



# Optimizing Parental Involvement in Addressing Addictive Gadget Use Behavior in Elementary School Children

Ni Putu Anmanda Dewi\*, Luh Suci Apriliani, Kadek Puja Hapsari, Komang Mila Kusuma Sari, Ketut Reza Natasya Putri

Institut Agama Hindu Negeri Mpu Kuturan

DOI: <https://doi.org/10.47134/pgsd.v3i3.2726>

\*Correspondence: Ni Putu Anmanda Dewi  
Email: [anmandadewi@gmail.com](mailto:anmandadewi@gmail.com)

Received: 15-04-2026  
Accepted: 15-05-2026  
Published: 15-06-2026



**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** Without proper supervision, elementary school children's device use can affect their behavior, learning styles, and development. This study used a literature review of research conducted between 2021 and 2026 on the role of parents in children's device use. The purpose of this study was to analyze the optimization of parental involvement in children's device use based on previous research. The results of this study indicate that parents need to be supervisors, guides, and good role models for their children in device use so that children can behave adaptively towards technology. Therefore, the role of parents is crucial in fostering healthy device use behavior in children.

**Keywords:** Parental Involvement, Addiction, Gadget Use

## Introduction

In the world of education, the use of technology has become very commonplace. This has had a significant impact and changed the interaction patterns of school-age children, especially elementary school children. Gadgets are used not only as a means of communication but also as a medium for entertainment, a source of information, and a learning tool (Ardiansari, 2025). Children are accustomed to being exposed to technology from a young age, making gadgets a daily necessity. This makes it easier for them to access information via the internet without the constraints of space and time.

According to data from the Indonesian Central Statistics Agency (BPS) (Yusuf, 2023), 33.44% of children aged 0-6 years who can use mobile phones, 88.99% of children aged 6-12 years who access the internet for social media, 66.13% of children aged 6-12 years access the internet for the purpose of searching for information or news and 63.08% of children aged 6-12 years who access the internet for entertainment. These figures indicate that gadget use among school-age children, especially elementary school children, is relatively high. Most children use gadgets for entertainment and social media only and only a small portion is used to search for information. The high level of deviant gadget use in children can trigger various problems.

Gadget use among elementary school children can have both negative and positive impacts. The negative impact of gadgets can have various negative effects on children, such as unstable brain development, laziness in learning, sleep disorders, and the development of individualism or loneliness (Nasution, 2024). Gadget use can affect children according to (Hidayatuladkia et al., 2021). The use of gadgets makes it easier for children to obtain information and learn various things without being limited by time or place. If children use gadgets wisely, gadgets can be a tool for learning, help them communicate with others, and can even help them become more creative, as stated by (Suprihandari et al., 2025). In real life, the negative impacts of gadget use are more frequent than the positive impacts.

When it comes to gadget use, parents play a crucial role in helping children use gadgets in a healthy way. This is because children learn a lot from their families (Megawati, 2024). Parents need to supervise their children and ensure they use gadgets wisely. Which states that parents have three roles to prevent children from becoming addicted to gadgets supervising, teaching, and guiding them (Prastya et al., 2022). Some things parents can do include talking to their children, collaborating with schools, and setting time limits on children's gadget use.

In life, parents often struggle to help their children use gadgets. Sometimes parents are too busy with work, they don't understand how to educate children in this modern era, and they themselves use technology excessively, which means they don't supervise their children properly. Overly busy parents also don't set time limits for their children's gadget use, so children are too engrossed in gadgets and lack outdoor physical activity (Yusuf, 2023). Gadgets are often a practical solution for parents, when they use them as a distraction for their children. For example, when parents are busy with guests, household chores, or office work, a solution to avoid interrupting their busy schedules and seeking parental attention is to give their children gadgets (Heri Rusli Effendi et al., 2023). When parents are not involved in their children's gadget use, children can become lazy and use gadgets excessively (Nasution, 2024). Therefore, it is very important for parents to carry out their duties well in helping children use gadgets responsibly and in a balanced manner, and ensuring that they do not become addicted to gadgets.

