

Improving the Quality of Early Childhood Education with the Role of Parents in the Digital Era

Diah Ayu Puspita Sari¹, Suraijiah², Sari Hidayati³

^{1,2}Universitas Islam Negeri Antasari Banjarmasin, diahayupuspitasari2506@gmail.com¹.

³Trenggalek Institute of Technology and Business, zhariey2798@gmail.com³.

ABSTRACT

The purpose of this study is to improve the quality of preschool children's education through the role of parents in the digital world. The research method used is qualitative, using data collection methods such as observation, interviews and literature research. The results show that active participation of parents in monitoring and accompanying their children in the use of technology is an important step in improving the quality of education. Involved parents can guide the use of technology for learning and support children's cognitive, social and emotional development. In addition, this study shows the importance of collaboration between parents and educational institutions to effectively utilize technology to promote children's development. The conclusion of this study shows that parental support for the smart and responsible use of technology can optimize infant development and prevent the negative impact of technology on children. This research is expected to contribute to the development of digital education and guide parents in facing the challenges of the digital era.

Keywords: early childhood education, role of parents, digital age.

DOI: [10.70376/jerp.v2i3.158](https://doi.org/10.70376/jerp.v2i3.158)

INTRODUCTION

One of the educational institutions in Indonesia is Early Childhood Education (PAUD). Early childhood education institutions grow everywhere like mushrooms in the rainy season. This indicates an increasing need for formal early childhood education. Education in early childhood is very important because education at this time is the main milestone for the implementation of further education. In addition, children are also able to absorb very high information. At this time the child's concentration has not yet broken, and all information is well received.

Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.¹ Children in the age range of 0-6 years (National Education System Law in 2003) and a number of child education experts give a limit of 0-8 years. Early childhood education has been known to us for a long time in our society. This education is still known as pre-school consisting of TPA, KB and Kindergarten/RA. The age range of TPA children is 0-2 years, family planning is 2-4 years while for kindergarten it is 5-6 years.²

Education carried out in early childhood is essentially an effort to provide opportunities for the overall development of children with the aim of developing all aspects of the child's personality.³ Early childhood education is actually an effort to improve children's ability to know themselves by interacting with their environment along with their physical growth with several competency domains related to sustainable positive development.⁴ In the digital age, parents play an important role in early childhood education, balancing the use of technology with traditional learning methods. They must set an example of responsible use of technology, oversee content, and encourage digital literacy while ensuring a holistic developmental approach for their children.⁵

There is technology in every aspect affected, for example, the economy, social policy and even education.⁶ The use of technology knows no age. Technology users range from

¹ Aidil Saputra, "Pendidikan Anak Pada Usia Dini," *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM* 10, no. 2 (2019): 192–209, <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/176>.

² Listanti Mou, Nurhamsa Mahmud, and Andi Agustan Arifin, "Kajian Strategi Peningkatan Mutu Pendidikan Anak Usia Dini," *JURNAL ILMIAH CAHAYA PAUD* 3, no. 1 (May 30, 2021): 140–49, <https://doi.org/10.33387/cp.v3i1.2264>.

³ Yayat Suharyat et al., "Tantangan Pemberdayaan Orang Tua Dalam Meningkatkan Mutu Layanan PAUD Era Digital," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 1 (January 21, 2023): 406–15, <https://doi.org/10.31004/obsesi.v7i1.3827>.

⁴ Kristen E. Darling-Churchill and Laura Lippman, "Early Childhood Social and Emotional Development: Advancing the Field of Measurement," *Journal of Applied Developmental Psychology* 45 (July 2016): 1–7, <https://doi.org/10.1016/j.appdev.2016.02.002>.

⁵ Difa Maulidya, Shaleh Shaleh, and Puspo Rohmi, "An Analysis of Elementary School Thematic Question Points Using Iteaman Software and Winstep Rasch Model," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 1 (July 31, 2023): 30–51, <https://doi.org/10.18592/aladzkapgmi.v13i1.9415>.

⁶ Ana Maritsa et al., "Pengaruh Teknologi Dalam Dunia Pendidikan," *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (December 26, 2021): 91–100, <https://doi.org/10.46781/al-mutharahah.v18i2.303>.

children, teenagers to adults.⁷ Of course, in this case, the role of parents is very necessary to accompany children to avoid negative impacts.

Parents should also regulate and monitor the use of digital devices and ensure that the content their children access is safe and age-appropriate. Additionally, it is important for parents to instill digital literacy and start teaching their children about online safety, privacy, and ethics when using technology.⁸ By communicating with teachers and schools, parents can also take advantage of technology to monitor their children's educational progress. In addition, parents should also use parental controls to protect their children from negative content and continue to instill good moral values in the use of technology.⁹ Although technology has many benefits, emotional relationships and parental presence remain the most important foundation in building children's sense of security and confidence in the midst of these digital advances.¹⁰

Parents' responsibilities towards their children appear in various forms, parents' responsibilities include instilling love among their children, providing affection, treating children gently, instilling moral education and others.¹¹ Parents have full responsibility for the development of children's behavior and education, so parents cannot leave education completely to the school.¹² The role of parents in this digital era is so important, in accordance with the education trilogy put forward by Ki Hajar Dewantara which consists of family, school, and community. These three aspects are urgently needed in the implementation of Education.¹³

