

Psychoeducation on the Importance of Digital Parenting for Generation Z

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ABSTRACT

Objective: This study aims to evaluate the effectiveness of psychoeducation on digital parenting in enhancing parents' understanding of appropriate parenting strategies for Generation Z in the digital age. **Method:** The research involved community service activities, providing psychoeducation sessions to 30 guardians or parents of students. A paired sample t-test was conducted to measure changes in understanding, comparing pre-test and post-test scores. **Results:** The findings reveal a significant improvement in parents' understanding of digital parenting, with the average score increasing from 35.767 (pre-test) to 39.233 (post-test). This demonstrates that psychoeducation positively impacts parents' ability to adopt effective digital parenting practices. **Novelty:** This study highlights the importance of targeted psychoeducational interventions in addressing the challenges faced by Generation Z's parents in managing the rapid advancement of digital technology. It provides empirical evidence supporting the role of psychoeducation as a practical tool to improve parental guidance in a digitally-driven environment.

INTRODUCTION

In Generation Z, the sophistication of technology and the internet plays a significant role in their survival. Generation Z is the first generation yang from an early age, they have been exposed to technology. This technology includes computers or other electronic media such as mobile phones, internet networks, and even social media applications. Generation Z Raised with social media, they are centered on digital and technology as their identity. [6]. This digital age makes Gen Z different from previous generations. The most striking difference between Gen Z and other generations is the use of mobile phones. The easy access to the internet through mobile phones, along with living in the era of globalization, has resulted in a generation that is dependent on the internet. [5]. Parents must have the responsibility to meet their children's needs, teach, guide, and educate, or implement appropriate parenting styles for Generation Z.

Almost all of Generation Z have engaged in activities through the internet. This Generation Z is commonly known as digital natives. *Digital native* is a depiction of someone (especially children to teenagers) who since birth has been exposed to the rapid development of technology such as the development of computers, the internet, animation, and so on related to technology [7].

Along with the passage of time, parenting styles today have become more complex as they adapt to the current developments. Based on the research conducted by

Hendriyan et al. in the study by Pratikno and Sumantri, on average, children in Indonesia spend their time playing electronic games with a percentage of 67.3% [12]. Excessive use of gadgets can have an impact on children's health and can also affect children's sensitivity to their social environment [16]. Additionally, with children accessing gadgets and not being properly supervised by parents, it can create an opportunity for children to open sites that are not suitable for their age.

Result *community need assessment* using interviews with parents at RA Aisyiyah 4 Kedungbanteng, it shows that children download applications that are not age-appropriate and easily throw tantrums if not allowed to play with gadgets as they wish. In addition, parents also do not understand how to provide effective parenting for children in the digital era.

To understand children's needs in parenting during the digital era, it is necessary to monitor children's behavior in using online media because activities performed by children with the advancement of digital technology can cause various impacts and risks in the formation of children's social and emotional character. Digital technology has a dual nature; it can be a powerful tool for developing potential and self-expression, as well as an almost inexhaustible source of information and social resources, but it also poses many dangers where children are concerned. Parents, in particular, play an important role in acting as filters and controllers of digital technology information and in digital development. [1].

Based on the presentation of the issues above, the psychoeducational activities about *digital parenting* In Generation Z, it is necessary for parents to understand their role in supervision or guidance to reduce the negative impact of gadget use on children.

Literature Review

Digital Parenting

Digital parenting or digital parenting is parenting that provides clear boundaries to children about what is allowed and what is not allowed when using digital devices [14]. According to Yulia Palupi, digital parenting or digital upbringing is setting clear boundaries for children regarding what is allowed and what is not allowed when using digital devices. [18]. According to Herlina, both parents and children become users of digital media in various forms, such as computers, smartphones, games, or the internet. [15].

Digital parenting is a parenting style adapted to children who are so familiar with electronic devices. Digital parenting is an effort to introduce the digital native world to parents, as well as to educate them so they can prepare their children to face the rapid development of technology. The skills include ways to communicate with children, ways to protect children's gadgets, and ways to make agreements with children. [4]. According to Sukiman, digital parenting includes activities where parents set clear boundaries, guide, and supervise children in using digital media. [10].

