

**OPTIMIZING THE ROLE OF PARENTS IN STRENGTHENING MORAL
EDUCATION IN THE DIGITAL ERA**

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Abstract

This research aims to analyze the role of parents in strengthening children's moral education in the digital era and identify the challenges faced in the process. The method used in this study is a descriptive qualitative approach through in-depth interviews and questionnaires to teachers and parents in the elementary school environment. The results of the study show that the role of parents is still not optimal in accompanying children,

especially related to the use of digital technology which increasingly dominates children's daily lives. The three main problems found are the low digital literacy of parents, lack of communication and emotional involvement with children, and lack of supervision of digital content consumed by children. As a result, children experience a decline in moral values such as good manners, empathy, and self-control. This research emphasizes the importance of synergy between families, schools, and communities in creating a supportive environment.

Keywords: Digital age, Moral education, The role of parents

Abstrak

Penelitian ini bertujuan untuk menganalisis peran orang tua dalam penguatan pendidikan moral anak di era digital serta mengidentifikasi tantangan yang dihadapi dalam proses tersebut. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif melalui wawancara mendalam dan kuesioner kepada guru dan orang tua di lingkungan sekolah dasar. Hasil penelitian menunjukkan bahwa peran orang tua masih belum optimal dalam mendampingi anak, terutama terkait penggunaan teknologi digital yang semakin mendominasi kehidupan sehari-hari anak. Tiga permasalahan utama yang ditemukan adalah rendahnya literasi digital orang tua, minimnya komunikasi dan keterlibatan emosional dengan anak, serta kurangnya pengawasan terhadap konten digital yang dikonsumsi anak. Akibatnya, anak-anak mengalami penurunan nilai moral seperti sopan santun, empati, dan pengendalian diri. Penelitian ini menekankan pentingnya sinergi antara keluarga, sekolah, dan masyarakat dalam menciptakan lingkungan pendidikan moral yang holistik. Implikasi dari temuan ini adalah perlunya program penguatan kapasitas orang tua melalui pelatihan literasi digital dan strategi komunikasi efektif dengan anak. Dengan langkah tersebut, diharapkan orang tua mampu menjadi pendamping utama anak dalam menghadapi tantangan moral di era digital serta menjadikan teknologi sebagai alat pendukung pembentukan karakter yang positif.

Kata kunci: Era digital, Pendidikan moral, Peran orang tua

INTRODUCTION

The rapid pace of digitalization requires a balance between technological intelligence and character building in children. With the rapid development of digital technology in the current era, the active role of parents in educating their children is becoming increasingly important, especially in strengthening moral education (Maghfiroh, 2024). In this digital era, it offers ease of access to information, but it also brings a big challenge in the form of exposure to content that does not always correspond to the desired moral values (Nurhayati et al., 2023). Therefore, parents have a great responsibility to utilize technology as a tool to teach positive values and good ethics. With active involvement, parents can guide their children to understand the limitations in the use of technology, as well as direct them to develop responsible attitudes, empathy, and behaviors that are in line with social norms (Arta & Prahesti, 2024). In addition, parents can also take advantage of various digital platforms to introduce moral education interactively, making the digital era an opportunity to strengthen children's character and personality. The rapid expansion of digitalization today has not only affected the educational process but also redefined the moral and behavioral patterns of children.

The importance of the role of parents in children's moral education, especially in facing challenges in the digital age, has been widely discussed in various studies. Previous studies have discussed the active role of parents in utilizing the digital era as an opportunity to strengthen

children's moral education. From the results of the study, it can be categorized into 2 tendencies. First, the use of technology as a recommendation for moral education by Ismawati & Puspita (2024) Where his research shows that the importance of the role of the family in creating a balance between the use of digital media and direct activities to support the development of children's character in the digital era. In addition, it is strengthened by research Dwi (2024) It also emphasizes that parents are obliged to accompany their children when using technology by providing time limits, setting appropriate content access limits, and opening discussion spaces with children regarding security and privacy. This research indicates that the active involvement of parents in moral education through technology can have a positive impact on children's character development in the digital era (Afrizal Purba & Defriyanto, 2020). Second, supervision and restrictions, parents are expected to be more active in supervising and limiting the use of technology by children. As in research that has been conducted by Wulandari (2021) that parents are advised to actively monitor and limit the use of technology, especially for preschool-aged children and young children. Strengthened by research Hidayati (2023) which said that the main strategy in the restriction includes setting time limits, limiting apps and content, and setting limits on the use of gadgets.