Technology certainly has a positive and negative impact on children. The use of information technology in daily life has become a habit of life and the existence of technology provides many conveniences and benefits. Technology can also improve the quality of children's education and help the learning process so that learning activities can be accepted by children in an easy way.¹⁴ The negative of technology if you are frequent with your gadgets, children can become anti-social and lack confidence because many lock themselves in their rooms because they are engrossed in cellphones and online games. As a result, it can erode the value of social sensitivity, care, and empathy for others. Selfish and

⁷ Vivi Yumarni, "PENGARUH GADGET TERHADAP ANAK USIA DINI," *Jurnal Literasiologi* 8, no. 2 (July 13, 2022), <https://doi.org/10.47783/literasiologi.v8i2.369>.

⁸ Al Rianne Gabonada Gatcho, Xin Geng Mao, and Fu Ting, "Early Literacy in the Digital Age," 2024, 123–48, <https://doi.org/10.4018/979-8-3693-1777-8.ch005>.

⁹ Adeline Tay and Jiow Hee Jhee, "Nurturing Early Learners in the Digital World: A Parental Perspective," *First Monday*, June 30, 2024, <https://doi.org/10.5210/fm.v29i7.13385>.

¹⁰ M. Ag. Darul lailatul Qomariyah, "Partisipasi Masyarakat Sebagai Agen Perubahan Kurikulum Pendidikan Di Indonesia," *Tarbawi Ngabar: Jurnal of Education* 1, no. 02 (July 31, 2020): 100–113, <https://doi.org/10.55380/tarbawi.v1i02.56>.

¹¹ Muh Shaleh, "Pola Asuh Orang Tua Dalam Mengembangkan Aspek Sosial Emosional Anak Usia 5-6 Tahun," *Murhum : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (March 9, 2023): 86–102, <https://doi.org/10.37985/murhum.v4i1.144>.

¹² Izawati Ngadni and Chen Yee Shuang, "The Role of Preschool Teachers, Parents, and Principals in Facilitating Home-School Partnership in Early Childhood Education," *International Journal of Academic Research in Business and Social Sciences* 14, no. 8 (August 2, 2024), <https://doi.org/10.6007/IJARBS/v14-i8/22129>.

¹³ Abdur Rochim, Wiwin Sri Hidayati, and Faridatul Masruroh, "Students' Profiles with Interpersonal and Intrapersonal Intelligence in Solving Mathematical Problems," *Mosharafa: Jurnal Pendidikan Matematika* 12, no. 1 (January 31, 2023): 35–46, <https://doi.org/10.31980/mosharafa.v12i1.1948>.

¹⁴ Nasla Sajida Irsyadillah et al., "Efek Penggunaan Teknologi Informasi Dalam Pembelajaran Anak Usia Dini," *JECER (Journal Of Early Childhood Education And Research)* 3, no. 1 (June 30, 2022): 10, <https://doi.org/10.19184/jecer.v3i1.28558>.

stubborn characters can possess children if they interact with online games too often. Moreover, the elements of violence and sadism are often children's favorite games, of course, children will unconsciously imitate the actions in games and apply them to the real world when hanging out with their friends and family.¹⁵

The role of parents in early childhood education has become an important topic in the digital age, and how parents from different social, economic, and cultural backgrounds are using technology to support their children's learning. Most research to date has focused only on the negative impact of technology on young children, the presence of addiction and reduced social interaction without emphasizing the positive potential of technology use when parents are actively involved. Many studies have discussed, among others, Improving the Quality of Kindergarten with the Accompaniment of Parents and Teachers,¹⁶ Challenges of Parent Empowerment in Improving Quality in the Digital Era,¹⁷ Improving the Quality of Early Childhood Education (PAUD) Al-Ikhlas Kampong Teungoh Village in the Realization of the Village SDGs Policy,¹⁸ Parent Participation in Early Childhood Education: A Survey on Play Groups in Yogyakarta,¹⁹ In addition, there is still a limited understanding of the most effective strategies and methods that parents use to balance the use of technology with children's physical and social activities.

This research is expected to fill the literature gap regarding how parents can use technology as an educational tool to support early childhood development. In an increasingly digital age, parents need evidence-based support for the proper use of technology, as well as practical strategies to maintain a balance between the digital and non-digital worlds in their children's lives. In addition, this research may contribute significantly to the creation of digital literacy guidelines that can be used by parents and adolescent education providers to enable children to use technology in a safe, ethical, and educational way. By understanding how parents can optimize their activities to accompany their children in the digital world, this research can provide useful ideas for education policy, to help parents participate in the challenges of the digital era.

¹⁵ Mamdouh Alenezi, Saja Wardat, and Mohammed Akour, "The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities," *Sustainability* 15, no. 6 (March 8, 2023): 4782, <https://doi.org/10.3390/su15064782>.

¹⁶ Gunarti Dwi Lestari, Wiwin Yulianingsih, and Widya Nusantara, "The Analysis of Early Children Education Services Quality in Increasing the Satisfaction of Students Parent in At-Taqwa Kindergarten Surabaya," in *Proceedings of the 1st International Conference on Education Social Sciences and Humanities (ICESSHum 2019)* (Paris, France: Atlantis Press, 2019), <https://doi.org/10.2991/icesshum-19.2019.41>.

