

**The Role of Digital Parenting as a Model for Parental Guidance  
in the Moral Development of Indonesian Children**

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***Abstract***

*Education is the basic mechanism for improving the quality of a nation's population, and education in childhood is the foundation for the formation of quality young generations to continue the nation. Quality early childhood education cannot be separated from the role of parents in providing proper parenting in today's digital era. With the development of the digital era of education, it allows early childhood to gain abundant knowledge quickly and easily. The use of gadgets in children who are not properly supervised and accompanied by their parents will negatively affect various aspects of children's development. The application of digital parenting in the use of gadgets in children can stimulate children's moral development. This study aims to describe the role of digital parenting in the development of children aged 5-6 years. By using a qualitative descriptive research method and a subject of 5 people. The results of the study state that the role of digital parenting in children's moral development is that children are more disciplined, able to restrain themselves and their own will, easily adapt to others, confident in expressing their opinions and telling stories, responsible for the rules that have been set, honest by telling what was done when using gadgets and showing independent behavior.*

***Keywords:*** Parenting, Digital Parenting, Children's Moral Development

### **Abstrak**

Pendidikan merupakan mekanisme dasar untuk meningkatkan kualitas penduduk suatu bangsa, dan pendidikan di masa kanak-kanak merupakan fondasi bagi terbentuknya generasi muda yang berkualitas untuk meneruskan bangsa. Pendidikan anak usia dini yang berkualitas tidak lepas dari peran orang tua dalam memberikan pola asuh yang tepat di era digital saat ini. Dengan berkembangnya era digital pendidikan memungkinkan anak usia dini mendapatkan pengetahuan yang berlimpah dengan cepat dan mudah. Penggunaan gadget pada anak yang tidak diawasi dan didampingi dengan baik oleh orang tua akan berdampak negatif pada berbagai aspek perkembangan anak. Penerapan pola asuh digital dalam penggunaan gadget pada anak dapat menstimulasi perkembangan moral anak. Penelitian ini bertujuan untuk mendeskripsikan peran digital parenting dalam perkembangan anak usia 5-6 tahun. Dengan menggunakan metode penelitian deskriptif kualitatif dan subjek sebanyak 5 orang. Hasil penelitian menyatakan bahwa peran digital parenting terhadap perkembangan moral anak adalah anak lebih disiplin, mampu menahan diri dan kemauannya sendiri, mudah beradaptasi dengan orang lain, percaya diri dalam menyampaikan pendapat dan bercerita, bertanggung jawab terhadap aturan yang telah ditetapkan, jujur dengan mengatakan apa yang dilakukan saat menggunakan gadget dan menunjukkan perilaku yang mandiri.

**Kata Kunci:** Pengasuhan Anak, Pengasuhan Digital, Perkembangan Moral Anak

#### **A. Introduction**

As a parent raising children is one of the most important responsibilities. Although in general all parents are trained to do the job, parents sometimes do childcare without the training or guidance of someone who is an expert in childcare. Therefore, effective parenting usually requires trial and error. However, the time for learning by doing is insufficient and the results are unpredictable. Therefore, training in effective parenting skills is very important for parents. (Sanders, 2003).

Early childhood is a golden age where 80 percent of brain cells develop optimally and the rest after the age of 8 years. Now is the most appropriate time to teach good manners and morals, which are called morals. Moral development is one aspect of development that must be nurtured properly because it shapes children's behavior in the

future. As the child's closest environment, parents have a bigger role in encouraging children's moral development. (Rania, 2022)

Childhood is the beginning of a person's life (Santrock, 2011). At this age the development is very complex, so that at this age it is considered as the basis for human development for the next stages. Piaget (Wolfolk, 2016) states that the cognitive development of children aged 2 to 7 years is in the preoperational phase. At this stage the child is still not able to optimize his cognitive function perfectly because at this stage the child is only able to optimize his experience. The first experiences of children, of course, come from the family environment (Akhyadi & Mulyono, 2019). The family is the first educational environment that provides positive experiences to every child so that they can build knowledge through this experience. Family education is also called informal learning (Triyono, 2019). In today's family environment, children's education is supported by technological developments.