According to Zakiyah Daradjat, the use of gadgets is also influenced by supporting and inhibiting factors, among others: 1) The influence of culture and children's prestige if they do not have gadgets. 2) Time spent together between teenagers and parents (is it

just a moment, a long time, or just right). 3) Education and the application of religious values, both parents and teenagers together learn from and teach each other. 4) The target of parenting is influenced by the consistency of parental responsibilities towards teenagers, and parents must understand and recognize that the character of one teenager is not the same as another.. 5) Responsive or lagging behind technology (becoming a smart parent or a failed parent). 6) Whether or not there is the provision of facilities [17].

Limitations *screen time* children's relationship with digital media as stated by the AAP (*American Academy of Pediatrics*) is 2 hours per day. Children under 2 years old are advised not to look at digital screens or 0 minutes. Children aged 2-5 years have a screen time limit of a maximum of 1 hour per day. Meanwhile, for children aged 6-12 years, the screen time limit is a maximum of 2 hours per day. The determination of screen time is based on research conducted in America related to "Challenges, Risks, and Benefits of Digital Media Use for Parents and Children in 2016" [19].

The Implementation of Digital Parenting for Gen Z

According to Dyna, Benni, and Gilang, several actions that parents need to take in raising children in the face of digital media are: 1) Accompanying Children in Accessing Gadgets; 2) Selecting content suitable for children; 3) Understanding the information provided by digital media; 4) Analyzing digital content to find positive and negative patterns; 5) Verifying digital media; 6) Evaluating media content; 7) Distributing media content; 8) Producing positive and productive content together; 9) Participating in productive activities related to digital media; 10) Collaborating to create digital content [20].

There are several other ways that parents can respond to this. The methods referred to are based on the opinions of Supardi and Aqila Smart, among others: 1) Create rules for children's use of digital media, 2) Limit the types of media that children can use., 3) Provide gadgets according to the child's development., 4) Teach the child how to store their digital devices., 5) Use applications that can limit children's digital media usage, such as Parental Controls and Safe Search, without reducing parental control., 6) Teach children to be responsible in the digital world and to respect other members of the online community. 7) Create rules that require users to provide their actual age when registering on the website and only play age-appropriate games - minimum age limits are in place to help protect children from inappropriate content and interactions. and 8) Remind the child that digital media is a public space and anything they post online can be seen by anyone and can stay there forever. [9].

The impact of digital parenting

According to Setiawan, the positive impact of the digital era is: a) Accessing information can be done easily, b) The presence of advancements in all fields, c) The creation of mass media online, d) Improvement of human resources, e) The availability of online library references, online-based learning media, and online discussions, f) The existence of an easily accessible online business. The negative impacts of the digital era are as follows: a) The decline in academic performance caused by excessive use of digital media. b) the limited physical activities in children. c) can hinder a child's development,

including social and language skills. d) less than optimal brain development in children. e) and can affect eye health, children's concentration, and the quality of children's sleep [2].

The impact of digital parenting on early childhood includes both positive and negative effects. The positive effects of digital parenting include: 1) The child has a broad perspective and extensive knowledge; 2) Making children's activities easier; 3) Can control children's playtime; 4) The level of need for digital technology among children is increasing. Meanwhile, the negative impact of digital parenting is: 1) The lack of communication between parents and children; 2) The child's behavior is out of control; 3) The burden of parenting is increasing. [13].

RESEARCH METHOD

The form of activity carried out here is psychoeducation using lecture methods and verbal explanations. This psychoeducation is conducted by a psychologist and or a psychology scholar who understands psychoeducation methods and strategies as well as the issues present in a community or society. Here are the stages of the activity:

- a. Preparation, including permission applications and administrative arrangements, implementation of community need assessment activities, preparation of the venue for psychoeducation, and preparation of all tools and materials to be used.
- b. Core activities include the opening and introduction with psychoeducation participants, filling out the pre-test, providing psychoeducation materials, and discussion sessions with psychoeducation participants.
- c. Conclusion, including the implementation of the post-test.

This psychoeducational activity on the implementation of digital parenting for Generation Z was attended by 37 parents of RA Aisyiyah 4 Kedungbanteng, Tanggulangin, Sidoarjo.

RESULTS AND DISCUSSION

RESULT

The results of the psychoeducation are described based on data analysis that has been conducted both descriptively and through statistical analysis using the Paired Sample T-test with the help of JASP. The psychoeducation activities conducted pre-tests and post-tests to measure the participants' understanding of the role of parents in supervising the use of gadgets by young children in the digital era.

