Digital Parenting: A Study on Parenting Styles in the Digital Age in West Sumatra

Desmita[1], Wahidah Fitriani[2], Rina Yulitri[3], Kana Safrina Rouzi[4], Wenda Asmita[5]
{desmita@iainbatusangkar.ac.id[1], wahidahfitriani@iainbatusangkar.ac.id[2], rinayulitri@iainbatusangkar.ac.id[3], kanasafrina@almaata.ac.id[4], wendaasmita@gmail.com[5]}

[1,2,3,5]IAIN Batusangkar, Indonesia
[4]Universitas Alma Ata Yogyakarta, Indonesia

Abstract. The development of digital technology seems to be unstoppable. Research data shows that from 400 respondents, almost 90% claimed to have digital technology devices, either in the form of computers, laptops, notebooks, and smartphones. However, it is known that only around 30.6% of respondents claim to understand the usefulness of various applications available in their digital technology (smartphones), and even then they do not fully understand how to operate. The data of this study also shows that parents (64.2%) have a good understanding of the negative impacts of using digital media for their children. Therefore, around 63.2% of respondents admitted that they do not use digital media as a way to calm the fussiness of children that interfere with their work. However, only about 29% of the responses implemented a digital mentoring parenting strategy. This data shows that in general respondents have not accompanied, monitored, discussed and guided children in using digital media. This is due to their limited knowledge of various parenting styles in the digital age.

Keywords: Digital Parenting; Parenting Style; Digital Age

1 Introduction

Borrowing the third wave theory from Alvin Toffler (1984), then the development of human civilization today is at the peak of the third wave, which is marked by the occurrence of the so-called digital technology revolution. Digital technology, which has massively shifted the role of analogue mechanical and electronic technology, has actually given birth to a new era known as the digital era (digital age), the information age, the new media age, or the computer era. computer age), (M. Castells, 1999; M. Hilbert, 2015).

The digital era, which is dominated by the tremendous power of digital technology media, has forced mankind on this earth to immediately enter a new lifestyle that is highly dependent on all-digital devices. A survey conducted by the Indonesian Internet Service Providers Association (APJII) in 2019-2020 showed that internet users in Indonesia until the second quarter of 2020 almost penetrated 200 million users, exactly 196.7 million users with a penetration of 73.7 percent of the total population of Indonesia of around 266. ,9 million. Digital transformation is becoming increasingly massive, mainly due to the implementation of online learning activities and the policy of working from home due to the outbreak of the covid-19 virus since last March (https://apjii.or.id/downfile/file/BULETINAPJIIEDISI74November2020.pdf)

The development of the massive use of digital technology media clearly has a significant impact on people's lives, especially for children and adolescents. For example, the days of children/teenagers will be busy with the media. According to research by V.J. Rideout, U.G. Foehr, and D.F. Roberts, (2010), no less than 8 hours a day, and 7 days a week children and adolescents spend time with digital media. Even in developed countries such as America, the time that children and adolescents spend with digital media is longer than the time they spend with their parents or teachers at school (Yalda T.U., 2015). The phenomenon of the lives of children and adolescents who have been hypnotized by digital technology media clearly forces parents to study parenting patterns that are relevant to the realities of children's lives today. Traditional parenting patterns such as those practiced by ancient parents are seen as no longer effective to be applied in educating and raising children in this digital era. Therefore, to be successful in educating children in this digital era, parents must understand and implement what is currently popular with 'digital parenting'. This paper tries to explore the concepts of digital parenting and the implementation of the digital parenting model by parents in West Sumatra.

Today's children and youth are a generation that grows and develops in an environment that is flooded and surrounded by digital media (Chassiakos, Radesky, Christakis, Moreno and Cross, 2016). In this context, Mascheroni, Ponte and Jorge (2018) define the term digital parenting as a new (popular) but polysemic concept that is used to refer to how parents are increasingly involved in managing their children's relationship with digital media (parental mediation), and how parents themselves use digital media in their daily activities and parenting practices and develop new forms of parenting. In the context of using digital media, parental mediation can be seen as a specific or new type of parenting (Smahelova, Juhová, Cermak, & Smahel, 2017).