## **Methodology**

This research employs a qualitative approach through a literature study method, implemented in a planned manner to collect, review, and synthesize scientific references relevant to the topic under study. Data collection was conducted using secondary techniques through various publicly accessible academic sources, such as Google Scholar, DOAJ, and other scientific sources. Literature selection was based on precise criteria, utilizing articles from peer-reviewed scientific journals published between 2021 and 2026, in Indonesian or English, focusing on relevant topics. All materials, search procedures, and data accumulation were recorded in detail so that this research can be replicated and expanded by other researchers in the future.

The data analysis technique in this study employed content analysis using various classified literature. The analysis process was carried out by summarizing the data by

determining key points, followed by objectively analyzing the data in a comparison matrix format without involving researcher subjectivity, until conclusions were drawn. Through in-depth discussion of various primary sources (journals) and secondary sources (books and theses) cited using APA style, this research presents a solid and logical conclusion regarding the meaning of the issue being researched.

## **Result and Discussion**

### **Use of Devices in Elementary School Children**

The advancement of digital technology has truly transformed human life, from the way we learn to the way elementary school children live. Children use devices such as smartphones, tablets, and computers or laptops every day. Children are increasingly using gadgets from an early age, so parents need to help them use them safely and healthily (Hidayati et al., 2023). Elementary school children begin using gadgets at a young age and they learn from their parents and those around them. Children's gadget use depends on their environment. If parents and teachers provide good supervision and education regarding gadget use, children will experience positive gadget use. Conversely, if the environment does not provide proper supervision and education, there is concern that children will use gadgets inappropriately, such as in ways that do not comply with device usage regulations (Melati & Anesty Mashudi, 2021). Gadget use is not only for fun but also for learning, seeking information, and communicating with others (Nurhati, 2024). Found that gadget use is part of the learning and daily lives of elementary school students. This is because children at this age are still in the emotional, cognitive, moral, and social development stages. They are highly curious and enjoy trying out apps on their devices. Most children use their devices to watch movies, play games, consume media, and learn online. As technology advances, online learning is becoming increasingly popular. This helps children avoid boredom after learning.

Once children become accustomed to using gadgets, they are no longer just objects, but tools that can help them learn good social behavior. With technology, children can easily find information about their schoolwork. For example, using gadgets can help children communicate with their family and friends remotely, allowing them to maintain their social relationships. These digital devices are very helpful and flexible for learning and support the educational process (Ardiansari, 2025). With access, children can be independent and find more learning materials, complete schoolwork, and discover new information on online educational platforms.

In terms of development and creativity, gadgets provide many opportunities for children to share information and learn about social issues. When parents supervise play, it can help children learn skills such as cooperation, problem-solving, and negotiation to achieve common goals. From this perspective, many creative applications on gadgets can help children become more creative and sensitive, and they can express their ideas digitally. Digital technology and gadgets have completely changed the way elementary school children live and learn, and gadget use is part of their daily lives. Elementary school children and digital technology are closely linked. Gadgets are used for many things,

including learning and socializing. Therefore, children who use gadgets under parental supervision and with guidance tend to benefit educationally, but for children who are outside parental supervision and without guidance, it tends to hinder their verbal literacy skills (Dhini Kusuma Lestari et al., 2024).

### **Addictive Behavior of Gadget Use in Elementary School Children**

The use of gadgets by elementary school children has negative impacts if used excessively and without supervision. The impacts of excessive gadget use include gadget addiction, reduced social interaction, and psychological and behavioral disorders, making children more comfortable with the digital world than interacting with family (Salbiah et al., 2023). According to Loleska & Pop-Jordanova, (2021) in (Idoiaga-Mondragon et al., 2025), one of the main concerns is technology addiction, which is exacerbated by the existence of social networks, online games and other interactive videos. Fischer-Grote et al., (2019) this gadget addiction can cause emotional dependence on devices or gadgets and can reduce interest in physical or social activities. Excessive gadget use in children can lead to addiction (Idoiaga-Mondragon et al., 2025). Excessive use without control can have a negative impact on children's behavior, physical health, social-emotional development, and academic achievement (Nurafiah et al., 2023). The impacts of gadget use include: lack of face-to-face interaction, lack of attention to the surrounding environment, and emotional instability (Ardiansari, 2025). Elementary school-aged children are still immature in controlling their gadget use, so they easily become dependent. Prolonged use of gadgets can cause dependence (screen dependency disorder), which can make children tend to focus more on gadgets, forgetting other activities (Stevanus & Anindyta, 2022). According to Psychologist Dr. Camille Garcia said, that too much exposure to gadgets can affect children's learning. This can limit the attention span and concentration in children as a distraction. This can also cause a child's progress to be delayed and can have an impact on critical thinking skills in children (Macabangon et al., 2024). This is supported by research on the social interactions of elementary school children, which shows that high gadget use can cause these children to become quieter, tend to ignore their surroundings, and be less active (Domitila et al., 2021). This is also supported by Violence and Gore, stated that gadget use causes children to become antisocial. This is caused by gadget addiction, which can cause children to become indifferent to their surroundings (Jannah et al., 2021).