¹⁷ Alenezi, Wardat, and Akour, "The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities."

¹⁸ Harris Iskandar, "Realizing Quality Early Childhood Education and Parenting in Indonesia: Pitfalls and Strategies," in *Proceedings of the International Conference on Early Childhood Education and Parenting 2019 (ECEP 2019)* (Paris, France: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200808.001>.

¹⁹ Pupun Suci Mulia and Euis Kurniati, "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini Di Wilayah Pedesaan Indonesia," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 3 (July 2, 2023): 3663–74, <https://doi.org/10.31004/obsesi.v7i3.4628>.

METHOD

This study uses a qualitative descriptive approach by exploring respondent data, namely teachers, parents and students of PAUD Kartika 4 Belawan District. Through interviews and direct observation, researchers collect information based on information that occurs in the field. The research subjects were 21 people, 13 parents, 5 teachers and 13 students. Data collection was carried out for one month at PAUD Kartika 4 Jl. Peanut Butter. Belawan, Barito Kuala Regency, using observation, interview and literature research methods.

In data analysis, researchers use various techniques such as extraction, integration, interpretation, and comparison. Deductive reasoning is the process of drawing specific conclusions from observed general facts, such as general patterns of interaction between teachers and students in a school.²⁰ At this point, inductive reasoning is used to identify patterns and then use them as the basis for abstract relationships, such as linking the level of parental involvement in early childhood education and child development. Interpretation is the process of interpreting data by combining relevant facts and methods, such as parental support for their child's education. Comparative analysis allows researchers to compare research results with other research or data as a reference to understand the advantages and disadvantages of the early childhood education method.

The results of the analysis showed that parents, teachers, and students were close to each other and actively involved. Although the level of involvement varies, parents consistently show strong support for their children's education. The data will be used to identify factors that affect the development of Kartika 4 PAUD education and provide recommendations for improvement.

DISCUSSION

1. Improving the Quality of Early Childhood Education with the Role of Parents

Improving the quality of education in Early Childhood Education (PAUD) can be done with the help of parents. Based on a literature review, parents and teachers are two inseparable components in improving the quality of early childhood education. Parents must understand the essence and role of parents in raising children, equip themselves with knowledge about the right parenting patterns, knowledge about the education that children undergo, and knowledge about child development.²¹ A study from the Harvard Family Studies Program found that parents who have a better understanding of child development and proper parenting practices contribute to better cognitive, motor, and social development in their children. Parents have a deeper understanding of their role, especially in providing emotional support and creating a conducive environment for learning, which

²⁰ Rina Rizki Amalia and Abdul Wacib Bambang Suharto, "Reading Guide and Gadget: How to Build Digital Literacy Through Primary Education Student Learning," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 14, no. 1 (June 20, 2024): 43–54, <https://doi.org/10.18592/aladzkapgmi.v14i1.12506>.

²¹ Yusutria Yusutria, "Peningkatan Mutu Pendidikan Anak Usia Dini Melalui Peningkatan Profesionalitas Guru," *GOLDEN AGE: JURNAL PENDIDIKAN ANAK USIA DINI* 3, no. 1 (June 27, 2019), <https://doi.org/10.29313/ga.v3i1.4828>.

helps children develop important skills from childhood.²² Improving the quality of education in PAUD can be done through mentoring programs carried out with parents. In the mentoring program, parents must understand the importance of early childhood education and must improve the quality of education in early childhood education.²³

To improve the quality of early childhood education, the role of parents is very important, because parents have an important role in the development of children at an early age, so that early childhood education is in line with the guidance that will be carried out on children. In PAUD Kartika 4 they carry out several activities involving parents and even activities that are organized specifically for parents of PAUD students, with increasing awareness of parents of their role in assisting children. For example, MSME class activities where parents will invite children to make sales ideas, for example selling food, stationery or toys. Then parents will invite their children to go shopping for materials and inform them of the price of each item sold. This will build good cooperation between parents and children, children will also feel responsible for all the goods they sell, children will also learn to count by using money as a means of payment. The awareness of parents will of course improve the quality of education in PAUD. The following are the programs carried out by the Kartika 4 PAUD Institute to improve the quality of PAUD with the role of parents:

Table I: Kartika 4 PAUD Program

No	Program	Installation Time	Information
1.	Tutoring Classes	Once every 1 month	Guidance classes are held once a month where the teachers will provide knowledge and guidance to the parents of students.
2.	Arisan	Once every 2 months	Like social gatherings in general, those who participate in this arisan are parents and teachers. Arisan is carried out more informal events so that teachers and parents are more familiar and talk casually
3.	MSME Class	Once every 6 months	The MSME class will be carried out by parents and students, they will be divided into several groups who then discuss to sell something whether food or other goods. Those who then play the role of sellers are children and parents, such as the bazaar that is held. In this case, parents will play the role of learning partners.
4.	Dropping off and picking up children	Every Learning	This program is a form of handing over children so that children feel more cared for because when they come they will be welcomed and will be picked up when they go home. This program is also a means to find out children's activities at school and also at home.
5.	Art Performances	Once every 6 months	In this art performance, children will show their

²² Joshua Jeong et al., "Parenting Interventions to Promote Early Child Development in the First Three Years of Life: A Global Systematic Review and Meta-Analysis," ed. Lars Åke Persson, *PLOS Medicine* 18, no. 5 (May 10, 2021): e1003602, <https://doi.org/10.1371/journal.pmed.1003602>.

