 2014; Bandura & National Institute of Mental Health, 1986). Kognisi, lingkungan, dan perilaku semuanya saling mempengaruhi satu sama lain untuk meningkatkan

takes place in a social context (Cilliers, 2021). The social changes that occur through digital capitalization and the transformation of technology are evenly distributed across the globe also fuel uncertainty in Generation Z's career and work plans (Schallmo & Williams, 2018). For this reason, Baby Boomers parents need to strengthen their closeness to their Generation Z children.

Parents thought that they needed to develop closeness to their children due to generation gap. The children were smart, flexible, and excellent planners, but they could miss little details important to planning. Perhaps, this was caused by the multitasking nature of the activities conducted by Generation Z children, who are considered as digital natives. As digital natives, they are used to receiving information swiftly, while also multitasking in the parallel process (Prensky, 2001a). The multitask and parallel process make Generation Z lack time to conduct evaluation, metacognition, or be mindful on important tasks.

The theme resulted also showed the dualism of character in the children. Generation Z is shaped by technological advances such as smartphones, broadband Internet access at home, and online connections at school (Mushtaq et al., 2021; Seemiller & Grace, 2017). Digital technology has been integrated into the ecological system of the lives of young individuals from Generation Z. They prefer obtaining information and learning through modern technology, such as visual media and video to through the traditional methods utilized by the previous generations (Seemiller & Grace, 2017; Szymkowiak et al., 2021).

Several findings report that Baby Boomers tend to be uncomfortable, anxious, and consider themselves inadequate when using technology (Culp-Roche et al., 2020; Polat et al., 2019). However, other findings state that Baby Boomers enjoy using technology, for example by enjoying playing online games (Pearce, 2008). Moreover, Baby Boomers, who are often regarded as a digital minority, may benefit more from digital experiences than younger generations, by improving their cognitive motivation and functioning, exploring new opportunities, and learning how to distinguish information from misinformation (Oh & Kang, 2021). By implementing two-way intergenerational learning, both Baby Boomers and Generation Z can learn from each other about the experience of interacting with technology, whereby the Baby Boomers can also

proses pembelajaran yang berlangsung dalam konteks sosial (Cilliers, 2021). Perubahan sosial yang terjadi melalui kapitalisasi digital dan transformasi teknologi yang merata di seluruh dunia juga memicu ketidakpastian dalam karir dan rencana kerja Generasi Z (Schallmo & Williams, 2018). Maka dari itu, orang tua *Baby Boomers* perlu mempererat kedekatan dengan anak Generasi Z.

Orang tua berpikir bahwa mereka perlu mengembangkan kedekatan dengan anak mereka karena kesenjangan generasi. Anak adalah perencana yang cerdas, fleksibel, dan luar biasa, tetapi mereka dapat melewatkan detail kecil yang penting untuk perencanaan. Mungkin hal ini disebabkan oleh sifat *multitasking* dari aktivitas yang dilakukan oleh anak Generasi Z yang dianggap sebagai *digital native*. Sebagai *digital native*, mereka terbiasa menerima informasi dengan cepat, sekaligus melakukan banyak tugas dalam proses paralel (Prensky, 2001a). Proses *multitasking* dan paralel membuat Generasi Z kekurangan waktu untuk melakukan evaluasi, metakognisi, atau memperhatikan tugas penting.

Tema yang dihasilkan juga menunjukkan adanya dualisme karakter pada anak. Generasi Z dibentuk oleh kemajuan teknologi seperti *smartphone*, akses Internet *broadband* di rumah, dan koneksi daring di sekolah (Mushtaq et al., 2021; Seemiller & Grace, 2017). Teknologi digital telah terintegrasi ke dalam sistem ekologi kehidupan individu muda dari Generasi Z. Mereka lebih memilih memperoleh informasi dan pembelajaran melalui teknologi modern, seperti media visual dan video daripada melalui metode tradisional yang digunakan oleh generasi sebelumnya (Seemiller & Grace, 2017; Szymkowiak et al., 2021).