Excessive use of gadgets can reduce children's communication and empathy skills, and can encourage individualistic attitudes, which leads to reduced direct social interaction (Salsabila et al., 2025). Stated that excessive and inappropriate use of gadgets can make a child not care about their surroundings (Arnita Syntiana Sari, Shafirza Azzahra Pohan et al., 2024). This is caused by a lack of concern in children, difficulty expressing emotions appropriately, this is one aspect of emotional intelligence that a person has (Masfufah & Darmawan, 2023). In addition, the use of gadgets can also affect children's physical health. Children who use gadgets excessively tend to experience decreased physical fitness due to lack of movement, which can also disrupt children's sleep patterns. Excessive use of gadgets can cause children to become less physically active due to prolonged use. Prolonged use of

gadgets can also cause sleep disorders, such as difficulty falling asleep or staying up late at night due to staring at the screen for too long (Amelia et al., 2026).

From an academic perspective, excessive gadget use impacts elementary school students' academic achievement (Nurhati, 2024). This is because children become less motivated to learn and are only interested in playing games or watching videos. The impact is that children will have increasing difficulty concentrating on learning and education because they are accustomed to getting entertainment from gadgets. Uncontrolled gadget use can also reduce concentration, focus, and learning motivation in elementary school children, making them more easily distracted and having difficulty maintaining attention while studying (Julfan & Haifaturrahmah, 2025).

### **Optimizing Parental Involvement in Children's Gadget Use**

The parental involvement model developed by Joyce Epstein identifies six forms of parental involvement in children's education. This model includes: 1) Parenting , 2) Communicating , 3) Volunteering , 4) Learning at Home, 5) Decision Making , and 6) Collaborating with the Community (Salianty et al., 2024). Here is the explanation:

#### **a. Parenting**

Parents need to implement good parenting practices to create a family environment that optimally supports their children's growth and development. This can be achieved by establishing a balanced parenting style, including providing attention, affection, and supervision of children's daily activities and device use. Parents should limit their children's device use by redirecting them to non-gadget activities. For example, playing outside, attending non-academic tutoring sessions, and managing their children's daily routines.

#### **b. Communicating**

In terms of communication, parents need to implement effective communication with their children and with the school. Parents need to maintain open communication with their children regarding the benefits and risks of gadget use. Children should be taught to understand the impact of excessive gadget use on health, academic achievement, and social relationships. In addition to communicating with their children, parents also need to communicate with school teachers to monitor their children's behavioral development at school and adjust supervision of gadget use between the home and school environments.

#### **c. Volunteering**

Volunteering refers to the active involvement of parents in their children's daily activities. Parents should be actively involved in school and community activities that can enhance their knowledge of digital literacy and the healthy use of technology. Examples include parenting seminars, education on gadget addiction, and support for children's extracurricular activities, which can provide parents with more knowledge about the healthy use of technology.

#### d. Learning at Home

Parents need to be actively involved in supporting their children's learning at home. To prevent children from becoming addicted to gadgets, parents can guide and support their children while studying at home by controlling their study schedule, limiting gadget use outside of academic purposes, and guiding them to use gadgets as a means of obtaining information. This way, children will understand that gadgets are not only used for entertainment but also as learning tools.

#### e. Decision Making

Parents need to make firm decisions regarding their children's education and development. Parents play a crucial role in creating and enforcing rules for gadget use at home, such as limiting usage time, the types of content and applications accessible, and establishing gadget-free time for children. Parents must also involve their children in decision-making so that the rules are enforced and agreed upon. With clear and consistent rules, the negative impacts of gadget use can be minimized.

#### f. Collaborating with the Community

Collaboration between parents, family members, the community, and the school is crucial to supporting children's development. Parents need to work together to provide positive activities that can optimize their children's development. These include extracurricular activities at school, non-academic activities at home like art classes, swimming lessons, religious activities, music lessons, and other social activities that can minimize children's gadget use.

