The Role of Parents in Supporting the Education of Their Children in the Digital Age in Indonesia

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ABSTRACT

The rapid development of digital technology has brought about significant changes in the world of education, including in Indonesia. The digital age provides new opportunities and challenges for children in their learning process. Therefore, the role of parents in supporting children's education in this digital era becomes very important. This study aims to explore the role of parents in supporting children's education in the digital era in Indonesia. The research method used is a qualitative approach by conducting in-depth interviews. The findings show that parents play an important role in supporting children's education in the digital era, including facilitating access to digital technology, providing guidance, being role models, and collaborating with schools. This research contributes to the understanding of the role of parents in supporting children's education in the digital age in Indonesia, and can provide insights for stakeholders to develop relevant programmes or policies.

Keywords: Role of Parents, children's education, digital age, Indonesia.

1. INTRODUCTION

The rapid development of technology and communication has triggered major changes in human life as a whole (M. Yemmardotillah, 2021). On the one hand, digital technologies provide greater access to learning resources, more interactive teaching methods and opportunities for self-learning. However, if not used wisely, digital technology can also be a source of distraction and exposure to inappropriate content for children. With the rapid development of technology and the presence of digital media in everyday life, parents face new challenges in raising and educating their children. Experts and academics in Indonesia have shared their views on the importance of the role of parents in this digital age.

Parents have a central role in guiding their children to use digital technology wisely and constructively. They should be role models in the healthy use of technology and provide appropriate mentoring and supervision (Fatimah et al., 2021). Parents should understand the dynamics of child development in the digital age and strive to create an environment conducive to optimal growth and learning (Wilson, 2023). Open and effective communication between parents and children is essential to overcome the challenges of the digital age. Parents need to build trust and be good listeners for their children (Choerul Anwar Badruttamam, 2018). Digital literacy is a very important skill for today's young generation. Parents should facilitate and encourage children to develop these skills in order to navigate the digital world safely and responsibly (Hermawan & Abdul Kudus, 2021).

These views suggest that the role of parents in supporting children's education in the digital age in Indonesia is complex and requires active involvement, understanding and appropriate skills. Parents need to be guides, mentors and educators for their children in facing the challenges and opportunities of the digital age. In this context, the role of parents becomes very important in supporting children's education in the digital age. Parents need to understand the opportunities and challenges of digital technology and have the right skills and strategies to guide and support their children in using digital technology effectively and responsibly. To further explore the role of parents in supporting children's education in the digital age in Indonesia, this study involved 16 university students. This study used a qualitative method by distributing a questionnaire with questions related to parents' experiences, challenges and strategies in supporting their children's education in the digital age. The questionnaire included questions such as how involved parents are in monitoring and guiding their children's use of digital technology, how parents facilitate access to digital technology for educational purposes, and how parents work with schools to integrate digital technology into their children's learning process. Through this questionnaire, this research aims to gain in-depth insights into

the actual roles that parents play in supporting their children's education in the digital age in Indonesia. By understanding the roles and strategies used by parents, this research is expected to make a valuable contribution to education stakeholders such as governments, schools and communities in developing more effective programmes or policies to support parents' involvement in children's education in the digital age.

2. LITERATUR REVIEW
2.1 The role of the parents in supervision and mentoring

In today's digital age, digital technology has become an integral part of everyday life, including for children. While digital technology brings many benefits and opportunities for children's education, there are also risks and threats that can threaten their development if not properly supervised. Parents need to be more active in managing screen time and the content their children access to minimise the mental and physical health risks associated with technology use (Kusumawardhani et al., 2019).

One of the most important steps parents should take is to set limits and rules for their children's use of digital technology. These can include restrictions on the time of use, the type of content that can be accessed, and prohibitions on interacting with strangers online. These rules should be clearly and consistently communicated to children and backed up by close supervision (Oxianus Sabarua & Mornene, 2020).

Parents should explain the reasons behind the rules in a simple way so that children understand the importance of safety and responsible use of technology. This will help children appreciate and follow the rules set by their parents (Jatmikowati, 2019).

In addition to setting limits, parents should actively support and monitor their children's online activities. This can be done by installing monitoring software, setting privacy and security settings on children's devices, and regularly reviewing their browsing history and online activities. However, mentoring is not limited to technical aspects, but also involves direct interaction with children, such as discussing their online experiences and providing appropriate guidance and direction. Parents should actively support and monitor their children's online activities, whether through monitoring software, privacy and security settings, or by regularly checking their browsing history and online activities (Thoha et al., 2023).

Mentoring is not limited to technical aspects, but also includes direct interaction with children, such as discussing their online experiences and providing appropriate guidance and direction. Parents should also build open communication with their children about their online activities so that they feel comfortable sharing and asking for help when they encounter unsafe or inappropriate situations (Alia & Irwansyah, 2019). Establishing open communication with children about their use of technology is also an important component of supervision and mentoring. With open communication, parents can better understand children's challenges and needs in the digital world and provide appropriate support and guidance. In addition, open communication also helps to build trust between parents and children, so that children feel safer and more secure when exploring the digital world (Marpaung, 2020).

