
Academia Open



By Universitas Muhammadiyah Sidoarjo

Table Of Contents

Journal Cover	1
Author[s] Statement	3
Editorial Team.....	4
Article information	5
Check this article update (crossmark)	5
Check this article impact.....	5
Cite this article.....	5
Title page.....	6
Article Title.....	6
Author information	6
Abstract	6
Article content.....	6

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licences/by/4.0/legalcode>

Academia Open

Vol. 10 No. 2 (2025): December
DOI: 10.21070/acopen.10.2025.12828

EDITORIAL TEAM

Editor in Chief

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

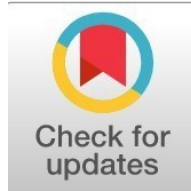
Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

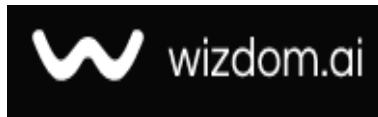
How to submit to this journal ([link](#))

Article information

Check this article update (crossmark)



Check this article impact (*)



Save this article to Mendeley



(*) Time for indexing process is various, depends on indexing database platform

Parental Guidance and Digital Media Shaping Early Childhood Digital Literacy

Hidayatussoalihah, hidayatusolihah3699@gmail.com (1)

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram, Indonesia

Edy Herianto, edyherianto.fkipunram@gmail.com (0)

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram, Indonesia

MA Muazar Habibi, muazar.habibi@unram.ac.id (0)

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram, Indonesia

⁽¹⁾ Corresponding author

Abstract

General Background: The rapid advancement of digital technology has transformed how young children learn and interact with information, emphasizing the need to develop digital literacy from an early age. **Specific Background:** In Indonesia, where internet access among children continues to grow, parental guidance and appropriate digital media use play crucial roles in shaping responsible and skillful digital engagement. **Knowledge Gap:** However, prior studies have predominantly examined these factors separately, lacking insight into their combined influence on early childhood digital literacy. **Aims:** This study aims to analyze the relationship between parental guidance and digital media use—individually and jointly—on the digital literacy skills of children aged 4–6 years. **Results:** Using a quantitative correlational design with 32 parent-child pairs, results revealed significant positive correlations between parental guidance ($r = 0.704$), digital media use ($r = 0.755$), and their combined effect ($R = 0.757$; $p < 0.001$) on children's digital literacy. **Novelty:** The study contributes novel evidence on the synergistic impact of parental involvement and media utilization, integrating both factors within a single analytical model. **Implications:** These findings highlight that balanced parental supervision and constructive media engagement foster optimal digital literacy development in early childhood, supporting safer and more educational technology use.

Highlights:

- Parental involvement significantly enhances children's digital literacy skills.
- Balanced digital media use fosters safe and educational technology engagement.
- The synergy of guidance and media utilization yields optimal literacy outcomes.

Keywords: Parental Guidance, Digital Media, Digital Literacy, Early Childhood

Published date: 2025-11-06

Introduction

The digital era has fundamentally transformed the landscape of education and child development. The rapid advancement of technology and information has brought us, the current generation, into the digital world. The accelerating digital development impacts how children interact, learn, and develop the skills

needed to face future challenges. Data from the Central Statistics Agency [1] It shows that internet usage in Indonesia has reached more than 77% of the population, with 35.57% of young children having accessed the internet. This situation demands the development of digital literacy skills from an early age as preparation for facing future challenges. Digital literacy has become a skill that must be mastered from an early age to prepare children to face the digitalized world. Digital literacy is not merely the technical ability to operate devices, but also encompasses comprehensive understanding of digital content, critical thinking skills, and communication skills in a digital environment.[2]. In the context of early childhood, the development of digital literacy requires an appropriate approach involving various supporting factors. The role of parental guidance and the use of appropriate and safe digital media are two interacting factors in shaping children's digital literacy skills.

