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Deep Learning from Home: Technology as a Bridge Family Innovation in Parenting in the Digital Era

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ABSTRACT

The development of digital technology has changed the dynamics of parenting within families, requiring parents to take on new roles as facilitators of their children's learning at home. This study aims to determine the extent to which families utilize technology in household activities, identify forms of digital parenting innovation, and analyse families' readiness to face technological changes. The theoretical concepts used include deep learning, digital parenting, family innovation, and digital literacy. The research approach employed is qualitative with a descriptive method, focusing on the concept of deep learning, and cantering on the experiences of adults, particularly parents actively accompanying their children in digital learning at home.

The research findings indicate that parental involvement is not only technical but also reflective and educational, reflecting deep learning practices within families. Technology is used to build communication, access educational content, and reinforce parenting values. Family innovation manifests in the form of active mediation, implementing device-free zone policies, and using parenting apps. Family readiness is reflected in digital literacy awareness and participation in training and learning communities.

This research contributes to the development of adult education and community-based education. The recommendations provided are the need for schools, educational institutions, and community organizations to strengthen support through digital parenting training, educational forums, and needs-based mentoring. These collaborative efforts are important for building an inclusive, adaptive, and sustainable digital parenting ecosystem.

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1. INTRODUCTION

The rapid development of digital technology has brought significant impacts on various aspects of life, including in the context of parenting within families. Technology provides easy access to information, communication, and broader educational opportunities. However, the use of technology without sufficient digital literacy brings new challenges, especially for parents who are not yet fully prepared to face the digital era (Mistiani, W., 2024). According to (Azis Nasser et al., 2021), technology is present to facilitate human work by utilizing digital advancements as an additional force and as a solution to the limitations of traditional working methods. Yet, not all parents are able to adopt technology wisely, either as a parenting tool or as a bridge for family communication.

Parents in the digital era are required to play dual roles, not only as the main educators at home but also as wise technology facilitators. In reality, many parents are still "technologically illiterate" and have difficulty understanding and supervising children's digital activities. This results in various problems such as gadget addiction, exposure to inappropriate content, cyberbullying, and weakened family communication. The lack of digital literacy has become a key factor in widening the digital gap between parents and children (Wahyuningrum et al., 2020). Data from *Kominfo (2023)* reveals that more than 75% of elementary school children in Indonesia have accessed the internet, yet only 40% of parents actively accompany their children's technology use. Meanwhile, UNICEF Indonesia's survey shows that 60% of parents do not know their children's digital activities precisely. This gap can hinder effective parenting in the digital era.

This problem does not only occur in big cities but also in local areas such as Garut Regency. Based on data from Garut Police Department in 2024, there were 90 cases of violence against women and children, with an estimated 57 cases involving children. In addition, Open Data Jabar recorded 796 cases of child violence at the junior high school level throughout West Java, with 40 cases occurring in Garut Regency. Several of these cases were directly related to the use of digital technology, such as cyberbullying, grooming, and unauthorized content distribution. The lack of parents' understanding of digital safety and weak supervision worsened the situation (Marlef et al., 2024).

One example is the alleged sexual harassment of an elementary school student by a peer, reported in December 2024. The Child and Women Protection Unit (UPTD PPA) of Garut Regency together with DP3AKB West Java stated that the victim experienced both physical and psychological trauma, which was exacerbated by digital exposure and lack of parental supervision in technology use. (https://jabar.antaranews.com/berita/572126/dp3akb-jabar-dampingi-kasus-perundungan-siswi-sd-di-garut?page=all). Another case that went viral was the bullying of a junior high school student in Garut. A video of the violence circulated widely on social media, showing that the victim suffered multiple injuries to the head and body. Although the case ended peacefully through mediation, the distribution of the digital recording worsened the victim's psychological condition, even though social media was not

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explicitly the main cause. This case illustrates the impact of digital content on children's trauma (https://www.liputan6.com/regional/read/5675897/aksi-perundungan-siswa-smp-viral-di-garut-korban-mengaku-dijemput-dan-diseret).

This phenomenon underscores the importance of adult and community education in addressing the challenges of parenting in the digital era. Parents' role as the main educators has become increasingly complex, as they are required not only to understand child development but also to manage the use of technology wisely in the family. According to (Fatmawati & Sholikin, 2019), parental education is crucial in supporting the success of digital parenting. However, major challenges arise when many parents, particularly in rural areas, still have low levels of digital literacy and feel less confident in accompanying their children. This lack of digital literacy leads to minimal parental involvement in children's digital learning processes (Adiarti & Fadhilah, 2025).

