

DIGITAL LITERACY EDUCATION AND COUNSELING TO IMPROVE PARENTING IN THE DIGITAL ERA OF KINDERGARTEN AISYIYAH BUSTANUL ATHFAL 12 GRESIK

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Abstract:

The development of digital technology in the current era has a significant impact on people's lives, including in early childhood parenting patterns. The use of digital devices such as smartphones, tablets, and internet access is getting closer to the family's daily life. This condition requires parents to have good digital literacy skills in order to provide appropriate assistance and prevent negative risks that may arise in children. However, the phenomenon that occurs in the field shows that some parents still have difficulty controlling the use of gadgets, lack understanding of content that is suitable for children, and are not able to use digital technology positively as a means of learning. This community service activity aims to improve the digital literacy of parents of students of Aisyiyah Bustanul Athfal 12 Gresik Kindergarten through education and counseling.

The methods used include interactive lectures, parental control demonstrations, and group discussions (FGD) to assist the use of gadgets. The activity was carried out for one day by involving the parents of students. The results of the activity showed an increase in parents' understanding of the concept of digital literacy, the risks of using devices without assistance, and adaptive and value-based digital parenting strategies. Parents also show practical ability to manage parental control and screen time on their children's devices. This activity is expected to be a model for sustainable digital literacy education programs in PAUD institutions in realizing a safe and conducive digital environment for children's growth and development.

Keyword: Keywords: digital literacy, digital parenting, parents, early childhood, community service

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Introduction

The development of digital technology in the current era has a significant impact on people's lives, including in early childhood parenting patterns. The use of digital devices such as smartphones, tablets, and internet access is getting closer to the family's daily life. This condition requires parents to have good digital literacy skills in order to provide appropriate assistance and prevent negative risks that may arise in children (Ismawati et al., 2024). The phenomenon that occurs in the field shows that some parents still have difficulty controlling the use of gadgets, lack understanding of content that is appropriate for children, and are not able to use digital technology positively as a means of learning. Many parents still have limitations in understanding technology, are not aware of digital risks such as cyberbullying, negative content, and screen addiction, and do not have the right mentoring strategy. Low digital literacy can lead to ineffective parenting,

such as letting children use gadgets without control, or conversely, prohibiting without providing meaningful education (Ramadiana et al., 2026).

Several studies in Indonesia show that parents' digital literacy is still low, which has an impact on parenting and child development. Ismawati et al (Ismawati et al., 2024) found that digital literacy has a significant influence on children's parenting and social-emotional development; Parents with low digital literacy tend to provide access to gadgets without adequate assistance. Golemon (2002:356) argues, emotion refers to a typical feeling and thought, a biological and psychological state and is a series of tendencies to act. The types of emotions are: anger, sadness, fear, pleasure, love, surprise, annoyed, and shame (Kholifah & Agus Wardhono, 2022). Ramadiana et al, research (Ramadiana et al., 2026) also revealed that parents often use gadgets as a calming tool, but do not understand the risks to children's language, social, and behavior. In addition, a study by (Hasanah et al., 2025) on the practice of sharing shows that the lack of digital literacy makes parents unaware of the dangers of children's data privacy and security when uploading personal information to social media.

Theoretically, the urgency can be explained through two broad frameworks. First, Bronfenbrenner's Ecological Theory explains that children's development is influenced by various layers of the environment, including the family and the digital environment which is now part of the child's microsystem. Therefore, the capacity of parents to manage children's digital interactions is an important factor in their development (Yusof, 2021). Second, Vygotsky's Sociocultural Theory asserts that children learn through interaction with adults as more knowledgeable others. In the digital context, parents need to have adequate literacy in order to be able to provide scaffolding in the form of guidance, rules, and examples of safe and responsible use of technology (Yusof, 2021).

Aisyiyah Bustanul Athfal 12 Kindergarten which is located at Jl. Puleh Rejo RT 14 RW 07, Pantenan, Panceng, Gresik has 10 educators, 2 education staff, 4 classrooms, and 1 principal's room. As an early childhood education institution that is committed to optimal child growth and development, ABA 12 Kindergarten has a strategic role in facilitating cooperation between schools and families. Seeing these conditions, educational and counseling activities regarding digital literacy are needed to improve parents' ability to provide parenting in accordance with the challenges of the digital era. Through this digital literacy counseling program, it is hoped that parents can gain insights, skills, and strategies for assisting the use of appropriate gadgets so that they can create a safe, healthy digital environment, and support early childhood development.

