Case Study: Parenting Use of Digital Technology in Preschool Children by Middle-Class Digital Immigrant Parents

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Abstract

This study explores parents' knowledge of digital technology among the digital immigrant generation, who often face difficulties in utilizing technology, parenting practices for preschool children, and associated challenges. It employs qualitative research through a case study method, conducting interviews with parents born before 1981, having children aged 0-6 years, and falling within the lower-middle-class income bracket. This research was conducted from May to June 2023 in Bandung. From the five informants, it was evident that they possessed various digital devices, including smartphones, televisions, computers, and laptops with internet connections. Despite not growing up with digital technology, these parents utilize smartphones to enhance their children's motor and language development, often through educational videos or entertainment, such as games. Nonetheless, they face challenges and risks, such as children becoming overly reliant on technology and reducing their direct social interaction. In the current digital age, parents play a crucial role in ensuring appropriate and safe digital technology usage for preschool-aged children whose cognitive and functional abilities are still developing. Consequently, these findings emphasize the need for parents to exercise careful supervision of the content accessed by their children, potentially by implementing special rules or restrictions on screen time.

Keywords: digital immigrants, parenting, preschool children

Abstrak

Penelitian ini mengeksplorasi pengetahuan orang tua tentang teknologi digital di kalangan generasi imigran digital, yang sering menghadapi kesulitan dalam memanfaatkan teknologi, praktik pengasuhan anak prasekolah, dan tantangan terkait. Penelitian ini menggunakan penelitian kualitatif melalui metode studi kasus, melakukan wawancara dengan orang tua yang lahir sebelum tahun 1981, memiliki anak berusia 0-6 tahun, dan termasuk dalam kelompok pendapatan kelas menengah ke bawah. Penelitian terjadi pada bulan Mei-Juni 2023 di Bandung. Dari kelima informan tersebut, terlihat bahwa mereka memiliki berbagai perangkat digital, antara lain telepon pintar, televisi, komputer, dan laptop yang terkoneksi internet. Meski tidak tumbuh dengan teknologi digital, para orang tua ini memanfaatkan ponsel pintar untuk meningkatkan perkembangan motorik dan bahasa anak mereka, seringkali melalui video pendidikan atau hiburan seperti permainan. Selain itu, mereka menghadapi tantangan dan risiko, misalnya anak-anak menjadi terlalu bergantung pada teknologi, sehingga mengurangi interaksi sosial langsung. Di era digital saat ini, orang tua memainkan peran penting dalam memastikan penggunaan teknologi digital yang tepat dan aman bagi anak usia prasekolah, yang kemampuan kognitif dan fungsionalnya masih berkembang. Oleh karena itu, temuan ini menekankan perlunya orang tua untuk melakukan pengawasan yang cermat terhadap konten yang diakses oleh anak-anak mereka, mungkin melalui penerapan aturan khusus atau pembatasan waktu penggunaan perangkat.

Kata kunci: anak prasekolah, imigran digital, pengasuhan

Introduction

Advances in digital technology have significantly influenced family life. Technology, especially Internet-based, is now a daily necessity for life, social, educational, economic, entertainment, and other needs. In addition to the positive impacts of utilizing technology, there are also negative impacts on the growth and development of family children. Even so, parents rely more on digital technology as a learning and entertainment medium for children. Many parents then compete to provide access to digital technology to their children, not even a few who provide direct digital technology, such as smartphones, that their children directly hold. This is different from when parents still allow their children to play outside the house with friends in their environment. In Indonesia, children are facilitated by traditional games to be played with other children. With these changes, the role of parents in educating their children is experiencing differences in the current digital era (Aslan, 2019).

However, most parents have difficulty adapting to technology, especially parents born long before digitalization. These parents, born before the 1980s, were called digital immigrants. Digital immigrants learn to use technology at some stage during their adult lives (Wang et al., 2013). Parents of the digital immigrant generation often face difficulties in utilizing technology, such as accompanying children in the learning process (Sukmawati et al., 2022). Some parents often experience problems operating gadgets because they are still not technologically literate(Wardani & Ayriza, 2020).

Unlike the digital native generation, they were born after the 1980s. These young people were born in the digital era and are more accustomed to using digital technology (Wang et al., 2013). For example, if the digital native generation buys a new device, it is more adaptable and can be used immediately. Simultaneously, digital immigrants need guidance and instructions by asking other people who understand better or through manuals to operate these devices (Rastati, 2018). The generation of digital immigrants prefers reading in print rather than digitally.