Beberapa temuan melaporkan bahwa *Baby Boomers* cenderung tidak nyaman, cemas, dan menganggap dirinya tidak mampu saat menggunakan teknologi (Culp-Roche et al., 2020; Polat et al., 2019). Walaupun demikian, temuan lain menyatakan bahwa *Baby Boomers* senang menggunakan teknologi, misalnya dengan menikmati bermain *game* daring (Pearce, 2008). Selain itu, *Baby Boomers*, yang sering dianggap sebagai minoritas digital, dapat memperoleh manfaat lebih banyak dari pengalaman digital daripada generasi muda, dengan meningkatkan motivasi dan fungsi kognitif mereka, mengeksplorasi peluang baru, dan mempelajari cara membedakan informasi benar dari yang salah (Oh & Kang, 2021). Dengan menerapkan pembelajaran dua arah antar-generasi, baik *Baby Boomers* maupun Generasi Z dapat saling belajar tentang pengalaman berinteraksi



contribute to transferring life experiences to younger generations (Jain & Maheshwari, 2020).

For Baby Boomers parents, the parenting challenge is regarding assisting their Generation Z children in dealing with uncertainties (e.g., due to global digitalization), so that children can plan and evaluate learning opportunities for a better future. Children from Generation Z are vulnerable to online risks such as identity theft, cyber-bullying, phishing (Livingstone et al., 2018; Seemiller & Grace, 2017), Internet addiction (Kuss et al., 2014), and ethical violations such as *iCheater* (the misuse of smartphone services to cheat on examination; Gentina et al., 2018). Meanwhile, previous studies have proven that Generation Z in Asia (for example in Thailand) tends to avoid uncertainty (Farrell & Phungsoonthorn 2020). Avoiding uncertainty means that individuals tend to avoid ambiguity and only take action if the output or outcome and the ways to achieve it are clearly comprehensible (Farrell & Phungsoonthorn, 2020; Matsunaga, 2021).

This is the area in which Baby Boomers parents hope that children from Generation Z can balance themselves, in order to be more independent and self-disciplined (introspective), while also being able to practice spirituality and empathy, to achieve future success in careers and goals. Appropriate informational literacy instructions should be provided to them so they are able to utilize information reliably (Mushtaq et al., 2021). In the family context, uncertainty can be managed by optimizing the role of parents as a source of social support for children. This social support can be fully realized in the form of constructive discussions about how to deal with uncertainty, parents' being sources of inspiration and role models, and providing assistance in reframing the meaning of uncertainty as a learning process in the child's growth process (Matsunaga, 2021). Parents can show empathy and highlight the bright side of digital technology, thereby increasing children's efficacy in dealing with technological changes, while also improving psychological well-being (Matsunaga, 2021). To combat smartphone addiction, parents can also help children learn how to use smartphones appropriately (Gentina et al., 2018). Control over children's socialization and use of gadgets are also due to parental concerns over the negative impact of technology on children.

dengan teknologi, ketika *Baby Boomers* juga dapat berkontribusi untuk mentransfer pengalaman hidup kepada generasi muda (Jain & Maheshwari, 2020).

Bagi orang tua *Baby Boomers*, tantangan mengasuh anak adalah untuk membantu anak Generasi Z mereka dalam menghadapi ketidakpastian (misalnya: karena digitalisasi global), sehingga anak dapat merencanakan dan mengevaluasi kesempatan belajar untuk masa depan yang lebih baik. Anak dari Generasi Z rentan terhadap risiko daring seperti pencurian identitas, perundungan siber, *phishing* (Livingstone et al., 2018; Seemiller & Grace, 2017), kecanduan Internet (Kuss et al., 2014), dan pelanggaran etika seperti *iCheater* (penyalahgunaan layanan *smartphone* untuk menyontek saat ujian; Gentina et al., 2018). Sementara itu, studi sebelumnya telah membuktikan bahwa Generasi Z di Asia (sebagai contoh di Thailand) cenderung menghindari ketidakpastian (Farrell & Phungsoonthorn 2020). Menghindari ketidakpastian berarti individu cenderung menghindari ambiguitas dan hanya mengambil tindakan jika *output* atau hasil dan cara untuk mencapainya dapat dipahami dengan jelas (Farrell & Phungsoonthorn, 2020; Matsunaga, 2021).