²³ Tricia Shelton et al., "Improving the Quality of Early Childhood Education (ECE) Training through Collaborative Community Partnerships," *Collaborations: A Journal of Community-Based Research and Practice* 5, no. 1 (July 21, 2022), <https://doi.org/10.33596/coll.95>.

abilities which of course will be assisted by parents and teachers. This will train children's confidence, and parental support such as dressing up, encouraging and preparing other needs is very necessary

The role of parents in improving the quality of education in PAUD is to take four important roles in the learning empowerment program, namely the role of finance, infrastructure, human resources, and support in character cultivation. With high awareness, parents can make a significant contribution to improving the quality of education in early childhood education.²⁴ The role of finance, infrastructure, human resources, and support in character cultivation are four components that are very important in improving the quality of education in Early Childhood Education (PAUD).

- a. Financial role. Parents have an important role as financing children's education. With sufficient financial support, early childhood education can obtain the necessary resources to create a good learning environment and improve educational facilities. Parents at PAUD Kartika 4 help with funding to buy learning tools, repair rooms, and obtain other necessary resources.
- b. Infrastructure. Parents can help by improving infrastructure facilities in PAUD. With good infrastructure, PAUD can create a more comfortable and effective learning environment. Parents in PAUD Kartika help by repairing rooms, improving facilities, and improving communication networks, they help by working together using their energy and of course in almost every improvement of infrastructure there will be parents in PAUD who work in that part or are experts in this matter.
- c. Human resources. Parents can help by providing the necessary human resources in early childhood education. Like a good teacher, early childhood education can create an effective learning environment and help children understand the material being explained. Parents can help by improving teacher qualifications, improving the teaching system, and improving the teacher development system. Parents at Paud Kartika 4 will provide suggestions and input to teachers every meeting held so that teachers can develop and improve themselves or the system.
- d. Support in character inculcation. Parents can help by providing support in character instillation in early childhood education. With good support, PAUD can help children build good character and understand the necessary values. Parents can help by creating a good environment, helping children understand values, and assisting teachers in the process of developing children's character. One example is that at school they are taught not to retaliate when a friend hits them, so that when the child is outside school they also do not reply to their friend when they are hit, so far there are no parents of children in PAUD Kartika 4 who then tell their children to hit back.²⁵

²⁴ Mulia and Kurniati, "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini Di Wilayah Pedesaan Indonesia."

²⁵ Mega Iswari, "The Challenge of Improving Special Education Quality in Digital Era," *Journal of ICSAR* 3, no. 1 (January 29, 2019): 91–94, <https://doi.org/10.17977/um005v3i12019p091>.

Parents of children from PAUD Kartika 4 are very cooperative in the implementation of the program and also in the implementation of the program designed by the Institution. Parents motivate children to continue learning, accompanying children. When children feel difficult, even most parents who entrust their children at PAUD Kartika 4 wait for their children during the learning process. In line with the research of Aulia et al., parents have a very important role in educating and improving the quality of their children's education such as; 1. Motivate children to excel in learning, such as giving praise, commands, providing reading books and learning facilities, accompanying learning and doing assignments. 2. Overcoming problems that hinder children's learning, such as overcoming learning difficulties, helping to arrange schedules, maintaining health and providing gifts, freedom, appreciating children's creativity and achievements. 3. Recognize and develop children's learning styles, support and encourage children's activities, check learning results at school, help learn and remind teachers of their duties.²⁶

Even parents are very enthusiastic, not infrequently every semester there will be impromptu programs or program proposals from parents. One example of the program they proposed yesterday is recreation to the Playground. There was very enthusiastic parents and children, how parents patiently explained every question of the child while in the playground and accompanied the child to play every ride provided by the playground. In accordance with Qomaruddin's research which states that the factors that need to be considered in guiding children to study at home are to achieve their learning goals, namely patience and a wise attitude.²⁷

2. The Role of Parents in the Digital Age

We are already living in the digital era, it is undeniable that technology has a great impact on people's lives, technology has spread to various ages, from toddlers to adults. The digital era is a term used in the emergence of digital, internet networks, or more specifically information technology. The digital era is marked by the existence of technology, where there is an increase in the speed and flow of knowledge in the economy and people's lives. Parents who are part of the information society cannot avoid that children in the digital era are never separated from objects related to technology. Parents of children in PAUD Kartika 4 have their own way as the results of the interview:

"I always control when the children are playing with their mobile phones, I don't want my children to be left behind about the existing technology and I also don't want my children to be too excessive which ultimately has a bad impact. So I will give the child my cellphone, laptop and tab, so that my child does not fall behind and later stutters with technology"

²⁶ Mifta Aulia and Abhanda Amra, "Parent's Participation in Improving the Quality of Education in Elementary Schools," *Journal of Islamic Education Students (JIES)* 1, no. 2 (November 30, 2021): 58, <https://doi.org/10.31958/jies.v1i2.3004>.