Most digital natives are tech-savvy because they are born around technology. By contrast, digital immigrants are people who are not as naturally comfortable with technology as digital natives who grew up with it (Zur & Zur, 2011). The existence of these conditions causes children to grow up by socializing and living a different life from their parents; they, as digital natives, grow in the presence of technology. Many of these technologies allow users to communicate quickly and access various information from almost any location in the world by simply pressing a button on their gadget. Unlike parents in the digital immigrant generation, these parents grew up in a less technologically advanced environment. Technology products, such as digital computers and mobile phones, are capable of processing information instantly, after which a generation of digital natives has grown to be able to work and play at this fast pace. This contrasts with the generation of digital immigrants, who develop their minds to receive digital learning information at a slower pace (Autry & Berge, 2011).

Parents who are less familiar with technology face obstacles in supervising and controlling their children's use of digital devices. The gap between the two digital generations has become controversial. What makes the situation worse is the tendency of several generations of digital immigrants to grumble, complain about, and threaten the use of technology. Such parental attitudes and threats are more likely to widen the distance between parents and children, reduce effective communication, and push children to more "fun" digital activities, away from negative parental nagging (Zur & Zur,

2011). Ignoring technology is the main factor that makes it difficult for parents to understand the dangers of inappropriate use of technology.

Digital technology has a significant influence on human life, especially on the development of children. Childhood is a golden age in which children learn everything they do not know (Mayenti & Sunita, 2018). Efforts or interventions must be made by parents, regardless of their literacy in technology, because if they give too many children to use digital technology with their gadgets without providing supervision, it will cause negative consequences (Heni & Mujahid, 2018). In preschool-aged children, starting at the age of 0 to 6 years, they need good care from their parents because, at that age, they depend on the values that belong to the family, especially to their parents (Mulqiah et al., 2017). With the condition of children born into this digital technology era, smartphones, televisions, computers, or tablets have become everyday friends.

The form of technology that is currently in great demand by many people, ranging from adults and teenagers to early childhood, is gadgets. One in three children started using a smartphone at three years of age, and one in ten children enjoyed gadgets at a younger age of two years (Zaini & Soenarto, 2019). This condition is worrying because at that age, children are still unstable and have a high sense of curiosity, and it will affect the increasingly consumptive nature of children when using gadgets (Vitrianingsih et al., 2019). Parents play a crucial role in caring for and educating children at an early age. Parents play an important role in fostering and supporting the development of maturity and preschoolers' decisions about using digital technology and in protecting them from potential harm due to excessive use of technology (Nashiruddin et al., 2023).

Parents in the practice of using digital technology for preschool children must understand what parenting style is most suitable for their families so that their children not only participate in the digital age but also develop it (Milovidov, 2020). Therefore, parents need to ensure that they act as digital guardians, understand and use privacy settings on social media accounts, understand and monitor their children's digital footprint and identity, and provide appropriate boundaries for them.

Previous studies have found that parents play an important role in encouraging the appropriate and safe use of digital technology because preschoolers' cognitive and functional abilities are still developing Wu et al. (2014). This research was conducted in Hong Kong involving 202 parents of preschool children aged 3-6 years old in a kindergarten. Similar research was conducted in Indonesia, namely, the role of parenting styles and the use of gadgets on the social interaction of preschoolers, which shows that parenting styles and the use of gadgets together play a role in the social interactions of preschoolers (Viandari & Susilawati, 2019). This research focuses on the social interactions of parenting parents with their children using gadgets.

Most previous research conducted in the context of the use of digital technology in the education of preschool-aged children has focused more on use by parents of the digital native generation. Meanwhile, this research deliberately highlights the experiences of parents of the digital immigrant generation born before the digital era in understanding and integrating digital technology in caring for preschool-age children. This research is necessary because the differences in background and technological literacy between these two groups can produce unique dynamics in the use of technology in early childhood education. In addition, previous research has tended to consider something other than economic factors in parental decision-making regarding the use of digital technology in preschool children's education.