The current phenomenon of the corona virus-19 causes a reduction in activities outside the home. The application of social distance allows us to carry out work, school and other activities online using technological devices such as laptops, computers and other devices. Thus, technical devices are the most important and important means of preventing human activity. Information technology is adopted, incorporated, and incorporated into educational policies and practices, including classroom readiness, Internet infrastructure, online tools, laptop access, resources, and assessment (Starkey, 2020).

The coronavirus 19 pandemic has had a huge impact on the education sector around the world. The emergence of a new normal in the world of education brings different challenges for teachers, students, parents and other stakeholders in the academic environment. The term New Normal is defined in the Urban Dictionary as “a state after some drastic changes” and therefore becomes an accepted event. The word has changed in the field of education because the education system has undergone many changes. (Rosmayati, 2021).

Education is the basic mechanism for improving the quality of a nation's population, and education in childhood is the foundation for the formation of quality young generations to continue the nation. Quality early childhood education cannot be separated from the role of parents in providing proper parenting in today's digital era. The development of technology is currently very rapid and has had an impact on all aspects of life, including in the realm of education (Lubis & Dasopang, 2020). Even that significant influence can be seen from the technology that started considered as one of

the needs that must be met in human life moment this . Presence development technology give so Lots impact Which positive for child However in various situation presence development technology precisely give impact negative for child (Damayanti & Gemiharto, 2019). Wrong One impact negative Which generated is appearance flavor opium and dependence on gadgets. This addiction makes children the more rely on gadgets which ends on usage gadgets that excessive. (Rakhmawati et al., 2020).

Accompaniment parent role important in preventing escalation of disrespect, bullying and access content Which No worthy. Development technology Which the more rapidly requires parents to provide gadgets to children so that children are literate technology And No left behind era. Here it is importance digital parenting as parental assistance and supervision so that technology does not become matter Which influential negative on child.

Digital parenting is give limitation Which clear to child about things Which can nor Which No can done on moment using digital devices Digital parenting is parenting strategies related to rules for using digital devices are good online or offline. Digital parenting includes people activities parents provide clear boundaries, guide and supervise children in using digital media. Parents and children need agreements around the use of digital media, utilizing programs/applications Which educate related aspect development child, instead forbid child using gadgets . This does not mean parents forbid children completely use digital, but give rule And limitation use Which clear. (Sukiman, 2016).

Parents are expected to be able to protect children from digital threats but does not preclude the potential benefits it offers. In the pocket book Series Education Parent: Educate Child in Era Digital Which published by Ministry of Education and Culture in 2016 that there are several things that must be considered by parents in supervising children, namely: (a) Health children's eyes, (b) sleep problems, (c) difficulty concentrating, (d) decreased achievement learning, (e) physical development, (f) social development, (g) development Brain, (h) Delayed Language Development.

The use of digital devices has both positive and negative impacts. Recently, various phenomena of negative behavior in newspapers, television or social media, such as imitating scenes of violence and imitating inappropriate behavior in children, are often seen in children's daily lives. As a wise parent, you should maximize your child's supervision in using technology devices so that it has a more positive impact on children. Utilization of technology such as gadgets and tablets can be resources that can

improve children's growth and development. but still must be under the care and supervision of parents and other adults (Engelhardt et al: 2008 ).

Moral development is development in differentiate things Which Correct And Wrong. Child born without ability moral And environment Which give example moral development (Masitah, W: 2019). The child will learn the moral code parents, then from teachers, and playmates. Moral development child in accordance with standardization Correct Wrong from environment place child living where the child builds his morality is a reciprocal interaction Which got from environment child (Dahl & Killen, 2018).

Development moral child must formed since early through action action that is often done so that it becomes a habit in his life . The child learns moral principles, knowledge And religious duty, custom customs And practice worship from the environment family And school. (Nasution, M & Rini: 2016).

## **B. Method**

This study uses a qualitative method with an analytical approach descriptive. This research was conducted at the Bintang Kecil IT Kindergarten Semarang because of the school who are in the city and their children actively use gadgets. during the pandemic, school do learning online via zoom And google meet Which requires children screentime of approximately one hour. There are children who use laptops and there Also through cellphone.

