

Islamic Parenting Management and Digital Literacy Integration to Strengthen Family Roles

**Dirlam^{1*}, Efrita Norman², Aip Syarifudin³, Masduki Duryat⁴,
Mohammad Akmal Haris⁵**

^{1,2}Islamic Educational Management Department, Universitas Islam Bunga Bangsa Cirebon,
West Java, Indonesia

³Islamic Educational Management Department, Universitas Muhammadiyah Cirebon,
West Java, Indonesia

⁴Islamic Educational Management Department, Universitas Islam Negeri Siber Syekh Nurjati
Cirebon, West Java, Indonesia

⁵Islamic Educational Management Department, Institut Studi Islam Al-Amin Indramayu,
West Java, Indonesia

Email: dirlam543@gmail.com¹, efritanorman@bungabangsacirebon.ac.id²,
aip.syarifudin@umc.ac.id³, masduki@uinssc.ac.id⁴, akmalmharis@gmail.com⁵

DOI: <http://doi.org/10.33650/al-tanzim.v10i1.12683>

Received: 05 October 2025

Revised: 02 December 2025

Accepted: 01 January 2026

Abstract:

The rapid expansion of digital technology has reshaped parenting practices, creating new demands for families to guide children responsibly while maintaining Islamic educational values. This study aims to examine how Islamic parenting management is integrated with digital literacy to reinforce parental roles in children's academic development. Using a qualitative case study approach, data were gathered through interviews, observations, and document analysis involving parents, teachers, and psychological counselors. The findings reveal that combining Islamic parenting principles with digital tools enhances parents' capacity to monitor children's development, maintain consistent routines, and strengthen value-based communication at home. Digital platforms also increase parental reflection and enable more responsive school-family interactions. This study offers novelty by demonstrating that integrating faith-based guidance with digital literacy provides a culturally grounded model that prior studies typically do not address, examining these elements separately. Theoretically, the study enriches the understanding of how religious values can be operationalized within technology-assisted parenting. Practically, the findings suggest that schools can improve family engagement by designing structured, faith-oriented programs supported by accessible digital tools.

Keywords: *Islamic Parenting, Digital Literacy, Parental Engagement, Monitoring Platform*

Abstrak:

Perkembangan teknologi digital yang semakin pesat telah mengubah pola pengasuhan anak dan menuntut keluarga untuk membimbing penggunaan teknologi secara bijak tanpa mengabaikan nilai-nilai pendidikan Islam. Penelitian ini bertujuan menganalisis bagaimana manajemen pengasuhan Islami dipadukan dengan literasi digital untuk memperkuat peran orang tua dalam mendampingi perkembangan anak. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen yang melibatkan orang tua, guru, serta konselor psikologis. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai pengasuhan Islami dengan penggunaan perangkat digital meningkatkan kemampuan

orang tua dalam memantau perkembangan anak, menjaga konsistensi rutinitas, serta memperkuat komunikasi berbasis nilai antara rumah dan sekolah. Platform digital juga mendorong refleksi orang tua dan memungkinkan interaksi yang lebih responsif dengan pihak sekolah. Kebaruan penelitian ini terletak pada temuan bahwa perpaduan antara prinsip keagamaan dan literasi digital menghasilkan model pengasuhan yang lebih kontekstual, berbeda dari penelitian sebelumnya yang menelaah kedua aspek tersebut secara terpisah. Secara teoretis, penelitian ini memperluas pemahaman tentang operasionalisasi nilai Islam dalam pengasuhan berbasis teknologi. Secara praktis, temuan ini merekomendasikan sekolah untuk mengembangkan program pengasuhan yang terstruktur dan didukung perangkat digital yang mudah diakses.

Kata Kunci: *Pengasuhan Anak Islami, Literasi Digital, Keterlibatan Orang Tua, Platform Pemantauan*

Please cite this article in APA style as:

Dirlam, Norman, E., Syarifudin, A., Duryat, M., Haris, M. A. (2026). Islamic Parenting Management and Digital Literacy Integration to Strengthen Family Roles. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(1), 44-59.

INTRODUCTION

Family is the first and most influential educational environment for children, shaping their moral, social, and cognitive development. The rapid expansion of digital technology presents new challenges for parenting, requiring parents to guide children toward safe, productive online interactions while maintaining cultural and religious values (Tan et al., 2025; Cooper et al., 2024). In Indonesia, schools have begun integrating family-oriented digital programs to enhance parental involvement and collaboration with educators (Ghai et al., 2022). Despite these efforts, the application of digital tools in parenting remains uneven, with many parents lacking confidence or skills in using technology for educational purposes (Zhang et al., 2025). Integrating Islamic principles with digital literacy has become increasingly essential as parenting practices are reshaped by rapid digital transformation. According to APJII (2023), more than 79% of Indonesian children aged 5–12 already use digital devices, yet many parents still lack the competence to effectively accompany their children. This mismatch creates an urgent need for parenting frameworks that address both ethical guidance and technological challenges (Bonal & González, 2020). While prior studies have examined digital literacy as a technical skill, they have not sufficiently explored how Islamic parenting principles can provide a moral foundation for navigating children's digital activities. This study bridges that gap by investigating parental experiences, program processes, and perceived outcomes in implementing an Islamic parenting model supported by digital literacy. A qualitative approach is employed to capture context-specific insights that quantitative methods cannot fully reveal (Lin-Lewry et al., 2024).