The lower middle class is studied because, based on this context, economic literacy is an interesting determining factor, given the gaps related to aspects of knowledge (Hasan et al., 2021). In addition, indicators of low parental understanding of digital technology in the context of parenting, namely basic mastery (e.g., understanding the use of existing applications and features); second, the application of time limits on the use of technology for children and the application of content limits according to the age of the child; third, the ability to receive information about digital technology; and fourth, the adjustment of needs according to the stage of child development in utilizing digital technology (Vaiopoulou et al., 2021; Wu et al., 2014). Therefore, these indicators became an aspect of the writer's selection of research informants. This research aims to explore digital immigrant generation parents' knowledge of digital technology in early childhood education and to identify children's behavioral problems related to digital technology. The novelty value is the focus of research subjects on the digital immigrant generation because most parents' understanding of technology still needs to improve in that generation.

Methods

Participant

The research design was qualitative research using a case study approach. Qualitative research is a type of research that explores and provides in-depth insights into real-world problems (Tetnowski, 2015). Qualitative research aims to understand the context and experiences of parents in using digital technology to parent preschool children. Case studies examine specific phenomena arising from certain entities (Heale & Twycross, 2018). The case study approach allows researchers to study specific individual or group cases in detail, in this case, the parents of the digital immigrant generation in the middle to lower economic class.

This research was conducted in Bandung from May to July 2023. The purposive sampling technique was used because it focuses on certain characteristics of the population of interest, making it possible to answer the research questions (Rai & Thapa, 2015). In this case, the informants whose characteristics are parents born before 1981 have children aged 0-6, and belong to the lower middle-class income category. Pusdiklat Pajak (2015) states that the lower middle class of Indonesia has an income between IDR 2,600,000 and IDR 6,000,000. Five participants were included in the study.

Measurement

The technique used to collect data in this study was semi-structured interviews using interview guidelines as an interview instrument. The researcher's goal in using semi-structured interviews is to better understand the participants' unique perspectives than a general understanding of a phenomenon (McGrath et al., 2019). The interview process began with an explanation and approval of the informants involved in the research. After obtaining consent from the participants, the interview process was conducted at the time they agreed with the informant. The interviews between the researcher and the informant were conducted face-to-face.

The research instruments used for parenting using digital technology in preschool-age children include activities using digital technology, digital game content, parenting approaches, parental knowledge of digital technology, and behavioral problems in using digital technology (Vaiopoulou et al., 2021; Wu et al., 2014). The questions in this study

were formulated by researchers based on the parents' knowledge of digital technology, parent and child technology use activities, and behavioral problems in using digital technology.

Analysis

The data analysis technique used was a qualitative data analysis technique through three paths: data reduction, data presentation, and drawing conclusions(Miles, 1992). Data reduction is a process of sorting, focusing on simplification, and transforming harsh words that emerge from written notes in the field, in this case, during the interview process with informants. Data reduction is a form of analysis that classifies, sharpens, and organizes data in order to draw conclusions (Agusta, 2003). Meanwhile, data presentation is an activity in which a set of information has been compiled, thus providing the possibility of drawing conclusions and taking action decisions (Agusta, 2003).

Findings

Respondent Characteristics

The informants in this study were five (5) parents born before 1981, including people who belong to the lower-middle-income category and have children aged 0-6 years. SN, a 53-year-old mother, has a five-year-old daughter; IV, a 50-year-old mother, has a four-year-old son; IW, a 47-year-old father, has a three-year-old son; AR, a 56-year-old father, has an eight-month-old son; CU 45-year-old father has a six-year-old son. In this study, the researchers revealed the demographic information of the informants. There were three themes: (1) parents' knowledge of digital technology, (2) activities using digital technology, and (3) behavioral problems in the use of digital technology.

Informants were productive parents aged 45-56 years with preschool-aged children, namely 0-6 years. Pseudonyms were used to protect the informants' identities. As shown in Table 1, of the five informants, three were fathers (informant IW, informant AR, and informant CU), and two were mothers (informant SN and informant IV). All informants' children were the youngest in their families.