All rules cannot be enforced without positive examples; parents must be role models regarding device use at home. As a primary defense, parents can monitor the content their children visit to ensure they are not exposed to age-inappropriate content. This statement is also supported by Ardianasari, who states that parental efforts to reduce the negative impacts of device use include: providing access guidance, providing open guidance, balancing activities, setting positive examples, and close supervision (Ardiansari, 2025).

Active parental involvement in children's use of electronic devices is crucial. Parents should not only prohibit them, but also be reflective and role models for their children. Adaptive behavior in children's gadget use can be fostered if parents can educate their children about the device's function as a learning and communication medium, not just for entertainment. In this regard, parents must act as supervisors, educators, and guides in instilling positive digital habits in children (Prastya et al., 2022). Parents need to implement rules regarding the duration of device use, engage in open communication with children, and monitor the content accessed (Pitri et al., 2025). This is also supported by Harahap, who emphasized the importance of intensive supervision as a key factor in addressing the negative impact of electronic devices on children (Harahap, 2024).

Parents need to be actively involved in addressing the negative impacts of gadget use on children by providing guidance to children when doing schoolwork using gadgets, directing children to use gadgets as tools for learning activities and seeking important information, and providing sufficient emotional attention so that children do not escape to cyberspace (Nasution, 2024). Given the many negative impacts of gadget use on children,

special attention is needed. The role of parents, especially mothers, is very important in overcoming gadget misuse by facilitating positive communication, supervising and guiding children about healthy gadget use (Lee & Kim, 2021). Parents can support their children by limiting gadget use, providing outdoor activities, and selecting age-appropriate content. States that collaboration in creating alternative activities based on education and togetherness, for example literacy programs, extracurricular activities, or project-based assignments that require direct interaction between children and parents (Rofiq et al., 2026). These activities are not only to divert students' attention from gadgets, but are also used to strengthen emotional bonds within the family.

There are several ways to care for children digitally: (1) maintaining communication with children to foster a good parent-child relationship; (2) parents need to prepare themselves and continue learning so they can always accompany their children in accessing the internet wisely; (3) activating Parental Controls on software to manage time and monitor children's activities when using the internet; (4) filtering negative content and activating the safe search feature and activating the restricted mode feature; (5) creating ground rules agreed upon by children and also sanctions; (6) being friends and following children's accounts on social media; (7) parents need to be good examples in the use of digital devices for children Herlina et al., (2018, in Nopiyanti, 2021). Stated that parental support has been proven very effective in helping children learn better when parents are actively involved in the learning process and understand how technology can be used productively (Arnita Synctiana Sari, Shafirza Azzahra Pohan et al., 2024). In this case, parental involvement needs to be optimized so that children are able to overcome adaptive behavior in using gadgets in children.

## Conclusion

The results of this study reinforce the understanding that parents are a crucial factor in reducing the addictive effects of gadget use in elementary school children. The role of parents in supervision, communication, providing rules, and leading by example is crucial for developing adaptive behavior in children with technology. Active parental involvement in children's gadget use, such as providing consistent and ongoing supervision, is a crucial step in mitigating the negative impacts of gadget use. In addition to parents, schools also need to play a role in providing children with knowledge about healthy gadget use.

There are several limitations to this study. First, it used a literature review method, thus excluding empirical data collection from respondents. Second, the study was limited to articles that met the criteria or were relevant to this study. Future empirical research involving parents and elementary school students is recommended to directly examine the effect of parental involvement on addictive gadget use behavior. Furthermore, future research can develop and test the effectiveness of intervention programs for parents in reducing addictive gadget use behavior in children.