The role of parents is a crucial factor in developing children's digital literacy. Parents have a central role in guiding their children in the use of digital media so that children can utilize it positively. Proper use of digital media can contribute positively to the development of early childhood digital literacy. Good use of digital media allows children to learn and acquire new knowledge, hone their skills, imagination, and creativity through viewing or educational applications that are appropriate for their needs.[3] The use of digital media must be accompanied by strict supervision to ensure safety and optimal benefits. The importance of parental control in supporting healthy internet use for young children and the use of digital media must be accompanied by strict supervision to ensure safety and optimal benefits.[4] The use of digital media must be carried out in a targeted manner to provide optimal benefits for children's development. With parental guidance and the safe and wise use of digital media for young children, it will influence their ability to develop their digital literacy skills.

However, from several previous studies relevant to research on the role of parental guidance and the use of digital media on children's digital literacy skills, it is stated that the appropriate use of digital media can provide a positive contribution to the development of digital literacy. Digital media such as educational applications, interactive e-books, and learning platforms can serve as effective tools to enhance children's abilities.[5] Parental control is very necessary to support healthy internet use for young children. Children who receive strict supervision from their parents exhibit more positive and safer internet usage behaviors. Parental supervision has been proven effective in preventing children from accessing content that is inappropriate for their age. Children who are well-guided by their parents demonstrate better digital literacy skills compared to those who do not receive guidance.[4], [6], [7] Children who are well-prepared by their parents show better adaptation to digital technology. Children who receive good preparation from their parents demonstrate better skills in using technology for learning purposes.[8]

Based on the results of research conducted by researchers, information was obtained that children aged 4 to 6 years old can already use their own digital devices, and some children even have their own gadgets given by their parents. Some parents still give digital devices to their children without adequate supervision,

with the main goal of keeping the children calm or entertained. In using digital media, children tend to be more interested in entertainment content and playing games. Most children are dependent on digital media, spending time playing with gadgets or other digital devices such as televisions. Some children are not yet able to distinguish between true and false information on digital devices. There is a lack of skills in children to filter information that comes from unreliable sources.

Previous research tended to focus on only one aspect, either parental guidance or the use of digital media separately. This study presents novelty by combining both variables to analyze their synergistic effects on early childhood digital literacy skills. The geographical context in the Bima region, West Nusa Tenggara, also provides a new perspective on the development of digital literacy in areas with specific socio-economic and cultural characteristics. This study introduces novelty by integrating two independent variables that interact in influencing early childhood digital literacy skills. The independent variables referred to are parental guidance and the utilization of digital literacy. The novelty of this research also lies in the use of hypothesis testing, which allows the identification of the contribution of each variable as well as the interaction between the two variables on children's digital literacy. This research is important because young children today grow up in a digital environment that requires special skills to optimally and safely utilize technology. It is crucial to prevent children from believing hoaxes. Children must understand privacy and internet security so that they do not share personal information carelessly. Using digital technology for learning, not just for playing, but also for exploring new knowledge.

Method

This study uses a quantitative approach with a correlational design. The choice of a correlational design is based on the research objective to identify and measure the strength of the relationships between research variables without conducting manipulation. Correlational research allows researchers to understand the natural relationship patterns that occur in the real-life context of families and the use of digital media by early childhood. The study was carried out at TKN Pembina Palibelo, located in Belo Village, Palibelo District, Bima Regency, West Nusa Tenggara Province. The research population consists of all parents and children aged 4-6 years who are registered as TKN Pembina Palibelo students in the 2024/2025 academic year. The sampling technique used was purposive sampling with specific inclusion criteria: (1) parents who have been actively accompanying their children in the use of digital media; (2) children who have regular access to digital devices (smartphone, tablet, or computer); (3) parents with basic digital literacy levels that enable them to complete the research instruments independently; (4) willingness to participate in the study. Based on these criteria, a sample of 32 parent-child pairs was obtained.

This research uses three questionnaire instruments, namely the questionnaire for the research variable on the role of parental guidance, the questionnaire for the research variable on the use of digital media, and the questionnaire for the research variable on early childhood digital literacy, all with a 5-point

Likert scale. The research instruments used have been tested for feasibility through validity and reliability tests. The validity test aims to measure the extent to which an instrument can reveal the data it is supposed to measure. The reliability test is used to measure the consistency of the measurement results.[9] Data analysis was conducted through prerequisite tests (normality, linearity, and multicollinearity) as well as hypothesis testing using Pearson correlation and multiple correlation with the assistance of SPSS to determine the relationship or simultaneous influence of the research variables.