Table 1. Respondent Characteristic

Variable	SN	IV	IW	AR	CU
Child Characteristics					
Gender	Female	Female	Male	Male	Male
Age	Five years, ten months	Four years, two months	Four years	Eight months	Six years
Number of other children living in the same house	3	2	2	2	2
Characteristics of Parent Informants					
Relationship with children	Mother	Mother	Father	Father	Father
Age	53 years	50 years	47 years	56 years	45 years
Education	Diploma III	Senior High School	Senior High School	Diploma IV	Senior High School
Job	Self-employed	Housewife	Laborer	Self-employed	Laborer
Family income in one month	IDR 6,000,000	IDR 4,000,000	IDR 2,650,000	IDR 5,000,000	IDR 3,500,000

Informants whose backgrounds were more than equivalent to high school graduates (SN informants and CU informants) had higher incomes than informants who only graduated from high school (informants IV, IW informants, and CU informants), while informants IV were housewives supported by their husbands who had a job as an entrepreneur.

It can then be seen in Table 2 that only SN and AR informants have computers in their homes. A computer was used for the work needs. The computer owned by the informant SN was placed in the living room, whereas the informant AR placed his computer in the living room. All informants had one television at home and more than two smartphones owned by adult family members. As for Internet access at home, informants SN, IV, and AR have Wi-Fi-type wireless Internet access. IW informants and CU informants used wireless Internet access as a data package purchased from an Internet card on a smartphone owned by the informant.

Table 2. Characteristics of the informant's home environment

Characteristics of the Informant's Home Environment	SN	IV	IW	AR	CU
Number of computers or laptops owned	1	0	0	1	0
Computer location	Family room	-	-	Living room	-
Numbers of television	1	1	1	1	1
Television location	Family room	Family room	Family room	Living room	Living room
Number of smartphone ownership	4	3	4	3	3
Internet access	Internet without cable (Wi-Fi)	Internet without cable (Wi-Fi)	Internet without cable (data package)	Internet without cable (Wi-Fi)	Internet without cable (data package)

Parental Knowledge of Digital Technology

Digital technologies affect almost every aspect of work, education, communication, entertainment, and lifestyles. Several informants had problems using it because it was often difficult to understand how digital technology worked. For example, it took longer to understand how to use the application, particularly if the features were complex. Moreover, with the policy of limiting activities outside the home due to COVID-19 in 2019-2021, all activities are limited, and everyone uses digital technology, so they do not stop their various activities. Some parents who do not understand ask for assistance from people around them, such as their teenage children, to get information and knowledge and to teach their children who are still preschool-age how to use applications in the learning process.

In the interview, SN, a 53-year-old mother, admitted to having limited digital technology skills, especially with smartphones. She primarily used her smartphone for communication and entertainment, such as watching videos. During the COVID-19 pandemic, her child's preschool recommended using digital tools, such as Google Meet and YouTube, for remote learning. SN initially did not know Google Meet and struggled to operate her computer. Fortunately, her teenage son, who was more tech-savvy, helped

her navigate these digital tools. This reliance on her son highlights the generational gap in digital proficiency and the importance of intergenerational support in adapting to and using technology for educational purposes.

> *"My ability to utilize digital technology such as smartphones is very limited. Sometimes I have difficulty adapting to understanding using a smartphone. I only use my smartphone for communication or entertainment purposes, such as watching videos. During COVID-19 yesterday, my child was following the learning process at PAUD, but because there were restrictions on activities outside the home, teachers from PAUD recommended learning through applications such as Google Meet and YouTube. At first, I didn't know what Google Meet was, and I wasn't good at operating the computer at home either. Luckily, I have my teenage son. He understands how to use the Google Meet application and operate the computer because it belongs to him, so I asked my teenage son for help" (SN, Mother, 53 years)*

IW, a 47-year-old father, reflects on his upbringing in a rural village where few people have smartphones because of affordability. He contrasts his current city life, where digital technology is prevalent.

> *"I grew up in the village from a young age. When I was little, I lived in a village where only a few people had smartphones; only they could afford them. Now I live in the city and times have changed. Everyone is almost dependent on digital technology. My wife and I feel slow and overwhelmed trying to understand how to use a smartphone, especially since sometimes some applications use English. Finally, with all the limitations that I have, I often ask my adult children for help to help me how to use a cell phone with the applications in it. But because my adult child isn't always at home, I have to be able to master how to use a cell phone under makeshift conditions." (IW, Father, 47 years)*

All informants also realized that their digital technology, such as smartphones or computers, could be a media that had a positive impact, such as providing education for children. The informants also realized many negative impacts from the inappropriate use of digital technology.