Sample in study This amount 5 person child age 5-6 year. Sample chosen based on criteria fifth respondent is parent Which accompany their children during online learning. Research conducted with technique filling out questionnaires and interview open with parents.

Interview open Which done related draft application digital parenting Which done parent At home And charging questionnaire related development moral child age 5-6 year.

## **C. Results and Discussion**

Interview open Which done related draft application digital parenting Which done parent At home And charging questionnaire related development moral child age 5-6 year. Questionnaire This containing 39 question with adapt instrument from study Syamsudin, A, et al (2022). As for instrument this research namely:

Table 1

Early Childhood Moral Development Research Instrument

Development moral	Items
Adaptation	Child Want to shake hands If There is you or Friend parents who come
	Son wants play with Friend peer Which new known
	Son wants share with her friend
	Child with Spry help her friend If difficulty (fast response)
	Child is not angry If not lent
	Child praise work her friend
	Child capable express flavor happy/enthusiastic
	Child capable express flavor sadly
	Child capable express flavor he got angry
Discipline	Child returns gadgets in accordance time Which determined
	Child follows rule Which set At home
Be patient	Child Want to wait the time is on promise For using gadgets
	Children don't play gadgets when friends or friends are around his brother came even though it was the time the child used the gadget
Be polite	Children speak politely when they ask for what they want using gadgets
Care	Children offer help when parents are doing chores (such as watering flowers or cleaning the house)
	Children want to share their food
	Children want to share their belongings
	Children throw garbage in its place
	Children do not waste water
Self-confident	Children have initiative

	Children want to tell about the experiences they have passed
	Children are able to express their opinions
	Children are able to answer questions
	Children are able to do tasks with optimism
	Children easily adapt
Responsibility	Children tidy up their toys after playing
	Child puts shoes in place
	Children tidy up their learning tools after use
	Children tidy up their cutlery after use
Tolerance	Children are not picky friends
	Children do not impose their will on friends
Honest	Children ask permission if they borrow something
	The child returns the borrowed item
	Children want to tell honestly what is done on the gadget
Independent	Children are able to take care of themselves (bathing, eating, clothes, shoes)
	Children carry out an activity until it is finished
	Children do not cry if away from parents
	Children are not angry when they are not given gadgets
	Children have their own initiative

The results of the analysis of interviews with parents of students show that parents still provide gadgets for children, by determining in advance what the child will like watch or play. Parent too give time in play gadgets And consistent For stop play gadgets If time Already finished. There are differences for each parent in applying the rules And give supervision on child in use gadgets, but almost all parents don't give gadgets to children for more than 2 hours per day. Parent think that, child still must given And introduced gadgets Because important to follow development technology.

Findings This strengthened results study before Which done by Maisari, S & Purnama, S (2019) that the concept of digital parenting includes (1) apply rule And agreement in use gadgets, (2) Guiding and accompanying children using gadgets, (3) using parental control, (4) balance children's playtime.

The most important thing is the consistency and agreement between the rules parents and children that are done before giving gadgets. Such that put forward by

Nasution, M. & Sitepu, JM (2018) on study previously that certain parenting patterns are applied by parents inside the family will have an impact on children's behavior, which in this case is parenting which applied parent which no consistent or permissive can raise behavior negative. Accompaniment and guide child in use gadgets and stimulate children to tell stories about things which he likes or child find during use the gadget.

Table 2.