Islamic parenting emphasizes responsibility, compassion, and discipline as core foundations for children's character formation. In contemporary settings, these values must be practiced alongside parents' ability to manage their children's engagement with digital media. Existing research confirms that Islamic parenting contributes to moral and socio-emotional development (Schniesko & Lüdmann, 2025), while digital literacy equips parents with tools to supervise children's activities and access learning resources (Sciacca et al., 2022). These two components should not be treated separately; Islamic values provide

ethical guidance, whereas digital literacy offers practical strategies for implementing them in daily life. Establishing this explicit connection ensures that religious guidance is reinforced through informed and responsible digital practices. By combining faith-based values with technological tools, parents are better supported in performing their caregiving roles. This integration also enhances communication and collaboration between schools and families (Onishi, 2024). In this study, SD Unggulan Sang Cipta Rasa serves as a case example to examine the qualitative dimensions of these interactions. The research explores both opportunities and challenges encountered by parents and school staff.

Digital literacy in parenting enables parents to guide children safely in their online and educational activities. Parents with strong digital competencies are better able to select appropriate learning materials, track developmental progress, and model responsible technology use. Schools contribute by offering structured programs that help parents integrate digital tools into their parenting strategies (Dereje et al., 2024). Hybrid approaches that combine face-to-face interaction with digital resources have been shown to increase accessibility and parental reflection (Modecki et al., 2022a). However, most existing studies focus only on the general benefits of digital engagement and rarely explain how digital literacy can be systematically aligned with Islamic parenting values. This gap underscores the need for research that examines technology not only as an instructional aid but also as a mechanism for operationalizing religious principles in parenting. The current study examines these processes through in-depth qualitative methods. Understanding parental perceptions and experiences is essential for refining program Design (Catarina et al., 2025).

Despite potential benefits, parents face challenges in adopting digital literacy within parenting programs. School-administered parenting programs provide a practical setting for examining how Islamic values intersect with digital engagement. These initiatives generally include orientations, thematic socializations, expert seminars, and digital-based monitoring designed to support parents both conceptually and practically. Rather than detailing each activity, this study uses the program context to understand how parents interpret and apply Islamic parenting principles when supported by digital tools (Altafim et al., 2024). This perspective emphasizes the program's evaluative and analytical aspects rather than presenting it descriptively. This study explores how these elements are perceived and applied in everyday parenting practices. By focusing on qualitative data, the study captures nuanced insights beyond numerical participation rates.

The school's parenting initiatives provide a practical context for examining how Islamic values intersect with digital engagement in family education. Rather than focusing on program activities, this study uses the school's parenting framework to analyze how parents interpret, apply, and adapt Islamic principles when supported by digital tools. This context provides a basis for understanding the mechanisms through which faith-based parenting is operationalized in a technology-rich environment.

Research on integrating Islamic parenting principles with digital literacy remains limited. Most prior studies focus on either faith-based parenting or digital engagement independently. This study addresses this gap by qualitatively exploring how these two aspects intersect to enhance family roles in primary education. The findings provide insights into parents' experiences, challenges, and strategies. These insights are valuable for refining program Design and informing school policies. By understanding parents' perceptions, schools can improve program accessibility and effectiveness. Qualitative methods capture nuances that quantitative surveys cannot. Exploring lived experiences highlights practical considerations for program improvement. The study also informs educators about culturally relevant technology-assisted parenting strategies.

The main objective of this research is to explore how Islamic parenting management integrated with digital literacy is implemented at SD Unggulan Sang Cipta Rasa and how it affects parental roles. This study explores parental experiences, program mechanisms, and perceived outcomes of integrating Islamic parenting with digital literacy. The analysis aims to reveal both the strengths and challenges of this approach. Significantly, the study contributes a conceptual model that integrates faith-based parenting principles with technology-supported practices, an area that previous research has not comprehensively addressed. Theoretically, the study extends the discussion of how Islamic values can be operationalized through digital tools in family education. In practice, the findings provide evidence-based recommendations for schools seeking to Design culturally grounded, technologically adaptive parenting programs. Overall, the research contributes to the field of educational technology and family engagement in primary education. It demonstrates the value of combining religious guidance with modern digital practices.

RESEARCH METHODS

This study employed a qualitative case study design to examine how Islamic parenting management is integrated with digital literacy in a primary school setting. The qualitative approach was chosen because the research sought to understand the meanings, experiences, and interpretations constructed by parents, teachers, and school psychologists, elements that quantitative methods cannot fully capture. The case study Design allowed the researcher to explore naturally occurring parenting interactions within the school environment, focusing on the depth of the phenomenon rather than its generalizability.

