
Revitalizing Parental Roles Through Digital Parenting Strategies to Build a Resilient Golden Generation at SMA MBS Al Amin Bojonegoro

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Abstract: *The disruption of the digital era has fundamentally altered the structure of family interactions, where gadgets often supersede face-to-face communication, precipitating phenomena of gadget addiction among adolescents. Within the environment of SMA MBS Al Amin Bojonegoro, many parents remain entrapped in the "digital native" myth, assuming that children are automatically capable of filtering negative technological impacts without guidance. This community service initiative aims to educate guardians regarding the urgency of digital literacy and to transform traditional parenting styles into effective Digital Parenting. The implementation method employs a persuasive and educational approach through a series of workshops, Focus Group Discussions (FGD), and simulations for creating a "Family Digital Contract". The results indicate a critical need for a paradigm shift from authoritarian or permissive parenting toward Authoritative (democratic) parenting, which balances firm control with emotional warmth. This program recommends that parents actively assume roles as coaches and role models to align character education at home with the school's vision, thereby preventing the emergence of a "lost generation" due to destructive technological influences.*

Introduction

The digital era currently engulfing the world has brought about fundamental changes in the structure of human life, creating a dynamic and complex digital knowledge-based society. The birth of this era is characterized by massive technological advancements, creating disruptions that not only alter how we work and communicate

but also reshape social structures and interaction patterns within the smallest unit of society: the family. In educational environments such as SMA MBS AL AMIN, this phenomenon is no longer merely a futuristic discourse but a daily reality faced by students, teachers, and guardians. Automation and the internet have now become primary needs equivalent to clothing and food, aligning with internet penetration in Indonesia which continues to rise sharply, connecting students to a boundless global network.

Digital technology has now pervaded the private spaces of the extended families of SMA MBS AL AMIN uncontrollably, transforming the face of household interaction into a media-saturated environment. Both parents and students have become active users of various digital devices, ranging from computers for school assignments and smartphones to other entertainment devices. The presence of gadgets amidst the santri (student) families acts as a double-edged sword; on one hand, it opens access to vast Islamic and general scientific information, yet on the other hand, it often does not necessarily improve the quality of relationships between family members. Ironically, when students are at home or during visitation times, technology often distances those who are near, where children and parents are psychologically separated despite being in the same room because they are engrossed in their respective device screens.

The impact of this digital "tsunami" is beginning to be felt tangibly in the dynamics of child-rearing within the SMA MBS AL AMIN environment. Serious problems such as gadget addiction now haunt parents, creating new challenges in maintaining student learning focus. Furthermore, the rapid flow of information disseminated by the media industry is often not balanced with adequate literacy skills. Many student families are still stuttering in filtering information, making them vulnerable to exposure to hoaxes or negative content that contradicts the Islamic values taught by the school. This inability to process information negatively impacts the validity of knowledge received by children, making the construction of media literacy awareness an inevitable urgency for the school community today.

For years, society—including some guardians at SMA MBS AL AMIN—has been trapped in the myth that the current generation of children are "digital natives," a generation born alongside technology and thus assumed to automatically master it wisely. However, facts on the ground show that this predicate is merely a myth if not accompanied by proper guidance. Students' proficiency in using technology is actually heavily determined by external factors such as the intensity of parental guidance. Without direction, students may only be proficient in using gadgets for games and entertainment, without a deep understanding of digital security risks and the ethics of utilizing them for academic productivity.

This gap in understanding is exacerbated when parents of students never open a space for discussion regarding technology with their children. In reality, SMA MBS AL

AMIN students—like previous generations—still require guidance and authority figures from parents to navigate this trap-filled digital world wisely. Parents are demanded not merely to be facilitators who finance the purchase of gadgets but must also understand the core values of the digital world, such as creativity and collaboration. Without this understanding, parents will find it difficult to synergize with the school in guiding children to become smart and responsible technology users in accordance with religious guidance .

From the spiritual and social perspectives that breathe life into education at SMA MBS AL AMIN, a child is the most beautiful gift as well as a trust from God whose fitrah (innate purity) must be guarded. Gratitude for the presence of a child should be manifested through proper education and strong character building, both at school and at home. Every child is born in a state of fitrah, and parents hold a central role in molding the "color" of that child's life. This parental responsibility encompasses dimensions of faith, morality, and intellect, all of which aim to form a resilient generation. The school assists in this process, but the main foundation remains in parental upbringing .

