



The influence of digital parenting on child development with the family environment as a moderating variable at Islamic elementary schools

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Abstract

This study addresses the influence of digital parenting on children's religious and moral, cognitive, social, and emotional development at Islamic elementary schools in Palu City, as well as the role of the family environment in moderating this influence. The study aims to analyze the direct impact of digital parenting on these four aspects of child development and to examine the moderating role of the family environment. An associative-explanatory quantitative approach was employed. The study population consisted of 1,446 parents of students from two Islamic schools. A sample of 313 parents was determined using Slovin's formula and proportional random sampling. Data collection utilized questionnaires as the primary instrument, supplemented by observation, interviews, and documentation. Data analysis used Structural Equation Modeling–Partial Least Squares (SEM-PLS) in SmartPLS, including evaluation of the outer model, inner model, and bootstrapping, as well as testing direct and moderating effects. The results indicate that the measurement model met validity and reliability criteria, with outer loadings of 0.803–0.896, AVE values of 0.686–0.756, HTMT values below 0.85, and Cronbach's Alpha and Composite Reliability values above 0.70. For the inner model, VIF values ranged from 1.001 to 1.002, Adjusted R² from 0.512 to 0.553, and Q² from 0.349 to 0.389, indicating moderate explanatory power and good predictive relevance. Digital parenting had a positive and significant influence on religious and moral ($\beta=0.668$; $p<0.001$), cognitive ($\beta=0.613$; $p<0.001$), social ($\beta=0.641$; $p<0.001$), and emotional ($\beta=0.597$; $p<0.001$) development. The family environment does not have a direct, significant effect on the four aspects of child development; however, its interaction with digital parenting has a positive and significant impact on religious and moral values ($\beta=0.305$), cognitive ($\beta=0.347$), social ($\beta=0.299$), and emotional ($\beta=0.371$) aspects all with $p<0.001$. Thus, the family environment reinforces the influence of digital parenting, establishing a pattern of pure moderation. The study's implications underscore the importance of communication, guidance, supervision, and a conducive family environment in digital parenting. Parents need to enhance their digital parenting literacy, and schools should strengthen collaboration and digital literacy with families. At the same time, the government can use these findings as a basis for developing family-based digital parenting education programs.

Keywords: Digital parenting, Child development, Family environment, Islamic schools

Introduction

The digital era is characterized by the rapid evolution of information and communication technologies that transcend age boundaries (Calabretta & Kleinsmann, 2017; Shepherd, 2004) [7, 17]. Indeed, children are now among the most frequent technology users. If not approached wisely, the digital era with its inherent ease and speed of access poses significant risks to "digital natives," the generation born after the 1990s who have been familiar with electronic and digital media since birth and who navigate their daily lives using a wide array of digital devices. Being a parent while also using technology in today's digital age is no easy task.

Parents must not only supervise their children's actions in the physical world but also extend their oversight to digital media such as television, computers, the internet, and smartphones (Banić & Orehovački, 2024; Fiani, Saeghe, McGill, & Khamis, 2024) [3, 10]. Parents today face the challenge of managing their children's access to and use of technology, particularly during

the elementary school years. Meanwhile, the family environment plays a crucial role in supporting a child's growth and development; indeed, technology-oriented parenting cannot be separated from the influence of the family setting. A supportive family environment characterized by healthy communication patterns, strong emotional bonds, and parental involvement in children's activities can enhance the effectiveness of digital parenting. Conversely, an unsupportive family environment, marked by factors such as a lack of parental attention or family conflict, can hinder the optimal management of a child's technology use.

Digital parenting refers to educational or child-rearing efforts that introduce parents to the world of "digital natives" and equip them to prepare their children for technological advancements (Choy, Lau, & Wu, 2024; Modecki, Goldberg, Wisniewski, & Orben, 2022) [8, 14]. It encompasses the role parents play in guiding their children through the digital era. Consequently, parents need to possess specific skills to

navigate the complexities of the modern age effectively. These skills include communicating with children, securing their devices, establishing usage agreements, and more (Rustina *et al.*, 2026) ^[15]. Technology's impact on children is increasingly significant, driven by rising internet penetration across regions. In Palu City, digital parenting challenges may possess unique characteristics shaped by local cultural values, educational contexts, and socio-economic conditions. Integrated Islamic Elementary Schools (SDIT) educational institutions that blend religious and academic values also face the challenge of ensuring technology is used to support both learning and character development. However, research regarding how the family environment moderates the relationship between digital parenting dimensions and child development remains limited, particularly in Palu City.

