

Digital Parenting Management For Early Childhood

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Abstract

The rapid development of digital technology has significantly impacted parenting patterns, including for early childhood. The use of gadgets, the internet, and various digital platforms has become part of children's daily lives, necessitating appropriate parenting strategies. This study aims to analyze effective digital parenting strategies to assist early childhood in utilizing technology positively, safely, and in accordance with their developmental stages. This research employs a qualitative approach with literature study methods and an analysis of various studies related to digital parenting in early childhood. Data were collected through a review of books, scientific articles, and journals relevant to the research topic. The results indicate that effective digital parenting strategies include limiting screen time, active parental supervision when children use digital media, selecting educational and age-appropriate content, and implementing open communication between parents and children regarding technology use. Furthermore, parental role modeling in using digital devices wisely is a crucial factor in shaping children's digital behavior. The implementation of appropriate digital parenting strategies is expected to help early childhood develop digital literacy from an early age while minimizing the negative risks of digital technology use. Furthermore, this study highlights the necessity of synergistic governance between families and educational institutions to support digital transformation in early childhood education.

Keywords: digital parenting, early childhood, digital upbringing, digital literacy, technology.

1. INTRODUCTION

The development of digital technology in recent years has brought significant changes to various aspects of human life, including parenting patterns. The presence of digital devices such as smartphones, tablets, the internet, and various digital applications has become part of modern family daily life. Children have even been exposed to digital technology from an early age, whether through entertainment media, digital learning, or technology-based social interactions (Samho, 2024). This condition means that a child's growth environment is no longer limited to the physical environment but also includes a digital environment that significantly influences their cognitive, social, and emotional development (Mukhtar et al., 2025).

This phenomenon shows that early childhood today belongs to a generation born and raised amidst digital technological advancements. Access to various digital devices is becoming easier, allowing children to use technology in various daily activities. On one hand, digital technology provides great opportunities to support children's learning processes, such as increasing digital literacy, creativity, and access to various learning resources (Hidayatussoalihah et al., 2025). Research shows that the appropriate use of digital technology can help improve the language and narrative skills of early childhood through interactive learning media (Maulida, 2025).

However, behind these various benefits, the use of digital technology in early childhood also poses various challenges and risks. Excessive screen exposure can impact language development, social behavior, and emotional regulation. Additionally, early childhood does not yet have the ability to filter information accessed through digital devices, potentially exposing them to age-inappropriate content (Amali & Hikmah, 2025). A lack of parental supervision in technology use can trigger issues such as gadget addiction, reduced face-to-face social interaction, and disturbances in behavioral development (Novalia & Kusayang, 2024).

This phenomenon indicates a gap between rapid digital technological developments and parents' readiness to guide children in using technology wisely. Many parents provide gadget access as a means of entertainment or to calm children without adequate guidance and supervision (Ulfah & others, 2020). Yet, in the context of early childhood development, the role of parents is vital in directing technology use toward positive impacts (D. A. P. Sari et al., 2024). Therefore, an adaptive parenting approach to technological developments, known as the concept of digital parenting, is required. Theoretically, this concept shifts the educational paradigm by requiring both parents and educators to evolve into digital pedagogical navigators, extending educational guidance beyond the physical classroom to support family digital literacy in a rapidly changing ecosystem (Livingstone & Blum-Ross, 2020).

Digital parenting is a parenting concept that emphasizes the active role of parents in guiding, supervising, and directing the wise and responsible use of digital technology by children. This concept does not only concern restricting technology use but also includes guidance, communication, digital literacy education, and providing examples of healthy technology use within the family (Sembiring, 2024). In practice, digital parenting strategies can be carried out through various approaches such as limiting gadget use time, selecting age-appropriate content, and active parental accompaniment when children use digital media (Fajria et al., 2025).

Although the concept of digital parenting is increasingly discussed in educational and child-rearing studies, research specifically examining implementation strategies for early childhood remains relatively limited (Prahasti et al., 2025). Specifically, there remains a significant research gap regarding how these digital parenting strategies are managed and integrated within the broader framework of educational governance and family digital literacy policies. Most existing studies focus on the impact of digital technology on child development or general parenting patterns in the digital era (Nichols & Selim, 2022). Specifically, there remains a significant research gap regarding how home-based digital parenting strategies are managed and integrated within the broader framework of educational governance and school policies. Existing literature often isolates family parenting from institutional involvement, overlooking the critical role of early childhood institutions in supporting parents (Brito et al., 2018).

Furthermore, while some research highlights the vital role of parents in supervising digital media use, few have comprehensively examined concrete digital parenting strategies applicable to families with young children (Syafriada et al., 2025).

Other studies indicate that parental mediation strategies—such as limiting digital media use, active supervision, and open communication—are significantly correlated with preventing digital device addiction in children (Çalhan & Göksu, 2024). Nevertheless, the implementation of these strategies is heavily influenced by the parents' level of digital literacy and their understanding of the risks and benefits of technology for child development (M. M. Sari & Syawaludin, 2024).

