Aurelia: Jurnal Penelitian dan Pengabdian Masyarakat Indonesia
E-ISSN: 2964-2493 P-ISSN: 2962-0430
Vol. 5 No. 1 January 2026

Parenting: Guiding the Modern Child

Iis Lathifah Nuryanto[1] Muhammad Yusuf Setiawan[2] Prastiwi Anjar Mulyani[3] Imam Wahyu Pratama Sutrisno[4] Efin Putri Purwanti[5] Fauzi Rahman[6] Sela Latania Fidikrila[7] Hafiska Kurniadi[8] Deni Qizky Wahyudi[9] Rona Herjulia Rusdi[10]
Program Studi Bimbingan dan Konseling, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Yogyakarta, Kabupaten Bantul, Provinsi Daerah Istimewa Yogyakarta, Indonesia[1]
Program Studi Program Profesi Guru Bimbingan dan Konseling, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Yogyakarta, Kabupaten Bantul, Provinsi Daerah Istimewa Yogyakarta, Indonesia[2,3,4,5,6,7,8,9,10]
Email: iis@upy.ac.id[1] yusufsetiawan954@gmail.com[2] anjarprastiwi25@gmail.com[3] imamwahyupratamasutrisno@gmail.com[4] efinputripurwanti@gmail.com[5] fauzirahman3533@gmail.com[6] lataniasela@gmail.com[7] hafiskakur@gmail.com[8] deni.rw.nasution1@gmail.com[9] ronaherjuliarusdi@gmail.com[10]

Abstract
The rapid development of the times, especially in the digital era, demands that parents be able to adapt their parenting styles to educate children effectively. This community service activity aims to enhance parents' understanding and skills in applying parenting approaches that are relevant to the needs of today's children. The activity was conducted through an interactive lecture and Q&A discussion, attended by 24 parents representing each neighborhood (RT) in Sorogenen Hamlet, Bantul-DIY. The materials covered included the basic concepts of child and adolescent development, effective parenting styles, and digital parenting strategies such as gadget supervision and open family communication. Evaluation results showed increased participant understanding regarding the importance of authoritative parenting and the active role of parents in guiding children through the challenges of the digital era. This activity demonstrated that community-based parenting education is effective in shaping adaptive, reflective, and proactive parents in raising children. It is hoped that similar programs can be conducted sustainably to build a supportive and responsive family environment for child development.
Keywords: *Parenting, Parenting Styles, Parents, Today's Children, Digital Parenting*

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

INTRODUCTION

The rapid advancement of technology has significantly impacted developmental changes, especially during childhood and adolescence. Recent research shows that excessive exposure to gadgets and screens can hinder the development of fine and gross motor skills in children. For example, coordination skills that typically develop through physical activity are now being replaced by screen-based interaction, such as swiping, rather than physical play (Yen Li, 2024). This directly affects school readiness, as seen in difficulties holding pencils or sitting upright for extended periods. Screen time also disrupts children's sleep quality. Studies have shown that screen use before bedtime reduces both sleep duration and quality, with children experiencing shorter sleep and frequent nighttime awakenings. Moreover, blue light exposure leads to eye strain, blurry vision, and even early-onset myopia. On the positive side, digital media can enhance analytical skills and technological creativity in learning, accounting for up to 50% of creativity variation among secondary school students (Judinanto, 2024). However, preschoolers who are overly exposed to screens face risks such as speech delays, limited vocabulary, and emotional regulation challenges.

Excessive gadget use reduces face-to-face interactions between parents and children—a phenomenon called "parental phubbing." This can damage emotional bonds, provoke feelings

of neglect, and increase anxiety and aggression during adolescence (Rizky, 2019). These effects are exacerbated when parents do not apply active supervision. Global studies recommend limiting screen time and revising screen time guidelines—for instance, avoiding screens for children under 3 years old and restricting it to one hour daily for ages 3–5. Parents are also encouraged to monitor content, promote offline activities, and prioritize human interaction. Over the last five years, digital technology and social change have drastically reshaped the landscape of child education. Today, parents must understand not only traditional aspects of child development (physical, emotional) but also digital skills, gadget use, and social media habits (Kusaini, 2025). In response, Indonesian parents increasingly adopt Western parenting styles such as authoritative or helicopter parenting, though local cultural values remain influential. These adaptations require adjustments, as Indonesia's social conditions and values differ. Recent critical studies show that parenting styles—authoritarian, permissive, or abusive—significantly affect a child's emotional and social development. Riaz Ahmed (2025) found that authoritative parenting is linked to better emotional regulation, while permissive and authoritarian styles are more likely to cause trust issues and academic problems.