²⁷ Qomaruddin Qomaruddin, "PENDAMPINGAN ORANGTUA TERHADAP PENDIDIKAN ANAK," *CENDEKIA : Jurnal Studi Keislaman* 3, no. 1 (April 22, 2018), <https://doi.org/10.37348/cendekia.v3i1.41>.

"My son is not allowed to play for 1 hour a day, so for one time he is free to play and I strongly emphasize that I will not give my child more time in using a mobile phone."

From the results of the interviews described above, one of the things done by parents is to continue to supervise their children in the use of mobile phones and also parents give time in the use of these phones. The role of parents is very important because parents must provide limits and supervision to children in every use of technology. New technologies are one of the most visible indicators of the emergence of a new age, and also to signal the arrival of the information society. The information technology revolution has led to the spread of communication technology and this is what can inspire the creation of a new society.²⁸

The role of parents of PAUD Kartika 4 children is certainly very influential in the education and quality of PAUD. From the results of interviews with children's parents, they have different ways of responding to this digital era. There are negative and positive impacts, the negative impact felt by parents is that children are lazy to socialize, make friends and play if they are already playing gadget, and also children tend to be lazy to learn when they are already playing with their gadget according to internet research that has a negative effect on mental health. As stated by the speakers:

"Previously, I didn't think too much about how long my child wanted to play on his cellphone, but over time my child was even difficult to call, if he was called, he wouldn't speak. Not to mention that when he learns, he is reluctant to play with his mobile phone continuously."

"My son doesn't want to play outside anymore, he just goes to school. It's like having his own world when playing on his mobile phone, so he no longer wants to play outside and socialize with people."

First, the breakdown of social patterns. Internet users who have started to become addicted to the internet tend to spend their time on the internet instead of playing with their peers. Another negative influence is laziness to study. High-intensity internet users tend to be lazy to study. They will find it difficult to accept the subject matter because the mind cannot focus on the lesson.²⁹ The positive impact of technology felt by parents is that children are more creative, their curiosity is greater, children are faster to respond and memorize from youtube sources such as memorizing numbers and letters, children are also smart because they can choose for themselves and know what they are watching, in accordance with research to increase children's creativity and increase children's interest in learning,³⁰ Children's education religiously is also affected by technological developments,³¹

²⁸ Mohammad Tri Rizki, Kustiono Kustiono, and Yuli Utanto, "Parent Assistance in The Use of Gadgets for Early Childhood Learning Process," *Innovative Journal of Curriculum and Educational Technology* 10, no. 2 (November 30, 2021): 132–39, <https://doi.org/10.15294/IJCET.V10I2.49228>.

²⁹ Imam Saerozi et al., "Parenting Program in Overcoming the Negative Influence of Information Technology on Students," *Jurnal Pendidikan Dan Kewirausahaan* 12, no. 1 (December 22, 2023): 311–18, <https://doi.org/10.47668/pkwu.v12i1.1116>.

³⁰ Aan Listiana et al., "DAMPAK POSITIF PENGGUNAAN SMARTPHONE PADA ANAK USIA 2-3 TAHUN DENGAN PERAN AKTIF PENGAWASAN ORANG TUA," *PEDAGOGIA* 18, no. 1 (April 30, 2020): 97–111, <https://doi.org/10.17509/PDGIA.V18I1.21089>.

³¹ Ari Gunardi, Ika Evitasari Aris, and Sastra Wijaya, "Pengaruh Teknologi Terhadap Pendidikan Anak Usia 7 Tahun," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (December 17, 2023): 6907–14, <https://doi.org/10.31004/obsesi.v7i6.5347>.

Children have good knowledge and skills in using gadget features, and also in the use of English because of the many children's games that speak English so that children will automatically learn.³² As the resource person said:

"My son has a lot of English vocabulary because when he plays games there are several words that use English, keep looking for their meanings and finally it adds to his English vocabulary"

"I usually teach my child to memorize the letters using songs, so I open my youtube and give it to my child and he will memorize the same letters over time. The school also usually shares counting videos so that it is the same as what is taught at school, I listen to my child and he is good at memorizing it quickly."

The role of parents in this digital era certainly accompanies children in the use of technology, so as to reduce the negative impact that occurs. Mentoring refers to the practices, attitudes and values of parents in raising their children. Parents have a role as an autonomous support system and as a control in every child's activities.³³ Parents use various ways to regulate the use of gadgets by their young children. The commonly used method is active support, where parents directly accompany their children when using the device, ensuring that the technology is used for educational and creative activities. In addition, parents also set rules regarding how long devices can be used, including: Limit children's screen time to balance physical and social activities. Another focus is content monitoring. Parents should ensure that the apps, games, and websites their children access are appropriate for their age and development. Some parents use parental control apps to monitor and restrict their children's access to inappropriate content and regulate the length of their use. In addition, there will be discussions and education about the use of gadgets, and parents will teach their children the importance of using technology wisely and responsibly. With these different approaches, parents try to ensure that the use of gadgets has a positive impact on children's growth and development, while minimizing the negative impact that may occur.