The participants included 50 parents, 12 teachers, and 1 school psychologist. Although this number is relatively large for a case study, it was intentionally selected to ensure adequate representation of all stakeholders involved in the comprehensive parenting program. Purposive sampling was applied using specific inclusion criteria, namely: (1) consistent participation in the school's parenting activities, (2) direct involvement in digital monitoring practices, and (3) willingness and ability to articulate experiences relevant to the study's objectives. Individuals who had participated irregularly or had no experience with the digital monitoring system were excluded to maintain data

relevance and credibility. The sample size reflects the need to capture varied viewpoints while retaining the depth characteristic of qualitative inquiry.

Data were collected using three complementary techniques: observation, semi-structured interviews, and document analysis. Non-participant observations were conducted during orientations, thematic socializations, expert seminars, and psychologist-led monitoring sessions. These observations focused on parental engagement, interaction patterns, and the practical use of digital tools in parenting activities. Semi-structured interviews were conducted with parents, teachers, and the psychologist using an interview guide containing open-ended questions related to the application of Islamic values, digital literacy practices, and perceived program effectiveness. All interviews were conducted privately, audio-recorded under informed consent, and transcribed verbatim. Document analysis was performed on seminar materials, parenting schedules, and Google Forms-based monitoring records, serving as secondary data to strengthen triangulation.

Throughout the study, the researcher maintained a reflexive role as a non-participant observer. Reflexive memos were used to record personal assumptions, positionality, and potential influences on data interpretation. This process ensured that the analysis remained grounded in participants' experiences rather than the researcher's preconceptions. Ethical considerations were strictly observed by providing participants with detailed explanations of the study, ensuring confidentiality, obtaining written informed consent, and anonymizing all digital and documentary records. Observations were conducted unobtrusively to minimize disruptions and preserve authentic behavior.

Data analysis followed a structured thematic analysis procedure. The first stage involved initial coding of interview transcripts, observational field notes, and documents to identify meaningful units of information. The second stage involved grouping similar codes into broader categories that reflected patterns in participants' experiences. The third stage entailed developing overarching themes that explained how Islamic parenting values intersect with digital literacy practices. Coding was conducted iteratively, with continuous comparison across data sources to refine themes and prevent premature closure. The analysis emphasized capturing contextual nuances while maintaining analytic rigor.

Trustworthiness of the findings was ensured through multiple strategies aligned with Lincoln and Guba's criteria. Credibility was strengthened through data triangulation, member checking with selected participants, and peer debriefing with academic colleagues. Transferability was supported through thick, detailed descriptions of the research context and participant characteristics. Dependability was maintained by documenting an audit trail that included coding procedures, analytic decisions, and reflexive memos. Confirmability was achieved by preserving all raw data and ensuring that interpretations were linked directly to participant narratives rather than researcher bias. Collectively, these procedures ensured the reliability and integrity of the study's qualitative findings, providing a robust foundation for understanding the integration of Islamic parenting and digital literacy.

RESULTS AND DISCUSSION

Results

This section presents the findings obtained from field observations, in-depth interviews with key informants (school principal, teachers, psychologist, and parent representatives), and document analysis conducted at SD Unggulan Sang Cipta Rasa (SCR), Kandanghaur, Indramayu. The findings are organized by the parenting program's context and foundation, the strategies implemented, the use of digital literacy, and the observed impact on family roles.

Context of Location and Program Foundation

SD Unggulan Sang Cipta Rasa is a primary school located in Kandanghaur, Indramayu. The school emphasizes character education, academic excellence, and strong family-school collaboration. According to the school's vision and mission, the institution aims to nurture students who are academically competent, morally upright, and socially responsible, with active parental participation in their educational development.

Table 1. Key Elements of SCR Vision and Mission in Parenting Programs

Element	Description
Vision	Educating students to be academically excellent, ethically guided, and socially responsible, in harmony with family values.
Mission	<ol style="list-style-type: none">1. Strengthen family-school collaboration through structured parenting programs.2. Integrate Islamic values into daily school activities.3. Provide guidance and monitoring for holistic child development.
Parenting Foundation	Emphasizes <i>Qudwah Hasanah</i> (exemplary role modeling), discipline, and Islamic values as core principles for parenting programs.
Program Management	Coordinated by a dedicated Parenting Team, including PAI teachers, classroom teachers, and the school psychologist.

The vision and mission described in Table 1 demonstrate that the school's parenting initiatives are intentionally embedded within its broader institutional philosophy. The emphasis on academic excellence, ethical conduct, and social responsibility reflects a holistic understanding of child development, in which family involvement is not peripheral but essential. The integration of Islamic values into daily school activities indicates that the institution adopts a value-driven educational approach, situating parenting programs as strategic mechanisms to align school expectations with home practices. This alignment suggests that the school views parents not merely as beneficiaries but as co-educators whose roles must be strengthened through structured guidance.