Furthermore, the mental stress experienced by modern parents, especially mothers, also affects parenting quality. A report in *JAMA Internal Medicine* indicated that maternal mental health declined from 38% in 2016 to 26% in 2023, which negatively impacts child development. Globally, parents face the pressure of "snowplow parenting" and "concerted cultivation," requiring children's success down to the smallest detail. However, overly controlling styles may reduce children's creativity and freedom of exploration. Beyond parenting styles, digital exposure also presents challenges. Parents must limit gadget time, supervise content, and maintain a balance between online and offline activities to ensure healthy character development. Structured parenting programs in Indonesia—such as workshops and school-home collaborations—effectively increase parental knowledge and early childhood character development, especially through positive parenting (Camalia, 2025). The Family Stress Model also indicates that economic and emotional pressures experienced by families directly harm parenting quality. Consequently, children are at risk of behavioral issues and academic difficulties without sufficient social support and public policy. Taking into account the dynamics of modern parenting, parental mental stress, and technological influence, this article explores how today's parents can apply balanced and contextualized parenting. The focus includes cultural adaptation, mental support, digital regulation, and synergy among families, schools, and public policies.

RESEARCH METHODS

The lecture method was used as the theoretical foundation for the community service program. Delivered interactively and supported by multimedia (slides, videos), the lectures aimed to attract participants' attention and facilitate concept comprehension (Eka Damayanti et al., 2021). Two effective techniques used were storytelling and digital presentations to explain digital parenting, covering the basics of child and adolescent development and how to educate children in the digital age (Yaksa et al., 2024). The lecture presented developmental stages structurally, covering cognitive, moral, social, and emotional aspects of each age group. It also discussed how the digital era impacts intelligence, emotions, social interaction, and risks such as addiction and inappropriate content exposure. Early digital activity may cause psychosocial disorders, but when managed well, it can provide benefits such as creative exploration and academic achievement (Prihandini, 2024). During the lecture session, parents were provided with practical steps: (1)Limiting screen time according to the child's age;(2)Activating parental controls; (3)Encouraging open communication between parent and

child; (4)Teaching digital literacy, including identifying hoaxes and recognizing the risks of cyberbullying (Yaksa, 2024).

In addition to lectures, a Q&A session explored participants' experiences, clarified theory, and identified solutions specific to each family's context. This method aligns with practices in various awareness campaigns, including digital parenting and educational seminars, to strengthen understanding and engagement. Participants were invited to ask questions such as how to deal with gaming addiction, manage social media access, and apply family values to digital consumption. The combination of lectures and Q&A proved effective: (1)Lectures provided a strong theoretical framework and understanding of child-adolescent development and digital parenting strategies; (2)The Q&A facilitated deeper understanding, family-specific problem-solving, and reflection on real-life conditions (Wulandari, 2024).

RESEARCH RESULTS AND DISCUSSION

The community service event was held at *Omah Suluh* (the hamlet head's residence) during a PKK mothers' meeting in Sorogenen Village, Bibis Hamlet, Bantul-DIY, on Sunday, April 13, 2025. The program began with preparations and an event rundown as follows:

Table 1. Rundown of the Community Service Activity "Parenting in Educating Today's Children"

Time	Activity	Description
08:30–09:00	Registration	Committee
09:00–09:15	Opening	MC
09:15–09:30	Welcome Speech	Sorogenen Hamlet Head
09:30–11:00	Presentation and Discussion	Resource Person
11:00–11:15	Closing	MC