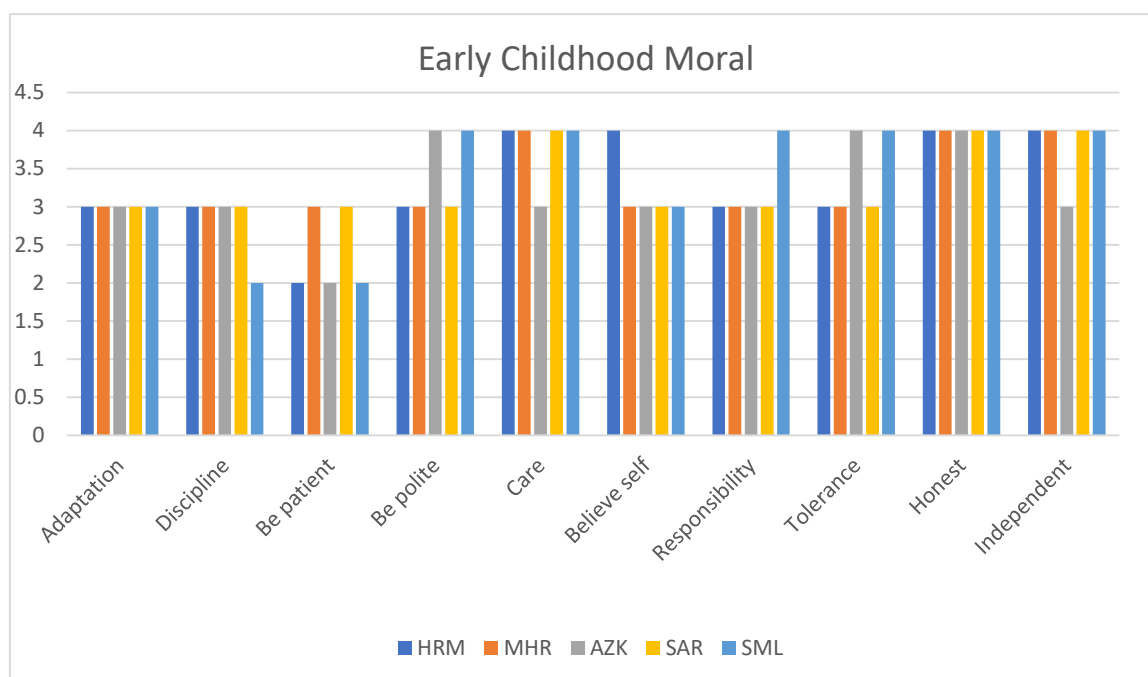
Development Moral Child Age Early

Development Moral	Development Child				
	HR M	MHR	AZ K	SAR	DM L
Adaptation	BSH	BSH	BSH	BSH	BSH
Discipline	BSH	BSH	BSH	BSH	MB
Be patient	MB	BSH	MB	BSH	MB
Be polite	BSH	BSH	BSB	BSH	BSB
Care	BSB	BSB	BSH	BSB	BSB
Believe self	BSB	BSH	BSH	BSH	BSH
Responsibility	BSH	BSH	BSH	BSH	BSB
Tolerance	BSH	BSH	BSB	BSH	BSB
Honest	BSB	BSB	BSB	BSB	BSB
Independent	BSB	BSB	BSH	BSB	BSB

Chart 1.

Development Moral Child Age Early





**Graphic Description:**

- BM : Not Yet Appeared (score 1)
- MB : Starting to Grow (score 2 )
- BSH : Growing As Expected (score 3 )
- BSB : Very Well Developed (score 4 )

Based on the results of the above observations, the average child's moral development Already develop as expected means that gadgets No always influential negatively in children while parents provide supervision and rule Which consistent. With exists digital parenting Which applied parents, the moral development of children is still developing well, more children discipline, more capable withhold self And his wish, Still care on surroundings and independent and honest with his parents. This finding is reinforced by results of previous research conducted by Syamsudin, A., et al: (2012) which examines the construct value of children's moral development includes behavior which are practiced by children include adaptation, discipline, patience, courtesy, caring, believe self, responsibility, tolerance, Honest And independent.

**D. Conclusion**

Gadgets, televisions, laptops or other technological devices must have an effect positive and negative. Appropriate use of technology in children with it instruction, accompaniment, supervision as well as rule like draft digital parenting will give effect positive on child. Matter That stimulate moral development of children so that they can develop according to expectations. As for the application of digital parenting that parents do is to give rules time, type spectacle And game on child, make agreement, supervising and accompanying children, asking questions and telling stories about things Which preferred child in the gadget. Application digital parenting to moral development of early childhood, namely children more disciplined, able to endure themselves and their own will, children easily adapt to other people moreover when together have watching and games that are liked, confident in express opinions and tell stories, be responsible for the rules that has been determined, honestly by telling what was done on the gadget Also independent.

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