However, the role of parents is still considered less than optimal in limiting and protecting their children from the dangers of the internet due to the lack of knowledge and skills of parents and teachers in information and communication technology. Inevitably, parents must understand this digital era, because if parents remain indifferent to technology, it will have a very bad impact on children and cause more negative impacts from technology than positive impacts. Almost all children have understood the use of gadgets, parents seem to provide opportunities to plunge children by facilitating gadgets along with ease of access. Parents must certainly be responsible. If the child is not supervised and accompanied, then do unwanted things, such as accessing pornographic sites, which will damage the child's brain.

³² Sri Tatminingsih, "DAMPAK PENGGUNAAN TIK TERHADAP PERILAKU ANAK USIA DINI: STUDI KASUS PADA ANAK USIA 4-7 TAHUN," *Jurnal Pendidikan* 18, no. 1 (March 2, 2017): 42–52, <https://doi.org/10.33830/jp.v18i1.281.2017>.

³³ Budi Iskandar, Ernawulan Syaodih, and Rita Mariyana, "Pendampingan Orang Tua Terhadap Anak Usia Dini Dalam Menggunakan Media Digital," *Jurnal Basicedu* 6, no. 3 (April 12, 2022): 4192–4201, <https://doi.org/10.31004/basicedu.v6i3.2781>.

The role of parents is very much needed in preventing many negative things for children due to technology, parents can help children direct educational things that support their development. There are many applications and digital content that can help children understand various fields, ranging from reading, math, to creativity development. Parents play a very important role in building children's discipline and responsibility by teaching them how to use technology wisely, which has an impact on the formation of good character and study habits. Because character is an inevitable goal of the learning process at school, character can be said to be a form of success in education.³⁴

To overcome the negative impact of gadgets on children's development, parents must have the knowledge to get a solution. Providing clear rules in the use of gadgets for children. So that children can carry out activities according to their needs and be disciplined in their responsibilities,³⁵ parents can also manage time to play gadget and supervise every content that children will watch. Their parents also certainly gave an example, from the results of the interview they always try not to play with mobile phones as much as possible when they are with their children. They also memorize or sing songs that they give to children, such as counting songs, knowing letters and also basic English songs.

Early childhood is an excellent imitator with its innocence, it is very easy for children to be directed to negative things. Naturally, parents provide extra assistance because early age is the age of imitation, so parents are 'model models' for their children. The more often children see their parents engrossed in gadgets, the greater their interest in gadgets. Therefore, the family is the spearhead in its socio-emotional development.³⁶ The role of parents in this digital era for early childhood education is very influential because in terms of supervision and assistance of children with this technology, it is not only done by teachers when in PAUD but also by parents when children are at home.

CONCLUSION

The conclusion of this study shows that in the digital era, parents play an important role in improving the quality of children's education. Parental involvement is more than just physical assistance and includes monitoring the use of technology, selecting the right information, and implementing it at the right time. Parents can play an active role in helping their children use technology as an effective learning tool and maintain a balance between digital activities and social interactions in the real world. This study also shows that parental supervision and involvement in the use of technology can reduce the risk of negative

³⁴ Makherus Sholeh UIN Antasari Banjarmasin, "Implementation of Prophetic Education in Primary Education Institutions," *EDUKASI: Jurnal Pendidikan Islam* 6, no. 2 (December 5, 2018): 227–46, <https://ejournal.staimta.ac.id/index.php/edukasi/article/view/219>.

³⁵ Diah Andika Sari Jasmidalis, Oktaviana Purnamasari, and Luthfia Zulhaini, "Edukasi Gadget Ramah Anak Usia Dini Bagi Orang Tua," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (January 18, 2023): 1–10, <https://doi.org/10.37985/murhum.v4i1.149>.

³⁶ Tesa Alia and Irwansyah Irwansyah, "Pendampingan Orang Tua Pada Anak Usia Dini Dalam Penggunaan Teknologi Digital," *Polyglot: Jurnal Ilmiah* 14, no. 1 (January 30, 2018): 65, <https://doi.org/10.19166/pji.v14i1.639>.

impacts such as technology addiction, limited social interaction, and disorders of the psychological development of children and society.

In addition, this study highlights the importance of collaboration between parents and educational institutions in supporting early childhood development. This collaboration can improve the quality of education through programs that involve parents, such as learning aids, digital language training, and activities that integrate technology and learning. With strong support from parents and schools, children can more easily develop their intellectual, social, and emotional development. Therefore, this study recommends that parents develop some practical guidelines to optimize the use of technology in their children's education in order to effectively face the challenges of the digital world.