According to Siibak (2019), there are two meanings contained in the concept of digital parenting. First, this concept describes the various practices that parents adopt in managing and mediating their children's engagement and relationship with digital media, such as restrictive and supportive mediation. Second, digital parenting also refers to the ways in which "parents themselves utilize digital media in their daily activities and parenting practices, and, in so doing, develop emerging forms of parenting". It can be understood that it is time for digital parenting to move from traditional parenting to transcendental parenting, borrowing the term Sun Sun Lim (2018). Transcendental parenting by Sun Sun Lim is a parenting practice that requires parents to go beyond every media consumption environment their children enter, provide their children with an environment of offline and online social interaction, and timeless time to explore tasks. nurturing that seems endless" (Lim, 2018).

Parenting in general is a complex activity involving various forms of certain behaviors both individually and collectively to influence children. Parenting according to Darling and Steinberg (1993) has at least two important components, namely parenting practices and parenting styles. As quoted by Christopher Spera, (2005) parenting style has a broader meaning than parenting practices. Parenting practices are simply specific behaviors that parents use to socialize their children. While parenting style is a broader pattern of parenting practices. Parenting style is a representation of how parents respond to and treat their children. Parenting style involves an emotional climate that is expressed through the attitudes and behavior of parents in raising their children.

So, the true parenting style is a tangible manifestation of the implementation of the role, responsibility of parents in helping, directing, and guiding children so that they can grow and develop into adult humans in various aspects of life. The dimensions of the role of parents according to Livingstone and Jasmine (2018), explain as follows: 1. Connection (Georgiev et al., 2017; Logar et al., 2016). 2. Behaviour control (WHO, 2007: 11). 3. Respect for

individuality (Byrne et al., 2016). 4. Modelling of appropriate behaviour (Blum-Ross & Livingstone, 2017). 5. Provision and protection (Byrne et al., 2016).

Samuel, A. (2015), has attempted to identify the digital parenting styles that parents adopt in North America. Through a series of research that she conducted for approximately two years involving more than 10,000 respondents. She found three digital parenting styles that developed in society, namely: 1. **Enabler.** *Enablers* allow their children to use the device freely. There are usually a number of different devices in this house, and everyone may have their own screen. In an "enabling" home, children are usually fairly tech-savvy and responsible for setting their own rules around screen time. This approach is common among parents of teens. 2. Limiters. Digital limiters is the opposite of enabler. Instead of providing free control over the use of technology, limiters focus on restricting interactions that are quite strict with devices and technology. Parents in this group are particularly afraid of the negative side effects of device use, worried that screens can shorten their children's attention span, hinder social development and cause physical, mental and psychological problems. Limiters are usually parents of preschool-aged children. 3. Mentors. Digital mentors positioned right between digital dividers and digital advocates, understands that children's habits of using technology need to be balanced and guided. Mentors know that devices are always present, and avoiding their use will do no good. Most parents of primary school age children adopt a mentor approach. Conversations about online safety are frequent, and parents seek to connect with their child through technology, be it by playing games together or using text or messaging apps to communicate and connect with their children.

2 Research Methodology

This research is quantitative descriptive. This research was conducted in West Sumatera by taking the population of Civil Servants in the Ministry of Religion of West Sumatera. The number of population are 8,288 people. Cluster random sampling technique was used. Samples were rounded up to 400 samples.

3 Result

a. Ownership of Digital Technology in the Family

Today's digital devices have become common goods owned by almost every person or family, not only in urban areas but also in rural areas. Research data does show that around 84.13% of respondents claim to have digital devices, either in the form of cellphones/smartphones or computers/laptops/motebooks.

b. Use of Digital Technology

Exploration of parents' understanding of the use of digital technology is an indicator in determining whether parents are digital natives who rely heavily on digital devices or are digital immigrants who are still new to the digital world.

c. Parents' Understanding of Digital Technology

The results of this study indicate that 51.92% of respondents have sufficient understanding of their digital technology media. While respondents who have an understanding of digital technology in the good category are only 9.61%. The remaining 38.46% of respondents stated that they had a poor understanding of digital technology.

d. Parents' Attitudes About Digital Technology

The results of respondents' answers regarding parents' attitudes towards digital technology are known that from 400 respondents as many as 35.25% have a good attitude, 49.25% have a moderate attitude while 15.5% have a poor attitude. This can be seen from the following table:

