The effect of parenting in the digital era on the behaviour of elementary school students

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A R T I C L E   I N F O

A B S T R A K

Berangkat dari dampak negatif yang ditimbulkan oleh media digital, muncul istilah digital parenting sebagai upaya meminimalisir dampak negatifnya. Alasan dilakukannya penelitian ini karena banyaknya fakta bahwa masih banyak yang belum menerapkan digital parenting. Tujuan dari penelitian ini adalah untuk menganalisis apakah ada pengaruh pola asuh digital terhadap perilaku. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan teknik analisis data regresi linier sederhana. Partisipan ini melibatkan orang tua berjumlah (n=75) dan menjadi responden. Metode pengumpulan data menggunakan kuesioner google form yang dibagikan melalui grup WhatsApp sebagai perantara wali kelas. Teknik analisis data yang digunakan adalah analisis garis regresi. Terdapat tiga hasil dari penelitian ini yaitu pertama, pengaruh pola asuh digital terhadap perilaku, variabel pola asuh digital memiliki kontribusi pengaruh terhadap variabel perilaku siswa. Kedua, Sebagian besar pola pengasuhan digital sudah diterapkan, mulai dari pengawasan, pembatasan, pemberian tanggapan, dan penilaian positif orang tua terhadap perangkat digital. Ketiga, Perilaku siswa menunjukkan dampak positif setelah penerapan digital parenting. Sehingga dapat disimpulkan bahwa ternyata digital parenting berpengaruh terhadap perilaku siswa.

A B S T R A C T

Departing from the negative impacts caused by digital media, the term digital parenting emerged as an effort to minimize its negative impacts. The reason for carrying out this research is because of the many facts that many have not implemented digital parenting. The purpose of this study is to analyses whether there is an effect of digital parenting on behaviour. The method used in this research is descriptive quantitative with a simple linear regression data analysis technique. The participant of this involving parents totaling (n=75) and being respondents. The data collection method is using *Google form* questionnaire which was distributed through the *WhatsApp* group as an intermediary for the homeroom teacher. The technique for data analysis that is used is regression line analysis. There are three results from this study: first, the influence of digital parenting on behaviour, digital parenting variable has a contribution effect on student behaviour variables. Second, most of the digital parenting patterns have been implemented, starting from supervision, restrictions, giving responses, and positive evaluations of parents on digital devices. Third, Student behaviour shows positive impact after digital parenting is implemented. So it can be concluded that it turns out that digital parenting influences student behaviour.

1. INTRODUCTION

Freedom to access information and human freedom in providing information on the democratic life of society is the most important in the use of media. It should be remembered that the implementation of digital transformation will have both positive and negative impacts (Kristiyono, 2015; Suni Astini, 2020). This kind of case certainly affects the parenting style of today's parents. The role of parents in accompanying their children in the digital era is a must for parents to have skills to deal with technological complexities (Aslan, 2019; Hariyani, 2020; Wahyuningrum et al., 2020). Referring to data from KPAI (Indonesian Child Protection Commission) that the number of cases of child complaints related to

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pornography and online crimes (victims and perpetrators) reached 1,940 in 2017-2019 (Ambaryanti, 2013; Widianto et al., 2019). According to experts, the influence of digital parenting is very important because from day to day the awareness of parents in digital parenting is increasing in line with people who already understand globalization which we cannot avoid (Baharun & Finori, 2019; Modecki et al., 2022; Yusuf et al., 2020).

So far, studies on digital-era parenting have paid little attention to the context of how it affects children's behaviour. If digital parenting is not considered, then children will use digital media to provide unlimited information. Given the bad impact of this digital media that can make users addicted. Technology can be addictive (addiction) and difficult to change if it is not handled specifically and seriously (Mutakinati et al., 2018; Sułkowski et al., 2021). This study is different from existing studies, examining carefully how the influence of parenting in the digital era is where there are parents who pay less attention to what their children access and there are parents who pay attention to everything that their children access. Previously, research has been conducted on the parenting styles of parents in Indonesia related to children's access to the internet, finally concluded that internet parenting applied by parents in Indonesia is diverse, namely: authoritarian, democratic, permissive, and indifferent parenting (Dhahir, 2018). Meanwhile, research that examines further the role of parenting parents to children living in the digital era with library research methods concludes in the current digital era, with various kinds of technological sophistication so that the type of parenting style of parents to their children also changes (Aslan, 2019). The type of parenting consists of authoritarian, democratic, and permissive.

