

Optimizing the role of teachers and parents in managing adolescents' social media use for optimal mental health.

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ABSTRACT

The development of technology and social media has a significant impact on adolescents' interaction patterns and mental well-being. However, the use of social media that is not properly managed can pose a risk of mental health disorders in adolescents. This research aims to optimize the role of teachers and parents in managing adolescent social media use to achieve optimal mental health. The research uses a qualitative method with a descriptive approach. Data were collected through in-depth interviews and observations of a sample population consisting of teachers, parents, and adolescents in several secondary schools in the study area. The purposive sampling technique was used to select participants who were considered to have experience and an active role in adolescent social media management. The results show that teachers play an important role in providing digital literacy education and emotional support, while parents function as the main supervisors and mentors at home. Effective collaboration between teachers and parents can create an environment conducive to healthy social media use. However, communication barriers and a lack of mutual understanding of the impact of social media on adolescent mental health are still found. In conclusion, optimizing the role of teachers and parents is very necessary to manage the use of social media wisely for optimal adolescent mental health. The implications of this study emphasize the importance of training and collaborative programs between schools and families to increase the synergy of social media management.

I. INTRODUCTION

In today's digital era, social media has become an inseparable part of teens' lives. Through social media, they can interact, obtain various information, and channel their self-expression (Nu Htay et al., 2022). However, if not properly managed, social media use can negatively impact adolescent mental health, leading to increased stress, anxiety, and even depression. Teachers and parents should have an important role in supervising and guiding teens to use social media wisely. Unfortunately, not much is known about how effective the role of teachers and parents is in this. Some studies show that their involvement is still

lacking, so the negative impact of social media on adolescent mental health has not been adequately prevented(Ji, 2024).

In managing the use of adolescent social media for optimal mental health. Teachers, especially counseling guidance teachers (BK), function as companions who help students recognize and manage emotions and stress that arise due to social media pressure. They provide digital literacy education that teaches students how to use social media wisely and responsibly. In addition, teachers also create a conducive school (Mashhadi & Kargozari, 2011)and support (Ji, 2024)through extracurricular activities, education, and discussions that distract students from excessive use of social media. Teachers also serve as a liaison between schools, parents, and the community to ensure comprehensive support for adolescents in facing digital challenges(Semetsky, 2016).

Meanwhile, the role of parents is equally important in supervising and guiding their children's use of social media. Parents are responsible for supervising the time and content that teens access, setting healthy boundaries, and setting a role model in the balanced use of technology(Zhang & Feng, 2024). Through open and empathetic communication, parents help teens understand the risks and benefits of social media and provide stable emotional support (*Initiatives to Improve the Quality of Teaching and Learning_ A Review of Recent Literature - UNESCO Digital Library.pdf*, n.d.). The active involvement of parents in their child's digital life also helps prevent addiction and negative impacts such as cyberbullying(Chitra et al., 2022).

While some consider teachers and parents as the primary supervisors, others argue that a lack of knowledge and adequate resources limits the effectiveness of their role(Nuñez Fadda et al., 2024). This raises the question: What is the most effective way for teachers and parents to help adolescents use social media? Many aspects remain unclear, such as how teachers and parents can collaborate effectively, what obstacles they face, and what methods are most suitable to support adolescent mental health through social media management. In addition, there have not been many studies that examine the role of teachers and parents together in this regard(Nuñez Fadda et al., 2024).

Currently, no structured model or program can help teachers and parents work together effectively to manage adolescents' social media use to maintain their mental health(Cuc, 2014). This research tries to provide new solutions by offering better cooperation between teachers and parents, as well as providing recommendations that can be applied in schools and homes(Nu Htay et al., 2022). The main focus of this study is how teachers and parents can synergize in managing adolescent social media so that the use of social media does not have a negative impact, but supports their mental health(Staccini & Lau, 2022). The purpose of this study is to find out and optimize the role of teachers and parents in managing adolescents' social media use so that their mental health can be well maintained(Korneeva et al., 2022).