Area ini merupakan harapan orang tua *Baby Boomers* agar anak Generasi Z dapat menyeimbangkan diri, agar lebih mandiri dan disiplin diri (introspektif), sekaligus mampu melatih spiritualitas dan empati, untuk meraih kesuksesan karir dan sasaran masa depan. Instruksi literasi informasi yang tepat harus diberikan kepada mereka sehingga mereka dapat memanfaatkan informasi dengan andal (Mushtaq et al., 2021). Dalam konteks keluarga, ketidakpastian dapat dikelola dengan mengoptimalkan peran orang tua sebagai sumber dukungan sosial bagi anak. Dukungan sosial tersebut dapat diwujudkan sepenuhnya dalam bentuk diskusi konstruktif tentang bagaimana menghadapi ketidakpastian, menjadi sumber inspirasi dan panutan orang tua, serta memberikan bantuan dalam merangkai kembali makna ketidakpastian sebagai proses pembelajaran dalam proses tumbuh kembang anak (Matsunaga, 2021). Orang tua dapat menunjukkan empati dan menonjolkan sisi positif dari teknologi digital, sehingga meningkatkan kemandirian anak dalam menghadapi perubahan teknologi, sekaligus meningkatkan kesejahteraan psikologis (Matsunaga, 2021). Untuk memerangi kecanduan *smartphone*, orang tua juga dapat membantu anak belajar menggunakan *smartphone* tersebut dengan tepat (Gentina et al., 2018). Kontrol terhadap sosialisasi dan penggunaan *gadget* anak juga karena kekhawatiran orang tua terhadap dampak negatif teknologi bagi anak.

The three participants from Baby Boomers generation encountered difficulties adapting to the advances of technology. The participants must learn much in order to be able to understand every activity done by their children in the digital spaces. Therefore, to meet the needs of effective parenting to Generation Z children, parents and teachers need to collaborate to hold training on how to integrate modern innovative technological instruments (Szymkowiak et al., 2021). An example would be training on integrating video, story, PowerPoint slides with audio, simulation, and discussion (Shorey et al., 2021). A training program on storytelling skills, which involves digital media and the Internet, was also proven to improve the digital literacy and confidence of the users (La Rose & Detlor, 2021). Within this context, the training can also be provided to parents. In addition, parents need to build children's confidence in facing the choices of a career in the future, while also making sure that the children explore safe learning environments (Shorey et al., 2021).

The three participants had their own ways of raising their children, by self-evaluation and reflection, learning from the past, and training children to have strong character as capital for future success. This is in line with previous studies that explains how parents understand and cope with Generation Z children and the role of technology in parenting (Oerther & Oerther, 2021). The effort can be suggested to parents as adaptation to digital technology is possible to achieve through having quality time together (such as by sharing stories; La Rose & Detlor, 2021). Having quality time together includes the time when parents help children channel their adolescent children's potentials in pursuing deep and broad experiences. This can be through artistic-cultural activities, recreational-creative activities (such as reading or writing poetry, classical music, drawing or painting), and physical activities that involve face-to-face interaction with peers and/or educators (such as playing drama, singing, and dancing; Gentina et al., 2018).

The themes contribute to the studies on the respect and compromise between Baby Boomers parents and their Generation Z children. Baby Boomers may be perceived as potentially destructive (e.g., incompletely responding to technology), while Generation Z characteristics were glorified more constructively (e.g., intuitively mastering technology) for the parenting practices (Bencsik & Machova, 2016; Lancaster & Stillman, 2003; Prensky, 2001a; 2001b). However,

Ketiga partisipan dari generasi *Baby Boomers* mengalami kesulitan beradaptasi dengan kemajuan teknologi. Para partisipan harus banyak belajar agar mampu memahami setiap aktivitas yang dilakukan anak mereka di ruang digital. Maka dari itu, untuk memenuhi kebutuhan pola asuh yang efektif bagi anak Generasi Z, orang tua dan guru perlu berkolaborasi mengadakan pelatihan tentang cara mengintegrasikan instrumen teknologi inovatif modern (Szymkowiak et al., 2021). Sebagai contoh adalah pelatihan tentang integrasi video, cerita, slide *PowerPoint* dengan audio, simulasi, dan diskusi (Shorey et al., 2021). Program pelatihan keterampilan bercerita yang melibatkan media digital dan Internet juga terbukti meningkatkan literasi digital dan kepercayaan diri penggunaannya (La Rose & Detlor, 2021). Dalam konteks ini, pelatihan juga dapat diberikan kepada orang tua. Selain itu, orang tua perlu membangun kepercayaan diri anak dalam menghadapi pilihan karir di masa depan, sekaligus memastikan anak mengeksplorasi lingkungan belajar yang aman (Shorey et al., 2021).