With that, parents have an important role in providing education to children about healthy and responsible use of gadgets by providing an understanding of the importance of using gadgets wisely, teaching online ethics, and helping children develop positive digital skills (Isdiyantoro & Maftuhah, 2022). The novelty in this study with previous research is a holistic approach that involves the active role of parents in accompanying children in the digital world, both in terms of supervision, restrictions, and the use of technology as a means of moral education. This research emphasizes the importance of collaboration between parents, children, and technology to build children's morality in the digital age, paying attention to relevant social and cultural contexts.

The digital era is an era in which an era has experienced rapid progress leading to digital. This era is marked by such quick and easy access to information. Rapidly evolving technology brings many significant changes (Harry Saptarianto et al., 2024) The digital era is characterized by rapid technological developments and a lifestyle that relies on electronic devices. While it brought positive changes, this era also posed new challenges, including the loss of privacy and ease of access to information (Setiawan, 2017). In the context of education, the digital era affects the formation of students' character, with challenges such as teaching honesty amidst the abundant flow of information, cyberbullying, and social media addiction. Character education in this era requires innovative and holistic strategies, including integrating character values into the digital curriculum and parental involvement (Sagala et al., 2024, Triyanto, 2020). The role of parents, educators, and the community is very important in guiding children to use technology positively (Sukma, 2021).

The digital era has had a significant impact on children's behavior and morals, so there is a need to focus on character and moral education. The impact of the digital era on children, implications for moral education (Sukma, 2021). The widespread use of digital media poses a risk to children's moral development, so moral education becomes a priority for parents and education. Effective methods for moral education in the digital age include example, habituation, advice, attention, and supervision (Suhartono & Yulieta, 2019). Character education plays an important role in overcoming moral degradation among primary school children (Sunandari et al., 2023). While digital technology offers benefits, it also presents challenges, requiring guidance and supervision from parents, educators, and the community to ensure children are using it appropriately and beneficially.

The role of parents in the digital era is becoming increasingly complex, especially in shaping children's character and faith (Maghfiroh, 2024). Parents face challenges in guiding their children in using digital technology while maintaining traditional values and religious education (Jannah &

Wahidah, 2023). The digital age has brought rapid technological advancements, exposing children to a variety of digital devices and potentially affecting their development and behavior. To overcome these challenges, parents must adopt strategies such as open communication, providing guidance and supervision, creating a conducive environment, and being positive role models. In addition, parents must also collaborate with schools and communities to instill moral values, critical thinking skills, and awareness of online safety. Ultimately, parental involvement remains important in fostering faith, character, and responsible use of digital technology in children.

Recent research shows that the digital era brings challenges for parents in early childhood care. Key hands include time constraints, lack of technological knowledge, and digital distractions (Mutiarasari et al., 2024). Strategies that can be applied include quality time with children, understanding the use of technology, avoiding distractions, setting a good example, open communication, and collaboration between parents (Latif et al., 2023). It is important for parents to know the challenges and solutions in educating children in the digital era, the role of parents is crucial in shaping children's character so that they can use digital technology wisely and responsibly. Other strategies include instilling moral values, mentoring, supervision, being a role model, and cooperation with schools and the community (Maghfiroh, 2024).

Moral education aims to develop strong character, ethical decision-making, and commitment to human values (Amelia et al., 2025). Moral education emphasizes on the formation of moral knowledge, feelings, and actions to cultivate good habits and distinguish right and wrong. The concept of Al-Ghazali's moral education, which focuses on getting closer to Allah and achieving human perfection, is still relevant to Islamic education in Indonesia (Supardi & Ghofar, 2017). In the modern era, moral education faces new challenges, especially in the digital era. The main challenge in moral education in the digital era is to teach the skills to think critically and sort out good information from bad information, as well as maintain ethics in interacting in cyberspace, such as avoiding cyberbullying, hoaxes, and misuse of technology. Therefore, moral education must involve a more integrative approach, which combines the learning of moral values with an understanding of digital responsibility, so that individuals are able to act with integrity both in the real world and in cyberspace.