However, the challenge of educating students at SMA MBS AL AMIN, who belong to Generation Z, is far more complex compared to previous eras. Today's children possess great ambition for success and confidence because of the many role models they see on social media. They live in a world offering better comfort and facilities. However, behind this ambition, they also tend to think practically, desire everything instantly, and lack endurance in facing long learning processes. This requires parents and the school to re-teach concepts of patience, mujahadah (striving), and commitment amidst this fast-paced culture .

Another prominent characteristic of SMA MBS AL AMIN students as children of the digital era is their love for freedom of expression and critical thinking. They are born in a modern democratic world, thus tending to reject rigid doctrinaire educational patterns. They are critical and always demand logical explanations for every school or home rule enforced. Furthermore, their ability to trace information in detail through search engines forces parents and teachers to constantly upgrade their scholarly insights. The goal is for the educator's knowledge to be equal to or one level above the students so that advice and direction remain relevant and heard by them.

On the other hand, excessive use of digital media brings worrying negative impacts for students if not managed well. Students accustomed to spending time in front of screens tend to have impatient attitudes, decreased deep reading abilities (for books/kitab), and potentially disrupted worship productivity. Worse still, uncontrolled exposure to the cyber world can endanger privacy, increase the risk of cyberbullying, and trigger mental health disorders such as depression and loneliness. Children too engrossed in the cyber world often lose social skills in the real world, leading to low emotional intelligence.

Observing the complexity of these problems, the role of SMA MBS AL AMIN student parents as the first and primary educators becomes very crucial. The family must not lose its function as a vehicle for character education and a moral fortress. If the family function stalls, then all character education efforts undertaken at school will be difficult to optimize. Therefore, a revitalization of the parental role is needed through the application of parenting that is effective, positive, and transformative in accordance with Islamic values. Parents must be able to transform into school partners, agents of change, and learning consultants for their children.

Unfortunately, reality in the field shows that many parents are still stuttering in applying relevant parenting in the digital era. Many are still trapped in rigid authoritarian parenting or, conversely, permissive parenting that leaves children uncontrolled at home, with some even adopting an uninvolved attitude (fully surrendering to the school). Yet, the digital era requires an authoritative (democratic-Islamic) type of parent capable of balancing school rule discipline with family affection. Parents need to be present not as rulers, but as friends (coaches) accompanying children in navigating the swift currents of information.

Based on this problematic background, this community service activity was designed and implemented specifically at SMA MBS AL AMIN. This program aims to provide intensive education and guidance to parents/guardians regarding digital literacy and appropriate digital parenting strategies. Through this activity, it is hoped that parents will gain new insights to educate children in the disruption era, be able to build effective communication with students, and create a conducive family environment. The urgency of this service lies in the effort to save the nation's next generation in this school from becoming a "lost generation," but instead becoming a golden generation that is intelligent, of noble character, and ready to face the challenges of the times.

Method

The implementation method of this community service activity began with a pre-implementation stage covering participatory observation and in-depth situation analysis of the target partners, namely the association of guardians and the school committee at SMA MBS AL AMIN Bojonegoro. At this stage, the service team mapped fundamental problems related to digital interaction patterns between parents and students, both when students are in the dormitory and when on holiday at home. Based on initial observations, a specific problem was identified: the majority of parents in this school environment are still trapped in the "digital native" myth, assuming that their adolescent children are automatically capable of filtering negative content without guidance. The approach used was a Persuasive and Educational Approach adapted to the Islamic educational culture of the school, aiming to touch parental consciousness to be willing to change the parenting paradigm from mere gadget facilitators to active companions.

The second stage was the preparation of comprehensive, research-based educational materials relevant to adolescent psychology. The materials were compiled by referring to developmental psychology theories synergized with Islamic values upheld by SMA MBS AL AMIN. These materials covered three main clusters: first, the deconstruction of digital myths and the presentation of factual data regarding the negative impacts of excessive internet use, such as risks of learning concentration disorders, decreased social abilities, to the dangers of pornography. The second cluster focused on introducing four types of parenting according to Diana Baumrind: authoritarian, permissive, uninvolved, and authoritative, as well as analyzing their impact on student character. The third cluster contained practical guidelines for Digital Parenting strategies, including assertive communication techniques to build emotional closeness with adolescents.