3. RESEARCH METHODOLOGY

The research method used in this study is quantitative descriptive research. Descriptive research aims to describe and analyse current phenomena. In this context, the phenomenon to be described in this research is the role of parents in supporting children's education in the digital age in Indonesia. In conducting quantitative descriptive research on the role of parents in supporting children's education in the digital age, a survey approach can be the right choice. A survey is an effective data collection method to describe the conditions, attitudes, or characteristics of a population through a representative sample (Lindriany et al., 2022). In descriptive quantitative research, the use of structured questionnaires can help to collect numerical data that can be statistically analysed to describe the phenomenon under study (Afni & Jumahir, 2020). Appropriate sampling techniques, such as probability sampling, are very important to ensure the representativeness of the sample and the validity of the research findings (Ruli, 2020).

The data collection technique used is a questionnaire. Questionnaire data collection techniques are very common in quantitative research, especially in surveys. Questionnaires and questionnaires are effective tools for collecting data from large numbers of respondents who are geographically dispersed (Sukarno, 2021). Questions in questionnaires and surveys must be clear, unbiased and in line with the research objectives. It is also necessary to consider the reliability and validity of the instrument (Pendidikan et al., 2018). Questionnaires and surveys can be used to collect quantitative data such as respondents' attitudes, perceptions, preferences or demographic characteristics. This data can then be statistically analysed to answer the research questions (Pamungkas, 2020). In communication research, questionnaires and surveys can be used to measure variables such as communication patterns, media use or media influence on audiences (Fensi, 2018). Thus, questionnaires and polls are very important instruments in quantitative data collection. However, good design, considering validity and reliability, as well as suitability to the research objectives are key factors in optimising the use of both instruments.

Data collection using descriptive quantitative methods such as questionnaires and surveys has advantages and disadvantages that need to be considered in research. Questionnaires and surveys allow large-

scale data collection at a relatively lower cost than other methods such as interviews (Pusitaningtyas, 2021). The use of questionnaires and surveys is prone to respondent bias, such as misunderstanding of questions or a tendency to give answers that are considered socially acceptable. The importance of proper data analysis in descriptive quantitative research Where questionnaires and surveys are used to collect data, appropriate statistical analysis should be carried out to illustrate patterns, trends and relationships in the data (Hidayati, 2020). Descriptive analyses, such as mean, median, mode and standard deviation, can be used to describe the characteristics of the sample, while inferential analyses, such as test statistics, can be used to describe the characteristics of the sample.

Hypotheses and correlations can be used to draw conclusions from the data The importance of considering ethics in data collection Researchers must ensure that the confidentiality and privacy of respondents are maintained, and obtain informed consent from respondents before participating in the survey (Jamaluddin et al., 2019). Taking into account the advantages and disadvantages, appropriate data analysis and research ethics, data collection by descriptive quantitative methods using questionnaires can provide a comprehensive picture of the phenomenon under study. However, researchers should be cautious in interpreting the results and use appropriate approaches to ensure the validity and reliability of the data.

4. RESULTS AND DISCUSSION
4.1 Results

In descriptive quantitative research on the role of parents in supporting children's education in the digital age in Indonesia, the use of questionnaires or Google Forms questionnaires can be an effective and efficient choice. Google Form allows researchers to compile a series of statements or questions related to the research topic in a structured way and distribute them online to targeted respondents, in this case students. In the questionnaire or Google Form questionnaire, researchers can present a series of statements related to the role of parents in supporting children's education in the digital age. In descriptive quantitative research on the role of parents in supporting children's education in the digital age in Indonesia, the use of questionnaires or Google Form questionnaires can be an effective and efficient choice (Suriani, 2022). Google Form allows researchers to create a series of statements or questions related to the research topic in a structured way and distribute them online to targeted respondents, in this case students. In the questionnaire or Google Form questionnaire, researchers can present a series of statements related to the role of parents in supporting children's education in the digital age (Rini, 2021). Respondents, who in this case are students, can then give their answers to each statement presented in the questionnaire or survey. Typically, researchers use a Likert scale where respondents can choose response options ranging from "strongly disagree" to "strongly agree" (Potensia, 2021). This scale allows respondents to indicate their level of agreement or disagreement with each statement. By using Google Forms, respondent data can be automatically collected and organised in one place (Anggraeni et al., 2021). The researcher can also organise the questionnaire settings, such as making questions mandatory or allowing respondents to skip certain questions. Once the data is collected, the researcher can conduct descriptive statistical analyses to describe patterns, trends and characteristics of the respondents' responses. These statements can cover aspects such as parental supervision patterns, communication strategies, efforts in facilitating children's digital literacy, and challenges and opportunities faced by parents in dealing with technological developments. This analysis can provide an overview of students' perceptions and experiences regarding the role of parents in supporting children's education in the digital era in Indonesia.