Based on the aforementioned context, it can be concluded that the advancement of digital technology necessitates a shift in parenting paradigms, particularly for young children. Parents serve not only as caregivers in the physical environment but also as guides in the digital realm (Mutiarasari et al., 2024). Therefore, a more in-depth study is required regarding effective digital parenting strategies to assist young children in utilizing technology in a positive and safe manner.

Given this background, the research question for this study is: How can digital parenting strategies be implemented by parents to guide young children in using digital technology wisely, safely, and in accordance with their developmental stages? Addressing this problem is crucial, considering the rising use of digital technology among young children and the various impacts that may arise if technology use is not accompanied by proper parental guidance.

The primary objective of this research is to analyze and identify various effective digital parenting strategies for guiding young children in the use of digital technology. Additionally, this study aims to provide an overview of the parental role in directing technology use to support optimal child development while minimizing the negative impacts of digital media on early childhood.

2. METHODS

This research uses a qualitative approach with a literature study method (*library research*). The qualitative approach was chosen because this study aims to understand deeply the concepts and strategies of digital parenting in early childhood through a review of relevant scientific sources. Literature study is a research method conducted by reviewing and analyzing various written sources such as books, scientific articles, and research reports related to the research topic Snyder, 2019 dalam (Syafriada et al., 2025).

Through this approach, researchers can identify various concepts, theories, and research findings related to digital parenting strategies in assisting early childhood in the digital era. The use of the literature study method also enables researchers to gain a comprehensive understanding of the digital parenting phenomenon from various academic perspectives (Febrianto et al., 2024). Furthermore, this method can be utilized to examine the development of research related to digital upbringing conducted within the last few years (Elyana et al., 2025).

The sources of information in this study are derived from various scientific literatures relevant to the topics of digital parenting and early childhood education. The literature used includes scientific journal articles, academic books, and research reports published within the last five years (Ridwan et al., 2021).

The selection of literature sources was conducted selectively by considering topic relevance, publication quality, and the research's contribution to the study of digital parenting in early childhood (Mukhtar et al., 2025). Additionally, the researcher utilized sources from accredited national journals and international journals discussing digital literacy, parenting patterns in the digital era, and the impact of technology use on child development. The use of these diverse literature sources aims to obtain a comprehensive overview of digital parenting strategies that can be implemented by parents (Fajria et al., 2025).

The data collection technique in this study was carried out through documentation techniques. Documentation is a data collection method performed by reviewing and examining various written documents related to the research object (Sugiyono, 2020). In this study, the analyzed documents consist of journal articles, scientific books, and research publications discussing digital parenting, family digital literacy, and technology use in early childhood. The data collection process was conducted by searching scientific journal databases such as Google Scholar, DOAJ, and national as well as international journal portals. The selected literature was then screened based on the relevance of the title, abstract, and research content, focusing on the study of Digital Parenting Management for Early Childhood (Hidayatussoalihah et al., 2025). To ensure a rigorous methodology that aligns with the scope of educational management, the inclusion criteria were strictly expanded to encompass studies at the intersection of digital upbringing, institutional policy, and the digital transformation of education.

Data analysis in this study employs the content analysis technique. Content analysis is an analytical technique used to systematically examine and interpret the content of various documents or texts to obtain a deep understanding of a phenomenon (Krippendorff, 2020). The data analysis process was carried out through several stages: data reduction, data display, and conclusion drawing. Data reduction was performed by selecting and grouping information relevant to the research focus. Subsequently, the classified data were analyzed to identify patterns, concepts, and digital parenting strategies applicable to early childhood upbringing in the digital era (Çalhan & Göksu, 2024). Through this analytical process, it is expected that this research will produce a comprehensive understanding of effective digital parenting strategies to support early childhood development.

3. RESULTS AND DISCUSSION

Based on the review of various scientific literatures regarding digital parenting in early childhood, several key strategies frequently recommended in digital parenting practices have been identified. The results of this literature analysis are visualized in the following table:

Table 1. Digital Parenting Management for Early Childhood

No	Digital Parenting Strategy	Implementation Form
1	Limiting screen time	Determining the duration of gadget use according to the child's age.
2	Active parental supervision	Parents accompany children while using digital media.
3	Digital content selection	Choosing educational apps, videos, and games.
4	Open communication	Discussion between parents and children about technology use.
5	Role modeling	Parents provide examples of wise gadget use.

6	Strengthening family digital literacy	Teaching children to understand the benefits and risks of technology.
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These strategies were derived from the analysis of various studies on parenting in the digital era, which indicate that parental involvement is the primary factor in directing technology use by children (Hidayatussoalihah et al., 2025). Furthermore, other research also demonstrates that parental mediation strategies play a crucial role in preventing gadget addiction in early childhood (Sumaila, 2024).

Based on the analyzed data, it can be restated that Digital Parenting Management for Early Childhood do not solely focus on restricting technology use but also involve various forms of parental guidance. This guidance includes managing the duration of gadget use, selecting age-appropriate digital content, and active parental involvement in accompanying children while they use digital devices (Nilapancuran et al., 2025). Additionally, digital parenting strategies encompass open communication between parents and children regarding technology use. Parents do not only function as supervisors but also as facilitators who help children understand the benefits and risks of technology (Eka, 2022). Thus, digital parenting serves as a caregiving approach that emphasizes a balance between technological utilization and the protection of child development.