This community service activity was attended by 24 participants representing each RT in Sorogenen Hamlet, Bantul-DIY. The session ran smoothly, with high participant enthusiasm. During the lecture, participants actively asked questions and responded to the material, indicating readiness to absorb parenting and digital parenting knowledge. Q&A interaction increased parental knowledge. The lecture covered child and adolescent development concepts: cognition, emotion, creativity, and socialization. As recommended in the literature, digital parenting should be contextualized according to the child's developmental stage (Hidayat, 2024). The material emphasized the importance of setting screen time rules, using parental controls, and accompanying children while using gadgets (Novarossi, 2024). Real-life cases emerged during the discussion: (1)Children throwing tantrums when demanding gadgets from parents; (2)Children distancing themselves from family interaction due to gadget use. Discussion revealed that parents must provide space for children to express their emotions. Two-way communication, as suggested by Widyaningsih et al. (2023), is effective in restoring family interaction and reducing excessive screen time (Rosmala, 2024). Some participants reported using Google Family Link and implementing "shared screen time" rules at home, practices proven to enhance parental control and children's understanding of gadget use (Amillia, 2024).

The digital era brings new demands on parents. Digital parenting includes setting usage limits, content supervision, and open communication about online experiences (Salsabila, 2024). When done mindfully, technology can be an educational tool that enhances creativity and communication skills. Parental media mediation strategies include active (discussion), restrictive (strict rules), and co-use (using together). Studies show that active mediation is most effective in fostering digital literacy, while restrictive mediation should be combined to avoid limiting openness and independence (Banic, 2024). Parents' technological understanding

determines the effectiveness of digital parenting. Without adequate digital literacy, child supervision tends to be ineffective (Rahayu, 2024). Overprotective or authoritarian parenting has been proven psychologically harmful, lowering self-confidence and causing anxiety. Balanced parenting fosters children's mental resilience and a sense of security. Parents who apply a balanced style raise independent children who can control their emotions and are socially collaborative. Such children tend to be more accomplished and happier. Cross-cultural research emphasizes that authoritative parenting promotes humanistic values, discipline, and social intelligence.

Support from neighborhood communities (RTs) helps accelerate the adoption of new parenting styles. Peer-to-peer collaboration among parents promotes healthy gadget usage norms in communities, aligned with the principle of parental peer learning in community service (Aulia, 2025). Some parents admitted difficulty in understanding digital parenting apps or felt impatient when children rejected rules. Ririen et al. (2023) highlight the importance of technical education for parents to maximize digital literacy and child supervision. Future discussions will emphasize not only technical digital literacy but also critical attitudes toward information, cyberbullying safety, and social media pressure management. This forms the foundation of digital character-building for children and adolescents. Based on these findings, it is recommended that villages provide further support such as digital application training, regular semester discussions, and community mentoring. These align with research recommendations that parenting programs must be ongoing and integrated to maintain their effectiveness.

CONCLUSION

The community service program titled "Parenting in Educating Today's Children" successfully provided new insights and practical skills for parents in facing the challenges of raising children in the digital era. Through interactive lectures and Q&A sessions, participants gained knowledge about child and adolescent developmental stages, appropriate parenting strategies, and the importance of digital literacy within the family. All participants showed high enthusiasm and active involvement throughout the event, reflecting a real need for contextual and applicable parenting education. Evaluation results indicated improved understanding among participants of the importance of balanced parenting, particularly the authoritative style combined with digital parenting strategies based on open communication and active supervision. Thus, this program not only reinforced the role of parents as the primary educators of their children but also served as a platform to build an adaptive, empathetic, and time-relevant parenting culture. To support sustained impact, ongoing training and community discussion forums on parenting and digital family literacy are recommended.

DAFTAR PUSTAKA

Amillia, Fitri. (2024). Pelatihan Pemanfaatan Google Family Link Untuk Monitoring Pemakaian Ponsel Anak. Institute of Research and Publication Indonesia CONSEN: Indonesian Journal of Community Services and Engagement Journal Homepage: Vol. 4 Iss. 2 November 2024, pp: 246-254 P-ISSN: 2828-9943; https://journal.irpi.or.id/index.php/consen

Aulia, Safanah, et. al. (2025). Optimalisasi Pola Asuh Anak di Era Digital Melalui Edukasi Parenting di Desa Dukuhturi, Kecamatan Bumiayu, Kab. Brebes. Jurnal Cahaya Edukasia ISSN: 0000-0000 Volume-3, Issue-1, October 2025

Banic, Leonarda. (2024). A Comparison of Parenting Strategies in a Digital Environment: A Systematic Literature Review. *Multimodal Technol. Interact.* 2024, *8*(4), 32; https://doi.org/10.3390/mti8040032

