



The Role Of Parents In Supporting The Islamic Education Of Young Children In The Digital

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Abstract

This study aims to describe the role of parents in supporting early childhood Islamic education in the digital age, particularly at Hakasumi Ophir Luhak Nan Duo Kindergarten, West Pasaman. The background of this study is based on the phenomenon of increasing use of digital media among early childhood, which has both positive and negative impacts on their development. The research method used is qualitative research, specifically a case study. The results of the study show that the role of parents at Hakasumi Ophir Kindergarten includes: as educators, parents accustom children to performing worship and reading prayers; as supervisors, parents control the use of cell phones and limit access to inappropriate content; as motivators, parents provide motivation and Islamic role models in everyday life. Although there are challenges in the form of potential gadget addiction and the negative influence of digital media, parents are able to overcome them with an Islamic approach and good communication with their children. As facilitators, parents provide supporting tools such as Islamic books and learning applications. This study confirms that parental involvement has a significant influence on the success of Islamic education for early childhood in the digital era. This study also recommends the need for synergy between parents and schools in building an Islamic learning environment that is adaptive and wise to technological developments.

INTRODUCTION

According to early childhood education in Indonesia is regulated in Law Number 20 of 2003 concerning the National Education System. In this law, defined as Early Childhood Education, which is education provided for early childhood (0-6 years) through various stimuli to help physical and spiritual growth and development so that children are ready to enter the next level of accordance with their development (Kurniah et al., 2019). Children must also have the motivation and attitude to learn to be creative.

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According to Rahmat, children are a gift and trust from God to their parents. Therefore, parents and families are fully responsible for ensuring that children grow and develop into individuals who are useful to themselves, their families, society, nation, country, and religion. The family is the first and foremost place to educate children to have these virtues or good qualities (Mansir, 2021). The family must be a place for mutual learning, effective communication, and mutual education. On that basis, it is often said that the family has an educational influence on its members. The family as an educational institution plays a role in educating its members to become responsible individuals (Erdianti & Al-Fatih, 2020).

Observations conducted on October 11, 2024, revealed that the role of parents in supporting early childhood Islamic education in the digital age remains low due to a lack of parental involvement and attention to their children's education at school (Tomaszewski et al., 2020). It was found that many parents use technology as a means of religious learning. Parents provide materials on prayers, stories of the prophets, and readings from the Qur'an. However, not all parents understand how to optimize current technology, so some still rely on traditional methods or teach prayers directly (Saripudin & Beni, 2025).

Based on observations with teachers, teaching methods still do not utilize the technological tools available today. Teachers use whatever tools are available to train children to improve their learning abilities, especially in religious education (Sulaiman et al., 2024). Results of an interview has 30 children, 12 boys and 18 girls. Currently, the children have difficulty understanding religious teachings because their parents do not reinforce what they learn at school, causing them to forget the verses and Iqro' letters taught by their teachers (Indrawati, 2020). The researcher found that the children have become adept at using mobile phones after school and are unwilling to study unless they are given their mobile phones first, causing this to become a habit for the children when they are not at school. Teachers find it difficult to teach the children again due to the lack of support from parents at home to repeat the previous lessons (Ni'amah et al., 2023).

Educating children in the digital age means prohibiting children from using digital devices, but parents must also give their children the opportunity to experience technological developments by setting limits on the use of digital devices, monitoring their children's activities when using digital devices, balancing their children's use of digital devices with physical activities, making agreements on the use of digital devices, and imposing sanctions if children violate the opportunities given to them (Sukmayadi & Yahya, 2020).

METHOD

This study uses a descriptive qualitative approach with a case study research design. The descriptive qualitative approach was chosen because it aims to describe systematically, factually, and accurately the role of parents in supporting early childhood Islamic education in the digital age (Cleland et al., 2021). In qualitative research, researchers seek to understand the meaning of actions and social interactions from the perspective of the subjects being studied (Engkizar, Jaafar, et al., 2023).

This type of research is a case study, which is used to examine a phenomenon in depth and comprehensively in a specific context (Göçen, 2019). A case study was chosen because this research focused on one educational institution, namely the Hakasumi Ophir Kindergarten in Luhak Nan Duo District, West Pasaman Regency, allowing researchers to explore in detail the forms, strategies, and challenges faced by parents in supporting early childhood Islamic education in the digital age.

With this approach, researchers can gain a deep understanding of parental involvement in the child's educational process, both in terms of character building, instilling Islamic values, and managing the use of digital technology in the daily lives of early childhood (Engkizar, K, et al., 2023).

RESULT AND DISCUSSION

The Role of Parents in Improving Early Childhood Islamic Education in the Digital Age. The research results will be presented and described based on the results of interviews conducted with five parents who are sources. The sources interviewed intensively are identified by their initials, namely Teacher ES, RR, LN, EM, IM, and IR.