Furthermore, the presence of a dedicated Parenting Team underscores the organization's commitment to systematic program implementation. The inclusion of PAI teachers, classroom teachers, and psychologists indicates a multidisciplinary management model that combines religious, pedagogical, and developmental perspectives. This structure supports coherence across activities and reinforces the principle of *Qudwah Hasanah* as the foundation for behavior modelling. By institutionalizing these roles, the school ensures consistency,

accountability, and continuity in the execution of parenting programs. The findings underscore that parenting management at SCR is not ad hoc but strategically embedded within institutional governance, making it a replicable model for other faith-based educational settings.

Islamic Parenting Management Strategies

The school implements a structured set of activities designed to operationalize Islamic parenting management and engage parents actively. The findings are summarized in Table 2.

Table 2. Strategies and Activities of Islamic Parenting Management

Strategy/Activity	Description of Qualitative Findings
Initial Year Orientation	Focus: Introduction to parenting curriculum including moral values, daily routines, and religious practices. Observation: High parental engagement; active participation in Q&A sessions; visible enthusiasm in understanding program objectives. Interview (Teacher): "Parents seem motivated to align home routines with Islamic values from the beginning of the year."
Quarterly Socializations	Focus: Rotating themes each trimester, e.g., Triwulan I – Tahfidz and Adab, Triwulan II – Digital Parenting Islam. Observation: Structured presentations with active discussion; parents share experiences and challenges. Interview (Teacher): "These socializations aim to reinforce knowledge progressively and provide practical solutions for everyday parenting."
Expert Seminars & Psychologist Sessions	Focus: Involving family counseling experts, psychologists, and Islamic scholars. Observation: Parents actively take notes and ask questions. Interview (Parent): "The seminars help us understand how Islamic values guide modern parenting challenges and screen time management."
Integration of Islamic Values	Focus: All topics framed with references from the Qur'an and Hadith. Document Analysis: Parenting materials consistently include relevant Islamic references to reinforce behavioral guidance. Interview (PAI Teacher): "We always ensure secular topics like child development are interpreted through Islamic principles."

The findings in Table 2 indicate that the school's structured activities serve as an effective means of strengthening parents' understanding and application of Islamic parenting principles. The combination of orientations, thematic socializations, expert seminars, and psychologist-led sessions consistently positioned parents as active participants rather than passive recipients. Evidence from observations and interviews suggests that parents perceive these activities as practical and relevant to their daily routines, particularly in aligning household practices with Islamic values. This indicates that the program does not merely transfer information but also facilitates behavioral reinforcement through repeated exposure and collaborative learning. The integration of Qur'anic and Hadith references into each activity further establishes a moral foundation, enhancing parents' motivation to apply the suggested parenting strategies at home.

Moreover, the findings reveal that the program's diversification of learning formats, ranging from formal seminars to interactive discussions,

supports parents with different learning preferences and needs. Parents responded positively to opportunities for dialogue, experience-sharing, and guidance from experts, which allowed them to contextualize Islamic principles within contemporary parenting challenges such as screen time management. This suggests that the program functions not only as religious instruction but also as an adaptive problem-solving forum that bridges traditional values with modern family realities. The consistency of value integration across all activities points to a coherent management approach that strengthens school-family alignment and contributes to more unified child-rearing practices.

Implementation of Digital Literacy

Digital literacy plays a central role in monitoring child development and facilitating parental participation. The school utilizes Google Forms as the primary tool for evaluation, monitoring, and delivering parenting materials.

Table 3. Digital Literacy Implementation Using Google Forms

Aspect	Findings
Purpose of Google Form	Evaluation of parenting practices, monitoring child development, and delivery of parenting material summaries.
Content	Open-ended questions (e.g., challenges in parenting), reflective prompts, and observational entries regarding children's habits (e.g., prayer routines, screen time).
Psychologist's Insight	"Using Google Forms allows us to collect data efficiently and follow up individually with parents through WhatsApp or Zoom calls."
Parental Participation	Primarily mothers, with some fathers; high response rate indicating effective digital engagement.
Observational Evidence	Completed forms are reviewed and followed up systematically; personalized feedback strengthens school-family collaboration.
Parent Feedback	"It's easy to submit updates online, and the feedback from the psychologist helps me adjust daily routines for my child."

The findings summarized in Table 3 highlight the pivotal role of Google Forms as a digital instrument that enhances the monitoring and evaluation components of the parenting program. The use of open-ended reflections, observational entries, and structured questions allows parents to document their experiences in real time, enabling teachers and psychologists to promptly identify emerging needs and concerns. The psychologist's statement regarding individualized follow-up demonstrates that digital tools create a feedback loop that strengthens the responsiveness and personalization of school support. These practices indicate that digital literacy is not merely an auxiliary component of the program but a functional mechanism that increases efficiency, accountability, and continuity in parent-school communication.

In addition, the consistent participation of parents – especially mothers – shows that digital monitoring successfully lowers barriers to engagement by offering flexibility and ease of access. Parents' positive feedback about receiving timely guidance suggests that digital tools also foster reflection, self-assessment, and behavioral adjustments at home. The systematic review of submitted forms further demonstrates a structured management approach that blends technology with value-based parenting. These findings underscore that when digital literacy

is embedded within a religious and pedagogical framework, it can meaningfully enhance parental competence and collaboration. This contributes to broader insights about how technology-supported monitoring can reinforce faith-based parenting strategies in contemporary educational settings.