Table 1. Parents' attitudes about Digital Technology

No.	Categories	N	%
1	Good	141	35,25
2	Enough	197	49,25
3	Less	62	15,5

e. Digital Parenting Style

NO	DIMENSION	Always		Very Often		Sometimes		Rarely		Never	
	Active /Enabler	N	%	N	%	N	%	N	%	N	%
1	Explain why digital technology it's good or bad	97	19.4	259	51.8	91	22	34	10.8	19	6
2	Suggest how to use secure digital technology	99	19.8	199	39.8	109	21.8	56	13.2	11	2.2
3	Telling children what to share or not to share by online	111	22.2	221	44.2	101	20.2	51	11.2	29	5.8
4	Recommending good digital technology content to children	40	8	231	46.2	121	24.2	73	14.6	35	7
5	Helping children when using digital technology	37	7.4	197	39.4	184	36.8	71	14.2	11	2.2
	Restrictive/Limiter										
1	Banning children from using technology digital with inappropriate content	179	35.8	227	45.4	87	17.4	4	0.8	3	0.6
2	Limiting the duration of technology use	61	12.2	99	19.8	133	26.6	123	24.6	84	16.8
3	Allow children to use	97	19.4	101	20.2	122	24.4	118	23.6	62	12.4
	Digital technology at times certain day or week										
4	Allow use of technology after doing schoolwork or household chores	113	22.6	217	43,4	93	18.6	43	8.6	34	6.8
5	Restricting children from sharing personal information and communicating with others online	88	17.6	199	39.8	154	30.8	36	7.1	23	4.6
	Monitoring/Mentor										

1	Asking the child what he is doing	93	18.6	111	22.2	147	29.4	33	6.6	16	3.2
2	Supervise child screen device	76	15.2	121	24.2	172	34.4	89	17.8	42	8.4
3	Being in the room with the child you	71	14.2	101	20.2	121	24.2	91	18.2	86	17.2
4	Check device/account for verify the history of children's online activities	81	16.2	113	22.6	151	30.2	103	20.6	52	10.4
5	Accompany children when using digital devices	69	13.8	122	24.4	111	22.2	107	21.4	91	22

f. Discussion

Today, mankind all over the world live in an era that is dominated by digital technology devices. It can be said that there are almost no human children today who are not familiar with digital technology even though they do not have it. Digital technology ownership continues to increase every year. This study proves that almost 90% of respondents claim to have digital devices, either in the form of cellphones/smartphones or computers/laptops/motebooks.

The ownership of digital technology that continues to increase is clearly a challenge as well as an opportunity for parents in educating their children in the family. Parents are forced to redefine their parenting style. Because educating children with the parenting style that has been applied so far is clearly no longer relevant to be applied to children who are already very familiar with digital technology. There are at least three parenting styles recommended by a number of experts in dealing with children in this digital era, namely active, restrictive and monitoring parenting styles. To successfully educate children in the digital era, parents are expected to adopt the three parenting styles according to the stage of development the child is facing.

The data of this study generally indicate that parents in the study area have tried to use these three parenting styles according to the portion and level of children they are dealing with. More than half of parents have tried to explain to their children about the advantages and disadvantages of digital technology at their disposal. Because of this, parents make every effort to inform their children about what is and isn't allowed to be accessed and shared online. To a certain extent, parents generally adhere to an active/enabler parenting style in dealing with children in the digital era. Parents may realize that in this digital era it is impossible to keep their children away from using digital technology.

Despite allowing their children to use digital technology, most parents still feel worried and responsible for their children's behavior. Therefore, active/enabler parenting styles tend to be interspersed with restrictive/limiter parenting styles. This means that the freedom to use digital technology in children is not freedom without limits, but in the form of responsible freedom.

In addition to the enabler and limiter parenting styles, most of the parents in this study also used the monitoring/mentor style. This means that parents continue to monitor their children's online activities. They also often ask their children about what they are doing online, monitor children's screen devices by being in the room to accompany children when they are online, and check their children's online history.

4 Conclusion

Research shows that parents in the digital era already have a fairly good knowledge and

understanding of digital technology. Parents also have a good understanding of the advantages and disadvantages resulting from using this technology. With an understanding and knowledge of the advantages and disadvantages of this digital technology, parents allow their children to use it with necessary restrictions and monitor or monitor their children's online activities.

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