Nevertheless, these challenges also open up great opportunities. Adult education through community training, digital parenting classes, and family-based mentoring can become strategic solutions to bridge the digital gap. According to (Iys Nur, 2022), digital literacy in the context of parental education not only enriches knowledge but also shapes critical attitudes, responsibility, and empathy toward children's digital worlds. Increased digital literacy has been proven to have a positive impact on the continuity of children's learning at home. Parents with digital competence tend to be more active in guiding children, providing relevant learning resources, and creating a safe and healthy digital learning environment.

One approach that can become an innovative solution is the deep learning from home approach. This approach not only refers to algorithm-based learning, but also emphasizes reflective, integrated, and sustainable learning experiences in family life. According to (Arif, M. N. et al., 2025), technology can become a bridge for family innovation if it is utilized to strengthen communication, collaboration, and involvement in parenting. Training, educational digital content, and AI-based parenting applications can help parents optimize their role as children's companions in the digital era. (Sugitanata et al., 2024) emphasize that technology, when managed wisely, can form an adaptive and responsive family learning ecosystem.

Responsive digital family parenting as a distinctive characteristic of Indonesia is marked by four main aspects. First, parental empathy and responsiveness, referring to parents' emotional sensitivity to respond warmly and non-judgmentally to children's needs. In this context, technology is used as a tool to strengthen empathetic communication in the family (Risnawaty & Monika, 2022). Second, parental guidance and active discussion. Children are not left to use technology passively; parents are present and involved in discussing digital content with children, thus creating an understanding of positive values through digital experiences (Rahmat, 2018). Third, this parenting pattern is democratic and has balanced supervision. Families establish clear yet flexible rules for technology use, providing responsible autonomy for children. This approach supports children's independence while protecting them from digital risks (Qotrunnada & Darmiyanti, 2024). Fourth, the integration

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of educational values in digital activities. Technology is not only used for entertainment, but also for learning, exploration, and the development of children's social-emotional character (Alivia et al., 2024).

Responsive, empathetic, and empowering parenting through technology as a partner in parenting reflects the identity of modern Indonesian family parenting: humane, educational, and adaptive to digital advancements. Parents in Indonesia are increasingly applying approaches that respect and support children while maintaining ethical technology use in the family, and combining cultural values with digital parenting practices (Permana et al., 2024). Although previous studies have discussed digital literacy, digital parenting, and the role of parents in accompanying children in the technological era, there is still a research gap. Most studies only highlight the challenges of technology use or its negative impacts, but few have examined how the concept of deep learning can be applied in the family context as an innovative strategy to strengthen digital parenting. Therefore, this study is important to provide new contributions by integrating adult education, digital literacy, and the deep learning approach as a bridge of innovation in family parenting in the digital era.

On the other hand, the issue of violence against children in Indonesia remains a serious concern. Although the government has issued Law No. 35 of 2014 as an amendment to the Child Protection Law, its implementation still faces various obstacles. Data from the Ministry of Women's Empowerment and Child Protection (KemenPPPA), the West Java High Prosecutor's Office, and KPAI shows the high number of child violence cases, including those caused by technology misuse. Low digital literacy and weak supervision from families and educational institutions increase the risk of children's exposure to violent content, pornography, and digital sexual exploitation (Jamin et al., 2023). This underlines the urgency of building a responsive and integrated parenting system with responsible use of technology.

The rapid development of digital technology requires Indonesian families to transform into the main actors of adaptive parenting. By utilizing technology appropriately and adopting a deep learning approach in everyday life, it is expected that more empathetic, collaborative, and innovative parenting patterns will be formed. Based on this urgency, this study was conducted under the title: *"Deep Learning from Home: Technology as a Bridge for Family Innovation in Parenting in the Digital Era."*

2. METHODS

This study employed a descriptive qualitative approach with a focus on the deep learning approach, which emphasizes not only cognitive aspects but also encourages deep, reflective, and transformative understanding in the context of family use of technology. This approach was chosen because it is highly relevant for examining family dynamics and interactions among family members in facing digital changes, particularly in the process of parenting and educating children at home. Through this approach, the researcher was able to explore in depth the meanings, experiences, and interpretations of parents regarding the use of technology, as well as to investigate how technology-based learning practices are developed within the family environment.