Results and Impact on Family Roles

The integration of Islamic parenting management and digital literacy has led to observable improvements in family involvement and communication.

Table 4. Observed Impact on Family Roles

Aspect	Qualitative Findings
Changes in Family Roles	Parents report increased frequency of discussions on child development at home, improved consistency in religious and daily routines, and better understanding of screen time limits. Interview (Parent): "I now regularly discuss my child's learning and habits with my spouse; we use Islamic guidance to decide limits together."
School-Family Communication	Increased two-way communication between school and parents. Feedback from Google Forms data is used to identify and address children's issues early. Observation: Follow-ups conducted via WhatsApp or Zoom calls to provide tailored guidance.
Collaborative Parenting Practices	Parents feel more confident implementing Islamic values at home, aligning with school expectations. Teachers and psychologists note improved parental engagement during classroom and extracurricular activities. Interview (Psychologist): "Data from Google Forms allow us to guide parents effectively, leading to more collaborative problem-solving."

The findings in Table 4 reveal significant shifts in family dynamics as parents increasingly internalize and apply the principles introduced through the parenting program. Reports of enhanced discussions between spouses regarding child development suggest that parents are becoming more reflective and collaborative in their decision-making. The improved consistency in religious routines and daily habits illustrates that parents are not only receiving information but also translating it into concrete practices at home. These changes align with theories of family engagement that highlight the importance of parental self-efficacy and shared responsibility in shaping children's developmental outcomes.

In addition, strengthened school-family communication demonstrates the effectiveness of the digital monitoring system in fostering reciprocal and timely interactions. Teachers and psychologists use digital feedback to initiate individualized follow-ups, while parents appreciate the clarity and guidance it provides. This synergy indicates that digital tools serve as both relational and managerial instruments, enabling more responsive problem-solving and collaborative parenting. The increased confidence in applying Islamic values shows that combining faith-based guidance with digital literacy improves both moral and practical competence. The program's mix of structured activities and tech-supported monitoring fosters cohesive, accountable, and value-driven parental involvement.

Discussion

The findings indicate that Islamic parenting management, when structured and supported by school programs, effectively enhances parental engagement in children's education. Observations and interviews showed that parents actively participate in initial-year orientations, quarterly socializations, and seminars led by teachers and psychologists. These results align with prior studies that have highlighted that structured family engagement programs improve parental competence and student outcomes (Hasanati, 2024). The integration of Islamic values, such as *Qudwah Hasanah*, provides a foundational moral framework that shapes parents' daily interactions with children. These findings align with recent research showing that value-based parenting strengthens parental self-efficacy and improves consistency in home routines (Fitriyah & Rochim, 2024; Sabrina et al., 2025). Parents in this study expressed greater confidence in applying religious routines and educational practices, suggesting that Islamic principles function as motivational anchors that guide behavior. The digital monitoring system further supports this process by providing reflective prompts and structured feedback, enabling parents to evaluate their practices regularly. This is consistent with digital parenting models that emphasize reflective engagement and ongoing parental learning (Astuti et al., 2022).

The combination of faith-based guidance and digital tools enhances both the cognitive (knowledge) and behavioral (practice) components of parenting. This supports theoretical perspectives stating that culturally grounded parenting programs are more readily internalized because they resonate with parents' moral frameworks (Musrini & Sapan, 2025). The results confirm that structured Islamic parenting management not only strengthens family-school collaboration but also improves parents' ability to translate abstract principles into actionable routines. Parents benefit most from contextualized, practice-oriented guidance rather than generic recommendations, reinforcing the relevance of integrated, value-aligned educational interventions in contemporary family life.

The use of Google Forms for monitoring child development proved vital for ongoing parental engagement, offering convenience, accessibility, and real-time feedback. This aligns with Bukhari et al. (2024), who found that digital tools foster parental reflection and participation. The study showed that mothers were more involved, with some fathers also participating, reflecting gender-based patterns. Follow-up consultations via WhatsApp or Zoom provided personalized guidance, complementing face-to-face interactions. Digital literacy helped parents consistently apply Islamic principles, bridging home and school. These findings highlight technology's role in enhancing efficiency while maintaining ethical and religious guidance, as well as its potential in early identification of developmental concerns in Islamic education (Modecki et al., 2022b).

Quarterly socializations were observed to create sustained engagement and knowledge reinforcement among parents. Each trimester's thematic focus allowed parents to acquire and implement new skills gradually. For example, themes on Tahfidz and Adab emphasized spiritual and moral development, while Digital Parenting Islam addressed contemporary challenges in technology

use. Parents reported increased understanding of balancing religious instruction with modern parenting practices. This observation aligns with Aspandi et al. (2025), who noted that incremental thematic approaches improve knowledge retention and application. Teachers highlighted that interactive discussions during socialization facilitated experiential learning and problem-solving. The structured rotation of topics encouraged parents to integrate both traditional and digital parenting strategies. These findings suggest that repetitive, theme-based socializations enhance the internalization of Islamic parenting values. The study also indicates that parents perceive these sessions as supportive rather than prescriptive. Overall, thematic organization reinforces both knowledge acquisition and practical application in family contexts (Ren & Zhu, 2022).