The third stage was the core of the service activity, namely program implementation through a series of Digital Parenting Workshops attended by guardians and teachers of SMA MBS AL AMIN. In this session, the delivery method was designed to be interactive, not just one-way lectures, but combined with Focus Group Discussions (FGD) and role-play simulations. Participants were invited to practice how to create a "Gadget Use Contract" or family agreement regulating the duration and ethics of digital device usage aligned with school rules. Parents were also trained to enact functions as coaches and role models, learning to refrain from playing with gadgets when interacting with children, and building "keep in touch" and supportive communication to strengthen emotional bonds.

The final stage was monitoring and evaluation (monev) to measure program effectiveness and the sustainability of behavioral changes in parents of SMA MBS AL AMIN students. Evaluation was conducted through in-depth Q&A sessions and post-activity questionnaire distribution to measure parents' level of understanding regarding the urgency of shifting from uninvolved or authoritarian parenting towards authoritative. Indicators of program success were measured by parents' ability to identify digital risks, skills in using family security features (parental control), and the existence of a commitment to align parenting at home with the vision of character education at school. The results of this evaluation were then used as recommendations for the school to make family digital literacy education a routine annual agenda to maintain child education synergy.

Result and Discussion

1. Understanding Child Characteristics and Digital Challenges at SMA MBS AL AMIN BOJONEGORO

The educational landscape at SMA MBS Al Amin Bojonegoro today cannot be separated from the global reality of the birth of a digital knowledge-based society bringing major changes in all aspects of life. Technological disruption has created new challenges where educational problems become very diverse with greater responsibilities for teachers and parents. In this school environment, students are part of a generation living amidst a fast-paced flow of information, where digital technology has pervaded daily life uncontrollably. This phenomenon demands a new orientation in education emphasizing creativity, initiative, and communication, requiring parent and teacher figures capable of adapting as agents of change and wise learning consultants.

In understanding students at SMA MBS Al Amin Bojonegoro, a misconception often arises that they are "digital natives" automatically proficient in mastering technology simply because they were born in the digital era. However, this digital native predicate is often merely a myth, as this generation's proficiency is actually determined by various external factors such as mother's education level, family economic conditions, and how often technology is discussed at home. Without proper guidance, students from diverse backgrounds may only be proficient in using gadgets for entertainment without understanding aspects of digital security and ethics. Therefore, it is realized that this generation of children still requires intensive guidance and direction from parents and teachers to use digital media wisely.

The first prominent characteristic identified in students of this era is having great ambition for success. They tend to have positive and optimistic characters in reaching dreams, supported by world conditions that are relatively better and more established compared to previous generations. The many success role models they see on social media spur them to have high aspirations. In the educational context at SMA MBS Al Amin, this becomes both an opportunity and a challenge for parents and educators to help define the child's goals clearly and correctly, so that these ambitions are directed towards productive matters and not merely empty dreams.

However, behind this ambition, there is a second characteristic to be wary of: a tendency to think practically and behave instantly (speed). This generation is accustomed to speed of information access, thus preferring practical problem-solving and often lacking patience in undergoing long processes. They were born in an instant world, implying low endurance in facing difficulties. For educators and parents in Bojonegoro, this reality necessitates the inculcation of values regarding the importance of respecting process, hard work, and commitment in carrying out tasks,

so that students do not grow into individuals who easily give up when facing academic or life challenges.

The third very strong characteristic is the love for freedom. This Net generation of students greatly enjoys freedom of creating, opining, and expressing, and tends to dislike rigid rote learning methods. They live in a modern world that rejects baseless authoritarianism, so any rules applied at school or home must be accompanied by logical and rational explanations. Therefore, the educational approach at SMA MBS Al Amin can no longer use mere doctrinaire patterns; parents and teachers need to provide exploration space and explain the cause-and-effect consequences of every regulation so it can be well accepted by the student's logic.

Furthermore, the fourth characteristic is the ability to access information in detail and critically. Unlike previous generations dependent on books and teachers as main sources of knowledge, current students can obtain any information and images just by typing keywords in search engines like Google. This openness of access allows them to build critical thinking patterns from various perspectives available in the cyber world. This condition demands parents and teachers at SMA MBS Al Amin to continuously upgrade themselves so their insights are equal to or one level above students, enabling them to direct the information received by children to suit their developmental stage.

The fifth characteristic, no less important, is the great desire for recognition. This generation feels unique and special, thus always needing validation or justification for their existence. They tend to expect rewards in the form of praise, gifts, or awards, however small, for efforts made. In the educational process, giving sincere appreciation, whether in the form of motivational words, praise, or small gifts, becomes an important instrument to increase their self-confidence and learning spirit. Ignoring this need for recognition can make them seek validation in the wrong places, for example through risky behavior on social media.