Result and Discussion

Data analysis in this study was conducted in two stages, namely prerequisite testing and hypothesis testing, the results of which are explained as follows:

1. Prerequisite Test

The initial step in data analysis is to conduct prerequisite tests to determine whether the data meet the assumptions required for hypothesis testing. The purpose of prerequisite tests is to determine the type of data analysis that will be used in hypothesis testing. Prerequisite tests consist of three components: normality test, linearity test, and multicollinearity test. The normality test in this study uses the Kolmogorov-Smirnov method. The data show that the significance values for the variables are as follows: the role of parental guidance is 0.177, the utilization of digital media is 0.200, and digital literacy skills are 0.200, all of which are greater than 0.05. The results indicate that all variables in this study have a normal distribution. Linearity testing is an assumption test in using Pearson correlation analysis. The results of the linearity test between the role of parental guidance and digital literacy skills showed a linearity significance value of $0.001 < 0.05$ and a deviation from linearity of $0.872 > 0.05$, indicating a significant linear relationship without deviation from linearity. Likewise, the linearity test of the relationship between the use of digital media and digital literacy skills showed the same pattern, with a linearity significance value of $0.000 < 0.05$ and a deviation from linearity of $0.665 > 0.05$, indicating a significant linear relationship without deviation from linearity. Fulfilled linearity tests can be used to measure and ensure that the relationships between variables in the research are appropriate and underpin the statistical methods used.

Next, the multicollinearity test aims to ensure that the independent variables do not have excessively high correlations with each other. The results of the multicollinearity test show a tolerance value for both independent variables of $0.189 > 0.10$ and a VIF (Variance Inflation Factor) value of $5.295 < 10$, indicating that there is no serious multicollinearity between the variables of parental guidance roles and digital media utilization. The absence of multicollinearity ensures that both independent variables can provide unique contributions to the dependent variable, allowing multiple correlation or regression models to be used.

2. Hypothesis Testing

The hypothesis tests used include the Pearson correlation test and the multiple correlation test. The Pearson correlation test is used to examine the relationship between one independent variable and the dependent variable while controlling for other independent variables. The multiple correlation test is used to measure the strength and direction of the relationship between two or more independent variables together with a single dependent variable.

Table 1. Pearson Correlation Test Results

Variable	R	Sig. (p)	Interpretation
X ₁ Towards Y	0,704	< 0,001	Very strong, significant
X ₂ Towards Y	0,755	< 0,001	Very strong, significant

Based on the table above, it can be concluded that the results of the Pearson correlation analysis show a significant positive relationship between the role of parental guidance and children's digital literacy skills ($r = 0.704$; $p < 0.001$). This correlation coefficient indicates a strong relationship between the two variables. The Pearson correlation analysis also shows a significant positive relationship between the use of digital media and children's digital literacy skills ($r = 0.755$; $p < 0.001$), indicating a strong relationship.

Table 2. Results of the Multiple Correlation Test

Variable	R	Sig. (p)	Interpretation
X ₁ , X ₂ Towards Y	0,757	0,001	Very strong, significant

Based on the table above, the multiple correlation analysis shows a significant positive relationship between the combination of parental guidance roles and the utilization of digital media on children's digital literacy skills ($R = 0.757$; $p < 0.001$).

3. The Relationship Between Parental Guidance Roles and Early Childhood Digital Literacy Skills

The research results indicate that there is a positive and significant relationship between the role of parental guidance and digital literacy skills, obtaining a significant value of < 0.01 and a correlation coefficient of 0.704. This study aligns with the research conducted by Nur, which shows that parents have a central role in supporting children's digital literacy amid current technological and digital developments.[4], [10] The aspect of providing educational digital media as part of parental guidance shows a significant contribution to the development of children's digital literacy. Parents who actively select age-appropriate educational apps, learning videos, and educational games successfully enhance their children's digital literacy skills. Research also indicates that children who receive strict supervision from their parents exhibit more positive and safe internet usage behavior. This aligns with studies that state the role of parents as facilitators, by providing

appropriate guidance for children in using digital technology.[4], [11]. The consistency of these findings with previous research reinforces the argument that the active role of parents functions not only as supervisors but also as facilitators of effective digital learning.