Ketiga partisipan memiliki caranya masing-masing dalam membesarkan anaknya, dengan evaluasi dan refleksi diri, belajar dari masa lalu, dan melatih anak untuk memiliki karakter yang kuat sebagai modal untuk kesuksesan di masa depan. Hal ini sejalan dengan studi sebelumnya yang menjelaskan bagaimana orang tua memahami dan mengatasi anak Generasi Z dan peran teknologi dalam pengasuhan (Oerther & Oerther, 2021). Upaya tersebut dapat disarankan kepada orang tua karena adaptasi terhadap teknologi digital dapat dicapai melalui waktu berkualitas bersama (seperti dengan berbagi cerita; La Rose & Detlor, 2021). Waktu berkualitas bersama termasuk saat orang tua membantu anak menyalurkan potensi anak remajanya dalam mengejar pengalaman yang mendalam dan luas. Hal tersebut dapat melalui kegiatan seni-budaya, kegiatan rekreasi-kreatif (seperti membaca atau menulis puisi, musik klasik, menggambar atau melukis), dan kegiatan fisik yang melibatkan interaksi tatap muka dengan teman sebaya dan/atau pendidik (seperti bermain drama, menyanyi, dan menari; Gentina et al., 2018).

Tema berkontribusi pada studi tentang rasa hormat dan kompromi antara orang tua *Baby Boomers* dan anak Generasi Z mereka. *Baby Boomers* dapat dianggap berpotensi merusak (misalnya: tidak sepenuhnya menanggapi teknologi), sementara karakteristik Generasi Z diagungkan secara lebih konstruktif (misalnya: menguasai teknologi secara intuitif) untuk praktik pengasuhan (Bencsik & Machova, 2016; Lancaster & Stillman, 2003; Prensky, 2001a; 2001b). Namun,

Baby Boomers' character that prioritizing being the first person in relationships also have constructive characteristics for parenting (e.g., the willingness to initiate communication with child). Apart from that, Generation Z also has a dual character that can be destructive for their psychological development (e.g., being flexible and excellent planners vs. missing the important details of the planning). In line with the description of the collective character of the hardworking Baby Boomers generation (Bencsik & Machova, 2016), this study's Baby Boomers participants were actively moving in their authentic way to provide appropriate care for their children in the digital age. In the context of Javanese society, as the smallest social unit, all family members need to understand, compromise, and respect each other to form harmonious unity (Lestari et al., 2010; Magnis-Suseno, 2003; Ruswahyuningsih & Afiatin, 2015). Children's respect for their parents is characteristic of relationships considered stable during their lifetime in Indonesian society (Schwarz et al., 2010).

### Limitation

The results of the analysis based on the stories of the study participants is limited to the description of raising the families' youngest child (who belongs to Generation Z). The study data also only involved three participants from the Baby Boomers generation as parents of Generation Z. Thus, the current study is incapable of providing the contrast in experiences involving parents from other generations (especially generations after Baby Boomers) in raising Generation Z children.

Authors experienced obstacles in recruiting study participants, such as tribulation in finding participants who fit the inclusion criteria (i.e., parents from the Baby Boomers generation who have children from Generation Z). Future studies may consider exploring parenting experiences from other generations (e.g., Generation X or Generation Y who interact with Generation Z).

### Conclusion

The three participants from the Baby Boomers generation went through difficulties in raising their Generation Z children due to changes in the value, culture, and technology. Even so, they strive to overcome it, as related to their concern with their children's lives, opting to provide a degree of control