REFERENCE

- Alenezi, Mamdouh, Saja Wardat, and Mohammed Akour. "The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities." *Sustainability* 15, no. 6 (March 8, 2023): 4782. <https://doi.org/10.3390/su15064782>.
- Alia, Tesa, and Irwansyah Irwansyah. "Pendampingan Orang Tua Pada Anak Usia Dini Dalam Penggunaan Teknologi Digital." *Polyglot: Jurnal Ilmiah* 14, no. 1 (January 30, 2018): 65. <https://doi.org/10.19166/pji.v14i1.639>.
- Amalia, Rina Rizki, and Abdul Wacid Bambang Suharto. "Reading Guide and Gadget: How to Build Digital Literacy Through Primary Education Student Learning." *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 14, no. 1 (June 20, 2024): 43–54. <https://doi.org/10.18592/aladzkapgmi.v14i1.12506>.
- Aulia, Mifta, and Abhandha Amra. "Parent's Participation in Improving the Quality of Education in Elementary Schools." *Journal of Islamic Education Students (JIES)* 1, no. 2 (November 30, 2021): 58. <https://doi.org/10.31958/jies.v1i2.3004>.
- Darling-Churchill, Kristen E., and Laura Lippman. "Early Childhood Social and Emotional Development: Advancing the Field of Measurement." *Journal of Applied Developmental Psychology* 45 (July 2016): 1–7. <https://doi.org/10.1016/j.appdev.2016.02.002>.
- Darul Iailatul Qomariyah, M. Ag. "Partisipasi Masyarakat Sebagai Agen Perubahan Kurikulum Pendidikan Di Indonesia." *Tarbawi Ngabar: Jurnal of Education* 1, no. 02 (July 31, 2020): 100–113. <https://doi.org/10.55380/tarbawi.v1i02.56>.
- Gabonada Gatcho, Al Rynanne, Xin Geng Mao, and Fu Ting. "Early Literacy in the Digital Age," 123–48, 2024. <https://doi.org/10.4018/979-8-3693-1777-8.ch005>.
- Gunardi, Ari, Ika Evitasari Aris, and Sastra Wijaya. "Pengaruh Teknologi Terhadap Pendidikan Anak Usia 7 Tahun." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (December 17, 2023): 6907–14. <https://doi.org/10.31004/obsesi.v7i6.5347>.
- Irsyadillah, Nasla Sajida, Retno Imeldha Putri, Moniqa Rindri Brillian Amori, Sonia Wati, Safira Aliya Afriyanti, Muhammad Haidlor, and Ahmad Afandi. "Efek Penggunaan Teknologi Informasi Dalam Pembelajaran Anak Usia Dini." *JECER (Journal Of Early Childhood Education And Research)* 3, no. 1 (June 30, 2022): 10. <https://doi.org/10.19184/jecer.v3i1.28558>.

- Iskandar, Budi, Ernawulan Syaodih, and Rita Mariyana. "Pendampingan Orang Tua Terhadap Anak Usia Dini Dalam Menggunakan Media Digital." *Jurnal Basicedu* 6, no. 3 (April 12, 2022): 4192–4201. <https://doi.org/10.31004/basicedu.v6i3.2781>.
- Iskandar, Harris. "Realizing Quality Early Childhood Education and Parenting in Indonesia: Pitfalls and Strategies." In *Proceedings of the International Conference on Early Childhood Education and Parenting 2019 (ECEP 2019)*. Paris, France: Atlantis Press, 2020. <https://doi.org/10.2991/assehr.k.200808.001>.
- Iswari, Mega. "The Challenge of Improving Special Education Quality in Digital Era." *Journal of ICSAR* 3, no. 1 (January 29, 2019): 91–94. <https://doi.org/10.17977/um005v3i12019p091>.
- Jasmidalis, Diah Andika Sari, Oktaviana Purnamasari, and Luthfia Zulhaini. "Edukasi Gadget Ramah Anak Usia Dini Bagi Orang Tua." *Murhum : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (January 18, 2023): 1–10. <https://doi.org/10.37985/murhum.v4i1.149>.
- Jeong, Joshua, Emily E. Franchett, Clariana V. Ramos de Oliveira, Karima Rehmani, and Aisha K. Yousafzai. "Parenting Interventions to Promote Early Child Development in the First Three Years of Life: A Global Systematic Review and Meta-Analysis." Edited by Lars Åke Persson. *PLOS Medicine* 18, no. 5 (May 10, 2021): e1003602. <https://doi.org/10.1371/journal.pmed.1003602>.
- Lestari, Gunarti Dwi, Wiwin Yulianingsih, and Widya Nusantara. "The Analysis of Early Children Education Services Quality in Increasing the Satisfaction of Students Parent in At-Taqwa Kindergarten Surabaya." In *Proceedings of the 1st International Conference on Education Social Sciences and Humanities (ICSSHUM 2019)*. Paris, France: Atlantis Press, 2019. <https://doi.org/10.2991/icesshum-19.2019.41>.
- Listiana, Aan, Nelia Guswanti, Pendidikan Anak, and Usia Dini. "DAMPAK POSITIF PENGGUNAAN SMARTPHONE PADA ANAK USIA 2-3 TAHUN DENGAN PERAN AKTIF PENGAWASAN ORANG TUA." *PEDAGOGIA* 18, no. 1 (April 30, 2020): 97–111. <https://doi.org/10.17509/PDGIA.V18I1.21089>.
- Maritsa, Ana, Unik Hanifah Salsabila, Muhammad Wafiq, Putri Rahma Anindya, and Muhammad Azhar Ma'shum. "Pengaruh Teknologi Dalam Dunia Pendidikan." *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (December 26, 2021): 91–100. <https://doi.org/10.46781/al-mutharahah.v18i2.303>.
- Maulidya, Difa, Shaleh Shaleh, and Puspo Rohmi. "An Analysis of Elementary School Thematic Question Points Using Itean Software and Winstep Rasch Model." *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 1 (July 31, 2023): 30–51. <https://doi.org/10.18592/aladzkapgmi.v13i1.9415>.
- Mou, Listanti, Nurhamsa Mahmud, and Andi Agustan Arifin. "Kajian Strategi Peningkatan Mutu Pendidikan Anak Usia Dini." *JURNAL ILMIAH CAHAYA PAUD* 3, no. 1 (May 30, 2021): 140–49. <https://doi.org/10.33387/cp.v3i1.2264>.
- Mulia, Pupun Suci, and Euis Kurniati. "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini Di Wilayah Pedesaan Indonesia." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 3 (July 2, 2023): 3663–74. <https://doi.org/10.31004/obsesi.v7i3.4628>.