Preliminary observations at Islamic elementary schools in Palu City indicate that most children possess reasonably good skills in operating various digital devices, such as smartphones and tablets. This proficiency is evident in how they use educational apps, search for information online, and play digital games. However, these technical skills are not matched by an adequate understanding of the boundaries and ethics of technology use. For instance, some children still use devices outside of permitted hours or access age-inappropriate content. Furthermore, families adopt striking differences in digital parenting styles. Some parents enforce strict rules such as limiting screen time, monitoring accessed content, and guiding children in selecting beneficial apps. Conversely, other parents tend to be lax in supervising their children's digital activities, whether because of time constraints, a lack of technological knowledge, or the belief that children can manage their own device use.

Teachers at Islamic elementary schools in Palu City have expressed concerns regarding the impact of excessive gadget use on some children. Several teachers have noted a decline in learning concentration among children who use gadgets too frequently, particularly during lessons. Furthermore, children's social interactions within the school environment appear to have diminished, as they often prefer engaging with digital devices over interacting directly with their peers. This phenomenon shows that while digital technology offers learning benefits, without proper management in the family environment, its use can challenge children's cognitive, social, and emotional development. Therefore, in-depth research is needed to understand how the dimensions of digital parenting interact with the family environment and influence child development, specifically at Islamic elementary schools in Palu City. This study aims to address key questions, such as the extent to which digital parenting contributes to child development and how the family environment can either strengthen or weaken this relationship.

Literature review

The concept of digital parenting

Parenting refers to the educational interaction between parents and children within the family environment spanning from birth to adulthood that prepares the individual for adult life

(Bornstein & Lansford, 2010; Seay, Freysteinson, & McFarlane, 2014) ^[5, 16]. Ideally, parents serve as the primary figures responsible for a child's growth and development; therefore, the nature of parent-child interaction and communication warrants close attention. With parents better equipped to navigate the rapid changes of the modern era, they can manage the impact of digitalization on a child's life. "Digital parenting" is a parenting concept rooted in educational efforts undertaken by the family, utilizing resources available within both the household and the surrounding environment. This approach relies on ongoing interaction between parents and their children, including activities such as nourishing, guiding, and protecting children as they grow and develop.

"Digital parenting" is essential as parents guide their children through home-based learning. It refers to parents being fully involved in regulating their children's access to digital media and managing how they use it in daily life (Altafim, de Oliveira, Pluciennik, Marino, & Gaspardo, 2024) ^[1]. Consequently, parents bear full responsibility for providing internet-based information resources while also protecting their children from the negative risks associated with internet use. The term describes a parenting approach adapted to the realities of our increasingly sophisticated technological age. While widespread internet use and easy access drive technological advancement, they also bring about concerning negative impacts on children, who naturally lack the cognitive maturity to navigate this landscape safely. Therefore, every child deserves firm guidance, and parents have a duty to monitor usage and stay responsive to technological developments to ensure they do not lose control over their children's online activities. Digital parenting offers strategies for effective and efficient child-rearing in the digital era.

According to Tan, Xu, and Liang (2025) ^[19], digital parenting refers to the strategies parents use to set rules for digital device use both online and offline to safeguard their children from the risks associated with such technology. It encompasses parental actions such as setting clear boundaries and guiding and supervising children as they use digital media. Parents and children need to agree on digital media use prioritizing educational programs or applications that support child development rather than simply banning gadgets. This does not mean completely prohibiting children from using digital technology, but rather establishing clear rules and limits on its use. Understanding and practicing digital parenting or parenting in the digital age is crucial not only for parents but also for teachers. Rapid technological advancements mean that children who are technically still in the concrete operational stage of development can explore and process information faster than their teachers at school or even their parents at home. The speed and ease of accessing information and knowledge require oversight and monitoring to prevent misuse, misinformation, and violations in internet usage, particularly regarding issues like gadget addiction.