Table.1 Results of Questionnaire Answers

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Do parents play an important role in supporting their children's education in the digital age the digital age in Indonesia?	11	5	0	0
2	Should parents be actively involved in monitoring their children's use of technology to support their education their education?	12	4	0	0
3	Should parents be actively involved in monitoring their children's use of technology to support their education their education?	12	4	0	0

4	Should parents help their children explore the positive potential of technology for their education for their education?	12	4	0	0
5	Should parents strictly monitor their children's time in the digital world to ensure they focus on education on education?	7	9	0	0
6	Parents should limit the time their children spend on digital devices for non-educational purposes	9	7	0	0
7	Parents need to understand educational technology and applications in order to guide their children effectively their children effectively.	11	5	0	0
8	Parents in Indonesia should take an active role in selecting digital content that is beneficial to their children's education their children's education.	8	8	0	0
9	Digital education can reduce the quality of direct interaction between children and parents with their parents.	3	6	7	0
10	Parents should give their children more access to technology for learning.	8	0	8	0
11	Parents need to closely monitor their children's online activities to ensure their safety and privacy.	8	7	1	0
12	Parents should be involved in their children's online learning activities to improve educational effectiveness.	5	8	3	0
13	The use of technology in education makes it easier for parents to monitor their children's academic progress.	6	9	1	0
14	Parents need training or education in the use of technology in education to support their children.	8	8	0	0
15	The digital age has made it easier for parents to find quality learning resources for their children.	9	6	1	0

4.2 Discussion

Based on the results of the questionnaire completed by 16 students, some important findings were obtained regarding the students' perceptions of the role of parents in supporting children's education in the digital age. The following are the main findings of the questionnaire. The majority of students (68.75%) strongly agreed that parents play an important role in supporting children's education in the digital age in Indonesia. A total of 68.75% of students strongly agreed that parents should be actively involved in supervising children's use of technology to support their education. 75% of students strongly agreed that parents should educate their children about good and safe use of technology. 81.25% of students strongly agreed that parents should support children in exploring the positive potential of technology for their education. There was a balanced opinion (50% agreed and 50% strongly agreed) that parents should strictly supervise children's time spent in the digital world to ensure focus on education. The majority of students (62.5%) strongly agreed that parents should limit the time their children spend using digital devices for non-educational purposes. 81.25% of students strongly agreed that parents need to understand educational technology and applications to effectively guide their children. 56.25% of students strongly agreed that parents in Indonesia should take an active role in selecting digital content that is beneficial for their children's education. There is considerable disagreement about whether digital education can reduce the quality of direct interaction between children and parents, with 50% disagreeing, 25% agreeing and 25% strongly agreeing.

There is considerable disagreement about whether parents should give their children more access to technology for learning, with 50% agreeing, 37.5% disagreeing and 12.5% strongly disagreeing.

The questionnaire results showed that most students recognised the importance of parents' role in supporting children's education in the digital age. They agreed that parents should be actively involved in supervising children's use of technology, providing education on good and safe use of technology, and supporting children in exploring the positive potential of technology for their education (Najmudin et al., 2023). However, there are significant differences of opinion on some aspects, such as the degree to which parents should supervise the time children spend in the digital world, and the access children should have to use technology in the learning process. This suggests that while students recognise the importance of parents' role, they have different views on the limits and approaches parents should take (Sari, 2022).

There was considerable disagreement about whether digital education could reduce the quality of direct interaction between children and parents. Some students agreed with this statement, while others disagreed. The results of the questionnaire provide valuable insights into students' perceptions of the role of parents in supporting children's education in the digital age. These results can serve as a basis for further understanding the challenges and opportunities that parents face in integrating technology into their children's education, and for developing appropriate strategies to support the role of parents in this process (Munawar et al., 2019).

5.   CONCLUSION

Based on the findings and discussion presented, it can be concluded that the majority of students recognise the importance of parents' role in supporting children's education in the digital age. They agreed that parents should be actively involved in monitoring their children's use of technology, providing education on good and safe use of technology, and supporting children in exploring the positive potential of technology for their education. This is consistent with the views of experts who emphasise the importance of parental involvement and guidance in helping children to use technology wisely and productively to support learning. However, there were significant differences of opinion among students about the level of supervision parents should provide for their children's time spent in the digital world, as well as the level of access children should be given to use technology for learning. This suggests that although while students recognised the importance of the role of parents, they had mixed views on the limits and approaches parents should take. In addition, there was considerable disagreement about the impact of digital education on the quality of direct interaction between children and parents, with some students agreeing that the quality of interaction could be reduced, while others disagreed. It can therefore be concluded that while there is a general consensus on the importance of the role of parents in supporting children's education in the digital age, there are significant differences of opinion on the actual implementation of this role, including in terms of supervision, granting access and impact on direct interaction. The results of this questionnaire provide valuable insights into students' perceptions, which can serve as a basis for further understanding the challenges and opportunities parents face and for developing appropriate strategies to support their role in integrating technology into children's education.

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