The Role of Parents in Improving Islamic Education for Early Childhood in the Digital Age

a. The Role of Parents as Educators in the Digital Age

Parents are the first educators in the family that children encounter, because it is from them that children begin to receive education. Parents are the primary and first educators for children, because they are destined to be the parents who give birth to them (Jamal et al., 2023). Apart from parents, there are also teachers at school who act as facilitators, mentors, and role models. Teachers act as guides so that children are not only exposed to technology; digital media is used as a learning tool, for example to introduce daily prayers, but this is balanced with hands-on practice. This is similar to the conversation Informan 1 at school

“The digital age has a huge impact on children, especially their attention span, which is easily distracted by gadgets at home. Sometimes children are more interested in screens than learning activities. Therefore, our job as teachers is to create lessons that keep children from getting bored and have meaning that can help them focus on learning.”

Educating children is one of the efforts made by parents to improve early childhood Islamic education and fortify children's religious values so that they are protected from negative influences, especially in today's digital age where there are so many things that can influence their children (Julianto et al., 2022). This is in line with interviews conducted with several parents of children at Hakasumi Ophir Kindergarten, including (Informan 2) who stated that:

For example, I educate my child by teaching him not to be too careless with his cell phone, so that he does not forget his obligation to study. I also often guide my child in using his cell phone, because once he has it in his hands, he will not know when it is time to study, so I guide him not to look at inappropriate things (Behnamnia et al., 2020). I also teach my child to be good and polite to others. Similarly, in an interview with Mrs. LN, she stated that she always teaches her children not to be too careless in using cell phones/TV, then explains to them the negative effects of using cell phones because playing with cell phones can also have a bad influence on children. She also teaches her children good things that they can emulate.

For example: “Don't play with your phone all the time, son, or your eyes will hurt. Don't play with your phone all the time, son, or you won't be smart. Every day, I remind my child about manners, and that they must be polite to their parents, like this, son.”

At school, you can't be rude to your friends, that's what I teach my children when they are outside or at school. Unlike this mother, as expressed during an interview with (mother EM): when it comes to raising children, especially in today's digital age, the efforts made by Mother EM are as follows.

“Nowadays, everything is gadget-based; anything can be accessed through gadgets. Since my child was little, I have allowed them to use gadgets to keep them calm. But as time goes by, it has become increasingly difficult to separate them from their gadgets. Actually, I have also told them to study and recite the Quran, but it has become difficult because they are more focused on their gadgets.”

Other mothers are more strict or limit their children's use of cell phones. However, Mrs. IM has a different opinion. In educating children in this digital age, Mrs. IM educates by giving her children freedom and allowing them to use cell phones, but with the same goal as the other parents, even though the methods are different (Siedlecki, 2020).

.b. The Role of Parents as Drivers of the Digital Age

Every parent wants their child to grow up to be intelligent, smart, and useful to their country and religion. One of the determining factors that can help a child succeed in their studies is the attention and encouragement they receive from their parents. Strength and motivation play a significant role in a child's success in achieving their goals and those of their parents (Wardani et al., 2020).

Based on interviews with B1 (Informan 3) teachers, teachers as motivators encourage children to be enthusiastic about learning, confident, and brave, for example by giving praise, small rewards, and creating a fun learning atmosphere so that children feel confident. In addition, teachers also encourage parents to be actively involved.

“ We, as teachers at school or as substitutes for parents at home, strongly support children according to their interests and talents, for example, by giving them the opportunity to express themselves through activities such as drawing, singing, or storytelling. Not only that, but we as teachers also advise parents to consistently accompany their children's development, including in managing their gadget usage time.”

Based on the interview results, it was found that some parents have their own ways of encouraging their children. What parents do is to always set a good example for their children to motivate them to become better in the future. Regarding the role of parents as motivators for their children, interviews were conducted with several parents, including (mother RR) who said:

“So I give my child examples of other people, for example, I explain to my child about his friends who always get good grades and have good character. “Then I explain to my child, for example, look at A, he can read, do you want to be like that? If you want to study hard, I often say that to my child.” Then, in terms of behavior, I say, “If you want to be loved by people, be well-behaved like B, so that people will love you, don't be stubborn.”

This is different from what (Informan 4) said, where she stated that she encourages her child in almost the same way as other mothers with the same goal. This is because all parents want the best for their children and want them to be as

successful as other children. As stated by informan 4:

“ Yes, for example, when my child can write and read at school, I give him a reward. Sometimes I also praise him so that he remains enthusiastic about learning.”

A different approach was conveyed by (Informan 3) through an interview with her. She said that she encourages her child by praising him for his achievements at school and at the Quran recitation class to boost his enthusiasm (Tarmizi et al., 2023). Sometimes, she also gives him extra snacks as a reward. Then, according to informan 4, she encourages her child by:

“I just give advice, opinions, support, and input. For example, like other parents in general, I give examples of her friends as motivation for my child, and I also praise my child to make her more enthusiastic.”

Another case is that of (mother IR), who stated that in encouraging her child, she provided support and praise to her child during the interview, saying that she did this to motivate her child to do better in the future.