Family's environment

The family environment is the smallest social system, consisting of individuals bound by ties of blood, marriage, or

adoption who live together and interact to meet physical, emotional, and social needs, while also shaping a child's values and behavior (Krauss, Orth, & Robins, 2020) ^[11]. The family constitutes the most important primary group in society. Broadly, the family encompasses all individuals related by blood, often forming a lineage or clan; in this context, across cultures, individuals have both a given name and a family name. In a narrow sense, however, the family is the smallest social unit based on blood ties comprising a father, mother, and children known as the nuclear family.

The family environment is a social institution with deep roots because the family is the main determinant of what type of citizen a society produces (Amato, 1990) ^[2]. The family influences (nurture) and forms (cultivates) virtuous humans; a prosperous family is a pillar in the development of society. According to Marjoribanks (2005) ^[13], the family environment is a component of society consisting of a husband, wife, and children, or just husband and wife (if the couple still does not have children, either biological/adopted children or the couple continues to enjoy life without being decorated with the signs of children's lives). The family environment is the smallest group in society, at least consisting of a husband and wife or a mother, father, and children. It is the basis for the formation of society. The happiness of society depends on each family that is a member of society. The family environment is the smallest group in society. This group consists of husbands, wives, and children who are not yet adults. Family is a multimedia concept. Social scientists disagree on a universal definition of family. One of the scientists who started studying the family was George Murdock. In his book *Social Culture*, Murdock, as quoted in Lestari, explains that the family environment is a social group characterized by living together, economic cooperation, and reproduction.

The family environment plays a vital role in a child's early development. As the primary and most fundamental setting, the family is the first arena where children gain social experiences, internalize values, and shape behavioral patterns through interactions with parents and other family members. In this context, the family functions not merely as a place of residence but as a social institution that educates and molds character. The family environment is the primary setting for children to acquire social experiences, values, and behavioral patterns through interactions with parents and other family members. Consequently, the quality of family interactions, the parenting styles employed, and the emotional atmosphere cultivated significantly determine the trajectory of a child's personality development. This aligns with Bronfenbrenner's (2000)

ecological systems theory, which positions the family at the core of the microsystem the environmental layer closest to the individual and most influential on their life. Within this microsystem, strong, consistent family relationships form the foundation for a child's self-identity, emotional regulation, and social skills. Therefore, efforts to strengthen the family institution both structurally and culturally are crucial steps toward creating a healthy and civilized society.

The ecological systems theory of development, developed by Walberg & Marjoribanks (1976) ^[20], serves as one of the most comprehensive frameworks for understanding how the environment influences individual development, particularly during childhood. Within this framework, the family environment sits within the microsystem the environmental layer closest to the individual and directly influences cognitive, emotional, and social development. The microsystem encompasses intense reciprocal relationships between child and parent, as well as the dynamics of ongoing, day-to-day interactions. Consequently, the quality of family interactions plays a pivotal role in shaping a child's identity, values, and behavior.

Methodology

This study employs a quantitative research design using an associative-explanatory approach (Borgstede & Scholz, 2021; Creswell, 2014) ^[4,9]. It aims to determine the moderating effect of the family environment on the relationship between digital parenting dimensions and child development at Islamic elementary schools in Palu City. The researchers gathered data on these variables through field research, obtaining the information needed to develop the dissertation proposal directly from the field. The study population consists of 1,446 parents of students across two Islamic elementary schools. Using Slovin's formula (Susanto, Diani, & Hafidz, 2017) ^[18], a sample of 313 parents was selected. The researchers then used proportional random sampling to draw the sample from the population.

Independent variable

An independent variable influences or causes changes in, or the emergence of, the dependent variable (Kusurkar, Ten Cate, van Asperen, & Croiset, 2011) ^[12]. The independent variable (X) in this study is "Digital Parenting," defined as a parenting style involving the direction, guidance, and supervision of children's use of digital media.

Table 1: Digital Parenting Dimensions

No.	Digital Parenting Dimensions	Indicators
1	<i>Active Co-use</i>	Parents supervise their children while they use the internet.
2	<i>Interaction Restrictions</i>	Restrictions on children's communication (chats, comments, social media)
3	<i>Technical Restrictions</i>	Use of application controls, content blocking
4	<i>Monitoring</i>	Viewing history and checking a child's online activity after device usage.

