



The Role of Parents in Supporting Digital Literacy in Early Childhood

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Abstrak:

Kemajuan teknologi digital yang pesat berdampak besar pada kehidupan anak-anak, termasuk dalam hal cara mereka belajar dan bermain. Karena anak usia dini sudah terpapar perangkat digital sejak kecil, penting bagi mereka untuk mendapatkan bimbingan agar dapat memahami dan menggunakan teknologi dengan tepat. Dalam konteks ini, orang tua memiliki tanggung jawab besar untuk menemani anak-anak mereka dan membentuk kebiasaan digital yang baik. Penelitian ini menggunakan pendekatan studi literatur dengan meneliti berbagai literatur ilmiah untuk memahami peran orang tua dalam mendukung literasi digital pada anak usia dini. Berdasarkan hasil penelitian, ditemukan bahwa keaktifan orang tua dalam mendampingi anak saat menggunakan teknologi, memilih konten yang sesuai usia, dan memberikan batasan positif serta contoh penggunaan gadget, dapat membantu anak mengembangkan literasi digital secara bertahap dan bertanggung jawab. Akan tetapi, penelitian ini memiliki keterbatasan karena belum menganalisis dinamika empiris yang terjadi pada keluarga di berbagai konteks sosial dan budaya. Penelitian ini juga belum membahas secara mendalam perbedaan peran orang tua berdasarkan latar belakang ekonomi, tingkat pendidikan, sosial, dan budaya. Oleh karena itu, penelitian lanjutan disarankan untuk menggunakan penelitian lapangan seperti studi kasus, survei, atau wawancara mendalam agar dapat menggali pengalaman orang tua dalam mendampingi literasi digital anak usia dini. Kata kunci: Literasi digital, Anak Usia Dini, Orang Tua.

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Abstract:

The rapid advancement of digital technology has a major impact on children's lives, including in terms of how they learn and play. Because early childhood has been exposed to digital devices since childhood, it is important for them to get guidance so that they can understand and use technology properly. In this context, parents have a great responsibility to accompany their children and form good digital habits. This study uses a literature study approach by examining various scientific literature to understand the role of parents in supporting digital literacy in early childhood. Based on the results of the study, it was found that parents' activeness in accompanying children when using technology, choosing age-appropriate content, and providing positive boundaries and examples of gadget use can help children develop digital literacy gradually and responsibly. However, this study has limitations because it has not analyzed the empirical dynamics that occur in families in various social and cultural contexts. This study also has not discussed in depth the differences in parental roles based on economic background, education level, social, and culture. Therefore, further research is recommended to use field research such as case studies, surveys, or



in-depth interviews in order to explore parents' experiences in assisting early childhood digital literacy.

Keywords: Digital Literacy, Early Childhood, Parents.

Introduction

The rapid advancement of digital technology has had a significant impact on various aspects of life, including the learning and playing process of early childhood. Currently, children are increasingly accustomed to interacting with digital devices from a very early childhood. Therefore, the role of parents is very crucial in providing guidance so that children are able to understand and use technology intelligently and responsibly (Astuti, Erni Munastiwi, et al., 2022; Hutamy et al., 2025; Tatminingsih, 2022). Parents not only function as supervisors, but also play a role in selecting content that is appropriate for the child's age level, setting time limits for use, and providing examples in positive technology use. With this involvement, parents can support the formation of healthy and balanced digital literacy in children (Hidayat & Maesyaroh, 2022). Early childhood literacy skills are the main foundation for cognitive growth, language development, and social and emotional skills. Literacy fostered from an early age plays an important role in developing critical thinking skills, problem-solving skills, and effective communication, all of which will have an impact on children's academic achievement and success in the future. Digital literacy is basically not limited to reading and writing skills alone, but also includes the skills to understand, evaluate, and use information from various digital sources appropriately and responsibly (Nur Miyazaki et al., 2024).

Montessori emphasized that early childhood is a sensitive period, where children have a high capacity to absorb information from the environment through various activities, such as playing, talking, listening, and interacting (Wulandari et al., 2018). This developmental stage is an important moment to provide the right stimulus so that children can develop their full potential, including in terms of digital literacy. This study aims to examine in depth the contribution of parents in supporting early childhood digital literacy. Through a literature study approach, this study examines various scientific references that discuss the relationship between digital literacy, the role of parents, and the influence of technology on the process of child growth and development. It is hoped that this study can provide a scientific contribution in expanding understanding of parental involvement strategies in shaping healthy and responsible children's digital behavior.

The results of several previous studies show that parental guidance when children use digital devices has a positive influence on children's ability to choose educational content and avoid content that is not appropriate for their age (Yuliana & Muniroh, 2022). On the other hand, lack of supervision can have various negative impacts, such as addiction to gadgets, reduced direct social interaction, and the risk of exposure to inappropriate content. Therefore, parents have an important responsibility in regulating the duration of technology use as well as being an example in the wise use of digital media. However, parental involvement in early childhood digital literacy education is still relatively low (Dalimunthe et al., 2025; Mutiarasari et al., 2024; Suri et al., 2024). This shows that increasing parental awareness and capacity in assisting children in using digital technology is still very much needed. Therefore, this study is expected to be able to answer the limitations of previous studies as well as provide a basis for developing more effective parental guidance strategies in supporting early childhood digital literacy.