> *"If you look at the news on television, many children are addicted to using smartphones. Children cannot be separated from smartphones or computers to play games. There are even those who have the courage to access adult content, such as porn videos, that's dangerous. Therefore, I am always careful in providing children access to digital technology. I prioritize more on educational things such as videos learning to read, count, and others for my child's development." (AR, Father, 56 years)*

Activities of Using Digital Technology
Parents – children in digital technology activities

As a housewife, IV spent time with her child watching television. Watched films are usually entertainment films, especially for children, such as cartoons.

> *"When I have free time, not doing household chores such as washing clothes, mopping, and so on, I spend time watching cartoons on television with my child because if my child likes cartoons, when I have watched*

cartoons, my child is calm and like. Usually the cartoon shows on television at 7 am – 10 am. But if there are no cartoons on television, I use my smartphone to access cartoon videos on YouTube." (IV, Mother, 50 years)

Digital technology is used to meet the learning needs of the SN in learning activities with their children. SN maximized the availability of the Internet with various sources of knowledge and information so that his children could read and count.

"Internet access at home provides many conveniences for me. I always access YouTube to open an educational channel to help me teach my child to recognize and read letters and numbers. But apart from that, there are also videos containing songs and fairy tales that can make my child even more fluent in speaking." (SN, Mother, 53 years)

Children in Digital Technology Activities

Parents who both have to work have little free time to spend with their children. Therefore, according to the CU, children are sometimes given access to digital technology, namely smartphones, without direct assistance.

"I have to work every morning until evening. Then, there is a shop at home, and my wife is the caretaker. If there are many buyers, my wife has to serve them, so sometimes my child is given a smartphone to use to watch videos on YouTube. But that didn't last long because my wife also had to use the smartphone for her needs." (CU, Father, 45 years)

While AR allows the use of digital technology by utilizing smartphones to improve the motoric and language aspects of their children, there are special rules that apply.

"I give children access to play smartphones, but before playing them my children have to draw, read books, or learn to read iqro. My child on a smartphone is only allowed to access entertainment videos such as cartoons or educational videos on YouTube such as learning to count, telling stories, and so on. I also forbade my child to play games. Besides that, my child also watches television." (AR, Father, 56 years)

Frequency of Digital Technology Use by Children

Not all parents have certain regulatory boundaries regarding the use of digital technology. However, SN made this rule so that children would not be addicted to digital technology such as smartphones.

"I only give my child a time limit for using a smartphone every day, a maximum of 3 hours every day." (SN, Mother, 53 years)

Meanwhile, IW and AR require specific rules, especially regarding the use of digital technology for their children.

"There are no specific rules regarding the time limit for my child to use digital technology. But that doesn't mean you're free to use it all the time, only when my wife and I aren't using the smartphone. I also rely on internet data packages that have usage limits." (IW, Father, 47 years)

"I don't have specific rules for regulating hours of digital technology use by children when using smartphones. My child usually uses a smartphone to

watch cartoons and play games, so he feels entertained by this. But there are limits to the use of limited internet quota" (CU, Father, 45 years old)

Problems of Children's Behavior in the Use of Digital Technology

The use of digital technology in children who are not given special rules, especially regarding the limits of its use, causes various behavioral problems that arise in children.

"My child had trouble sleeping, I think, because he is usually given a smartphone to watch children's cartoons or videos after Maghrib. After that, he goes to sleep at 9 pm. But this has been overcome by limiting the time for giving smartphones" (IV, Mother, 50 years)

CU informants experienced situations in which their children showed changing behavior because they used too much digital technology.

"Sometimes it becomes difficult for my child to be asked to pray (worship). Even to be ordered to recite the Koran, I have to be given threats like the smartphone will not be given again." (CU, Father, 45 years)

Excessive use of digital technology can also affect interpersonal relationships between parents and children.