Dependent variable

The dependent variable is the variable influenced by, or resulting from, the independent variable (Wiersema & Bowen,

2009) ^[21]. In this study, the dependent variable (Y) refers to children's developmental achievements across the key aspects outlined in the Regulation of the Minister of Education and

Culture) No. 137 of 2014. These developmental aspects are: religious and moral values (Y1), cognitive development (Y2), social development (Y3), and emotional development (Y4). A moderating variable (or moderator) is a variable that influences or alters the strength and/or direction of the relationship between the independent variable and the dependent variable. The moderating variable (Z) in this study is the primary environment in which the child interacts and develops; this variable can strengthen or weaken the relationship between digital parenting and child development. The diagram illustrating these research variables is presented in Figure 1 below:

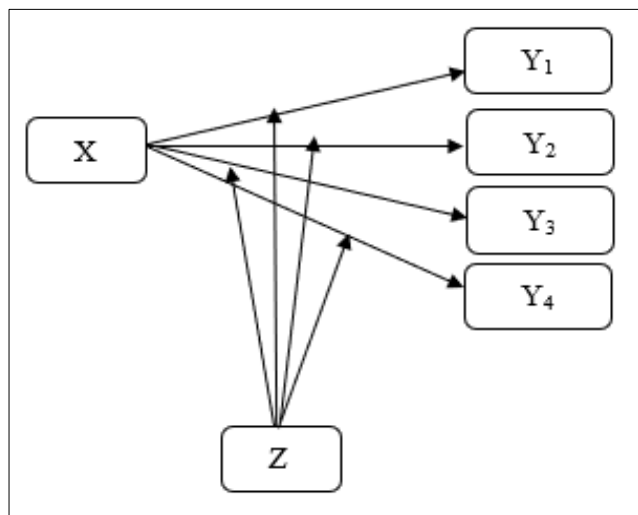


Fig 1: Research Variables

This questionnaire is the primary instrument for collecting data on the variables related to the moderating role of the family environment in the relationship between digital parenting dimensions and child development at SDIT Palu City; it is addressed to the students' parents. A questionnaire is a data-collection technique that involves administering a set of written questions or statements for respondents to answer. Measurement model evaluation ensures that the indicators used validly and reliably represent the latent constructs. This stage assesses the quality of the measurement instrument before testing the structural relationships between constructs. In accordance with PLS-SEM guidelines, the measurement model evaluation includes assessing convergent validity, discriminant validity, and construct reliability.

Results and Discussion

Respondent demographic

Respondent characteristics provide an overview of the

backgrounds of the individuals participating in the study. Presenting these characteristics outlines the profiles of the data sources, providing context for interpreting the analysis results. This study involved 313 parents who completed the research questionnaire. The collected data formed the basis for data processing and analysis. This sample size was deemed sufficient for the study's requirements and was used consistently throughout the subsequent stages of analysis. Regarding age, 10 respondents (3.19%) were aged 25–30, 245 (78.27%) were aged 31–35, and 58 (18.53%) were over 35. Thus, most respondents were aged 31–35 (245 individuals, 78.27%). In terms of educational attainment, 6 respondents (1.92%) had completed elementary school or equivalent; 11 (3.51%) had completed high school or equivalent; 14 (4.47%) held a diploma; 195 (62.30%) held a bachelor's degree (S1); 75 (23.96%) held a master's degree (S2); and 12 (3.83%) held a doctoral degree (S3). Consequently, the respondent group was dominated by parents with a bachelor's degree (195 individuals, 62.30%), indicating that most respondents had a higher-education background.

Convergent validity testing

Convergent validity testing is a stage in evaluating the measurement model (outer model) within Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis. This test aims to determine how consistently the indicators used in the study represent the latent construct being measured. In other words, convergent validity indicates the degree of association among indicators that are intended to measure the same construct. In this study, convergent validity is assessed by examining outer loading values and the Average Variance Extracted (AVE). Outer loading values are used to assess the strength of the relationship between each indicator and its corresponding construct. In contrast, the AVE value is used to determine the proportion of indicator variance explained by the latent construct.