The relationship between moral education, the digital era, and the role of parents is very close, because parents have a key role in shaping children's character in the midst of rapid technological developments. The research highlights the important role of parents in shaping moral education and character formation of children in the digital era. Effective communication between parents and adolescents is essential for moral development, increasing self-confidence and responsibility. The family environment is crucial in character building, with parents needing to accompany children during online learning to prevent exposure to negative content (Damayanti & Saputri, 2022). Parents can also open a healthy communication space to discuss issues related to social media, cyberbullying, or other challenges that children may face, so that moral education can be maintained even in an ever-evolving digital context.

The purpose of the study is to identify and analyze the optimal role of parents in strengthening children's moral education in the digital era, by assessing how much influence they have in shaping children's moral values. In addition, this study also considers the challenges and negative impacts of exposure to digital information that is not always in accordance with moral values. This study seeks to provide practical recommendations for parents on ways to educate children with strong moral values and increase parents' awareness of the importance of their involvement in supervision and moral guidance related to the use of technology and the internet. With the hope that parents can better understand and optimize their role in educating children with strong moral values in the digital era.

From the description above, it is said that the role of parents in children's moral education, especially in the digital era, plays an important role. Parental involvement is important during online learning, as they need to monitor children's device use to prevent exposure to negative content (Damayanti & Saputri, 2022). Where parents today face challenges in shaping children's character in the midst of rapid technological advances (Maghfiroh, 2024). A study in Malang said that parents play an important role in children's moral education, which includes aspects such as sexuality, solidarity, pluralism, justice, honesty, and concern for the environment (Maghfiroh, 2024). To overcome these challenges, parents must understand the positive and negative impacts of digital technology, teach critical thinking skills, and collaborate with schools and communities (Dheasari & Fajriyah, 2022). They can set a good example and create open communication about moral values that need to be maintained in the digital world. With this approach, children will be better prepared to face digital challenges wisely and maintain integrity and good morals. Accordingly, this study aims to identify and analyze the optimal role of parents in strengthening children's moral education in the digital era, by examining how much influence they have in shaping moral values.

METHODS

The selection of the theme of the role of parents in strengthening moral education in the digital era is based on several reasons that are relevant to the challenges and developments of the current era. First, the rapid advancement of digital technology has changed the way children interact with the surrounding world, access information and communicate. This poses a new challenge for parents in supervising and guiding their children so that they are not negatively affected by digital media. Second, many parents have difficulty adapting to technological developments, so their role in children's moral education is less than optimal. Therefore, this theme was chosen to highlight the importance of the role of parents in shaping children's character through moral education, as well as how they can make positive use of technology to strengthen good moral values in children's lives in the digital era.

This research is included in qualitative research. Qualitative research is used to deeply understand parents' experiences, views, and perspectives regarding strengthening moral education for their children, especially in the context of the use of digital technology. Qualitative research is appropriate for exploring social meanings and understanding participants' lives experiences in natural settings (Waruwu, 2024). With a qualitative approach, this study explores in detail how parents view their role in educating children about moral values in the midst of growing technological sophistication. The data were analyzed using a descriptive qualitative method based on Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing (Huberman et al., 1994). The types of data collected consist of primary and secondary data. Primary data was obtained directly from the main source, namely the parents who were the object of the study. This data can be collected through in-depth interviews with parents, and questionnaires designed to explore teachers' views, experiences, and perspectives on strengthening moral education in the digital age. This primary data provides direct and authentic information on how parents guide their children in facing technological challenges. Meanwhile, secondary data is data obtained from pre-existing sources, such as literature, articles, books, research journals, or reports relevant to the topic of moral education and the use of digital technology. This secondary data can be used to support the analysis and provide a broader context about the development of moral education in the digital age as well as the practices carried out by parents in various contexts.