On the other hand, digital challenges also bring significant negative impacts on students' social and physical aspects. This generation tends to prefer communicating through the cyber world or social media rather than interacting face-to-face, resulting in low public communication skills. Dependence on online interaction often leaves them without real social feedback, making it difficult to distinguish between cyber world stimulation and reality. Additionally, excessive internet use and lack of movement risk increasing obesity and muscle development disorders, which certainly hinders optimal physical growth for middle school-age children.

As a closing to this section, it must be understood that digital technology for students at SMA MBS Al Amin Bojonegoro is like a double-edged sword. If used correctly, it becomes a powerful tool for progress, but if misused, it can harm its users; the more sophisticated the device, the "sharper" the knife. Therefore, parents and

schools must not fully surrender decisions on digital media use to children. Internal family communication behavior and the active role of parents as companions strongly determine whether students will grow into a critical generation ready to face the future, or become a "lost generation" due to drifting in the destructive influence of technology.

2. Parenting Transformation: Towards Authoritative Parenting at SMA MBS Al Amin

Parenting transformation among parents of SMA MBS Al Amin students has become an urgent need amidst the current digital era onslaught. Based on observation and discussion results during the activity, it was revealed that many parents still apply parenting approaches less relevant to Generation Z adolescent psychology. Some parents tend to be trapped in old patterns received from their own parents, without realizing that the challenges their children now face are far more complex. Therefore, the core of this service program is to invite parents to perform a parenting "hijrah" (migration), from ineffective styles towards Authoritative Parenting or democratic parenting, proven most ideal for accompanying children in the information disruption era.

Initial conditions often encountered in the field show the dominance of two inappropriate parenting poles: Authoritarian and Permissive. Parents with authoritarian types in the SMA MBS Al Amin environment tend to apply rigid discipline, where gadget use rules are set unilaterally without discussion space. The child is positioned as an object who must obey absolutely, "must not ask," and every violation is immediately punished. Although the intent is good for discipline, this approach in the digital era risks making children closed off, rebellious, or seeking escape in the cyber world secretly because they feel unappreciated at home.

On the other hand, there is also the phenomenon of parents who are too permissive. This type of parent gives full freedom to students to access the internet and gadgets without time limits or content filters, often with the excuse of "loving the child" or so the child does not fuss. Its main characteristic is very low control, rarely making demands, and spoiling the child excessively. Consequently, students raised with this pattern at SMA MBS Al Amin risk growing into individuals who lack discipline, are impulsive, and vulnerable to negative internet exposure because they lack strong internal "brakes".

Even more worrying is the existence of Uninvolved or neglectful parenting, where parents are indifferent. They feel their duty is done just by paying for school and buying data packages, but are absent emotionally and physically in guiding the child's digital activities. This type is considered most dangerous because children grow without value guidance, feel uncared for, and have low self-worth. In the dormitory or school context, children from uninvolved backgrounds often seek

attention in wrong ways or withdraw from healthy social interaction.

Answering these problems, this activity introduces and trains the application of Authoritative Parenting. This parenting style is defined as a style combining high demandingness with high responsiveness. Authoritative parents at SMA MBS Al Amin are encouraged to maintain control and set clear behavioral standards for children, but at the same time are very responsive, warm, and supportive of the child's emotional needs. They become not just "bosses" giving orders, but "mentors" who guide.

The main characteristic of authoritative parents emphasized in this training is an assertive yet democratic attitude. They dare to be firm in enforcing rules (e.g., regarding cellphone curfews), but these rules are made through a process of dialogue and mutual agreement, not one-way instruction. This type of parent is willing to listen to the child's point of view, provide rational explanations behind every prohibition ("why this site is dangerous," "why this game is restricted"), and respect the child's independence. This dialogic approach is the key to entering the critical thinking logic of the millennial generation.

Implementing this parenting style in the families of SMA MBS Al Amin students requires parents to practice patience and communication skills. Instead of immediately scolding the child when caught playing games excessively, parents are taught to ask and discuss to build the child's internal awareness. The goal is for child compliance to emerge not from fear of punishment, but from an understanding of responsibility and consequence. Thus, control is no longer solely external from parents but transforms into self-control from within the student.

In practice, Authoritative Parenting provides a healthy balance between freedom and boundaries. Parents trust children to explore technology to support learning and creativity, but within agreed supervision corridors. For example, children may use social media, but parents have access to monitor their activities for safety. This supportive attitude makes children feel supported in their interests and talents, making them more open to sharing if they face problems in the cyber world, such as cyberbullying, rather than hiding them.