## References

- Amelia, M., Syampurma, H., Oktavani, L., Angelia, L., Olahraga, P., Keolahragaan, F. I., Padang, U. N., & Kunci, K. (2026). Mengatasi Kecanduan Gawai Pada Anak Sekolah Negeri 20 Binuang Kampung Dalam dengan Penerapan outdoor learning permainan tradisional dalam pembelajaran PJOK. *9(2)*, 644–654.
- Ardiansari. (2025). *Peran orang tua dalam menanggulangi dampak gadget terhadap perilaku sosial remaja awal di desa bareng kecamatan babadan ponorogo.*
- Arnita Synctiana Sari, Shafirza Azzahra Pohan, N. S., Syafawi, I., & Amelia Zamira, Aini Kurniawati Suranta, R. (2024). Optimizing the Role of Parents in the Learning Process of Children. *Jurnal PEDAMAS (Pengabdian Kepada Masyarakat)*, *5(2)*, 1296–1304.
- Dhini Kusuma Lestari, Nova Lisa Aisyah, & Muhammad Irfan. (2024). Pengaruh Penggunaan Gawai Terhadap Perkembangan Bahasa Anak. *Jurnal Pendidikan, Bahasa Dan Budaya*, *3(4)*, 21–29. <https://doi.org/10.55606/jpbb.v3i4.4522>
- Domitila et al. (2021). Analisis Penggunaan Gawai Terhadap Interaksi Sosial Anak Sekolah Dasar Negeri Kota Singkawang. *Jurnal Ilmiah Potensia*, *6(2)*, 131–141.
- Harahap. (2024). PERAN ORANG TUA DAN GURU DALAM MENGATASI KECANDUAN GAME ONLINE PADA SISWA KELAS VI SD NEGERI 200113 KELURAHAN TANOBATO KECAMATAN PADANGSIDIMPUAN UTARA KOTA PADANGSIDIMPUAN. *2*, 306–312.
- Heri Rusli Effendi, Siminto Siminto, & Muslimah Muslimah. (2023). Peran Orang Tua Dan Pendidik Dalam Pendampingan Anak Di Era Gadget. *Jurnal Bintang Pendidikan Indonesia*, *1(1)*, 23–35. <https://doi.org/10.55606/jbpi.v1i1.919>
- Hidayati, N., Djoehaeni, H., & Zaman, B. (2023). Pendampingan Orang Tua dalam Membatasi Penggunaan Gawai Pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7(1)*, 915–926. <https://doi.org/10.31004/obsesi.v7i1.3004>
- Hidayatuladkia, S. T., Kanzunnudin, M., & Ardianti, S. D. (2021). Peran Orang Tua dalam Mengontrol Penggunaan Gadget pada Anak Usia 11 Tahun. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5(3)*, 363. <https://doi.org/10.23887/jppp.v5i3.38996>
- Idoiaga-Mondragon, N., Gaztañaga, M., Legorburu Fernandez, I., & Ozamiz Echevarria, N. (2025). Parental Concerns about Children's Smartphone Use: From Personal Misuse to Societal Impacts. *Journal of Child and Family Studies*, *34(9)*, 2276–2289. <https://doi.org/10.1007/s10826-025-03130-y>
- Jannah, A. M., Rachman, A., & Novitawati. (2021). The Influence of the Role of Parents and Parenting Patterns in the Use of Gadgets on the Social Behavior of Children. *Journal*

of K6 Education and Management, 4(4), 401–407.  
<https://doi.org/10.11594/jk6em.04.04.03>

Julfan, I., & Haifaturrahmah. (2025). Dampak Penggunaan Gadget terhadap Konsentrasi Belajar Siswa The Impact of Gadget Use on Students' Learning Concentration. *Action Research Journal Indonesia*, 7(4), 3310–3326.

Lee, E. J., & Kim, H. S. (2021). Effect of maternal factors on problematic smartphone use among elementary school children. *International Journal of Environmental Research and Public Health*, 18(17). <https://doi.org/10.3390/ijerph18179182>

Macabangon, L. M. S., Gilbert, P., & Jr, C. M. (2024). Parental Perceptions on Elementary Graders' Screen Time Towards the Development of Eduparental Engagement Model to Mitigate Gadget Overexposure: A Multiple Regression Analysis. 4(2), 1–30.

Masfufah, & Darmawan. (2023). The Role of Parents in Preventing Bullying in Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 6209–6214.  
<https://doi.org/10.31004/obsesi.v7i5.5214>

Megawati. (2024). PERAN GURU DAN ORANG TUA DALAM MENGATASI DAMPAK NEGATIF PENGGUNAAN GADGET PADA RA UMDI UJUNG LARE KOTA PAREPARE. *Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)*, 5(1), 70–80.