The research participants in this study consisted of parents or guardians who have children in elementary school age, who play a direct role in the parenting and moral education of children at home. They were chosen because they have direct experience and insight related to efforts to

strengthen moral education in facing digital challenges. In addition, children who were secondary subjects were also involved in this study, as parties who felt the direct impact of moral education provided by parents, as well as to obtain their views on how technology affects their moral values. Other participants are teachers or teachers, who serve as a supporting context, providing perspectives on moral education applied in schools and how collaboration between parents and educators can affect children's moral development in the digital age.

This research process began with the identification of problems related to strengthening children's moral education in the digital era, as well as the role of parents in accompanying their children in the midst of technological developments. The researcher then designed the research design by selecting appropriate data collection methods, such as in-depth interviews, and questionnaires to explore the views of parents, children, and teachers. The interview method was used to explore information about the moral values taught by parents, the challenges faced in educating children in the digital era, and the approaches/strategies they use in technological supervision. The questionnaire method was used to assess the extent to which parents felt technology had an effect on children's moral development and how they collaborated with schools in supporting children's moral education. With questionnaires, researchers can obtain quantitative data that can be easily analyzed to illustrate general patterns and trends related to the role of parents in moral education in the digital world.

The data collected in this study was then analyzed using a qualitative descriptive approach. Qualitative data analysis is carried out through the following steps: data reduction, data presentation, data verification, and conclusion drawn. Data reduction was carried out by analyzing interview transcripts based on relevant categories, such as the role of parents in supervising the use of technology, the methods applied to teach moral values, and the challenges faced by parents in educating children in the digital era. Data presentation was carried out through restatements, descriptions, and interpretations based on interview excerpts, to clearly describe parents' views on strengthening moral education at home, as well as their interaction with technology in the context of children's moral education. Data validation is carried out to ensure the truth and credibility of the data source, as well as to find relationships between variables, such as the influence of the use of technology on children's moral development and the role of parents in dealing with it. Finally, triangulation was carried out by collecting data from various sources and methods (interviews of parents, children, and teachers) to ensure that the results of the study reflected the influence of digital interaction in children's moral education and the optimization of the role of parents in educating in the digital era.

RESULTS AND DISCUSSION

Based on interviews with a number of parents and classroom teachers, it was found that many parents still do not fully understand the characteristics of the digital world and its impact on children's moral development. The teacher said that most students experience gadget abuse, such as playing excessive games, accessing age-inappropriate content, so that dependency causes them to be less able to be wise and more easily provoked by emotions. Parents themselves admit that while they try to exercise supervision and restrictions, not all have the right or consistent approach. Some parents even prefer not to give access to gadgets at all, while others are just limited to limiting time without really monitoring the content and use of the gadget. This shows that there is still a gap between parents' intentions and their ability to understand and manage the influence of digital technology effectively. The lack of digital literacy among parents prevents them from becoming the school's main partner in fostering children's morals.

The results of interviews and questionnaires also show that most parents do not have a marked understanding of how the digital world works and its impact on children's moral development. Many

parents give access to gadgets to children without clear supervision or restrictions, either because of busyness, fatigue, or ignorance of the risks of the content accessed by children. In some cases, parents even use gadgets as "digital nannies" to calm fussy children. This is very concerning considering that many children then imitate the behavior they see from social media without understanding the moral values that should be upheld. This has an impact on the fading of the values of manners, responsibility, and empathy that should be formed from an early age in the family environment.

In the teacher questionnaire data, it was also found that some students were so attached to gadgets that they experienced a decrease in enthusiasm for learning and lost interest in interacting in real life. Some teachers said that children are more interested in playing online games, imitating social media trends, and experiencing a decrease in manners. In fact, technology can be a positive learning tool if used with the right guidance. The lack of digital literacy among parents inhibits this potential and actually opens a gap for abuse. Therefore, the role of parents as supervisors, educators, as well as role models in the use of digital technology is very crucial.