The positive impact of applying authoritative parenting is significant for student character development. Research and materials presented confirm that children raised with a democratic style tend to grow into adolescents who are inwardly happy, possess high self-confidence, and are socially and academically competent. They are more resilient in facing peer pressure and have good self-regulation abilities in using gadgets, a vital skill for surviving in the Industrial Revolution 4.0 era.

As a closing to this section, the transformation towards Authoritative

Parenting is not an instant process but a continuous learning journey for parents at SMA MBS Al Amin. It requires a strong commitment to continuously improve oneself, open minds to new parenting knowledge, and consistently be a role model. Through this change in parenting, it is hoped that the family can return to function as the main fortress of character education, molding a generation that is not only digitally intelligent but also emotionally and spiritually mature.

3. Practical Digital Parenting Strategies at SMA MBS Al Amin

Implementing parenting in the digital era is not enough to stop at theoretical understanding but must be translated into practical steps applicable daily by parents of SMA MBS Al Amin students. Given the increasingly urgent role of parents amidst the rapid flow of information, Digital Parenting strategies serve as tactical guidelines to accompany and guide students so they do not become negative victims of the cyber world. These strategies are designed to create an adaptive parenting ecosystem, where technology is placed as an educational support tool, not as a substitute for parental presence or a main source of problems in the family.

The first and most fundamental strategic step parents must take is to make a mutual agreement with the child regarding gadget use. In the SMA MBS Al Amin environment, this can be realized through a "Family Digital Contract." Parents and students sit together to formulate clear ground rules, covering screen time limits, allowed application types, to ethics of communicating on social media. This approach is very effective because it involves the child in decision-making, fostering a sense of responsibility and shared responsibility to obey the rules without feeling curbed or unilaterally forbidden by parents.

The second strategy focuses on monitoring and accompanying digital activities. Parents of SMA MBS Al Amin students need to actively accompany children when they access the internet or use social media. The goal is not to spy or violate privacy, but to direct children to utilize the media positively. In a technical context, parents are advised not to be antipathetic towards technology but to utilize it as a control tool, for example using applications like Family Locator on Android. Such applications help parents monitor the child's location and daily activities, which, if communicated well, provides a sense of security for both parties.

The third strategy is building communication synergy between parents, the school (SMA MBS Al Amin), and the community environment. Parents cannot walk alone; they must establish intensive communication with homeroom teachers or dormitory caregivers to monitor the child's behavioral development. This collaboration aims to ensure consistency in supervision so that the child's attitudes and actions remain well-controlled, both in the school environment and when interacting with friends outside of school. This synergy creates a layered safety net protecting students from the bad influences of the digital environment.

The fourth strategy demands parents to be consistent role models. In the digital era, children are master imitators who look more at what parents do than what they say. Therefore, parents of SMA MBS Al Amin students must show examples of positive digital behavior. This means parents must consistently execute the agreements made; for example, if there is a rule "no cellphones at dinner," then parents must also put away their gadgets. This exemplary behavior builds parental credibility in the child's eyes and validates the agreed rules .

The fifth strategy is adopting the role of a coach for the child. Just as an athlete needs a coach to achieve victory, SMA MBS Al Amin students also need parents acting as coaches in their lives. In this role, parents do not just command but work hard accompanying, giving technical instructions, motivating when the child fails, and committing to training them to be champions in facing the challenges of the times. This coach mentality changes the relationship dynamic from mere supervision to a productive partnership in achieving goals .

The sixth strategy relates to maintaining emotional connectivity through the "Keep in Touch" principle. Although students may spend much time at school or outside activities, parents must ensure communication channels are always open at all times without exception . Additionally, parents need to maximize meeting quality through the "Spend Time Together" principle. Remaining time at home or during holidays must be fully utilized for family togetherness, not spent with individual busyness in front of screens, to strengthen emotional bonds that might be strained by busyness.

The seventh strategy is humanizing the child with the "Treat our teens like teens" principle. Parents at SMA MBS Al Amin need to realize their children are becoming adolescents, so they can no longer be treated like small children. Openness is key; parents must be ready to discuss sensitive topics the child might encounter on the internet. Additionally, parents need to apply "Appreciate special strengths," accepting the child as is with all strengths and weaknesses. It is strictly forbidden to compare the child with siblings or other friends, as this can crumble the child's self-esteem and kill their fighting motivation.