"I find it frustrating when my child is always glued to digital devices. When I come home from work, the child is focused on his smartphone, I feel annoyed. But if it is not given it will rage and cry" (IW, Father, 47 years)

Discussion

Digital technology provides humans with various types of facilities to perform various jobs, including being a medium that can facilitate family communication (Prasanti, 2016). Communication between children and parents is important in forming a child's personality by instilling values during development (Najmudin et al., 2023). However, the parents of the digital immigrant generation who were born in 1981 or aged 45 to 60 years and over grew up before the digital era. Parents of digital immigrants face challenges in adapting to fast technological changes (Yuliandri, 2023). Moreover, their role as parents bears heavy responsibility because they must provide care for their children using digital technology. All informants are parents with lower middle-class incomes, whereas parents from this group face other challenges in accessing digital technology devices due to cost constraints. Parents with a high economic level will not hesitate to spend money to access information by paying for Internet packages and all other needs, but parents who have a lower economic level tend to have many considerations so that stimulation through the facilities that children get is not optimal (Bening & Ichsan, 2022). However, parents who are in a low economic situation, if their knowledge and insight are high, will always make every effort toward the growth and development of their children.

Parents of the digital immigrant generation often feel that it is difficult to accept a new invention or technology (Apidana et al., 2020). The SN informant described the difficulty of adapting to a smartphone, especially in communication applications that can

be used in learning activities such as Google Meet. The online learning process using Google Meet or Zoom Meeting applications can even be less effective because of parents' unpreparedness to guide their children in learning this online way (Arga et al., 2020). COVID-19, which limited various activities and made all family members stay at home, was the starting point for the increased use of digital technology in various aspects of life. Parents should use digital technology to help their children develop their interests, talents, and the potential to develop simple life skills from technology (Kurniati et al., 2020).

There were difficulties for informant IW, who had been raised in the village since childhood. A digital gap arises in society owing to the uneven development of digital technology in Indonesia. Rural communities often experience this problem because they are often left behind to feel the impact of information and communication technology (ICT) infrastructure development compared to urban communities (Oktavianoor et al., 2020).

Despite these difficulties, all informants shared the view that digital technology had a positive impact on helping them educate children. Digital technology is now embedded in society, and most of the studies reviewed have revealed that digital technology positively affects children's performance across developmental domains (Hsin et al., 2014). Digital technology also facilitates access to various types of information that can be accessed anytime, anywhere (Putri, 2018). Parents play a big role in that the use of digital technology is not misused by their children because, behind the various positive impacts of using digital technology for childcare, there are many negative impacts, such as decreased cognitive development, children becoming lazy, limited physical activity needed for child development, problems of pornography, violence, or the cultivation of negative values (Alia & Irwansyah, 2018). Referring to the reality of the current generation, which is very close to the world of technology, parents must be able to adopt an educational approach to their children's conditions in the current era (Wahyudi, 2019).

Informant IV utilizes television for entertainment while spending time with his child. Television is a cheap entertainment medium that can quickly be accessed anywhere (Artha, 2016). Parents play a role in choosing, assisting, supervising, and explaining the television shows they watch. As a housewife who does not work, IV spends much time at home, so there are no time constraints between the mother and child. A mother needs to openly explain the good and bad of a show, such as television, that children consume and make concrete efforts in the family environment so that children have knowledge in dealing with the media and that children are not affected by the negative effects of this viewing (Thadi, 2017). Informant IV spent time watching cartoons with his child as entertainment. In addition to entertainment, television can also develop aspects of early childhood development. Television does not always have a negative impact; if it is used wisely by choosing excellent and educational shows, it will positively impact children's growth and development (Rohani, 2015). Television can also improve aspects of early childhood development, including language and motor skills (Ernabudiarti & Hesrawati, 2023; Rohani, 2015).

The Internet is one of the effects of the development of digital technology in society. The Internet helps parents access various learning resources and information that will improve their standard of living through education (Sasmita, 2020). One of the benefits of the Internet is that anyone can access learning videos that can be found on video-sharing websites such as YouTube. With interesting animations, learning videos make it easier for children to understand the content of the material (Kurniawati, 2021).

One of the informants who worked, namely, a CU informant, had little time to spend with his child. His wife also had to look after the shop at his house. This means that busy working parents may have limited time to interact with and give full attention to their children. Digital technology, such as smartphones, can solve communication problems owing to time and distance limitations (Prabandari & Rahmiaji, 2019). However, parental supervision of smartphone use must be considered because if parents do not have good control, it will reduce the proportion of direct communication in the daily lives of parents and children (Dini, 2022).