The teacher stated that the involvement of parents in the formation of children's character at home greatly determines almost 100% of children's behavior at school is influenced by the home environment. However, the reality that occurs shows that interaction between parents and children tends to be minimal. Parents are often too busy with work or even busy with their own gadgets, which makes quality time with children very limited. On the other hand, the parents in the interview also revealed that they try to establish communication through ways such as inviting discussions, giving advice, and chatting with their children. However, the intensity and consistency of such communication is still a challenge, especially when children begin to show behavior that is difficult to regulate or disobedient. This gap shows the urgent need for increased parental awareness to be more active and consistent in interacting with children, not only verbally, but also through sufficient example and emotional attention. Effective communication is not only one-way (advice), but also builds mutual trust between children and parents.

Communication between parents and children is one of the important aspects in moral formation. However, many parents are considered not optimal in establishing strong emotional relationships with their children. Teachers highlight that interaction between parents and children is often limited due to busy work or the tendency of parents to be busy with their own gadgets. As a result, children do not get enough attention and direction at home. Parents tend to leave the process of moral education completely to the school, even though the home is the first environment that shapes the child's personality and character. Lack of quality time and effective communication causes children to grow up without consistent moral guidance, so the values of manners, empathy, and responsibility are not firmly embedded.

The findings of the teacher questionnaire also show that although there are some parents who care and are involved in children's moral education, there are still many who do not realize how important their role is. Parents should be able to establish good communication and children to form good attitudes and character at home. Some teachers also emphasized the importance of regular meetings between students and schools, parenting classes, and monitoring children's habits at home as a form of cooperation that must be strengthened. When communication does not go both ways, then children's character education will be unequal and out of sync between what is taught at school and what is formed at home.

One of the crucial issues raised in the interview was the amount of exposure to negative content on the internet consumed by children. The teacher highlighted that many students show implied behavior, lack of manners, and have difficulty controlling emotions. This is in line with the opinion of parents who stated that the influence of technology, especially from social media and online games, has had a significant impact on children's morale from laziness to learning,

dependence, to difficulty in being managed. While there are positive sides to the internet such as increased insights, most parents and teachers agree that digital content needs to be filtered and closely monitored. Many children are not able to choose which information is good and bad. Children's unpreparedness in facing the digital world, which is not balanced by parental assistance, results in them easily absorbing foreign cultures that are not necessarily in accordance with the moral values taught at home or school.

Exposure to negative content on the internet is a serious threat to children's moral development in the digital era. In interviews and questionnaires, both teachers and parents agreed that children are very easily influenced by social media, online games, and digital spectacles that are not appropriate for their age. Content such as online games, and digital viewing that is not age-appropriate. Content such as violence, hate speech, and consumptive lifestyles is very accessible, and children do not yet have the critical ability to filter this information. Due to the lack of supervision and guidance from parents, children experience quite noticeable behavioral changes. They become less concerned about other people's feelings or loss of empathy, no longer show courtesy to teachers or parents, and tend to be harsh, argue, or even rebellious. This shows the weak moral formation in children due to the lack of roles and directions from the family environment.

In addition, the teacher said that many students are now experiencing alarming behavioral changes, such as being lazy to think, having difficulty concentrating while studying, and playing gadgets too often. This makes the learning process less effective. In addition, teachers also find it difficult to control the negative influence of the internet and social media which continues to grow very quickly. The information that students receive every day is so much, and not all of them are good, that teachers are overwhelmed to guide students so that they are not affected by bad things. Therefore, synergy between parents and schools is needed to carry out supervision, education, and restrictions on digital access wisely. Moral education is not only formed through lectures or commands, but also through example and character strengthening in daily life, including in the use of technology.

The results of this study show that the role of parents in strengthening children's moral education in the digital era is still not optimal. Three main problems were found, namely parents' lack of understanding of the digital world, communication and involvement gaps in children's lives, and high exposure to negative content from the internet that is not strictly supervised. These three problems are interrelated and are the main factors that hinder the formation of strong character and morals in children. Without adequate digital understanding, warm communication, and consistent supervision, children tend to absorb negative values from the digital environment more easily than the positive values that should be instilled by the family. Recent studies show that parents are becoming more active in digital literacy education for their children, although there are still challenges. A survey of 120 kindergartens in Semarang found that 26.1% of parents were involved in their children's digital literacy education at school (Munawar et al., 2019). Similarly, research in Kebumen shows that 26% of parents who have children aged 5-6 years play a role in developing their children's digital literacy skills (Pandowo & Isnaningsih, 2024). Parents can make several efforts in supervising the use of digital technology, especially gadgets, such as asking children about the activities that children do with their gadgets, being next to their children and sitting together when children use gadgets. In addition, supervision and use of gadgets can be carried out by guiding and accompanying the use of children's gadgets, controlling the data or content of children's gadgets, limiting children in the use of gadgets, not scolding children when children make mistakes, understanding children by assessing their ability to choose new things, being patient and actively educating children and spending time with children.