karakter *Baby Boomers* yang mengutamakan menjadi orang pertama dalam suatu hubungan juga memiliki karakteristik yang konstruktif untuk mengasuh anak (misalnya: kemauan untuk memulai komunikasi dengan anak). Selain itu, Generasi Z juga memiliki karakter ganda yang dapat merusak perkembangan psikologis mereka (misalnya: menjadi perencana yang fleksibel dan hebat vs. melewatkan detail penting dari perencanaan). Sejalan dengan gambaran karakter kolektif generasi *Baby Boomers* sebagai pekerja keras (Bencsik & Machova, 2016), para partisipan *Baby Boomers* dalam studi ini secara aktif bergerak dengan cara otentik mereka untuk memberikan pengasuhan yang tepat bagi anak mereka di era digital. Dalam konteks masyarakat Jawa, sebagai unit sosial terkecil, seluruh anggota keluarga perlu saling memahami, berkompromi, dan menghormati untuk membentuk kesatuan yang harmonis (Lestari et al., 2010; Magnis-Suseno, 2003; Ruswahyuningsih & Afiatin, 2015). Penghormatan anak kepada orang tuanya merupakan ciri hubungan yang dianggap stabil selama masa hidupnya di masyarakat Indonesia (Schwarz et al., 2010).

### Keterbatasan

Hasil analisis berdasarkan cerita para partisipan studi terbatas pada gambaran membesarkan anak bungsu keluarga (yang tergolong Generasi Z). Data studi tersebut juga hanya melibatkan tiga partisipan dari generasi *Baby Boomers* sebagai orang tua dari Generasi Z. Dengan demikian, studi ini tidak mampu memberikan kontras dengan pengalaman yang melibatkan orang tua dari generasi lain (terutama generasi setelah *Baby Boomers*) dalam mengasuh anak Generasi Z.

Penulis mengalami kendala dalam merekrut partisipan studi, seperti kesulitan menemukan partisipan yang sesuai dengan kriteria inklusi (yaitu orang tua dari generasi *Baby Boomers* yang memiliki anak dari Generasi Z). Studi selanjutnya dapat mempertimbangkan untuk mengeksplorasi pengalaman pengasuhan dari generasi lain (misalnya, Generasi X atau Generasi Y yang berinteraksi dengan Generasi Z).

### Simpulan

Ketiga partisipan dari generasi *Baby Boomers* mengalami kesulitan dalam membesarkan anak Generasi Z karena perubahan nilai, budaya, dan teknologi. Meski begitu, mereka berusaha mengatasinya, terkait dengan kepedulian mereka terhadap kehidupan anak mereka, memilih untuk memberikan tingkat kontrol atas

over their socialization and use of gadgets, while creating and protecting close relationship with their children. They also keep trying to provide trust and support to their children, expecting them to be able to obtain future success.

This study contributes in providing evidence for current studies on parenting practices, attempting to uncover the psychological dynamics of parental experience of Baby Boomers nurturing for Generation Z children. Parents require quality time with their children to bridge the generation gap and build close relationships. In addition, parents also need to try finding authentic ways to better understand children's activities in cyberspace.

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### Author Contribution

The first author (CA) contributed in regards to research ideas, research design, data collection, data analysis, and report writing. The second author (SR) contributed in regards to being the main supervisor of report writing, recommender of theory selection, research design, and report writing. The third author (AR) contributed in regards to additional analysis, translation, and report writing.

sosialisasi dan penggunaan *gadget* mereka, sekaligus menciptakan dan melindungi hubungan dekat dengan anak mereka. Mereka juga terus berusaha untuk memberikan kepercayaan dan dukungan kepada anak mereka dan berharap mereka dapat meraih sukses di masa depan.

Studi ini berkontribusi dalam memberikan bukti untuk studi terkini tentang praktik pengasuhan, berusaha mengungkap dinamika psikologis pengalaman pengasuhan *Baby Boomers* untuk anak Generasi Z. Orang tua membutuhkan waktu berkualitas dengan anak mereka untuk menjembatani kesenjangan generasi dan membangun hubungan yang erat. Selain itu, orang tua juga perlu mencoba mencari cara otentik untuk lebih memahami aktivitas anak di dunia maya.

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### Pernyataan Konflik Kepentingan

Penulis menyatakan tidak ada konflik kepentingan.

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Penulis pertama (CA) berkontribusi dalam hal ide penelitian, desain penelitian, pengumpulan data, analisis data, dan penulisan laporan. Penulis kedua (SR) berkontribusi dalam hal menjadi pembimbing utama penulisan laporan, pemberi rekomendasi pemilihan teori, desain penelitian, dan penulisan laporan. Penulis ketiga (AR) berkontribusi dalam hal analisis tambahan, terjemahan, dan penulisan laporan.

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