Method

The method of implementing educational and counseling activities regarding the Importance of Digital Literacy for Parenting in the Digital Era at Aisyiyah Bustanul Athfal 12 Kindergarten is designed so that parents gain understanding, skills, and direct practices that can be applied in daily parenting. This method combines the approach of interactive lectures, demonstrations, group discussions, and mentoring, according to the characteristics of the school community as well as the theories of Bronfenbrenner and Vygotsky.

1. Ceramah Interaktif (Interactive Reading)

The delivery of material was carried out through an interactive lecture method to provide parents with a basic understanding of the concept of digital literacy, digital risks (negative content, cyberbullying, screen addiction, privacy), and the importance of parental assistance. The presentation is complemented by simple case studies that occur in early childhood, so that parents can relate the material to their experiences. This method supports Bronfenbrenner's ecological approach because it strengthens the role of the family environment as the closest system in child development (Elok et al., 2026).

2. Demonstration

Parents are invited to practice directly how to control the use of gadgets. The demonstration was carried out using projector screens and mentoring per small group. This hands-on approach follows Vygotsky's scaffolding principle, in which facilitators guide parents until they are able to master skills independently. The practices carried out include:

- a. Enable Parental Controls on Android and iOS devices,
- b. Set Screen Time,
- c. Block age-inappropriate content, and
- d. Setting Social Media Privacy.

3. Focus Group Discussion

The discussion session was held in the format of Focus Group Discussion (FGD) (Octrina et al., 2026), where parents shared their experiences of using gadgets with their children at home. The FGD was directed at three main focuses, namely children's gadget usage habits, problems that have arisen, and digital parenting strategies that have been tried. The results of the discussion became the basis for the facilitator to clarify misconceptions, reinforce positive practices, and connect the findings of the discussion with the theory of digital parenting (Ratnaningtyas et al., 2023).

4. Evaluation of Activities

The evaluation was carried out through pre-test and post-test to measure the improvement of parents' understanding of digital literacy. Pre-tests are given before the delivery of material and post-tests are given after the entire series of activities are completed. In addition, observations were also carried out during the activity to assess the participants' participation and enthusiasm.

Results and discussions

Digital Literacy education and counseling activities to Improve Parenting in the Digital Era were carried out at Aisyiyah Bustanul Athfal 12 Gresik Kindergarten. This activity was attended by parents of students who enthusiastically followed the entire series of events from opening to closing. The atmosphere of the activity was conducive with the active participation of participants in each session, starting from interactive lecture sessions, demonstrations, and group discussions.

The material presented covered three main topics, namely: (1) Basic Concepts of Digital Literacy for Parents; (2) Parenting in the Digital Era and Its Impact on Children; and (3) Parents' Strategies in Managing the Use of Children's Gadgets. The three materials are delivered systematically and adjusted to the level of understanding of the participants so that they are easy to understand and apply in daily life. Figure 1, shows participants in community service activities.



Fig 1. Activity Participants

Digital literacy education and counseling activities for parents at Aisyiyah 12 Kindergarten are based on the use of **science and technology**, especially the development of

Information and Communication Technology (ICT) which is now integrated into family life and parenting. According to UNESCO (Sandra & Yuliawan, 2022), digital literacy is the ability not only to use digital devices, but also to understand, evaluate, and create content responsibly. The rapid development of digital technology requires parents to have the capacity to filter information, supervise children's digital activities, and take preventive steps against cyber risks. In the context of early childhood education, technology is no longer just a tool of entertainment, but can also be a means of education when used with adequate assistance (Livingstone & Blum-ross, 2020). Therefore, the understanding of science and technology is not only technical ability, but also cognitive, social, and ethical competence in utilizing technology wisely.

On the other hand, recent research shows that the low digital literacy of parents is still a major challenge in Indonesia. A study by Ismawati et al. (Ismawati et al., 2024) proves that parents' ability to control, sort, and interpret digital information greatly affects children's parenting and behavior in the use of gadgets. In line with the theory of Ecology Bronfenbrenner (1979), exposure to technology is part of a "microsystem" that directly affects children's development. Thus, this education and counseling activity is designed to improve family digital literacy through applicable science and technology transfer, starting from understanding the basic concepts of digital literacy, its risks, to gadget management strategies. Strengthening the capacity of parents to adopt science and technology wisely is expected to be able to create a digital environment that is safe, healthy, and supports early childhood development.