The parenting pattern related to daily interaction of the parent with the child which includes care, love, guidance, and dedication. Daily interactions of parents with children include attention, affection, guidance, and dedication (Kusumawati et al., 2017; Rindawan et al., 2020). Parents can expand their parenting knowledge and skills with parenting education programs. Parenting Education is education that aims to improve or promote parental behaviour that will affect the child's positive developmental outcomes (Blackwell et al., 2016; Erlanti et al., 2016). The old and present parenting styles are different, difficult parenting is described as a necessary evil to be a modern parent, because traditional parenting styles (qualifying as "authoritarian") no longer work ("Because times have changed") and can even harm children (such as using violence to discipline children, including corporal punishment). On top of that, it's been confirmed parenting is a scientific discipline, and it is. Parenting should be informed by scientific knowledge (such as child psychology, and child development theory) (Lam et al., 2019; Rindawan et al., 2020).

And in the current era, digital technology is developing more rapidly than previous technologies, facilitating more intensive and extensive contact with other people, therefore in the current era, there is also digital parenting that facilitates parents to learn parenting in the digital age (Tembely et al., 2017; Wahyuningrum et al., 2020). The rapid development of this era is followed by changes in the behaviour of each individual. The behavioural perspective holds that our social behaviour is best explained by directly observable behaviour and the environment that causes our behaviour to change. The cognitive perspective explains our social behaviour by focusing on how we mentally organize (thoughts, feelings) and process information that comes from the environment. Previous study state both perspectives are widely put forward by social psychologists with a background in psychology (Bucher, 2011).

The purpose of this paper is to analyse the digital era of parenting and how it affects children's behaviour. Concerns about parenting are not new, but the rapid diffusion of digital technology has increased anxiety over digital parenting (Modecki et al., 2022; Wahyuningrum et al., 2020).This study is based on the argument that children's behaviour in this digital era is very different from the behaviour of children before digital as it is today. However, educating today's children is so that children are ready to be smart in the future. So that it can be formulated whether there is an influence of digital-era parenting on student behaviour. Because we cannot avoid this digital, but we adapt, it so that it fits according to the portion without being out of date.

2. METHOD

The type of research used is descriptive quantitative. The unit of analysis in this study was the guardian of the students of SD N 01 Karanganyar. This study focuses on the influence of parenting in the digital era and what effect it has on children's behaviour. So that the people studied are parents of students at SD N 01 Karanganyar. The instrument used in this research is using a questionnaire made from *Google forms*. The composition of the questions in the questionnaire, the researchers made into 2 arrangements, the first arrangement regarding parenting digital parents and the second arrangement regarding student behaviour. The researcher asked the homeroom teachers for grades 4, 5, and 6 to share

the *Google form* link with the student guardians through the class WhatsApp group. The questionnaire uses a Likert scale as a measurement of the variables.

The subjects of this study were guardians of upper-class students, namely grades 4-6 with a sampling technique using simple random sampling. Because the population is homogeneous, the sampling technique used in this case uses probable sampling in addition to conventional random sampling. If the number of subjects is less than 100, then it is better to take all so that the research is population research, but if the number is larger, then it is taken as much as 10-15% at There were approximately 75 people that responded to the survey's questions out of a total of 100 (Arikunto, 2007). Subject selection was based on most of the guardians of high-class students where the students were already proficient in operating computers and accessing the internet. In this study, the subject acts as a respondent who will fill out the questionnaire.

The technique for data analysis that is used is regression line analysis since the results of this study show a certain relationship between two variables. Simple linear regression is a particular type of persuasion that illustrates the relationship between one significant variable (X) and one significant variable (Y)(Mendenhall & Sincich, 2016; Yuliara, 2016). Before the analysis stage, the research instrument was tested for validity and reliability first, and then tested the classical assumption of Kolmogorov-Smirnov normality. After that, a simple linear regression analysis was performed. The researchers calculated these stages using SPSS 25 application.

3. RESULT AND DISCUSSION

Result

The subject of this research is all 4-6 graders of SD Negeri 01 Karanganyar in the 2022/2023 academic year with a total of 75 children. The researcher immediately asked the homeroom teacher for help to share the questionnaire link that the researcher made from the *google form*. The researcher made a questionnaire with 17 questions asked. There are 3 stages to be able to produce a simple linear regression analysis. Based on the results of data analysis, it was found that Validity X (Independent: Digital Age Parenting) is valid; indicator 1 (0.472), indicator 2 (0.736), indicator 3 (0.575), indicator 4 (0.48), and indicator 5 (0.562). Based on the results of data analysis, it was found that validity Y (dependent: Behavior of elementary school students) is valid; indicator 1 (0.659), indicator 2 (0.63), indicator 3 (0.766), indicator 4 (0.7), indicator 5 (0.724), indicator 6 (0.633), indicator 7 (0.61), indicator 8 (0.603), indicator 9 (0.726), indicator 10 (0.683), and indicator 10 (0.67). Base the results of observations in r Table obtained the value of the sample (N) = 75 of 0.2272. The results of the validity test resulted that all instruments started from the digital parenting variable (x) which consisted of x1. X2, x3, x4, x5 . all return values (r Count) > than r Table. In addition, the student behavior variable (Y), consists of y1, y2, y3,..., and y11. All of them return the value of r Count > rather than r Table. So it can be concluded that all instruments in this study can be said to be valid.