Melati, P., & Anesty Mashudi, E. (2021). Pengaruh Penggunaan Gawai Terhadap Perkembangan Bahasa Anak Usia 4–6 Tahun. *Al-Abyadh*, 4(2), 89–94.  
<https://doi.org/10.46781/al-abyadh.v4i2.361>

Nasution. (2024). PERAN ORANG TUA DALAM MENGATASI DAMPAK NEGATIF PENGGUNAAN GADGET TERHADAP ANAK PADA BIDANG AKADEMIK DI DESA SIBUHUAN JULU KECAMATAN BARUMUN KABUPATEN PADANG LAWAS (Vol. 2).

Nopiyanti, H. R. (2021). Keterlibatan Orang Tua dalam Pendidikan Anak pada Kelompok Bermain Mona Kelurahan Kenten. *Journal of Nonformal Education and Community Empowerment*, 5(1), 1–8. <https://doi.org/10.15294/pls.v5i1.46635>

Nurafiah, S., Rokmanah, S., & Syachruroji, S. (2023). Pengaruh Penggunaan Gadget Terhadap Hasil Belajar Anak Sekolah Dasar. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 14(2), 13. <https://doi.org/10.36841/pgsdunars.v14i2.3900>

Nurhati. (2024). Pengaruh Penggunaan Gawai terhadap Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 8(1), 466–467. <https://journal.uui.ac.id/ajie/article/view/971>

- Pitri, L., Adrias, A., & Zulkarmaini, A. P. (2025). Analisis Strategi Pendampingan Orang Tua terhadap Penggunaan Gadget pada Siswa Kelas 1 Sekolah Dasar. *JUDIkdAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 4(3), 146–159. <https://doi.org/10.51574/judikdas.v4i3.2934>
- Prastya et al. (2022). Peran orang tua perantau dalam mencegah kecanduan gadget pada siswa SDN 2 Kalikuning Pacitan. 1–14.
- Rofiq, M., Umar, A., Ardini, M. D., & Husen, M. H. (2026). Teacher–Parent Collaboration in Addressing Smartphone Dependency among Madrasah Ibtidaiyah Students: Academic and Socio-Emotional Implications. 6(1), 113–126.
- Salbiah, S., Amelia, R., & Pangestu, R. A. (2023). Penyuluhan Dampak Penggunaan Gadget Pada Anak Di Desa Jambuluwuk Kecamatan Ciawi. *Educivilia: Jurnal Pengabdian Pada Masyarakat*, 4(1), 13–21. <https://doi.org/10.30997/ejpm.v4i1.6579>
- Salianty, S., Aulia Tazkia Kariim, Dede Dhiyaul Auliyah, Iklima, Miftah Fadhilah Rahmah, Nazwa Putri Rieuwpassa, Nur Aliza, & Siti Nurmania Najwa. (2024). Analisis Implementasi Program Pelibatan Orangtua di Taman Kanak-Kanak Berdasarkan Epstein Model of Parental Involvement. *Asghar: Journal of Children Studies*, 4(2), 94–103. <https://doi.org/10.28918/asghar.v4i2.8770>
- Salsabila, A. D., Ramadhani, H. T., & Marwah, T. (2025). ANALISIS DAMPAK PENGGUNAAN GAWAI TERHADAP KEMAMPUAN INTERAKSI SOSIAL SISWA SEKOLAH DASAR. 05(02), 896–907.
- Stevanus, I., & Anindyta, P. (2022). Peran Digital Parenting Terhadap Penggunaan Gawai Anak SD. *Publikasi Pendidikan*, 12(1), 7. <https://doi.org/10.26858/publikan.v12i1.25494>
- Suprihandari, M. D., Purnomo, T., & Yustika, S. (2025). Sosialisasi Digitalisasi Pendidikan untuk Guru dan Orang Tua: Optimalisasi Platform Pembelajaran Daring di Sekolah Dasar. *Jurnal Ekonomi, Pendidikan Dan Pengabdian Masyarakat*, 2(2), 55–59. <https://doi.org/10.63200/jependimas.v2i2.45>
- Yusuf, R. (2023). *Dampak Gadget Terhadap Pergeseran Pola Asuh Orang Tua Perspektif Hukum Islam* (Skripsi). <http://repository.metrouniv.ac.id/id/eprint/8586/%0Ahttp://repository.metrouniv.ac.id/id/eprint/8586/1/SKRIPSI%20RADEN%20YUSUF%20-%201602030062%20-%20AHS.pdf>