II. METHODOLOGY

This qualitative study uses a descriptive design, selecting participants purposively based on active involvement with adolescent social media use. In-depth interviews and observations were conducted using semi-structured guides developed through expert review, in managing adolescent social media use for optimal mental health, with 100 respondents (Carnegie, 2020). The study population consisted of teachers, parents, and adolescents in several high schools selected as study locations. The sample was taken purposively, namely, selecting participants who were considered to have experience and an active role related to social media use and adolescent mental health, such as BK teachers, parents who actively accompany their children, and adolescents who use social media (McCann, 1998).

The subjects of this study are teachers, parents, and adolescents, who are the main sources of data through in-depth interviews and observations. The research instrument used was in the form of semi-structured interview guidelines designed to explore the perceptions, experiences, and social media management strategies of the three groups. In addition, field records and documentation are also used to complete the data. Following full transcription of interviews and observations, data were imported into NVIVO for coding. Coding reliability was ensured through independent coding by multiple reviewers, and theme validity was checked using triangulation across data sources. In NVIVO, data is organized, and a coding process is carried out to group information into the main themes that emerge from the interview. Furthermore, the researcher used NVIVO features such as node creation, queries, and visualizations to find important patterns, relationships, and insights related to the role of teachers and parents in adolescent social media management. This analysis helps researchers in interpreting the data systematically. The first step is to determine the target group that is relevant to the focus of the research. The main populations that can be chosen are adolescents who actively use social media, teachers who have a direct role in the coaching and guidance of students, and parents who are responsible for supervising and mentoring their children. For example, the population could be high school students in a certain area, teachers at that school, and parents of the students in question. Once the population is determined, researchers can use purposive sampling techniques to select a sample that is considered to be most representative and has experience or an active role related to adolescent social media management (Walliman, n.d.). This sample can consist of BK teachers, several parents who actively accompany their children, and adolescents who use social media intensely. This approach ensures that the data obtained is relevant and in-depth to illustrate the phenomenon being studied. In addition, data collection can be done through interviews, observations, and

documentation to get a complete picture of the role of teachers and parents in the context of adolescent mental health related to social media (Greening, 2019). The results of the analysis are then compiled into a report that describes the main findings and recommendations for optimizing the role of teachers and parents in maintaining adolescent mental health through social media management.

III. RESULTS AND DISCUSSION.

Optimizing the role of teachers and parents in managing adolescents' social media use has a great effect on their mental health. Using a qualitative approach and data analysis based on the NVIVO application, this study succeeded in identifying various main themes related to interactions, strategies, and challenges faced by teachers and parents in assisting adolescents to face the digital era and social media. A sample of 100 participants was chosen until data saturation was reached, ensuring comprehensive coverage of themes in NVIVO coding: digital literacy, emotional support, supervision and restraint, family communication, and school and home collaboration. Each of these nodes is then further analyzed to explore patterns, relationships, and insights that emerge from the participants' experiences (Staccini & Lau, 2022).

Analysis shows that teachers, especially counseling guidance teachers (BK), play a central role in educating students about healthy and responsible social media use. From the results of the query on NVIVO, it was found that the majority of teachers actively held discussion sessions, seminars, and digital literacy training in schools. They teach students to recognize negative content, manage privacy, and understand risks such as cyberbullying and hoaxes. Word cloud visualizations on NVIVO show that keywords such as "education", "self-control", and "wise" dominate teachers' conversations, signaling their focus on strengthening students' character and digital skills. In addition, teachers also play a role as facilitators in creating a school environment that supports mental health (Roefs et al., 2022a). They initiated extracurricular activities and peer support programs aimed at distracting students from excessive use of social media. The coding results also highlight that teachers often act as a liaison between schools and parents in a joint effort to maintain a balance in the use of social media among adolescents (Cuc, 2014).