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The study was conducted at SMPN 2 Tarogong Kidul, Garut Regency, West Java, with 20 parent participants. From this number, 10% or two parents who actively accompanied their children in digital learning at home were selected as research subjects. The subjects were chosen using purposive sampling, with the following criteria: (1) having children who actively learn with the help of technology, (2) being directly involved in their children's home learning process, and (3) being willing to share experiences and strategies of digital parenting. This study only involved two parents out of twenty participants through purposive sampling. Therefore, this study should be regarded as exploratory, and its findings cannot be generalized to a wider population.

Data collection was carried out through two main techniques: in-depth interviews and documentation. The interviews were conducted in a semi-structured manner using a set of guiding questions based on the research indicators: (1) utilization of technology in the family, (2) family innovation through technology, and (3) family readiness in utilizing technology. The interviews were conducted directly with the two subjects, recorded, and accompanied by field notes to support data completeness. The recordings were then transcribed verbatim in the form of question-and-answer transcripts, which were further processed and formulated into descriptive narratives based on relevant themes. Documentation techniques were used as supporting data by collecting visual and written evidence from the research activities. The documentation obtained included photos of training activities on family strengthening to support deep learning attended by parents, as well as photos and notes from the interview process. This documentation data was used to reinforce interview results and provide richer context to digital learning assistance practices at home.

Data analysis was conducted inductively by referring to the research framework structure, making it easier for researchers to trace the relationships between parents' narratives and theoretical concepts such as *Family Systems Theory, Family Communication Patterns*, and *Family Digital Literacy Practices*. The results of this analysis are expected to provide a comprehensive understanding of the application of deep learning and innovative practices in digital parenting within families.

3. RESULTS AND DISCUSSION

3.1 RESULTS

3.1.1 Use of Technology in Families

1) **Access to digital devices,** families encountered in Garut Regency stated that the types of technology or digital devices used in families on a daily basis include various digital devices such as smartphones and smart TVs, with children specifically using tablets or laptops to support online learning. All devices can be connected via the household WiFi network, enabling access to various educational and communication applications such as Google Meet, Zoom, and YouTube. The use of technology is directed toward positive educational and entertainment purposes that support children's development. With technology use consciously and positively guided by families, access to digital devices in Garut Regency reflects meaningful learning within the context of deep learning. Families

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act as facilitators who help children connect technology with relevant and contextual learning objectives, thereby strengthening children's critical and reflective thinking skills in their daily lives.

2) **Technology activities within families,** which involve family members using technology together with children at home, are generally focused on educational and recreational activities in Garut Regency families. This includes watching various educational videos with the family through platforms like YouTube, which feature science content, inspirational stories, or history-related material. Additionally, in supporting children's access to learning platforms such as Google Classroom, Belajar.id, and Lingokids, some conditions involving children's activities in the digital age can begin with interactive educational games that not only build emotional family bonds but also develop children's critical thinking and logical skills. Technological activities within families, as observed in Garut Regency, reflect the implementation of enjoyable learning within the context of deep learning. This approach allows children to learn with joy, emotional engagement, and family togetherness, thereby enhancing their interest in learning and the natural, meaningful development of critical thinking skills.
3) **Parental guidance and control over children's technology use,** as observed in families in Garut Regency, indicate that children are guided in technology use through direct supervision and consistent rules regarding usage time, such as a maximum of two hours per day. Additionally, parental control features are utilized to restrict access to content inappropriate for the child's age and family values. This approach aims to foster healthy, directed, and safe technology use habits within the family environment. The guidance and control exercised by parents over children's technology use in Garut Regency reflect the application of mindful learning as a principle in the deep learning approach. This creates a family learning environment that fosters children's critical awareness of technology use, strengthens family values, and encourages the development of digital responsibility from an early age.
4) **The understanding of the educational value of technology or the perception of the educational value of technology in households,** as observed in families in Garut Regency, indicates that technology has great potential as an educational tool within the family. This is due to the availability of various interactive, engaging, and easily accessible learning resources. For example, children find it easier to understand mathematical and scientific concepts through visual-based applications. Additionally, parents can access information related to parenting styles and child development through digital platforms, making technology an important tool in creating an adaptive and informative parenting environment. The perception of the educational value of technology in families in Garut Regency reflects the application of meaningful learning in a deep learning approach, as families not only use technology as a tool but also as a source of inspiration and reflection in creating a learning environment that is rich in meaning, contextual, and oriented toward child development.