An indicator meets the criterion for convergent validity if it has an outer loading of ≥ 0.70 . Meanwhile, a construct is considered to possess good convergent validity if its Average Variance Extracted (AVE) value is ≥ 0.50 . Thus, the higher the outer loading and AVE values, the better the indicator's ability to explain the construct being measured. In this study, we tested convergent validity for the constructs of Digital Parenting, Family Environment, Religious and Moral Value Development, Cognitive Development, Social Development, and Emotional Development. Table 2 presents the outer loading and AVE results for each construct.

Table 2: Outer loading test results

Constructs	Code	Outer Loading	AVE
Active co-use	X_ACU1	0,886	0,750
	X_ACU2	0,864	
	X_ACU3	0,843	
	X_ACU4	0,876	
	X_ACU5	0,861	
Interaction restrictions	X_IR1	0,882	0,749

	X_IR2	0,845	
	X_IR3	0,865	
	X_IR4	0,856	
	X_IR5	0,878	
Monitoring	X_MON1	0,867	0,751
	X_MON2	0,861	
	X_MON3	0,872	
	X_MON4	0,866	
	X_MON5	0,867	
Technical restrictions	X_TR1	0,896	0,756
	X_TR2	0,852	
	X_TR3	0,863	
	X_TR4	0,866	
Religious and Moral Values	Y1_NAM1	0,854	0,706
	Y1_NAM2	0,803	
	Y1_NAM3	0,831	
	Y1_NAM4	0,852	
	Y1_NAM5	0,840	
	Y1_NAM6	0,844	
	Y1_NAM7	0,858	
Cognitive	Y2_KOG1	0,845	0,704
	Y2_KOG2	0,845	
	Y2_KOG3	0,824	
	Y2_KOG4	0,860	
	Y2_KOG5	0,840	
	Y2_KOG6	0,811	
	Y2_KOG7	0,848	
Social	Y3_SOS1	0,866	0,707
	Y3_SOS2	0,816	
	Y3_SOS3	0,833	
	Y3_SOS4	0,850	
	Y3_SOS5	0,859	
	Y3_SOS6	0,835	
	Y3_SOS7	0,825	
Emotional	Y4_EMO1	0,816	0,686
	Y4_EMO2	0,824	
	Y4_EMO3	0,806	
	Y4_EMO4	0,843	
	Y4_EMO5	0,825	
	Y4_EMO6	0,829	
	Y4_EMO7	0,857	
Ecosystem	Z_EKO1	0,877	0,756
	Z_EKO2	0,865	
	Z_EKO3	0,852	
	Z_EKO4	0,867	
	Z_EKO5	0,885	
Chronosystem	Z_KRO1	0,874	0,750
	Z_KRO2	0,865	
	Z_KRO3	0,856	
	Z_KRO4	0,859	
	Z_KRO5	0,876	
Macrosystem	Z_MAK1	0,861	0,720
	Z_MAK2	0,847	
	Z_MAK3	0,824	
	Z_MAK4	0,856	
	Z_MAK5	0,855	
Mesosystem	Z_MES1	0,877	0,746
	Z_MES2	0,856	
	Z_MES3	0,862	
	Z_MES4	0,855	

	Z_MES5	0,867	
Microsystem	Z_MIK1	0,851	0,726
	Z_MIK2	0,854	
	Z_MIK3	0,835	
	Z_MIK4	0,862	
	Z_MIK5	0,859	
Digital Parenting	Active co-use	0,904	0,780
	Interaction restrictions	0,868	
	Monitoring	0,880	
	Technical restrictions	0,879	
Family environment	Ecosystem	0,861	0,740
	Cronosystem	0,770	
	Macrosystem	0,901	
	Mesosistem	0,934	
	Microsystem	0,825	