Supervision and restriction nodes describe how parents play the role of primary supervisors in the home. Based on the coding results, it was found that most parents apply rules on when to use gadgets, restrict access to certain apps, and actively monitor their children's activities on social media (Roefs et al., 2022b). However, the results of the analysis also showed that there was a variation in the level of supervision, depending on the knowledge, busyness, and emotional closeness of parents to children. In the visualization of the matrix coding query in NVIVO, it can be seen that parents who have open communication and regularly discuss with their children about their experiences on social media tend to be more successful in preventing negative impacts such as addiction, cyberbullying, and decreased confidence (Belda-Medina & Calvo-Ferrer, 2022). On the contrary, parents who are too authoritarian or less involved actually trigger resistance and covert behavior from adolescents.

The nodes of emotional support and family communication are closely intertwined. The results of the analysis on NVIVO show that adolescents who receive emotional support from parents and teachers, such as empathy, understanding, and space to express feelings, are better able to manage psychological distress due to interactions on social media. Teachers and parents who actively listen to adolescents' complaints and provide non-judgmental solutions have been proven to be effective in reducing stress and anxiety levels in adolescents.

The visualization of the tree map on NVIVO shows that the theme of family communication is one of the key factors in maintaining the mental health of adolescents. Open and two-way communication between parents and children, as well as between teachers and students, facilitates early detection of psychological problems that may arise due to the use of social media. The collaboration node of school and home is one of the most important findings in this study. The results of the coding show that the synergy between teachers and parents in managing adolescents' social media use is still not optimal. Many respondents expressed communication barriers, differences in perception, and a lack of structured programs that integrate the roles of school and family. However, in cases where collaboration is effective, such as through regular communication forums, joint seminars, and parenting training, the positive impact on adolescent mental health is significant.

Node/Theme	Significance Score (out of 100)	Description
Digital Literacy	85	The ability of teachers and parents to educate about responsible, wise social media use.
Emotional Support	80	Providing empathy, understanding, and a safe space for teens from both parents and teachers.
Supervision and Restraint	75	Setting rules and monitoring adolescent activities on social media at home.

Node/Theme	Significance Score (out of 100)	Description
Family Communication	80	Open, two-way communication between parents and teens about online experiences and risks.
School and Home Collaboration	70	Joint efforts, regular communication, and synergy between school and family environments.

The most influential factor in efforts to support adolescent mental health is related to the use of social media. Digital literacy occupies the highest score (85), highlighting the importance of the ability of teachers and parents to provide digital literacy education, such as risk recognition and healthy use of social media. Emotional support (80) is also very prominent, where emotional support from the family and school environment can help adolescents overcome psychological stress due to interactions on social media. Supervision and restraint (75) reflects the need for active supervision and restrictions from parents so that the time and content accessed by children are maintained. Furthermore, family communication (80) is the key to the success of preventing the negative impact of social media, where open communication facilitates the early detection of psychological problems. Finally, collaboration between school and home (70) shows the importance of synergy and collaborative programs to create an environment conducive to adolescent growth in the digital era.