“I personally provide support and praise to my child for his work and achievements, so that he will be more motivated. That's all.”

Based on information from parents of children, parents encourage their children in different ways. They stated that they encourage their children by pointing to other children who have achieved something as motivation for their children to be attracted and want to be like their friends. Then, they give praise and gifts to boost their children's enthusiasm.

c. The Role of Parents as Supervisors in the Digital Age

The role of parents as supervisors in the digital age is very important to ensure that children use technology wisely. Parents must monitor, control, and set limits on their children's activities (Ardiansyah et al., 2025). In the digital age, children have broad access to information, entertainment, and social interaction, so parents are required to supervise their children to prevent them from becoming addicted or engaging in deviant behavior. The following is an interview with parents:

(Informan 5)

“I actually try to keep an eye on him, but sometimes I'm busy with housework. So, my son often uses his cell phone without me knowing exactly what he's doing.”

(Informan 6)

“I often keep an eye on him, but I also feel that sometimes I'm not strict enough. My son often spends more time than I allow.”

(Informan 7)

“I try to supervise, but sometimes I don't do it all the time. When my child comes home from school, he often asks to play with his cell phone. I just make sure he doesn't spend too much time in front of the screen.”

(Informan 8)

“I always make sure my child doesn't play with his phone or watch TV for too long. I often check what he is watching or playing. If it's been more than half an

hour, I definitely stop him.”

(Informan 9 opinion)

“I usually set a time limit so my child doesn't spend too much time on it. I also often ask him what he is playing or watching.”

From interviews with parents, it can be concluded that even though they try to supervise their children, Some parents try to limit the time, ensure that their children do not spend too much time in front of the screen, and frequently check the content they view. However, some mothers find it difficult to supervise strictly due to their busy schedules with housework or office work, which sometimes prevents them from supervising or paying attention to their children (Turhan, 2019).

d. The Role of Parents as Facilitators in the Digital Age

One important aspect of this role is to provide guidance to children on how teachers and parents instill religious values in children (Nudin et al., 2024). Teachers and parents can introduce various educational applications designed to increase children's knowledge that the introduction of religious values is very important for valuable knowledge.

In the world of the internet, parents can choose which applications, programs, or websites their children will access and play (Gür & Türel, 2022). When choosing applications for children, parents must choose applications that are beneficial, one of which is the digital iqra application that displays videos for children. The following is an interview with parents:

(Informan 10)

“At school, we teach children about wudu, practice prayer, and sometimes show videos of the prophets' stories to the children.”

(Informan 11)

“I try to give them a balanced amount of time, not too long on their phones, and I choose videos or apps that help them learn. For example, videos about how to write or stories about the prophets.”

(Informan 12 opinion)

“I like to choose apps that teach letters, numbers, and Islamic songs for children, but not every day, because I don't want my child to play with the phone too often.”

(Informan 13 says)

“I usually give my child access to educational apps like YouTube Kids. I also choose videos that teach simple things, like the names of prophets or colors.”

(Informan 14 says)

“My child really loves playing with the phone, so I make sure they watch something beneficial. I also install some educational apps.”

From interviews with sources, it can be concluded that most teachers and parents try to facilitate their children in accessing useful content in different ways, while still focusing on religious values (McFarlane, 2019). They generally choose applications or videos that can help children learn basic things such as numbers,

colors, names of prophets, and Islamic songs for children. Some parents also use special platforms such as YouTube Kids to ensure that the content their children watch is safe and educational (Villamin et al., 2025).

CONSLUSSION

The findings of this study demonstrate that parents play a profoundly significant role in supporting early childhood Islamic education in the digital age, particularly at Ha-Kasumi Ophir Kindergarten. Their involvement extends beyond academic instruction to encompass the shaping of character, the instilling of religious values, and the cultivation of digital literacy. As educators, parents nurture Islamic practices such as prayer, Qur'an recitation, and worship from an early age, thereby embedding spiritual discipline into daily routines. As supervisors, they safeguard children from the negative influences of digital media by monitoring usage, setting boundaries, and ensuring that technological engagement remains purposeful and aligned with Islamic principles. As facilitators, they provide the necessary tools and resources, including Islamic books, digital applications, and internet access, while guiding children in their use to ensure that learning remains age-appropriate and value-driven. As motivators, parents inspire enthusiasm for learning by offering encouragement, appreciation, and exemplary behavior that children can emulate in their own lives.

Although the digital era presents challenges such as the risk of gadget addiction and exposure to inappropriate content, parents at Ha-Kasumi Ophir Kindergarten have shown resilience in addressing these issues through Islamic approaches, consistent communication, and wise regulation of technology. This study affirms that active parental involvement is a decisive factor in the success of early childhood Islamic education, ensuring that children grow not only with knowledge but also with strong moral and spiritual foundations. Ultimately, the synergy between parents and schools is essential in building an Islamic learning environment that is adaptive to technological developments while remaining firmly rooted in faith and values.

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