Direct parental involvement in children's use of digital media shows that parents who accompany their children while using digital devices, provide guidance on certain applications, and help children understand the digital content being accessed. Ahmad's research supports this finding by emphasizing that parents need to be more actively involved in monitoring and engaging in their children's activities in the digital world.[8] This involvement is not merely passive supervision, but active participation in the child's digital learning process, which ultimately contributes to the development of more comprehensive digital literacy skills. Open discussion and communication between parents and children about digital media usage show that children whose parents routinely talk about the benefits and risks of using digital technology, explain internet safety, and provide understanding about digital ethics have better digital literacy skills. The digital safety monitoring conducted by parents has a significant impact on children's ability to use digital devices safely and wisely. Parents who routinely check the apps their children use, monitor viewing history, and set up device security systems successfully help children develop awareness of the importance of digital safety. This supports research indicating that an active supervision model by parents proves to be more effective compared to passive supervision.[12] Based on the statements above, it can be concluded that the aspects of the parental guidance role variable are related to the child's digital literacy ability variable.

4. The Relationship Between the Use of Digital Media and the Digital Literacy Skills of Early Childhood

The research results indicate that there is a positive relationship between the use of digital media and the digital literacy skills of early childhood. This is shown based on a significance value of 0.001 and a correlation coefficient of 0.755, which indicates a strong correlation between the two research variables. In the context of early childhood, the appropriate use of media contributes to enhancing digital literacy development. This is supported by other research stating that one effort to improve digital literacy among children is through the proper use of digital media.[13] The use of digital media among young children encompasses various activities, ranging from the use of educational applications and communication to the consumption of digital media for communication and entertainment according to the child's age and developmental stage. Research findings indicate that children who use communication applications such as WhatsApp with the assistance of parents, make video calls with family, and interact with teachers through digital platforms demonstrate better digital literacy skills. This aligns with studies suggesting that utilizing digital media provides broader access to information to support children's digital literacy activities.[14], [15] In this study, children's use of digital media for communication not only develops their technical skills but also their social and emotional abilities in interacting within the digital environment.

The dimension of utilizing educational digital media shows a very positive impact on the development of children's digital literacy skills. This study indicates that children who use digital media to watch educational videos, learn letters and numbers, solve problems through puzzle games, and listen to children's songs and stories have better digital literacy skills compared to children who use digital media solely for entertainment. This is supported by research stating that technology has added new and exciting opportunities in the field of child education, making it more interactive and enjoyable in developing digital literacy.[15] The use of digital media serves as a tool that facilitates children to learn independently and enjoyably.[14] The use of digital media for educational purposes not only enhances content knowledge but also develops the technical and cognitive skills children need for digital literacy. The entertainment aspect of utilizing digital media, although often considered less productive, actually also provides a positive contribution to the development of children's digital literacy when used appropriately. This study shows that children who watch educational cartoons, play age-appropriate digital games, and use entertainment applications such as YouTube Kids under parental supervision are able to optimally develop their digital literacy skills. Other studies support this finding by indicating that digital literacy skills can be achieved by utilizing media through interactive play that stimulates children's intelligence.[16] It is also important that through interactive play activities, children will develop values such as creativity, problem-solving, language learning, and social interaction.