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p- ISSN 2776-608X e- ISSN 2776-5970

3.1.2 Innovation Family through Technology

1) **The use of educational and parenting apps,** families in Garut Regency who have used apps or digital content that support learning or parenting stated that some of the educational and parenting apps they have used include *Kipin School, Sekolah.mu, and Keluarga Kita*. These apps provide systematic learning materials and practical parenting guidelines. Additionally, following certain content through social media, such as from child psychologists, serves as a broad reference source for high-quality information that supports parents' roles comprehensively. The use of educational and parenting apps within family environments reflects conscious learning practices within a deep learning framework, as it involves selective information choice, critical understanding of digital content, and the integration of knowledge into actual and strategic parenting practices.
2) **The impact of technology on communication patterns,** between parents and children in assessing the impact of technology on families in Garut Regency indicates that technology has a two-way effect on family communication. On one hand, technologies like family WhatsApp groups are very helpful for coordination and information exchange. However, on the other hand, excessive gadget use can reduce the quality of direct interaction. Therefore, families or parents consciously implement policies such as gadget-free zones at certain times, for example during dinner, to maintain face-to-face communication. This can be done to create digital balance in family relationships. The implementation of family communication that balances the use of technology with direct interaction reflects conscious learning in a deep learning approach, where family members not only use technology functionally but also reflectively and meaningfully to maintain the quality of relationships and social learning at home.

3.1.3 Readiness Family in Utilization Technology

1) **Basic digital literacy,** to assess the readiness of families in Garut Regency to optimally utilize technology, indicates that the risks and benefits of digital technology in families who have a sufficient understanding of the potential benefits of technology in education and communication, but are also aware of the accompanying risks such as exposure to negative content, addiction, and the threat of cyberbullying. Therefore, it must be balanced by keeping up with developments in digital parenting issues and equipping oneself with the latest information to become an effective and vigilant companion for children's technology use. Basic digital literacy in families reflects conscious learning, as families do not merely use technology passively but also reflectively consider its long-term impacts and continuously strive to enhance their digital mentoring capacity for children.
2) **The need for training or capacity building,** among families in Garut Regency indicates that families are highly aware of the importance of training and guidance in dealing with rapid technological developments. We feel the need for training on selecting educational content, managing screen time, and understanding new applications used by children. Parents hope for support from schools or communities in the form of digital parenting training so that the use of technology within families can be more optimal and effective.

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p- ISSN 2776-608X e- ISSN 2776-5970

The need for digital parenting training by families reflects meaningful learning, as it demonstrates active efforts to build new competencies that are contextual and applicable in supporting children in the digital age. Adult involvement in technology use is not only evident in direct guidance but also in their conscious efforts to build a healthy digital culture at home. Many parents in Garut Regency have begun adopting a two-way learning approach, where they not only monitor but also engage in dialogue with their children about the content they consume. For example, parents will ask their children about the educational videos they have watched, then relate them to real-life activities, such as simple experiments at home, or critical discussions about social issues in the content. This process demonstrates the strengthening of critical literacy, which is very important in the digital age. In addition, parents are also actively educating themselves. Many of them have started attending digital parenting webinars, reading information from reliable sources, and forming online discussion groups with other parents to share experiences and strategies. This active involvement of adults is a central element in creating a safe and productive technology-based family learning ecosystem.

The role of the community also emerges as an important element in supporting family digital literacy. In some areas of Garut Regency, there are parent-teacher forums and mosque communities that integrate digital education into their programs. For example, there are discussions on “wise social media use” and special sessions for parents who are less familiar with technology. Collaboration between schools, communities, and parents further strengthens efforts to improve digital literacy. Schools that are responsive to parents' needs provide support such as consultations on the use of learning platforms and provide digital parenting experts. This indicates that family education is no longer a standalone effort but part of a collaborative movement prioritizing safety, productivity, and values in technology use. Overall, these findings show that adult involvement in the family plays a crucial role in creating a technology culture that supports deep learning, in terms of utilization, guidance, supervision, and reflection. Community collaboration strengthens these efforts, making the family the center of contextual and adaptive digital learning innovation in the face of contemporary challenges.

3.2 DISCUSSION

3.2.1 Utilization technology in family.

In a study (Wardana & Setiawan, 2024), the use of technology in families was analyzed using the *Family Systems Theory* approach, a theory that emphasizes that families are systems consisting of members who interact and influence each other dynamically. This theory is based on the idea that changes in one part of a family (for example, in communication patterns) will have an impact on the entire system.