Evaluation of participants' understanding is carried out through a pre-test before the delivery of the material and a post-test after the activity ends. The results showed a significant increase in understanding in the participants. In the pre-test, most parents showed a limited understanding of digital literacy, the risks of using gadgets, and how to set up parental controls. After participating in the entire series of activities, almost all participants showed a meaningful increase in understanding, especially in the aspects of digital risk recognition and technical skills in regulating children's devices.

This is in line with the findings of (Elok et al., 2026) who stated that demonstration-based and hands-on training has proven to be effective in significantly improving parents' digital competence compared to the one-way lecture method. The scaffolding approach applied by the facilitator provides gradual support so that parents are able to master new skills more confidently (Yusof, 2021).

In the interactive lecture session, the resource persons delivered material on the concept of digital literacy in the context of the family, the competencies that parents need to have (access, analysis, evaluation, creation, and digital security), and the risks of using gadgets without assistance. Participants were very enthusiastic and actively asked questions related to their daily experiences. Many parents are beginning to realize that the use of gadgets as a child calmer is a risky practice and needs to be replaced with more active and meaningful mentoring. This finding is in line with research by (Ismawati et al., 2024) which revealed that parents often use gadgets as a sedative tool without understanding their impact on children's language, social, and behavioral development. With a better understanding, parents begin to be motivated to implement more adaptive parenting patterns. Figure 2 shows the presenter explaining educational and counseling materials.



Fig 2. Delivery of Materials

The parental control demonstration session was the most enthusiastic session attended by the participants. Many parents are just learning how to turn on parental controls, set screen time, and block age-inappropriate content on Android and iOS devices. In this session, the facilitator accompanies the participants in small groups so that each parent receives direct guidance. This approach is in accordance with the principle of active mediation put forward by Ratnaningtyas, Supriyono, and Ishaq (Ratnaningtyas et al., 2023), which emphasizes the importance of active parental involvement in supervising and guiding children when using digital technology. Through hands-on practice, parents gain not only knowledge but also concrete skills that can be applied immediately. Figure 3, shows the presenter delivering material on the use of gadgets.



Fig 3. Presenter Delivers Material on the Use of Gadgets

In the FGD session, parents shared their experiences and challenges faced in parenting children in the digital era. Some important findings from the discussion are: (1) most parents use gadgets as a means of children's entertainment without clear time restrictions; (2) there are general concerns about negative content that children may have access to; and (3) many parents do not have consistent digital family rules. This discussion resulted in an agreement that parents need to implement a gadget-free zone at certain moments, such as when eating together and before bed. This agreement reflects the application of the concept of authoritative digital parenting, which is a warm parenting model but still sets clear rules, as recommended by (Hasanah et al., 2025). Figures 4 and 5, showing discussion activities with participants.



Fig 4. Discussion with participants.



Fig 5. Ask the participants.

Conclusion

Digital literacy education and counseling activities at Aisyiyah Bustanul Athfal 12 Gresik Kindergarten have been successfully implemented and have a positive impact on the parents of students. Based on the results of the activity, it can be concluded that: first, there is an increase in parents' understanding of the concept of digital literacy, the risk of using gadgets without assistance, and adaptive and value-based digital parenting strategies. Second, parents show increased practical ability to manage parental control, screen time, and digital content supervision on children's devices. Third, the FGD session succeeded in encouraging parents to identify the challenges of digital parenting at home and formulate a joint commitment in implementing digital family rules.

Methods that combine interactive lectures, live demonstrations, and group discussions have proven to be effective in improving parents' digital literacy competencies. This approach is in line with Vygotsky's scaffolding theory and Bronfenbrenner's ecological approach, both of which emphasize the importance of a supportive family environment in the process of child growth and development in the digital age.

This activity is expected to be a model for sustainable digital literacy education programs in other PAUD institutions. Suggested follow-ups include: the establishment of a parenting digital community in schools, the provision of independent digital literacy modules, and periodic evaluations of the implementation of digital parenting at home. Thus, efforts to improve parents' digital literacy can run continuously and have a long-term impact on early childhood development.

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