Based on data analysis, the reliability test obtained all values from the results of the variable parenting and student behavior resulting in Cronbach's alpha value (0.845) > 0.6. So it can be concluded that all instruments in this study are reliable. One-Sample Kolmogorov-Smirnov Test showed in Table 1. Based on Table 1, the test scores for statistics and asymp sig are greater than 0.05, which means that the data is normally distributed.

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		**75**
Normal Parameters	Mean	0.0000000
	Std. Deviation	5.08329524
Most Extreme Differences	Absolute	0.059
	Positive	0.047
	Negative	-0.059
Test Statistic		0.059
Asymp. Sig. (2-tailed)		0.200

Base on data analysis show the value of R is the symbol of the coefficient. The correlation value is 0.537. This value can be interpreted that the relationship between the two research variables is in the sufficient category. Then the value of the coefficient of determination obtained is 28.8% seen from R Square, so it can be interpreted that the variable X digital parenting pattern has a contribution effect of 28.8% on the Y variable student behaviour. The result of simple regression is show in Table 2.

Table 2. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	773.795	1	773.795	29.541	0.000
	Residual	1912.152	73	26.194		
	Total	2685.947	74			

Base on Table 2 in simple regression, the ANOVA table (F-test results) results are the same as the Coefficients table (T-test results), because there is only one variable. The significant value produces the same value below 0.05, which means that the digital parenting variable (X) affects the student behaviour variable (Y). Coefficients test result is show in Table 3.

Table 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.656	4.644		4.878	0.000
	Pola Asuh Digital	1.269	0.233	0.537	5.435	0.000

Base on Table 3 show the data that researchers got from respondents about digital parenting applied by parents in the current era has shown an improvement and relatively good technology adaptation. Along with the development of the times, which resulted in parenting patterns also develop. Percentage statement is show in Table 4.

Table 4. Percentage Statement

No	Statement	Percentage				
		STS	TS	RG	S	SS
1.	Giving cell phones to children	6.7%	10.7%	9.3%	60%	13.3%
2.	Supervision from parents of each child using cellphone/internet	2.7%	2.7%	5.3%	38.7%	50.7%
3.	Restriction on the use of cellphones/internet for less than 1 hour a day	2.7%	24%	20%	32%%	21.3%
4.	Responding to information obtained by children	1.3%	1.3%	1.3%	65.3%	30.7%
5.	Parents consider digital development to increase their children's knowledge	0%	2.7%	12%	57.3	28%

Based on Table 4, most of the parents chose to agree and strongly agree with the statements regarding digital parenting. Many parents have facilitated digital devices for their children, but according to the statement in table 4, some digital parenting patterns are also applied. Starting from supervision, restrictions, response, and positive assessment of parents on digital devices. The results of the questionnaire obtained regarding the behaviour of elementary school students can be categorized as language speaking, polite manners, socializing, as well as academic and religious. Based on data analysis, the results obtained, most of them chose to agree and strongly agree. This language talk is about using soft language with older people and students who don't like to swear. Although for the strongly disagree, disagree and undecided options remain. But it still dominates those who choose to agree and strongly agree.

The politeness graph also shows a positive majority with most choosing agree or disagree. This relates to children who do not argue with their parents and obey the advice of older people. Graphics for association also dominate parents who choose to agree and strongly agree. This association is about making friends with anyone without discriminating, not vilifying friends or bullying friends, not showing off, being friendly with friends and parents, and being easy to get along with. The last graph is about academics and religiosity, which relates to children who are not lazy in learning and are not lazy to carry out worship. Academic and religious graphs also show a positive response with most parents choosing to agree and strongly agree.