5. The Relationship Between Parental Guidance Roles and the Utilization of Digital Media on Early Childhood Digital Literacy Skills

The results of the multiple correlation analysis show a positive and significant relationship between the role of parental guidance and the utilization of digital media together on the digital literacy abilities of early childhood, with a multiple correlation coefficient (R) of 0.757 and a significance level of 0.001. Related to the acceptance of H_a and the novelty in this study by combining two independent variables, namely parental guidance and digital media utilization, it shows a synergistic interaction between parental guidance and digital media utilization that creates an optimal learning environment for the development of digital literacy in early childhood. The findings indicate that when parents provide intensive guidance while facilitating appropriate use of digital media, children demonstrate higher digital literacy abilities compared to when only one factor is dominant. This research is supported by other studies that emphasize that the interaction between parental guidance and the use of digital media creates comprehensive digital literacy development.[8] Parents who accompany their children in accessing and using digital devices can provide education and benefit their children's digital literacy development.[17]

The role of parental guidance in the relationship between the use of digital media and children's digital literacy skills shows a complex and significant change. Utilizing digital media without adequate parental guidance can lead to suboptimal outcomes, while parental guidance without proper access to digital media

cannot achieve the maximum potential in developing children's digital literacy. Other studies support this finding, showing that parents' role in using digital technology can optimize the benefits of digital media and minimize its negative risks. This includes providing understanding on how to use digital devices wisely, guiding children to use technology as a learning tool, and instilling ethical values in interacting in the digital space.[18], [19] The contribution of this research lies in identifying that the optimal combination of parental guidance and the use of digital media creates a conducive learning environment for the development of early childhood digital literacy. The collaboration between parents and digital technology in supporting children's digital literacy shows a pattern consistent with social-cognitive learning theory.

Children learn digital literacy not only through direct interaction with technology but also through modeling, understanding and strategies, and participation provided by parents. In the context of research at TKN Pembina Palibelo, this collaboration is evident in joint activities between parents and children in exploring educational applications, educational videos, as well as the use of digital media as a medium for interaction and entertainment, discussions about the digital content consumed, and practices of safe and responsible technology use. The cumulative impact of the combination of parental guidance and the utilization of digital media shows a significant long-term effect on the development of children's digital literacy. Research shows that children who receive intensive guidance from their parents while having access to quality digital media not only demonstrate good technical skills but also exhibit ethical understanding and high digital safety awareness. Handayani's study supports this finding by emphasizing that the combination of parental guidance and the use of digital media is a key factor in developing children's digital literacy.[19] In this study, the cumulative impact of the combination of parental guidance and media utilization reinforces each other. The quality of interaction between these two factors determines the final outcome of children's digital literacy development.

Conclusion

Based on the research results, it can be concluded: (1) There is a positive and significant relationship between parental guidance and the digital literacy skills of early childhood with a strong correlation level ($r = 0.704$); (2) There is a positive and significant relationship between the utilization of digital media and the digital literacy skills of early childhood with a strong correlation level ($r = 0.755$); (3) There is a positive and significant relationship between parental guidance and the utilization of digital media together on the digital literacy skills of early childhood with a strong multiple correlation ($R = 0.757$). Parental guidance and the utilization of digital media have a significant contribution to the development of early childhood digital literacy skills. The combination of these two factors creates an optimal synergistic effect in shaping children's digital literacy.