- Ngadni, Izawati, and Chen Yee Shuang. "The Role of Preschool Teachers, Parents, and Principals in Facilitating Home-School Partnership in Early Childhood Education." *International Journal of Academic Research in Business and Social Sciences* 14, no. 8 (August 2, 2024). <https://doi.org/10.6007/IJARBS/v14-i8/22129>.
- Qomaruddin, Qomaruddin. "PENDAMPINGAN ORANGTUA TERHADAP PENDIDIKAN ANAK." *CENDEKIA : Jurnal Studi Keislaman* 3, no. 1 (April 22, 2018). <https://doi.org/10.37348/cendekia.v3i1.41>.
- Rizki, Mohammad Tri, Kustiono Kustiono, and Yuli Utanto. "Parent Assistance in The Use of Gadgets for Early Childhood Learning Process." *Innovative Journal of Curriculum and Educational Technology* 10, no. 2 (November 30, 2021): 132–39. <https://doi.org/10.15294/IJCET.V10I2.49228>.
- Rochim, Abdur, Wiwin Sri Hidayati, and Faridatul Masruroh. "Students' Profiles with Interpersonal and Intrapersonal Intelligence in Solving Mathematical Problems." *Mosharafa: Jurnal Pendidikan Matematika* 12, no. 1 (January 31, 2023): 35–46. <https://doi.org/10.31980/mosharafa.v12i1.1948>.
- Saerozi, Imam, Supriyono Supriyono, Nik Haryanti, and Siti Marpuah. "Parenting Program in Overcoming the Negative Influence of Information Technology on Students." *Jurnal Pendidikan Dan Kewirausahaan* 12, no. 1 (December 22, 2023): 311–18. <https://doi.org/10.47668/pkwu.v12i1.1116>.
- Saputra, Aidil. "Pendidikan Anak Pada Usia Dini." *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM* 10, no. 2 (2019): 192–209. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/176>.
- Shaleh, Muh. "Pola Asuh Orang Tua Dalam Mengembangkan Aspek Sosial Emosional Anak Usia 5-6 Tahun." *Murhum : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (March 9, 2023): 86–102. <https://doi.org/10.37985/murhum.v4i1.144>.
- Shelton, Tricia, Kalani Palmer, Sarah Brown, Jennifer Salaway, Thomas Yeager, and Elisa Spadafora. "Improving the Quality of Early Childhood Education (ECE) Training through Collaborative Community Partnerships." *Collaborations: A Journal of Community-Based Research and Practice* 5, no. 1 (July 21, 2022). <https://doi.org/10.33596/coll.95>.
- Sholeh UIN Antasari Banjarmasin, Makherus. "Implementation of Prophetic Education in Primary Education Institutions." *EDUKASI: Jurnal Pendidikan Islam* 6, no. 2 (December 5, 2018): 227–46. <https://ejournal.staimta.ac.id/index.php/edukasi/article/view/219>.
- Suharyat, Yayat, Sri Nurhayati, Dianti Januliawati, Pauzan Haryono, Ibnu Muthi, and Mohamad Zubaidi. "Tantangan Pemberdayaan Orang Tua Dalam Meningkatkan Mutu Layanan PAUD Era Digital." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 1 (January 21, 2023): 406–15. <https://doi.org/10.31004/obsesi.v7i1.3827>.
- Tatminingsih, Sri. "DAMPAK PENGGUNAAN TIK TERHADAP PERILAKU ANAK USIA DINI: STUDI KASUS PADA ANAK USIA 4-7 TAHUN." *Jurnal Pendidikan* 18, no. 1 (March 2, 2017): 42–52. <https://doi.org/10.33830/jp.v18i1.281.2017>.
- Tay, Adeline, and Jiow Hee Jhee. "Nurturing Early Learners in the Digital World: A Parental Perspective." *First Monday*, June 30, 2024. <https://doi.org/10.5210/fm.v29i7.13385>.

- Yumarni, Vivi. "PENGARUH GADGET TERHADAP ANAK USIA DINI." *Jurnal Literasiologi* 8, no. 2 (July 13, 2022). <https://doi.org/10.47783/literasiologi.v8i2.369>.
- Yusutria, Yusutria. "Peningkatan Mutu Pendidikan Anak Usia Dini Melalui Peningkatan Profesionalitas Guru." *GOLDEN AGE: JURNAL PENDIDIKAN ANAK USIA DINI* 3, no. 1 (June 27, 2019). <https://doi.org/10.29313/ga.v3i1.4828>.