Discussion

This study has investigated digital parenting covering four main aspects: supervision, restriction, response, and positive assessment of parents on digital devices. These four aspects influence the behavior

of elementary school students. Among others: manners, language, association, academics, and religiosity. Digital parenting is defined as a strategy to educate and develop the potential of children intelligently by positioning parents to be more active, creative, and literate towards technological developments (Foschini, 2017; Yusuf et al., 2020). In this study, it turns out that many parents have implemented and are aware of the importance of digital parenting. So that there will be many children who are directed and do not abuse digital media. Due to all the risks and threats of cyberspace waiting for children of all ages, sometimes the children themselves can become a threat to other users (Tosun & Mihci, 2020; Wahyuningrum et al., 2020). The use of shared and active parental mediation will provide a positive relationship with digital skills.

The results of the data obtained, it has a relationship with student behaviour. Where these results show positive behaviour. In the book "The Parenting Process", shows that parents can easily touch their children's hearts, guide their children to do good deeds, can understand the child's soul, and be present in the child's life. Apart from these three elements, parents can find it difficult to point their children in the right direction(Brooks, 2011). One of the causes that affect the character and behavior of children, nothing is worse than the lack of parental attention. In addition, children are prone to imitating behavior, such a good environment makes it easier for parents to instill positive values (Ramadhani, 2013; Yusuf et al., 2020).

The relationship between the findings of this study and previous research lies in the fact that digital parenting has begun to be widely applied by most parents. That is why this study conducted a survey. These findings reveal the frequency and percentage of digital parenting patterns and student behaviour in as many as 75 respondents. Previous study helped change the focus of behaviorism through experiments called "operator behavior" and "reinforcement". "Operating Conditions" means any behavior, operating in an environment in a certain way and then causing effects or changes in that environment (Bucher, 2011). Social media removes social boundaries, where there are no boundaries of space and time, they can communicate anytime, anywhere. However, most parents can be encouraged to use what they know about their children and the wider community, for example, this knowledge also often applies to the digital world (Aslan, 2019; Tembely et al., 2017). There is no denying that social media has a huge impact on one's life, and small people can become big through social media and vice versa (Gandasari et al., 2020; Istiani & Islamy, 2020).

From the results obtained by researchers, it means that every parent who has implemented digital parenting will have a positive impact on children to behave better. Because there is control and supervision that does not make children depressed. Likewise, children are still allowed to use digital media every day with restrictions or rules that have been mutually agreed upon between parents and children. In a broader sense, positive themes that are currently being discussed include the identification and responsible use of digital technology, as well as parents beings acting as positive role models (Baharun & Finori, 2019; Modecki et al., 2022). Effective parenting necessitates a relationship between the ears of adults and the ears of children. Utilizing technology in the home has its benefits and drawbacks. Without the knowledge of their elders, children may have access to the Internet in a confined space, such as a classroom or a waiting room (Baharun & Finori, 2019; Tembely et al., 2017). Some parents find themselves on the other side of the digital divide, so parents first set an example of how to use it.

Student behaviour based on the results of respondents' answers has a good meaning, one of which is for language development. Digital media not only contributes to cognitive development but also to children's language development which can be developed expressively. As is the case in expressing wishes, opinions and rejections in spoken language. Likewise in the religious field, many digital media also disseminate photos and videos about religion. With parental supervision, religious behavior in children and adolescents will likely improve (Ferlitasari et al., 2020; Rahmawati, 2020). This is still related to manners, one of the efforts in shaping children's politeness is by instilling religious values for the initial foundation of children in practicing noble attitudes and behaviours according to the teachings of their respective religions (Amaruddin et al., 2020; Rindawan et al., 2020). Then for the healthy association of children and adolescents, namely not trapped in 2 extreme things: too closed off or too free. So the emphasis is on positive things such as establishing brotherhood and adding insight.

The implication of this study was designed to address the problem of accurate research discusses the role of digital-era parenting. Limitations in the results and findings should be described in detail. This study directly involved the subject, namely the parents of students as respondents in filling out the questionnaire. However, this research only involved parents and did not involve students as subjects. Thus, future studies can combine parents and students or from the student's point of view only. There is a lot of literature that conveys digital parenting methods so that parents have solutions to the difficulties of parenting digital-age children. Even now, the literature shows a positive impact of digital parenting, but

this study offers further research because this research is limited, starting from the sample, time, and aspects that only examine parents and lack of research from the point of view of parents' student.

4. CONCLUSION

This paper argues at the outset whether there are differences in parenting before this rapid digital development. It turns out that this digital parenting pattern influences the behaviour of students in the digital era. The behaviour of students who have been assessed as negative behaviour is not always wrong, because negative student behaviours according to this study can be overcome by the existence of digital parenting or digital parenting which some parents are starting to realize. Even some parents agree that this digital can increase students' knowledge. This is important for some parents who don't know or understand digital parenting because most parents still complain about having difficulty dealing with their children in the digital age.

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