In addition to parents having to develop digital literacy skills, effective communication between parents and children is essential for moral education in the digital era (Tibo et al., 2024). Open, empathetic, supportive, and fair parents create an environment conducive for adolescents to develop strong character and moral values. In the context of moral education, parents who successfully integrate values such as trust in God, responsibility, justice, tolerance, and good manners in daily communication and through the use of technology, can help children to better face the challenges of moral in the digital age, as well as explore how technology can be used more effectively in the context of moral education. This is reinforced by various previous studies conducted by Pratiwi (2019) which shows that the family is a major foundation in Character education, with children spending 60-80% of their time with the family until the age of 18. Until the age of 18, they still need parents and warmth in the family. From here, it is appropriate that character education starts from within the family, which is the first environment for the growth of children's character. After the family, in the world of education, this character must have become a mandatory teaching since elementary school. Elementary school children are still in the stage of concrete operational development. The stage where their intelligence begins to develop to think logically and systematically. So that character education in elementary school children is the key to changing the younger generation for the better. And parenting styles, particularly authoritative parenting, significantly influence character formation, where parents teach values such as religiosity, honesty, and empathy through exemplary behavior and education from an early age (Utomo & Alawiyah, 2022). In addition, the family is the main foundation, parents also need digital literacy in supervising their children's development.

The results of this study are a reflection that the digital revolution not only brings challenges to educational institutions, but also becomes a big test for the role of families in educating children. When technology develops faster than the family's readiness to deal with it, children are the most affected. Moral education that should be formed from home is now displaced by digital content that is often not educational. This is a sign that there needs to be a renewal in the way parents educate and accompany children in the modern era. Moral education should be prioritized both at home and at school, with appropriate methods such as example, habituation, counsel, attention, and supervision (Suhartono & Yulietta, 2019). The process of moral development requires long-term commitment and integrative cooperation between families, schools, and communities to create an environment conducive to the formation of positive habits (Rohman, 2012). Without strong collaboration between these three elements, children's moral education will run uneven and less effective, because the values taught in schools will not be fully embedded if they are not strengthened by the family and community environment. Therefore, the active involvement of parents in guiding, setting an example, and establishing warm communication with children is an important key in ensuring that moral values can be applied consistently in daily life, both at home, at school, and in the wider social environment.

The main implication of these findings is the need for real synergy between schools and parents in shaping children's characters. Schools cannot run on their own by providing moral education if at home there is no support or consistency of the same values. If not addressed immediately, this condition can result in the younger generation growing up without a strong moral direction, despite having academic or technological intelligence. It is also a reminder that moral education cannot be completely given to schools alone, the home remains the first and foremost place of character education. So here emphasizes the importance of collaboration between parents, schools, and the community in shaping children's character education (Saputri et al., 2024). This synergy is essential for holistic and effective character development, with parents acting as role models, schools providing formal education, and communities offering a social environment for growth (Feranina & Komala, 2022). This synergy allows children to receive consistent moral messages from various

directions, so that the values taught do not just stop at theory, but really become part of daily life. With this approach, moral education not only shapes behavior, but also builds a strong, resilient, and ready character to face the challenges of the times, including in the digital era.

This result arises because of the rapid development of technology and the readiness of parents to deal with it. Many parents do not get enough provisions to face the challenges of the digital world, both in terms of knowledge and time. They tend to entrust the educational process entirely to the school, without realizing that children spend more time at home with digital devices. In addition, the weak communication culture in the family and the habit of giving gadgets as a form of distraction, further weaken the emotional involvement between children and parents. This condition results in children growing up with a lack of moral control from the immediate environment, so that the values that should be instilled at home are replaced by the influence of digital content that is not necessarily appropriate to their age and developmental stage. While digital technology offers benefits, it also poses a risk to the formation of children's character, which has the potential to lead to moral deviations and behavioral problems (Fatimah et al., 2023). If left unchecked, this can widen the gap between children's technological abilities and their moral maturity, which has an impact on daily thinking and behavior.