Expert-led seminars played a central role in enhancing parental understanding, as psychologists and Islamic scholars offered specialized insights into both practical and spiritual dimensions. This aligns with Martín-cárdaba et al. (2024), who found that expert interventions improve parental problem-solving abilities and confidence when dealing with complex developmental issues. The interactive nature of these seminars, characterized by dialogue, peer sharing, and case-based discussions, encouraged parents to contextualize Islamic values in light of modern challenges such as screen time, emotional regulation, and digital safety. This combination of scholarly and psychological expertise ensured that guidance remained both religiously grounded and developmentally appropriate (Aspandi & Muttaqin, 2025).

The consistent integration of Islamic values across program activities further strengthened parental internalization. Consistent with Farid & Umam (2024), the study shows that faith-based contextualization enhances adherence by connecting theoretical knowledge with moral meaning. Digital monitoring contributed to this process by enabling tailored feedback and reinforcing accountability. The psychologist's follow-up, supported by observations and parental reflections, created a continuous improvement loop that sustained engagement over time. These mechanisms collectively demonstrate that a well-managed combination of religious values, expert guidance, and data-informed feedback effectively strengthens parental competence and alignment with school expectations (Lin et al., 2025).

Family-school communication improved significantly as a result of program implementation and digital facilitation. Parents reported more frequent interactions with teachers and psychologists compared to prior years. Observational data showed that communication was not one-way; parents actively shared concerns and requested guidance. This aligns with Naila & M. (2025), who emphasize that two-way communication enhances parental involvement and educational outcomes. Teachers indicated that access to timely data from digital monitoring enabled proactive problem-solving. Parents felt their voices were heard, which increased trust and collaboration with school staff. The study demonstrates that digital literacy strengthens relational management in educational settings. Communication improvements also fostered consistent application of Islamic values at home. Parents reported greater confidence in managing conflicts and supporting child development (Nuri et al., 2024). Overall,

the findings indicate that collaborative communication is crucial for effective parenting management.

Parental perceptions indicated that structured programs and digital monitoring led to improvements in family routines, including better coordination between spouses, more discussions about children's progress, and increased spiritual engagement. These findings align with Schafer et al. (2025), who observed that structured interventions promote behavioral and attitudinal change. Children's routines were more consistently monitored, including prayer, study, and leisure activities, with teachers and psychologists highlighting the importance of parental reflection. The integration of Islamic values and digital literacy led to more consistent family practices, reducing ambiguity and improving family cohesion and responsibility. Structured programs offered both educational and relational benefits (Xie et al., 2023).

Challenges included digital access and parental familiarity with technology. Some parents struggled with Google Forms and online materials, but brief training sessions and clear instructions mitigated these issues. These findings echo Palmer et al. (2023), who stressed the need for targeted support in digital literacy interventions. Teachers noted that gradual exposure and continuous assistance built parent confidence. Observations showed that hands-on demonstrations improved digital skills, ensuring high participation despite minor difficulties. Overcoming digital barriers increased parents' competence and independence, suggesting that technical guidance and moral framing strengthen program sustainability (Mishina et al., 2025).

The integration of Islamic parenting practices with digital literacy showed potential for improving family roles and school collaboration. Structured programs—through orientations, socializations, expert sessions, and digital monitoring—enhanced parental engagement in both online and offline settings. These programs promoted transparent communication, accountability, and alignment between home and school practices, confirming that faith-based, technology-supported approaches can strengthen family-school partnerships and improve the application of values at home. The program's success highlights the importance of culturally responsive, integrative parenting strategies that address both religious values and modern child-rearing challenges.

CONCLUSION

This study highlights the positive impact of integrating Islamic parenting practices with digital literacy, resulting in improved parental engagement and family-school collaboration. Parents reported increased confidence, clearer role understanding, and stronger consistency in applying Islamic values at home, especially with structured guidance and digital monitoring. The combination of digital tools, expert-led seminars, and value-based parenting materials helped families adopt more intentional, informed, and principled approaches to child-rearing. This approach underscores that faith-based parenting is more effective when paired with technologies that foster continuous reflection and alignment between home and school practices.

The research contributes to scientific knowledge by demonstrating a practical model that integrates religious values with digital competencies, providing empirical evidence that technology-assisted, faith-rooted parenting frameworks can deepen parental engagement and enhance child development. However, the study's limitations, including its focus on a single school context and reliance on qualitative data, suggest the need for future studies with mixed-method or longitudinal designs to assess long-term impacts. Comparative research across schools and the exploration of interactive digital platforms could offer further insights into the effectiveness of integrated models in diverse Islamic educational settings.