Camalia, Rafika Sita, et.al. (2025). Kontribusi Program Parenting terhadap Pendidikan Karakter Anak Usia Dini: Systematic Literature Review. Ceria (Cerdas Energik Responsif Inovatif Adaptif). Vol. 8 | No. 1 | Januari 2025, e ISSN 2614-6347

Dzulfadhilah, Fitriani, et.al., (2023). Digital Parenting: Pelatihan Komunikasi Efektif Orang Tua dan Anak Usia Dini di Era Digital. Teknovokasi: Jurnal Pengabdian Masyarakat: Vol. 1, No.3, September 2023 P-ISSN: 2985-6787, http://journal.unm.ac.id/index.php/TEKNOVOKASI

Hidayat, Eka Wahyu. (2024). Pola Asuh Anak dan Remaja di Era Digital. Pengabdian pada Masyarakat Fakultas Ilmu Sosial dan Ilmu Politik Universitas Jayabaya Jakarta.

Judinanto, Loso, et.al. (2024). Pengaruh Teknologi Pembelajaran terhadap Perkembangan Kognitif dan Kreativitas Siswa di Era Digital. Jurnal Psikologi dan Konseling West Science Vol. 2, No. 04, Desember 2024, pp. 293~300. https://wnj.westscience-press.com/index.php/jpkws/index

Kusaini, Utami Niki, et.al. (20205). Strategi Parenting untuk Menghadapi Tantangan di Era Digital. Jurnal Wahana Didaktika Vol. 23 No. 02 2025, ISSN: 2621-4075.

Li, Yen. (2024). Children's development in the digital age: impact of technology, family, and pandemic on education and well-being. Early Child Development and Care. Volume 194

Novarossi, Gusti Dimas, et.al. (2024). Sosialisasi Digital Parenting: Pendekatan Orang Tua dalam Mendidik Anak di Era Digital. J Abdita Naturafarm 2024, 1(2), 38-46. https://doi.org/10.70392/jan.v1i2.3846

Prihardini, Irni, et.al. (2024). Psikoedukasi Digital Parenting: Pola Asuh Baru Menyiapkan Anak untuk Era Digital. PUSAKO : Jurnal Psikologi Vol.3 No.1 (2024) hal. 17-33 e-ISSN: 2830-3520 Psikoedukasi Digital Pare.

Rahayu, Nur W. (2024). Digital parenting competence of mother as informal educator is not inline with internet access. International Journal of Child-Computer Interaction Volume 29, September 2021, 100291

Ririen, D., Erny, E., Nurjayanti, N., Sahriyal, S., Daryanes, F. (2023). Digital parenting: Optimalisasi peran orang tua dalam dunia pendidikanABDIMASY: Jurnal Pengabdian dan Pemberdayaan Masyarakat,4(2), 62-70. https://doi.org/10.46963/ams.v4i2.1252DOIhttps://doi.org/10.46963/ams.v4i2.1252

Rizky, Anggi, et.al. (2019). Gawai dan Anak: Tantangan Orang Tua di Era Digital. IPB University.

Rosmala, et. al. (2024). Sosialisasi Komunikasi Urgensi Parenting Era Digital Communication Desa Kubang Jaya, Kampar. Jurnal Gembira (Pengabdian Kepada Masyarakat) Vol. 2, No. 6, Desember 2024 E-ISSN 2985-3346

Salsabila, et. al. (2024). Exploring Digital Parenting: A Systematic Review of Approaches, Challenges, and Outcomes. JSRET Journal of Scientific Research, Education and Technology. Vol. 3 No. 4 2024

Wulandari, Primatia Yogi. (2024). Psikoedukasi Digital Parenting untuk Orangtua yang Memiliki Anak dan Remaja Pengguna Internet. Jurnal Plakat Jurnal Pelayanan Kepada Masyarakat Vol. 6 No.1 ISSN: 2714-5239

Yaksa, Rully Andi, et.al. (2024). Parenting Digital: Strategi Efektif untuk Membimbing Anak dalam Menggunakan Internet Sehat dan Aman (INSAN). Wahana Dedikasi Jurnal PKM Ilmu Kependidikan, Vol.7 No.2 Tahun 2024 ISSN. 2655-5069