Based on the convergent validity test results, all indicators across the research constructs exhibited outer loading values exceeding 0.70. These values ranged from 0.803 to 0.896, indicating that all indicators met the criteria for convergent validity. The highest outer loading was observed for indicator X_TR1 within the Technical Restrictions construct (0.896), while the lowest was for indicator Y1_NAM2 within the Religious and Moral Values construct (0.803). Although this was the lowest value, it remained above the 0.70 threshold; consequently, the indicator was deemed valid and did not require elimination. For the Active Co-Use construct, outer loading values ranged from 0.843 to 0.886, with an AVE of 0.750. The Interaction Restrictions construct showed outer loading values between 0.845 and 0.882 (AVE: 0.749), while the Monitoring construct ranged from 0.861 to 0.872 (AVE: 0.751). Furthermore, the Technical Restrictions construct showed outer loadings between 0.852 and 0.896 (AVE: 0.756). All dimensions of the Digital Parenting construct yielded AVE values above 0.50, indicating that the indicators effectively explain the constructs being measured.

For the Religious and Moral Development construct, outer loadings ranged from 0.803 to 0.858, with an AVE of 0.706. The Cognitive Development construct showed outer loadings between 0.811 and 0.860 and an AVE of 0.704. Meanwhile, the Social Development construct yielded outer loadings between 0.816 and 0.866 with an AVE of 0.707, whereas the Emotional Development construct had outer loadings between 0.806 and 0.857 with an AVE of 0.686. Thus, all child development constructs had AVE values greater than 0.50 and met the requirements for convergent validity. Regarding the Family Environment construct, the Ecosystem dimension had outer loadings between 0.852 and 0.885 with an AVE of 0.756. The Chronosystem dimension showed outer loadings between 0.856 and 0.876 with an AVE of 0.750, while the Macrosystem had outer loadings between 0.824 and 0.861 and an AVE of 0.720. Furthermore, the Mesosystem yielded outer loadings between 0.855 and 0.877 with an AVE of 0.746, whereas the Microsystem had outer loadings between 0.835 and 0.862 with an AVE of 0.726. All Family Environment dimensions also met the criteria for convergent validity.

Based on the Average Variance Extracted (AVE) values, all constructs yielded scores ranging from 0.686 to 0.756. The highest AVE value (0.756) was observed for the "Technical Restrictions" and "Ecosystem" constructs, while the lowest (0.686) was found for the "Emotional Development" construct. Nevertheless, all AVE values exceeded the minimum threshold of 0.50. This indicates that each construct accounts for more than 50% of the variance in its constituent indicators. Consequently, all indicators and constructs in the research model meet the criteria for convergent validity, as all indicator outer loadings exceeded 0.70 and all construct AVE values exceeded 0.50. Thus, no indicators required elimination during the convergent validity testing phase, and the measurement model could proceed to discriminant validity and construct reliability testing.

The influence of digital parenting on the development of children's religious and moral values

Based on the path coefficient analysis, Digital Parenting has a positive and significant effect on the development of children's religious and moral values at SDIT Palu City. This result is indicated by a path coefficient of 0.668 and a *p*-value of 0.000. Since the *p*-value of 0.000 is less than the significance level of 0.05, the effect of Digital Parenting on the development of religious and moral values is statistically significant. Consequently, the hypothesis stating that Digital Parenting influences the development of children's religious and moral values is accepted. The coefficient value of 0.668 is positive, indicating a direct relationship between Digital Parenting and the development of religious and moral values; in other words, better implementation of Digital Parenting by parents leads to better development of children's religious and moral values. Conversely, if the quality of Digital Parenting declines, the development of children's religious and moral values also tends to deteriorate. The coefficient of 0.668 further demonstrates that Digital Parenting has a relatively strong positive relationship with the development of religious and moral values within this research model.

Compared with other developmental aspects, digital parenting has the strongest influence on the development of religious and moral values, with a coefficient of 0.668, surpassing cognitive

development (0.613), social development (0.641), and emotional development (0.597). These findings indicate that, within this research model, the development of religious and moral values is the aspect of child development most strongly associated with the implementation of digital parenting. These research results align with Diana Baumrind's theory of parenting styles. Baumrind posits that parenting effectiveness depends on the balance between control (demandingness) and warmth or responsiveness. This combination is most clearly reflected in the authoritative parenting style, which establishes clear rules and controls while also allowing open communication, rational explanations, and responsiveness to the child. Under this style, values are internalized through two-way communication, explanations of the rationale behind rules, and consistent application of discipline.