The study shows that in the digital age, technologies such as smartphones, messaging apps, and social media have enriched communication among family members, particularly in terms of efficiency, emotional closeness, and connectivity across distances. Parents

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and children can communicate instantly and regularly, even when they are not in the same place.

However, (Wardana & Setiawan 2024) also highlight that the use of this technology must be balanced with wise internal family policies, as digital communication cannot fully replace the quality of face-to-face communication. They emphasize the importance of balancing digital and direct interactions to maintain emotional closeness and build healthy interpersonal relationships. Regarding access to and use of digital devices within the family system, access to digital devices (smartphones, tablets, internet) creates new communication channels. According to systems theory, this alters the structure of parent-child relationships, allowing children to interact with their parents through technology even when they are not in the same physical space (Ediati, 2020).

Technological activities within the family indicate that families who actively interact through technology (family WhatsApp groups, watching streams together, sharing educational content) create synergy among members. These activities foster cohesion and systemic integration (Alia, T., & Irwansyah, 2018). Guidance and control: *Family Systems Theory* emphasizes the importance of control functions in maintaining family system stability. Parents must be involved in their children's technology use, set rules, provide guidance, and set an example (Putri, W. N., 2024). In understanding the educational value of technology, the family's role as an educator can be optimized through technology if all members understand and utilize digital content in an educational manner. This is referred to as the morphogenesis process in the family system of positive transformation through adaptation (Ramadhani et al., 2024).

The use of technology in the family reflects adaptive systemic integration in daily life. When aspects of access, digital activities, guidance, and education are managed in a balanced manner, technology is not merely a communication tool but strengthens family functions and dynamics. This indicates that technology plays a role as an empowerment medium within the complex relational family system. In line with this, it aligns with the meaningful learning approach, reflected in technology-based parenting practices where communication becomes more meaningful, digital interactions are collaborative, and parents guide children in understanding the educational value of digital content. Thus, technology is not only present as a technical device but also as a reflective learning space that strengthens character, empathy, and emotional connection within the family ecosystem.

The research findings indicate that the use of technology within the family has become an important part of supporting children's learning at home. Parents play an active role as digital facilitators, although there are still limitations in their technological literacy. These findings are consistent with *Family Systems Theory*, which emphasizes that every family member interacts with and influences one another in the educational process. International Comparison: Technoference (Australia, 2025), to provide a comparative perspective, these findings can be linked to a recent study in Australia that highlights the phenomenon of *technoference*, namely digital disruption that occurs when parents are increasingly distracted by technology use around their children. The study found that this condition negatively

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impacts early childhood cognitive development, emotional attachment, and social behavior (University of Wollongong, 2025). This comparison emphasizes that the challenges faced by families in Garut are aligned with global phenomena, underscoring the importance of parents being more mindful and actively engaged in the use of technology at home.

3.2.2 Innovation family through Technology.

Family innovation in utilizing technology reflects the adaptive capacity of families to integrate digital advances into more effective, participatory, and educational parenting practices. Technology is used not only to strengthen interaction and communication, but also to regulate the duration and content of children's digital device use more wisely. According to research (Mustafidah & Hardini, 2023), the use of educational and parenting apps shows that digital parenting training significantly improves parents' understanding and awareness in controlling and accompanying their children's digital activities. This intervention has proven effective in improving digital literacy and creating a safer and more constructive parenting environment. Similar findings were reported by (Risnawaty & Monika, 2022), who stated that active mediation practices, including accompaniment, dialogue, and digital content regulation, are correlated with a reduced risk of exposure to cyber violence and aggressive behavior in children. (Sari & Marnelly, 2024) added that consistent control over technology use can enhance children's emotional and social intelligence. Additionally, according to (Anatasya et al., 2024), parents who actively set time limits and educate children about digital device use contribute to preventing deviant behavior, including verbal and physical violence.