The eighth strategy emphasizes emotional support through "Be Supportive" and "Tell that we care" attitudes. Parents must verbally and actively show they love their children . Home must be the most comfortable place to return to, where parents offer full support, become loyal listeners for the child to pour out their heart (curhat), and give sincere sympathy for problems the child faces. This also includes attention to small details ("Be Thoughtful"), such as remembering birthdays or other important moments in the child's life, showing they are very valuable to parents.

The ninth strategy is creating a positive atmosphere through humor and appreciation. Parents must avoid jokes that hurt feelings ("Avoid Hurtful Teasing") or

make the child feel inferior. Instead, use healthy humor ("Use Humor and Lighten Up") to melt the atmosphere; parents can even occasionally be the object of the child's jokes without taking offense, as shared laughter can build a warm and positive relationship. Do not forget to always give recognition for the child's efforts ("Recognize Special Efforts"), whether through praise or simple appreciation, so the child feels their hard work is valued.

The tenth strategy, as a closing, is returning the family function as the primary defense base. A child's victory in further education is highly determined by the foundation built within the family. By applying the practical strategies above, the extended families of SMA MBS Al Amin students are expected to become solid fortresses protecting children from destructive digital media exposure. The goal is clear: ensuring these children grow into a critical generation ready to face the future, not becoming a "lost generation" due to parenting negligence in the technology era .

Conclusions and Suggestions

Based on the entire series of educational and guidance activities implemented, it can be concluded that the digital era has brought fundamental changes in the child-rearing landscape that cannot be avoided by any family, including within the SMA MBS Al Amin environment. Realities in the field debunk the myth that Generation Z children are "digital natives" automatically capable of filtering negative technology impacts; conversely, their proficiency relies heavily on external factors such as parental guidance and home digital literacy . Without proper guidance, gadgets that should be productive tools turn into double-edged swords triggering serious problems, from decreased learning concentration and obesity risks to social and emotional interaction disorders due to cyber world addiction . Therefore, parental presence as the vanguard of character education becomes increasingly crucial compared to previous eras.

In-depth analysis of applied parenting shows that traditional approaches such as authoritarian, permissive, and uninvolved are no longer relevant, even counterproductive in facing today's child characteristics . Rigid authoritarian parenting only creates emotional distance and rebellion, while permissive and uninvolved parenting risks birthing a generation that lacks discipline, is fragile, and loses direction of self-worth . The main conclusion is that Authoritative (democratic) parenting is the only most effective and ideal approach to apply. This pattern balances firm control with affectionate warmth, where children are invited to dialogue and understand the logical consequences of every rule, so compliance arises from internal awareness, not external coercion .

Departing from the conclusions above, the first recommendation is directed at the SMA MBS Al Amin school and the parent committee to build stronger institutional

synergy in guarding student digital activities. It is suggested that the school routinely organize communication forums or parenting classes discussing current digital world issues, creating a perception alignment between school/dormitory rules and home rules. This collaboration is important to ensure students do not experience value confusion due to double standards (strict at school but limitless at home) and enables early detection if student behavioral changes occur leading to negative technology use impacts .

The second recommendation focuses on strengthening parents' personal capacity as role models and coaches. Parents are advised to immediately transform themselves by upgrading their digital literacy skills, so their insights are equal to or even one level above their children. This is absolutely necessary for parents to execute supervisory functions with authority. Additionally, parents must consistently be examples; Digital Parenting strategies will not succeed if parents themselves are addicted to gadgets. It is suggested that every family start applying "gadget fasting" at certain hours (e.g., during meals or worship) to restore warm face-to-face interaction quality.

The third recommendation is technical and practical, namely the implementation of a "Family Digital Contract" mutually agreed upon by parents and children. This agreement document must contain clear ground rules regarding screen time duration, allowed content types, and consequences for violations. This strategy must be accompanied by the use of family security support applications (parental control) such as location trackers or content filters, positioned not as spy tools but as forms of parental protection and affection. This persuasive approach will train children to be responsible for the freedom they possess.

Finally, as a long-term recommendation, the family must be returned to function as the primary defense base in character education. Parents are advised to spend more quality time together and be good listeners for their children. Strong emotional relationships between parents and children are the best antithesis to bad cyber world influences. By creating a home full of affection, appreciation, and open communication, it is hoped that SMA MBS Al Amin students will not seek escape in the pseudo cyber world, but grow into a resilient, intelligent generation ready to face Industrial Revolution era challenges without losing their identity.

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will continue to flourish in nurturing a digitally intelligent and noble generation.

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