Baumrind's theory is relevant to this study because digital parenting focuses not only on controlling technology use but also on parental involvement in guiding and supervising the child. Appropriate parenting during the elementary school years plays a crucial role in character formation and reinforcing moral and religious values. In the digital era, Baumrind's theory provides a foundation for understanding parenting practices such as supervising device use, restricting content, and monitoring children's digital activities.

In this study, "digital parenting" refers to the parental mediation concept proposed by Livingstone and Helsper, which encompasses four key dimensions: active co-use, interaction restrictions, technical restrictions, and monitoring. These dimensions show how parents mediate their children's interactions with digital technology. One dimension particularly relevant to the formation of religious and moral values is active co-use. Through active co-use, parents engage with digital media alongside their children while fostering active communication regarding the content being accessed. Parents can explain content, engage in discussion, and help children understand the consequences of technology use.

According to Livingstone and Helsper, active mediation encourages openness and educational oversight, enabling children to use technology more responsibly. This approach also helps cultivate ethics and responsibility while reinforcing family values within the digital space. Clark supports this, explaining that parental mediation based on two-way communication is more effective at shaping healthy digital behavior in children than approaches that focus solely on restrictions. Thus, guidance in digital parenting is not merely supervision but an educational process that allows parents to instill values in their children through digital interactions.

The research findings also align with the developmental characteristics of religious and moral values in primary school-aged children. Children aged 7–12 are at a crucial stage for forming moral awareness and increasingly rational religious values. At this stage, children begin to understand rules, social norms, and the underlying reasons for specific rules or teachings. Values such as honesty, compassion, empathy, and obedience are acquired through direct interaction with adults, the example set by respected figures, and daily experiences. Consequently, the parental role providing a positive example,

engaging in open dialogue, and offering consistent guidance is vital to internalizing religious and moral values.

In the digital realm, children encounter various types of information and content that may not necessarily align with their family's religious and moral values. Consequently, parental involvement through "digital parenting" serves as both a filtering process and a way to impart values. Parents do not merely dictate whether specific content may or may not be accessed; they can also explain the underlying moral and religious reasons for these decisions. This process enables children to gradually develop the ability to distinguish between appropriate and inappropriate behavior independently. This perspective aligns with theoretical insights suggesting that children raised with authoritative parenting tend to exhibit greater empathy and self-regulation, as well as a better ability to distinguish right from wrong. In the digital environment, active parental guidance encourages children to be more selective about the content they access, helps them avoid exposure to material inconsistent with religious and moral values, and fosters more responsible online behavior. Thus, digital parenting serves as a mechanism for transmitting values within a child's digital life.

Conclusion

Digital parenting has a positive and significant influence on the development of children's religious and moral values at Islamic elementary schools in Palu City. Test results show a path coefficient of 0.668 with a p -value of 0.000. The positive coefficient indicates that the better parents implement digital parenting, the stronger the tendency for the development of children's religious and moral values. Thus, the first hypothesis (H1) is accepted. Among the four developmental aspects studied, digital parenting has the strongest direct effect on the development of religious and moral values. These findings indicate that parental guidance, restriction, supervision, and communication regarding digital activities can play a crucial role in helping children internalize religious and moral values, responsibility, and ethics in technology use. Digital parenting has a positive and significant influence on children's cognitive development at an Islamic elementary school in Palu City.

Test results yielded a path coefficient of 0.613 with a p -value of 0.000; therefore, the second hypothesis (H2) is accepted. The positive coefficient indicates that the higher the quality of digital parenting provided by parents, the greater the tendency for children's cognitive development. Parental guidance such as selecting educational content, directing digital media use toward learning activities, explaining information obtained from the internet, and setting proportionate limits on technology use is linked to children's ability to understand, process, and use information more constructively. Digital parenting has a positive and significant influence on children's social development at Islamic elementary schools in Palu City. This is demonstrated by a path coefficient of 0.641 and a p -value of 0.000, leading to the acceptance of the third hypothesis (H3). This coefficient represents the second-largest direct effect, following that on religious and moral value development. These findings indicate that digital parenting not

only controls device usage but also helps parents guide communication ethics, instill responsibility in interactions, and help children understand appropriate behavior in social life, whether in face-to-face settings or within the digital realm.

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