Method

This study uses a library research approach to examine in depth the role of parents in improving digital literacy in early childhood. This approach was chosen because it is appropriate for obtaining theoretical foundations and empirical findings from various previously published research results. Literature studies allow researchers to identify, classify, and analyze relevant literature sources related to the research topic (Zed, 2014). The process of implementing this literature study is carried out through several stages. First, researchers collect various scientific literature such as accredited journals, research articles, academic books, and study reports that discuss the issue of digital literacy, parental involvement, and factors that influence parental involvement in early childhood education. The sources selected come from publications from the last five to eight years to ensure data up-to-dateness and contextual relevance. The next stage is a content analysis of the literature that has been collected. The analysis is carried out by grouping important themes, such as: understanding digital literacy, stages of early childhood development, models of parental involvement, and challenges in using technology for children. Then, researchers synthesized the findings to build a complete understanding of how parents can play an active role in guiding children to use digital technology wisely and responsibly (Creswell & Poth, 2016).

Result and Discussion

Early childhood is in the age range of 0 to 6 years and is known as one of the most important stages in the journey of human life, so it is often referred to as the golden age. In this phase, children experience a very rapid growth and development process in various aspects, ranging from physical, personality, language, morals, to social. If the child's needs at this stage are not met properly, then their growth and development will not run optimally. Therefore, early childhood is a very basic initial period and has an important role in determining the direction of child development in the future (Nurhafizah et al., 2023; Rahmawati & Suryadi, 2025; Rizqina et al., 2024). During this period, children experience rapid progress in various dimensions, such as physical, cognitive, and social. This stage is the foundation for the formation of character and abilities that will stick to the child until adulthood. By giving optimal attention to the development of children at this age, it is very important so that they can grow into healthy, intelligent individuals who are able to socialize well. Early childhood is a strategic period to instill the foundation of various aspects of development. In addition, at the level of education, early childhood education plays a role as an initial foothold that supports the achievement of national education goals (HMS & Rizqina, 2025; Suryani et al., 2025).

In the digital era, the early childhood education process requires strengthening literacy by providing an understanding of the wise use of technology. Efforts to develop literacy are very important to meet the needs of early childhood. Children today are born and grow up amidst the advancement of digital technology. Data shows that children aged 2 to 4 years use smartphones and tablets at home for an average of 80 minutes every day. Along with the increasing access and use of technology both in schools and at home, the need to equip children with the understanding to be able to become safe, responsible, and collaborative digital media users is increasing (Hasanah, 2023).

Digital literacy developed from an early age has been shown to contribute significantly to children's cognitive, social, language, and emotional aspects. Children who have good digital literacy skills show improvements in critical thinking, problem-solving



skills, and effective communication (Astuti, Hijriyani, et al., 2022) This confirms that digital literacy is not only about technical skills, but also includes understanding, evaluating, and using information appropriately. Although important, data shows that the level of parental involvement in children's digital literacy is still low. As many as 73.9% of parents have not actively participated in children's digital literacy education, especially in the school environment. This indicates a gap between the needs of children's assistance and the ability of parents to face the challenges of digitalization. Some parents feel less confident or do not fully understand the impact of technology on child development (Munawar et al., 2019).

Therefore, increasing parental awareness and understanding of the urgency of digital literacy is very important. Parents need to be prepared and empowered to be able to play their role as the main companions for children in navigating the world of technology. The responsibility for digital education does not only lie on the shoulders of formal educational institutions, but also heavily depends on the family as the first environment where children receive learning (Manik & Tanasyah, 2020). The findings of this study confirm that the quality of parental involvement plays a crucial role in the success of early childhood digital literacy. Parents function as facilitators, educators, and role models who shape children's attitudes in utilizing technology. With adequate support from parents, children can develop healthy digital literacy as an important provision in facing future challenges both in the academic and social realms. In the midst of the rapid development of the digital era, digital literacy is a basic skill that every individual must have. This literacy includes not only the ability to use technological devices, but also the ability to access, understand, evaluate, and utilize digital information effectively and ethically (Eti Nurhayati & Maulidya Ulfah, 2017; Hasanah, 2023; Kurniawan et al., 2024; Purnama et al., 2021).