References

- [1] B. P. S. (Badan Pusat Statistik), Statistik Telekomunikasi Indonesia. Jakarta: Badan Pusat Statistik, 2024.
- [2] R. E. Cynthia and H. Sihotang, "Melangkah Bersama di Era Digital: Pentingnya Literasi Digital untuk Meningkatkan Kemampuan Berpikir Kritis dan Kemampuan Pemecahan Masalah Peserta Didik," *Jurnal Pendidikan Tambusai*, vol. 7, no. 3, pp. 31712–31723, 2023.
- [3] K. Parisu, M. Marmawi, and L. Lukmanulhakim, "Analisis Penggunaan Media Digital dalam Pembelajaran Anak Usia Dini di TK El Shaddai," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, vol. 13, no. 4, pp. 855–862, 2024.
- [4] M. Munawar, F. Fakhruddin, A. Rifai, and T. Prihatin, "Keterlibatan Orang Tua dalam Pendidikan Literasi Digital Anak Usia Dini," in *Prosiding Seminar Nasional Pascasarjana*, 2019, pp. 193–197.
- [5] N. E. Nurjanah and T. T. Mukarromah, "Pembelajaran Berbasis Media Digital pada Anak Usia Dini di Era Revolusi Industri 4.0: Studi Literatur," *Jurnal Ilmiah Potensia*, vol. 6, no. 1, pp. 66–77, 2021.
- [6] L. Asmawati, "Peran Orang Tua dalam Pemanfaatan Teknologi Digital pada Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 6, no. 1, pp. 82–96, 2021.
- [7] A. Nasution, "Peran Orang Tua dalam Optimalisasi Pendidikan Anak Usia Dini di Era Digital," *Nasr Journal of Educational Research*, vol. 1, no. 1, 2025.
- [8] S. M. Ahmad, S. Nurhayati, and P. Kartika, "Literasi Digital pada Anak Usia Dini: Urgensi Peran Orang Tua dalam Menyikapi Interaksi Anak dengan Teknologi Digital," *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, vol. 5, no. 1, pp. 47–65, 2024, doi: 10.19105/kiddo.v5i1.11611.
- [9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2019.
- [10] R. R. Putri and S. Saharudin, "A Systematic Review on How Parental Involvement in ICT Enhances Digital Literacy and Language Learning," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 9, no. 2, pp. 529–544, 2025, doi: 10.31004/obsesi.v9i2.6908.
- [11] M. S. Fathoni, M. B. Arifin, and M. A. Ilham P. L., "Peran Orang Tua dan Guru dalam Mengembangkan Pendidikan Islam Peserta Didik di Era Digital," *Social Science Academia Journal*, vol. 2, no. 2, pp. 153–162, 2024, doi: 10.37680/ssa.v2i2.5704.
- [12] M. Mazdalifah and M. Moulita, "Model Pengawasan Orang Tua terhadap Penggunaan Media Digital Anak," *Jurnal Pustaka Komunikasi*, vol. 4, no. 1, pp. 105–116, 2021, doi: 10.32509/pustakom.v4i1.1316.
- [13] T. Rahayu, S. Watini, Hotijah, E. Mardiyanti, and A. Hakim, "Kreativitas dan Inovasi Guru dalam Pembelajaran Berbasis Digital dengan Media Kelas Virtual TV Sekolah pada Anak Usia Dini di PAUD Cinta Kasih Ibu," *Syntax Idea*, vol. 6, no. 2, pp. 1–15, 2024, doi: 10.46799/syntax-idea.v6i2.3051.
- [14] D. Rannu and S. Watini, "Implementasi TV Sekolah untuk Pembelajaran Semi Daring di TK Tunas Harapan Nusa," *Jurnal Ilmiah Ilmu Pendidikan (JIIP)*, vol. 5, no. 3, pp. 822–828, 2022, doi: 10.54371/jiip.v5i3.485.

- [15] F. Masruri and A. Hamid, “Memanfaatkan Literasi Digital pada Anak Usia Dini: Langkah Awal Menuju Generasi Cerdas Digital,” NAAFI: Jurnal Ilmiah Mahasiswa, vol. 1, no. 2, pp. 45–52, 2025.
- [16] R. Rakimahwati and Z. Ardi, “An Alternative Strategy for Increasing Indonesian Student Digital Literacy Skills through Interactive Game,” in *Journal of Physics: Conference Series*, vol. 12122, IOP Publishing, 2019.
- [17] S. Watini, “Problematika Pembelajaran Daring Berbasis Teknologi Informasi pada PAUD di Masa Pandemi COVID-19,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 6, no. 6, pp. 5564–5574, 2022.
- [18] W. Mistiani, *Parenting Digital: Cara Cerdas Membimbing Anak dalam Dunia Teknologi*, Ana’ Bulava: Jurnal Pendidikan Anak, vol. 5, no. 2, pp. 163–179, Dec. 2024, doi: 10.24239/abulava.Vol5.Iss2.155.
- [19] H. I. Nur, “Peran Orang Tua pada Pengenalan Literasi Digital untuk Anak Usia Dini di Era Teknologi Digital,” in *Annual Conference on Islamic Early Childhood Education (ACIECE)*, 2022, pp. 101–110.