ACKNOWLEDGMENT

The authors express sincere gratitude to SD Unggulan Sang Cipta Rasa, Indramayu, for their support and access during the research process. Special thanks to the school principal, teachers, parents, and school psychologist for their time and insights. Appreciation is also extended to Universitas Islam Bunga Bangsa Cirebon, Universitas Islam Al-Ihya Kuningan, UIN Siber Syekh Nurjati Cirebon, and Institut Studi Islam Al-Amin Indramayu for their encouragement and academic guidance.

REFERENCES

- Altafim, E. R. P., Oliveira, R. C. de, & Gaspardo, C. M. (2024). Digital Parenting Program: Enhancing Parenting and Reducing Child Behavior Problems. *Children*, 11(980), 1–14. <https://doi.org/10.3390/children11080980>
- Aspandi, A., & Muttaqin, M. A. (2025). Transforming Teacher Roles in Indonesia's Digital Era: Enhancing Learning Effectiveness and Student Engagement. *Journal of General Education and Humanities*, 4(4), 1495–1509. <https://doi.org/10.58421/gehu.v4i4.616>
- Aspandi, A., Nuansah, U., Luthfiyani, N., Mima, F., Zalil, M. A., & Saepudin, A. (2025). Dialogic Leadership in Managing Islamic Boarding Schools for the Digital Generation. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 09(04), 1217–1230. <https://doi.org/10.33650/al-tanzim.v9i4.10754>
- Astuti, R., Munastiwi, E., & Qadafi, M. (2022). Digital Parenting: Utilizing Technology to Instill Islamic Education Values in Young Children. *Tadris Jurnal Pendidikan Islam*, 17(2), 365–378. <https://doi.org/10.19105/tjpi.v17i2.7468>
- Bonal, X., & González, S. (2020). The Impact of Lockdown on the Learning Gap: Family and School Divisions in Times of Crisis. *International Review of Education*, 66(5), 635–655. <https://doi.org/10.1007/s11159-020-09860-z>
- Bukhari, Bastiar, & Anwar. (2024). Challenges of Parenting in the Digital Era: A Review from the Perspective of Islamic Family Law. *Al-Qadha: Jurnal Hukum Islam Dan Perundang-Undangan*, 11(2), 357–370. <https://doi.org/10.32505/qadha.v11i2.9549>

- Catarina, A., Rita, C., Marco, P., Martins, S., Rienks, K., & Kömürçü, B. (2025). Online Parenting Programs for Children's Behavioral and Emotional Problems: A Network Meta-Analysis. *Prevention Science*, 26(4), 592–609. <https://doi.org/10.1007/s11121-024-01735-1>
- Cooper, H., Nadzri, F. Z. M., & Lachman, J. M. (2024). A Hybrid Digital Parenting Program Delivered Within the Malaysian Preschool System: Protocol for a Feasibility Study of a Small-Scale Factorial Cluster Randomized Trial. *JMIR Research Protocols*, 13. <https://doi.org/10.2196/55491>
- Dereje, L., Mekonene, D., & Amanu, A. A. (2024). Social Media Use, Effects, and Parental Mediation Among School Adolescents in a Developing Country. *Heliyon*, 10(6), e27855. <https://doi.org/10.1016/j.heliyon.2024.e27855>
- Farid, M., & Umam, K. (2024). Optimizing Parenting to Grow Early Childhood Character Through Islamic Education in the Digital Era. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(6), 2033–2038. <https://doi.org/10.31004/obsesi.v8i6.6319>
- Fitriyah, S. B., & Rochim, M. M. N. (2024). Islamic Parenting Challenges and Strategies in the Digital Era: Modern Islamic Parenting and School of Parenting. *International Summit on Science Technology and Humanity*, 2061–2067. <https://doi.org/10.23917/iseth.4624>
- Ghai, S., Magis-Weinberg, L., Stoilova, M., Livingstone, S., & Orben, A. (2022). Social Media and Adolescent Well-Being in the Global South. *Current Opinion in Psychology*, 46, 101318. <https://doi.org/10.1016/j.copsyc.2022.101318>
- Hasanati, N. (2024). Exploring Digital Parenting: A Systematic Review of Approaches, Challenges, and Outcomes. *JSRET (Journal of Scientific, Research, Education, and Technology)*, 3(4), 1856–1867.
- Lin-Lewry, & Kuo. (2024). Effects of Digital Parenting Interventions on Self-Efficacy, Social Support, and Depressive Symptoms in the Transition to Parenthood: A Systematic Review and Meta-Analysis. *International Journal of Medical Informatics*. <https://doi.org/10.1016/j.ijmedinf>
- Lin, C., Cui, Y., Wang, X., Su, X., Zhang, L., & Peng, Q. (2025). The Impact of Parental Media Attitudes and Mediation Behaviors on Young Children's Problematic Media Use in China: An Actor-Partner Interdependence Mediation Model Analysis. *Behavioral Sciences*, 15, 1–25. <https://doi.org/10.3390/bs15081141>
- Martín-Cárdaba, M. Á., Castro, J. G., Victoria, M., & Díaz, M. (2024). Smartphone Ownership, Minors' Well-Being, and Parental Mediation Strategies: An Analysis in the Context of Social Media Influencers. *Journal of Youth and Adolescence*, 53, 2202–2218. <https://doi.org/10.1007/s10964-024-02013-7>
- Mishina, K., & Sourander, A. (2025). BePresent Universal Internet-Based Parenting Intervention: Single-Arm Pre-Post Intervention Study. *Journal of Medical Internet Research*, 27. <https://doi.org/10.2196/65391>
- Modecki, K. L., Goldberg, R. E., Wisniewski, P., & Orben, A. (2022a). What Is Digital Parenting? A Systematic Review of Past Measurement and Blueprint for the Future. *Perspectives on Psychological Science*, 17(6), 1673–1691. <https://doi.org/10.1177/17456916211072458>