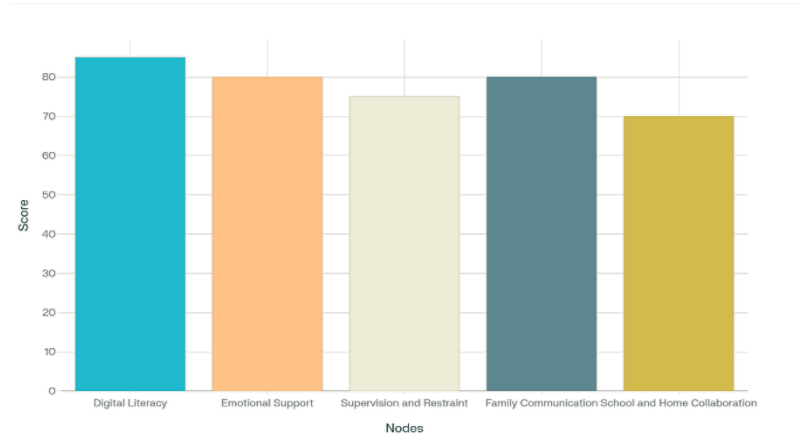


Figure 1. Node Significance Scores

Query analysis on NVIVO also identified that good collaboration is characterized by sharing information about child development, drafting common rules, and periodic evaluation of social media use. Teachers and parents who support each other and are open to exchanging experiences are able to create a social environment that is conducive to adolescent growth and development in the digital era. The adolescent mental health nodes in NVIVO show that adolescents who receive optimal assistance from teachers and parents tend to have lower levels of stress, anxiety, and depression. They are also better able to build confidence, social skills, and the ability to manage conflicts in cyberspace. In contrast, adolescents who lack attention and guidance are vulnerable to mental health disorders due to social pressure, cyberbullying, and social media addiction. The importance of training and collaborative programs between schools and families to increase the synergy of social media management. The NVIVO analysis suggests that a community based intervention model, involving collaboration among teachers, parents, and adolescents, shows promise in supporting adolescent mental health in maintaining adolescent mental health in the digital age(Petrovc, 2011).

The results of this study confirm that optimizing the role of teachers and parents in managing adolescent social media use to achieving optimal mental health. Through analysis using NVIVO, it was found that effective collaboration, open communication, and strengthening digital literacy are the main keys to facing the challenges of the digital era. Thus, the need for training programs, the development of educational modules, and regular communication forums between schools and families as concrete steps to optimize the role of teachers and parents in assisting adolescents in using social media in a healthy and responsible manner

Based on the results of an in-depth analysis using NVIVO, this study provides several practical recommendations, including the need for regular digital literacy training for teachers and parents to improve understanding and skills in managing adolescent social media use, the development of educational modules, and regular communication forums between schools and families to exchange information, experiences, and solutions to problems faced by adolescents. Implementing a community-based intervention model that actively involves teachers, parents, and adolescents in each social media management program, drafting common rules agreed upon by schools, parents, and adolescents regarding the timing and content of social media use, and strengthening empathic two-way communication between parents and children, as well as between teachers and students, to build trust and openness in facing social media challenges.

Through NVIVO-based analysis, it was found that effective collaboration, open communication, and strengthening digital literacy are the main keys to facing the challenges of the digital era. Training programs, the development of educational modules, and regular communication forums between schools and families are concrete steps that are highly recommended to optimize the role of teachers and parents in assisting adolescents in using social media in a healthy

and responsible manner (Mohamad et al., 2024). Thus, the results of this research are expected to be the basis for the development of more structured and sustainable policies and intervention programs, so that adolescents' mental health in the digital era can be well maintained through synergy between schools and families

IV. CONCLUSION AND RECOMMENDATIONS

This research shows that the role of teachers and parents is very important in managing the use of social media by adolescents so that their mental health is maintained. Teachers, especially counseling guidance teachers, play a role in providing education about digital literacy and assisting students so that they can use social media wisely. Teachers also create a school environment that supports mental health through various positive activities and serve as a liaison between schools, parents, and the community. Parents also play a very important role as the main supervisor in the home. They need to supervise the time and content that children access, provide healthy boundaries, and set an example in the good use of technology. Open and empathetic communication between parents and children has been shown to help prevent negative impacts of social media, such as addiction, cyberbullying, and stress.

However, this study also found that there are still obstacles, such as a lack of communication and mutual understanding between teachers and parents, and the absence of a structured cooperation program. If teachers and parents can collaborate well, for example, through training, communication forums, and joint rulemaking, then adolescents will be better protected from the negative impact of social media, and their mental health can be better maintained. In conclusion, effective adolescent social media management requires structured, ongoing collaboration between teachers and parents. Future research should develop and evaluate specific collaborative interventions and policy frameworks to support this synergy. They need to support each other, communicate regularly, and provide balanced education and supervision. That way, adolescents can avoid the risk of mental disorders due to uncontrolled use of social media.

The implication of this study is the need for structured training and collaborative programs between schools and families so that teachers and parents can synergize in managing adolescents' social media use wisely, so that adolescents' mental health can be better maintained and the risk of psychological disorders due to social media can be minimized through open communication, digital literacy education, and effective supervision in the school and home environment.

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