From the perspective of educational management, the successful implementation of these digital parenting strategies requires proactive educational governance. Early childhood education institutions must transcend their traditional roles by actively participating in formulating family digital literacy policies (Brito et al., 2018). This can be manifested through institutional programs such as digital parenting workshops, collaborative monitoring guidelines, and integrating digital ethics into the early curriculum. By establishing this synergistic governance, schools ensure that parents are not left alone in navigating the digital landscape, thereby creating a cohesive educational ecosystem between home and school (Livingstone & Blum-Ross, 2020).

Based on the analysis of the reviewed studies, several key patterns or trends in digital parenting practices for early childhood were identified. First, there is a trend of increasing digital device use by young children in their daily activities. Many children begin to be introduced to digital devices at a very early age, both for entertainment and learning. This condition positions digital technology as part of the child's learning environment (Syafri et al., 2025). Second, the role of parents as digital mediators is a critical factor in determining the impact of technology on children. Children who use digital devices with parental guidance tend to have more positive digital experiences compared to those who use them without supervision (Fajria et al., 2025). Third, parental digital literacy influences the effectiveness of digital parenting strategies. Parents with a good understanding of digital technology are better able to direct their children's technology use positively (Elyana et al., 2025). Fourth, a collaborative and communicative parenting approach tends to be more effective than an approach that only emphasizes prohibitions or restrictions. Open communication between parents and children can help children better understand the rules of technology use (Sembiring, 2024).

Based on these data analysis results, it can be interpreted that effective Digital Parenting Management for Early Childhood must be comprehensive and adaptive to technological developments. Parents do not merely act as controllers of technology use but also as companions who help children understand how to use technology wisely. Active parental guidance is a key factor in shaping a child's digital behavior.

When children use technology with appropriate guidance, it can serve as a tool that supports cognitive development, creativity, and digital literacy from an early age. Conversely, technology use without guidance has the potential to cause various negative impacts, such as gadget addiction, reduced social interaction, and emotional development disorders (Novalia & Kusayang, 2024).

In addition, the results of this study indicate that digital parenting is not only related to the restriction of technology use but also encompasses the process of digital education within the family. Parents need to establish a family environment that supports healthy technology use, such as setting gadget use rules, providing examples of wise technology use, and building open communication with children regarding digital technology. Thus, digital parenting strategies can be one of the effective approaches to supporting early childhood development in the digital era. The implementation of these strategies is expected to help children utilize technology as a learning tool while simultaneously protecting them from various risks that may arise from inappropriate digital technology use.

4. CONCLUSION

The conclusion summarizes the answers to the research's primary objectives without repeating statistical values or figures verbatim. This section should be written in standard narrative paragraph format (avoiding numbering or bullet points). End the conclusion with concrete, actionable recommendations for practitioners, highlighting the limitations of the current research, and providing clear directions for future research paths in sustainable innovation.

The advancement of digital technology has brought significant shifts in parenting paradigms, including for early childhood. The presence of various digital devices—such as smartphones, tablets, and the internet—has integrated technology into children's learning and play environments. Under these conditions, the role of parents is crucial in directing technology use to benefit child development while minimizing potential negative impacts. Consequently, the concept of digital parenting has emerged as a relevant approach to addressing the challenges of technological growth in the digital age.

Based on the findings of this literature review, it can be concluded that digital parenting strategies for young children encompass several key aspects: limiting screen time, active parental supervision of digital media use, selecting age-appropriate content, maintaining open communication regarding technology, and providing positive role modeling in digital device usage. These strategies demonstrate that digital parenting does not merely focus on monitoring a child's technology use but emphasizes the process of guidance and digital education within the family environment.

Furthermore, the research indicates that the effectiveness of digital parenting is heavily influenced by the parents' level of digital literacy. Parents with a solid understanding of digital technology tend to be more capable of directing their children's technology use toward positive outcomes. Active parental guidance can help children develop digital literacy skills from an early age and foster more responsible technology-related behavior.

The novelty of this research lies in the synthesis of a digital parenting concept that moves beyond mere restriction. Instead, it integrates educational and communicative approaches in early childhood upbringing. This study shows that effective digital parenting must be comprehensive, combining three

primary dimensions: supervision, guidance, and digital education within the family. This approach serves as a parenting model that is adaptive to technological advancements while simultaneously supporting the cognitive, social, and emotional development of young children.

Ultimately, this research expands the discourse on the digital transformation of education by emphasizing that effective digital parenting is not solely a private family matter, but a critical component of modern educational management. By outlining the necessity of school-driven family digital literacy policies and integrated educational governance, this study contributes to a more comprehensive framework for managing early childhood education in the digital era.

Overall, digital parenting is an essential strategy for navigating the challenges of the digital era. The proper application of these strategies is expected to help young children develop digital literacy, establish healthy technology habits, and support their optimal development for life in a digital world.

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