- Modecki, K. L., Goldberg, R. E., Wisniewski, P., & Orben, A. (2022b). What Is Digital Parenting? A Systematic Review of Past Measurement and Blueprint for the Future. *Perspectives on Psychological Science*, 17(6). <https://doi.org/10.1177/17456916211072458>
- Musrini, I., & Sapan, E. B. (2025). Smart Parenting in the Digital Era: A Literature-Based Framework for Enhancing Emotional Development in Early Childhood. *Atfaluna: Journal of Islamic Early Childhood Education*, 8(1), 71–81. <https://doi.org/10.32505/atfaluna.v8i1.8596>
- Naila, K. A., & M., S. F. (2025). Prophetic Parenting Skills of Generation Z Parents in Educating Children in the Digital Era. *Jurnal Pendidikan Islam*, 15(2), 148–161. <https://doi.org/10.38073/jpi.v15i2.3086>
- Nuri, H., Mufidah, R., Syihab, N. A., & Maulida, R. (2024). Islamic Parenting Through Digital Literacy in Building Children's Character. *Jurnal Pendidikan Agama Islam*, 03(02), 252–262.
- Onishi, R. (2024). Parental Information-Use Strategies in a Digital Parenting Environment and Their Associations with Parental Social Support and Self-Efficacy: Cross-Sectional Study. *JMIR Pediatrics and Parenting*, 7, 1–15. <https://doi.org/10.2196/58757>
- Palmer, M., Beckley-Hoelscher, N., Shearer, J., & Kostyrka-Allchorne, K. (2023). The Effectiveness and Cost-Effectiveness of a Universal Digital Parenting Intervention Designed and Implemented During the COVID-19 Pandemic: Evidence from a Rapid-Implementation Randomized Controlled Trial Within a Cohort. *Journal of Medical Internet Research*, 25, 1–21. <https://doi.org/10.2196/44079>
- Ren, W., & Zhu, X. (2022). Parental Mediation and Adolescents' Internet Use: The Moderating Role of Parenting Style. *Journal of Youth and Adolescence*, 51, 1483–1496. <https://doi.org/10.1007/s10964-022-01600-w>
- Sabrina, P., Suryadi, Alimudin, Aneka, & Eka, R. M. (2025). The Role of Parents in Supporting Digital Literacy in Early Childhood. *ALBANNA: Jurnal Pendidikan Islam Anak Usia Dini*, 5(2), 51–59. <https://doi.org/10.24260/albanna.v5i2.4634>
- Schafer, M., Lachman, J., Zinser, P., Antonio, F., Facciola, C., Clements, L., Gardner, F., Ronnie, G. H., & Sheil, R. (2025). A Digital Parenting Intervention With Intimate Partner Violence Prevention Content: Quantitative Pre-Post Pilot Study. *JMIR Formative Research*, 9. <https://doi.org/10.2196/58611>
- Schniesko, L., & Lüdmann, M. (2025). Personal Belief in a Just World and Mental Health. *Acta Psychologica*, 259, 105317. <https://doi.org/10.1016/j.actpsy.2025.105317>
- Sciacca, B., Laffan, D. A., Norman, J. O. H., & Milosevic, T. (2022). Parental Mediation in Pandemic: Predictors and Relationship With Children's Digital Skills and Time Spent Online in Ireland. *Computers in Human Behavior*, 127, 107081. <https://doi.org/10.1016/j.chb.2021.107081>
- Tan, C. Y., Xu, N., Liang, M., & Li, L. (2025). Meta-Analysis of Associations Between Digital Parenting and Children's Digital Well-Being. *Educational Research Review*, 48. <https://doi.org/10.1016/j.edurev.2025.100699>

- Xie, E. B., Jung, J. W., Kaur, J., Benzie, K. M., Tomfohr-Madsen, L., & Keys, E. (2023). Digital Parenting Interventions for Fathers of Infants From Conception to the Age of 12 Months: Systematic Review of Mixed Methods Studies. *Journal of Medical Internet Research*, 25, 1–24. <https://doi.org/10.2196/43219>
- Zhang, S., Fang, Z., Qi, X., & Yuan, Y. (2025). Parental Mediation and Adolescent Internet Addiction: The Role of Parent-Child Relationship and Parental Internet Addiction. *Acta Psychologica*, 259, 105316. <https://doi.org/10.1016/j.actpsy.2025.105316>