Table 1. Normality Test

		W	p
total pre	- total post	0.954	0.214

Based on the table of normality test results that have been conducted, the data is not significant because $p = 0.214$. This indicates that the existing data is normally distributed.

Table 2. Results of Descriptive Analysis Pre-Test and Post-Test Digital Printing

	N	Mean	SD	SE
total pre	30	35.767	4.621	0,844
total post	30	39.233	6.290	1.148

Paired Samples T-Test							
Measure 1		Measure 2	t	df	p	Cohen's d	SE Cohen's d
total pre	-	total post	-2.519	29	0.018	-0.460	0.262

Note. Student's t-test.

Based on the paired T-test results table, there is a significant difference in the digital parenting variable before and after the pretest and posttest were conducted, with a mean difference. 3,467, t score of -2,519 and a p value of $0,018 < 0,05$. The Cohen's d value indicates a small effect size of 0,460.

Based on the table of test results, participants on average experienced an increase in digital parenting understanding by 3,467 after psychoeducation has been conducted. The paired sample t-test showed a significant increase in digital parenting understanding with $t = 2,519$; $p = 0.018$. Nilai Cohen's d showing the presence of a quantity, albeit small, namely 0,460.

Table 3. Results of Descriptive Analysis of Pre Test and Post Test Understanding

	N	Mean	SD	SE
Total pre	30	18.667	1.668	0.305
Total post	30	19.233	1.278	0.233

Based on the results of descriptive analysis, there is an increase in understanding related to digital parenting, where the initial average score was 18,667, however, after being given psychoeducation, there was an improvement of 19,233.

Discussion

Parenting patterns are interactions conducted between parents and children that encompass the fulfillment of physical and psychological needs. The parenting patterns of parents towards their children are through interactions with their children, which consist of “giving rules, rewards, and punishments, how parents show authority and also how parents give attention and responses to their child”.

Parental upbringing is inseparable from parental supervision of their child. All of a child's behavior needs to be monitored and guided by parents. From the moment a child is born until they are married, even though the parents' responsibilities are technically over, a parent's love for their child will never fade. [3].

Parents in providing education to their children cannot be separated from their role. However, in every era of change, including the role of parents, there are also changes. Moreover, children living in the digital era are certainly different from those living in the 80s, so the education provided by parents to their children also experiences differences. In the digital era marked by the development of communication and information technology, where television and smartphones have become everyday staples, regardless of age.

Parents should also get used to accessing only important and useful information. This habit needs to be shown to children. Additionally, parents need to discuss with their children the negative impacts caused by digital media at their age. Based on this principle, parents need to develop a parenting pattern that both protects and regulates their children's access to digital media. [8].

Digital parenting or digital parenting is setting clear boundaries for children about what is allowed and what is not allowed when using digital devices. According to [11] what parents must do for their children in digital parenting is as follows:

- 1) Improving and updating knowledge about the internet and gadgets.
- 2) If there is internet at home, position it in the family room where someone can see what the child is doing while accessing the internet.
- 3) Limiting the time children spend using gadgets and the internet.
- 4) Providing understanding and shared awareness of the negative impacts of the internet or gadgets.
- 5) Strictly prohibit as soon as possible if there is something inappropriate to watch.
- 6) Establishing open two-way communication with the child.



Figure 1. Presentation of Material by the Resource Person



Figure 2. Discussion session

CONCLUSION

Fundamental Finding : The evaluation of the psychoeducation program on digital parenting demonstrates a significant improvement in parents' understanding of effective digital parenting practices for Generation Z. This indicates the effectiveness of psychoeducation as a method to enhance parental awareness and skills in managing their children's interactions with digital technology. **Implication :** To ensure a long-term positive impact, parents are encouraged to consistently apply the digital parenting strategies and skills acquired during the program. This could foster healthier digital habits and better parent-child relationships in the context of a technology-driven environment. **Limitation :** This study is limited to a small sample size of 30 participants and evaluates only immediate understanding improvements without assessing long-term behavioral changes or broader impacts on family dynamics. **Future Research :** Future studies should expand the participant base, incorporate longitudinal designs to evaluate the sustained impact of digital parenting psychoeducation, and explore additional factors such as cultural influences and socioeconomic diversity in digital parenting practices.

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