In the context of technology's influence on communication patterns, findings regarding the use of family WhatsApp as a coordination tool, as well as the implementation of gadget-free zones during dinner, indicate a conscious effort to maintain the quality of face-to-face communication. This can be analyzed through the *Family Communication Patterns Theory* by (Koerner & Fitzpatrick, 2002), which classifies family communication patterns based on two dimensions: conversation orientation and conformity orientation. The families in this study exhibit a tendency toward the consensual type, which balances openness in discussion with control over shared values. In this context, technology is not only a means of communication but also a tool for shaping family values and policies in a reflective manner. Thus, family innovation through technology, manifested in improved digital literacy, active mediation practices, and strengthened digital control capacity, can create a healthy, adaptive, and violence-free parenting ecosystem. The active role of parents as technology partners not only serves to minimize the risk of exposure to negative content but also to optimize the potential of technology as an educational tool and for character development in children. This approach aligns with the concept of meaningful learning, which emphasizes the importance of children's personal interpretation of digital information. In this process, children do not merely passively receive information but are guided by parents to connect digital content with real-life values and family culture. Reflective discussions with parents serve as a crucial medium for fostering empathy, ethical awareness, and digital responsibility.

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Previous research by (Risnawaty & Monika, 2022) and (Rahmat, 2018) reinforces that active mediation within the family, accompanied by a reflective learning process, has a positive impact on the character and behavior of children. When control over technology is balanced, families can not only avoid the risks of digital violence but also internalize constructive social and emotional values. This context is highly relevant, especially in areas like Garut Regency, which has seen an increase in cases of violence against children due to weak control over technology use in the home environment. Therefore, it can be concluded that family innovation through technology is a tangible form of the deep learning approach in digital parenting, rooted in values, reflection, and empathy. In this approach, families play the primary role as facilitators in creating a digital parenting ecosystem that is humanistic, educational, and adaptive to the times.

3.2.3 Readiness family in utilization Technology.

Family readiness in utilizing digital technology in the realm of child rearing reflects a form of collective competence that involves mastery of basic digital literacy and adaptive capacity in facing changes in information technology. (Sefton-Green et al, 2016) in the concept of *Family Digital Literacy Practices* emphasize that digital literacy within families is not merely individual technical mastery, but rather a social practice manifested through interaction, discussion, and the mediation of values among family members, particularly between parents and children. This positions families as the primary role in creating a safe and meaningful digital learning environment. This readiness is reflected in two main aspects: 1) basic digital literacy, which is the ability of parents to recognize digital risks, select age-appropriate content, and understand the educational functions of technology; and 2) the need for training or capacity building, which is the family's readiness to enhance their technological skills through formal or informal training to effectively accompany their children in the digital space.

Research findings support that parents basic digital literacy levels directly influence children's interaction patterns with technology. According to (Ahmad & Nurhayati, 2024), there is still a gap in parents understanding of appropriate device use for young children, particularly in West Java. In another study, (Sarini et al., 2024) showed a significant correlation between parents digital skills, digital mediation practices, and family functions in reducing the risk of excessive gadget use and behavioral dysfunction in children. This is reinforced by research (Kusumalestari et al., 2023) stating that democratic parenting accompanied by adequate digital competence tends to create a healthy and educational digital climate within the family environment. Thus, enhancing digital literacy capacity and providing family-based technology training spaces are essential needs in building an adaptive parenting ecosystem in the digital age. Based on the findings, family readiness in utilizing digital technology aligns with the application of meaningful learning principles. This approach is most appropriate as it emphasizes the importance of active family involvement in the process of meaningful digital parenting, through guidance, discussion, and shared reflection. This readiness not only encompasses technical mastery but also the strengthening of values, understanding of

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risks, and continuous capacity building, thereby creating an adaptive, educational, and character-building family learning environment for children.

4. CONCLUSION

This study demonstrates that the utilization of technology within families plays an important role as a bridge of innovation in parenting children in the digital era. Parents are required to adapt to technological developments while simultaneously guiding their children in the digital learning process. The concept of deep learning is relevant because it encourages deeper, more reflective, and transformative understanding for both parents and children. In addition, this study emphasizes that family readiness, the wise use of technology, and innovation through technology are key factors in strengthening the role of families in the digital age.

The practical implications of this study need to be highlighted, particularly in the form of specific recommendations. Schools are not only expected to organize training but also to ensure the continuity of digital parenting support programs. Local governments can play an active role through policies that support the development of family digital literacy centers. Meanwhile, communities and local organizations can serve as collaborative learning spaces that consistently strengthen parents' capacity to face the challenges of digital parenting.

This study still has limitations; therefore, suggestions for future research should be considered. Subsequent studies could expand the number of participants to make the findings more representative, use other triangulation methods such as focus group discussions (FGDs) or more in-depth observations, and conduct comparative studies between urban and rural areas to gain a more comprehensive understanding of digital parenting dynamics across different social contexts

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