Concrete steps that need to be taken are to improve digital literacy for parents, both through seminars, parenting classes, and cooperation between schools and the community (Sugiyo et al., 2018). Schools can design collaborative programs that not only educate children, but also guide parents in managing and assisting children in the use of technology, there is also a need to strengthen family values through warm communication, parental example, and wise control over children's digital access. Governments and educational institutions must recognize this urgency and make it a priority in moral education policies in the digital age. The initiative aims to equip parents with the necessary knowledge to effectively guide their children in the digital world. In addition, schools can provide practical modules and regular discussion forums for parents, while the government supports with incentive policies and resources for the implementation of such training. With this collaborative approach, it is hoped that moral education will be created that synergistically integrates the roles of family, school, and society in the digital era.

CONCLUSION

Based on the results of research that has been carried out, the role of parents in strengthening children's moral education in the digital era still faces serious challenges. The three main findings that stand out are the low understanding of parents of the digital world and its influence on children's morals, the existence of communication gaps and lack of emotional involvement between parents and children, and the high risk of exposure to negative content from the internet that is not balanced with adequate control and supervision. Children tend to show impulsive behavior, decrease their manners, and have difficulty controlling emotions due to the influence of technology used without strong moral direction. This is necessary for a parent capacity strengthening program that includes digital literacy training, practical assistance in the use of gadgets, and effective communication strategies with children. Schools and the government can work together to develop digital-based parenting modules that are easily accessible, complete with case examples and guidelines for resolving moral conflicts in cyberspace. The implementation of this module needs to be supported by an evaluation and feedback mechanism involving teachers, parents, and children, so that the effectiveness of each effort to strengthen morale can be monitored on an ongoing basis and adjusted to the dynamics of needs in the field.

From the above findings, this study makes an important contribution to the literature on character education and the role of the family in the digital era. The findings of this study emphasize

that moral education is not only the responsibility of the school, but also requires active, conscious, and intelligent involvement of parents. In addition, this study also clarifies how weak digital literacy among parents can have a negative impact on children's character development. The results of this study encourage education policies to not only focus on academic learning, but also build synergy between schools, families, and communities in strengthening moral education based on universal values. For this reason, the need for the contribution of the government, educational institutions, and community organizations is expected to formulate policies and organize integrated training programs to improve parents' digital literacy and strengthen their role in children's character education because parents are the main foundation in shaping children's moral education. Furthermore, to ensure the sustainability and effectiveness of these efforts, each training program and parenting module needs to be equipped with periodic monitoring mechanisms and feedback forums, so that materials and methods can continue to be adjusted to the needs of family realities and the dynamics of technological developments. Schools can also make a routine schedule of meetings between teachers and guardians of students face-to-face or online to evaluate the progress of students' character and discuss real cases.

This study has limitations in scope and number of participants. Data was obtained from a number of teachers and parents in certain educational units, so the results may not be fully representative of conditions in various regions or other levels of education. In addition, a qualitative-descriptive research approach has not been able to quantitatively measure how much parental involvement affects changes in children's moral behavior statistically. For further research, it is recommended to take a quantitative approach with a broader and more diverse sample, including comparing the roles of parents from different socioeconomic and cultural backgrounds. Advanced research can also develop intervention models or digital-based family education programs to improve parents' moral literacy and technology, so that synergy between home and school can be formed in a more systematic and measurable manner. The findings confirm that parents' digital literacy, quality of communication, and consistency of supervision directly influence children's moral behavior. Therefore, the level of parental involvement becomes a determining factor in whether children can internalize positive values amidst the rapid development of digital technology. Furthermore, this study concludes that the optimization of moral education requires a synergistic relationship between parents, schools, and the wider community, supported by continuous digital literacy training and moral guidance strategies adapted to technological changes.

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