There are many cases and stories from mothers in which children who are given smartphones are delighted when they get smartphones from their parents to access YouTube or online games (Harahap & Adeni, 2021). To prevent this, the informant SN provides certain limitations by supervising children using their smartphones by only allowing access to entertainment or educational videos. The limits given by SN informants include social control or parental control. Social control is repressive and preventive in the form of prohibitions, rules, advice, directions, and sanctions when children make mistakes (Wahyudi, 2020). These efforts are carried out as prevention and anticipation by parents so that they can control their children's excessive smartphone use.

The results showed that out of the 33 sample respondents who were preschool-aged children, 24 (72.7%) were smartphone users who frequently used their gadgets (Heni & Mujahid, 2018). the remaining nine children rarely used smartphones (27.3%). The results of other studies also show that the frequency of using gadgets in preschool-aged children spreads from 0.04 to 8 h/day with an average duration of 1.8 hours per day in one day (Rahmawati & Latifah, 2020). This is because of the rapid development of technology, so children are familiar with the increasingly sophisticated world of technology. Moreover, there are various features in the technology offered that raise children's interest even more.

Behavioral problems that arise from the use of digital technology are children's growth and difficulty in speaking clearly because they play too many online games or cartoons where there is no verbal communication; children's growth and development are not optimal because children sit too long playing gadgets, become more aggressive, experience decreased concentration in learning, and experience addiction (Nahriyah, 2017). This negative impact can cause parents to become angry about their child's behavior, as one study found that a mother was distraught because her 5-year-old child was very fond of playing with her mother's gadgets, even at the age of 3 (Junida, 2019). CU informants even feel that when their children become too lazy to worship, this is because of the influence of smartphones, which can cause a feeling of laziness because they are too enthusiastic to relax and enjoy things on their smartphones (Mico, 2022).

Many parents do not know the harmful effects of using digital technology, such as smartphones, on children's behavioral patterns in their daily lives. Many parents use smartphones as a shortcut for their children (Ariston & Frahasini, 2018). Parents use the smartphone as a soother when their child is crying. Parents should avoid this because they should be there for their children, take a holistic approach to them, and be aware of the parents so that negative impacts do not occur. Moreover, in today's increasingly sophisticated era, parents play an important role in using digital technology appropriately and safely for preschool-aged children because preschoolers' cognitive and functional abilities are still in the developmental stage (Mansur, 2019).

There are still limitations to this research owing to several factors. First, this research primarily focuses on parents of the digital immigrant generation, specifically

those born before 1981. Future research could broaden its scope to include parents of the digitally native generation born after 1981 to identify potential differences and similarities in their technological practices and knowledge. Second, this research is limited to parents with lower-middle-class income. These limitations limit the generalizability of these findings to parents from different economic backgrounds, who may face different challenges in accessing digital technologies. Third, the digital divide in Indonesian society poses challenges, especially for parents who grow up in rural areas, where ICT infrastructure development still lags behind urban areas.

Conclusion and Recommendation

Conclusion

The generation of digital immigrants consisted of parents born long before the digital era. However, not all digital immigrants have limited knowledge of the applications and services provided by digital technology. Parents with a lower economic level tend to have many considerations; therefore, stimulation through children's educational facilities from digital technology is not optimal. However, parents in low economic situations with high knowledge and insight always make better efforts to grow and develop their children. In the practice of using digital technology in parenting, there are several variations of different needs; some use it as a medium for education and entertainment, and some use it because they want to make children calm when they cry. Child behavior problems arise due to excessive use of technology, such as children becoming too lazy to worship, addiction, and difficulty sleeping. These findings imply that parents must be more careful in supervising the content accessed by their children by making special rules or limiting usage time. In addition, parents must increase their knowledge of digital technology.

Recommendation

Future researchers should consider extending this study beyond the parents of the digital immigrant generation to encompass parents of the digital native generation. This exploration would yield valuable insights into these two parental groups' different practices and technological knowledge. Additionally, researchers can focus on developing and testing parenting interventions and programs emphasizing the responsible and effective use of digital technology in preschoolers' lives. Such studies hold the potential to offer practical guidance for parents seeking to positively harness technology for their children's development.

The government and relevant agencies are encouraged to implement policies to enhance educational campaigns for parents regarding the judicious utilization of digital technology in childcare. Academic institutions have the opportunity to collaborate in empowerment programs, including training and support initiatives, to assist parents in navigating the use of digital technology in childcare. By fostering such partnerships, students and faculty members can contribute to enhancing parental digital literacy and effective parenting practices.

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