Gilster emphasized that digital literacy goes beyond technical skills, as it includes critical thinking skills in selecting and utilizing digital information from various sources. This shows that digital literacy involves technical, cognitive, critical, emotional, and creative aspects (Ningrum et al., 2024). Digital literacy is a very important competency to support active and wise involvement in the digital world. This ability is the main prerequisite for each individual to be able to survive and thrive amidst the rapid flow of technological information that continues to develop rapidly. Early childhood, who are in the age range of 0 to 6 years, are in a very rapid development stage. This period is known as the golden age, which is an important phase in the formation of basic abilities that will affect the child's development in the future. At this stage, children really need positive environmental support, especially from family and educational institutions, in order to optimize all their potential (Ramadani et al., 2025; Ulfah, 2020; Ulfah et al., 2021). This period is also an important foundation in the formation of character, habits, and life values. Early childhood development includes various aspects, such as motoric, cognitive, language, social, and emotional, each of which develops at a different pace in each individual. Therefore, the parenting approach must be adjusted to the needs and characteristics of the child. Appropriate stimulation at this time will have a major influence on the child's success in various dimensions of his life in the future. Thus, attention, care, and quality education are very necessary. Overall, early childhood is a critical stage that demands comprehensive attention and appropriate stimulation so that children can grow and develop optimally, both physically, mentally, and socially (Astuti et al., 2023; Deden, 2020; Hamzah, 2015).

The role of parents is very important in supporting early childhood digital literacy, considering that at this stage children are in a critical period of cognitive and social



development. Parental support can be divided into three main forms: physical, emotional, and cognitive. Physical support is realized by providing adequate digital devices and safe internet access. Emotional support is seen through attention, encouragement, and motivation so that children feel comfortable and motivated when using technology. Meanwhile, cognitive support is provided by guiding children in understanding and assessing the digital content accessed. In accompanying children, parents can use an active approach, for example by being directly involved when children use digital media or discussing the content consumed. Conversely, a passive approach gives children the freedom to explore digital media independently, but still accompanied by supervision to prevent exposure to risky content (Maulana Ahmad et al., 2024; Putri & Chairiyah, 2021; Rawanita & Mardhiah, 2024).

The level of parental involvement in supporting early childhood digital literacy is influenced by a number of factors. Educational background and level of technological mastery are the main factors that shape the perspective and pattern of parental guidance. Parents with higher education tend to have a better understanding of the benefits and risks of technology so that they are better prepared to provide direction. On the other hand, parents with limited technological knowledge often choose to limit or prohibit children's access to digital devices because of concerns about the negative impacts. Economic conditions are also a determining factor, where families with stable financial conditions are better able to provide adequate devices and internet networks. On the other hand, families with economic limitations are often faced with a dilemma between technological needs and financial capabilities (K & Fatmawati, 2023; Lukmanulhakim et al., 2023; Sari et al., 2024).

Family values, parenting patterns, and the availability of parents' time also influence the extent to which they are involved. Parents who are very busy often have limited time to accompany their children, so children are at risk of exploring the digital world without direction and supervision. Therefore, parental involvement needs to be designed flexibly and adjusted to the conditions and capacities of each family. Efforts to increase understanding, technology training, and the provision of supporting resources can be effective strategies to strengthen the role of parents in accompanying children in the digital era (Baitur Rohmah & Thorik Aziz, 2024; Purnama et al., 2022).

Implications of the Study for Enhancing Parental Involvement in Early Childhood Digital Literacy

The results of this study provide a number of important implications that need to be considered by various parties in efforts to strengthen early childhood digital literacy. *First*, this study confirms that the quality of parental involvement is a key factor in the success of children's digital literacy development. Therefore, it is necessary to design a digital literacy education and training program that targets parents, either through schools, communities, or government institutions. This program is expected to not only increase parents' knowledge about the benefits and risks of digital technology, but also equip them with practical skills in accompanying children, choosing appropriate content, and establishing positive technology use rules. *Second*, these findings emphasize the importance of the role of educational institutions as strategic partners for families in fostering a culture of digital literacy. Educational institutions need to actively hold socialization, workshops, and communication forums with parents in order to create good synergy in accompanying children using technology. In addition, schools and early childhood education institutions can develop digital literacy-based curricula that are relevant to the needs of early childhood.



Conclusion

The role of parents in accompanying children in the digital era cannot be underestimated. Parents are not only screen supervisors, but also mentors who teach how to use technology healthily and responsibly. Starting from choosing age-appropriate content to setting time limits for device use, all of these are important steps in forming children's digital habits from an early age. Unfortunately, there are still many parents who are not fully involved in this process. Data shows that most have not been actively involved in children's digital literacy education, especially in collaboration with schools. This is an important signal that education and training for parents is still very much needed, so that they are better prepared to face the challenges of parenting amidst technological advances. Small steps and habits such as watching educational videos together, discussing the content that children watch, or accompanying them in playing learning applications, can have a big impact on the development of children's thinking skills and digital literacy. Strong collaboration between parents, schools, and the surrounding environment is key to forming a young generation that is digitally literate and wise in using technology. In the future, there needs to be further research that explores the best approach for parents in accompanying children digitally, while also addressing the obstacles they face in the field. That way, digital literacy can truly start from home, from an early age, and become an important provision for children to grow in a digital world.

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