

Parent-Child Communication Patterns in Digital Parenting Based on Islamic Religious Education

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Abstract

The development of digital technology has brought significant changes in family communication patterns, particularly between parents and children, which have impacted the process of Islamic religious education within the family. This study aims to analyze parent-child communication patterns in the digital parenting era and examine the role of family communication in fostering harmonious Islamic religious education. This study uses a qualitative approach with a literature study. Data were obtained through documentation studies from journals, books, and various relevant scientific sources, then analyzed using content analysis and qualitative descriptive techniques. The results show that the development of digital technology affects the quality of family communication, particularly the reduction in face-to-face interaction and emotional closeness between parents and children. In these conditions, digital parenting becomes an important approach that positions parents as guides, supervisors, and role models in the use of technology. Furthermore, open, compassionate communication based on Islamic values has been proven to strengthen the internalization of religious values and create family harmony. This study contributes to the development of Islamic Religious Education studies by integrating the concepts of family communication, digital parenting, and Islamic values as a relevant communication model in the digital era.

Keywords: *Communication Patterns; Digital Parenting; Islamic Religious Education*

A. Introduction

The development of digital technology in recent years has brought significant changes to family life, including communication patterns between parents and children. Children today live in an environment closely connected to gadgets, the internet, and social media, thus changing the way they interact and learn. In the context of Islamic Religious Education, this presents a unique challenge because the process of instilling religious values is not solely dependent on formal educational institutions but is also heavily influenced by the family environment. Therefore, communication between parents and

children is a crucial aspect in shaping children's character and religiosity in the digital era (Rochmawan et al., 2024).

However, technological advancements don't always have a positive impact on family relationships. Many children interact more frequently with the digital world than with their parents, resulting in a decline in face-to-face communication. This leads to a decrease in emotional closeness within families, with children even tending to be more open on social media than with their own parents. This phenomenon demonstrates a significant shift in family communication patterns in the digital era, which, if not managed properly, can impact children's social and personality development (Rindiani et al., 2024).

In line with these developments, studies on parenting in the digital era show that parents' role is no longer limited to supervisors, but also as educators and role models in the use of technology. Parents are required to possess digital literacy skills to guide their children in using technology wisely. Furthermore, effective, open, and compassionate communication is key to building harmonious family relationships. From an Islamic perspective, communication within the family serves not only as a means of conveying information but also as a medium for instilling moral values, compassion, and responsibility, thus creating a family that is *sakinah*, *mawaddah*, and *rahmah* (Kamila et al., 2025).

However, there remains a gap between the ideal concept and the reality on the ground. Based on initial observations conducted by researchers in educational settings, it was found that most children spend more time using gadgets than interacting with their families. Simple interviews with several parents also indicated that they experience difficulties in controlling their children's technology use, primarily due to limited knowledge and time. This condition is reinforced by research findings that indicate that many parents lack adequate digital literacy, resulting in suboptimal supervision of their children, which has resulted in increased uncontrolled technology use (Rochmawan et al., 2024).

Furthermore, studies in recent years have shown that research on family communication in the digital era has focused more on the impact of technology use on family social interactions, digital parenting patterns, and parental supervision of children's gadget use. Other studies have also begun to link digital parenting with religious values, particularly from an Islamic perspective. However, most of this research still addresses the aspects of family communication, digital parenting, and Islamic religious education separately. Previous research tends to emphasize technology supervision or the

psychological impact of gadget use, while studies specifically integrating parent-child communication patterns with a digital parenting approach based on Islamic religious education values are still relatively limited. Thus, there is still room for further research, particularly regarding Islamic family communication models relevant to the challenges of the digital era.

Based on these conditions, this study seeks to fill the research gap by offering an integrative approach between family communication patterns, digital parenting, and Islamic Religious Education within a single, cohesive framework. The novelty of this research lies in its attempt to formulate a parent-child communication pattern that is not only oriented towards monitoring technology use, but also towards fostering Islamic values through open, compassionate, and role-modeled communication. Unlike previous studies that have focused more on technological aspects or parenting patterns in general, this study positions Islamic communication as the primary foundation for building family harmony and Islamic religious education in the digital era. Therefore, this research is expected to provide theoretical and practical contributions to the development of family-based Islamic Religious Education studies amidst the development of digital technology.

B. Method

This study employed a qualitative approach with library research through a narrative literature review (Creswell & Poth, 2018; Snyder, 2019). The study focused on examining various literature related to parent-child communication patterns, digital parenting, and Islamic Religious Education in the digital era. Relevant publications were identified through searches in Google Scholar and other academic databases using keywords such as “family communication,” “parent-child communication,” “digital parenting,” “Islamic parenting,” and “Islamic Religious Education.” The literature search was limited to publications published between 2022 and 2026 to ensure the relevance and currency of the data. Sources that were not relevant to the research focus were excluded from the review.

A total of 34 publications were initially identified. After screening based on relevance to the research focus, publication period, and accessibility of full texts, 26 publications were selected for in-depth analysis. The selected sources consisted primarily of peer-reviewed journal articles, supported by academic books, conference proceedings, and other scholarly documents discussing family

communication, digital parenting, and Islamic education in contemporary contexts.

Data collection techniques were conducted through documentation studies by identifying, reading, and categorizing various literature sources according to the research theme. The data obtained were then analyzed using content analysis (Elo & Kyngäs, 2008) and qualitative descriptive techniques to identify patterns, concepts, and relationships between family communication, digital parenting, and Islamic Religious Education. The analysis was conducted through data reduction, data presentation, and conclusion drawing stages (Miles et al., 2014) to obtain a comprehensive understanding of the Islamic family communication model in the digital era.

To enhance the credibility of the findings, the researchers compared and cross-examined findings from various scholarly sources and conducted a critical review of the selected literature to ensure consistency with the research objectives. Through this approach, the study provides a systematic conceptual overview of parent-child communication patterns in the digital parenting era and their implications for Islamic Religious Education within the family.

C. Results and Discussion

1. Results

Family Communication Patterns in the Digital Era

The analysis of evidence from the selected studies suggests that the development of digital technology has brought significant changes to communication patterns within families, particularly the relationship between parents and children. While smartphones, social media, and various digital platforms make it easier to access information and communicate, they also reduce face-to-face interactions within the family. This is evident in the tendency for family members to focus more on their individual digital devices than on building direct communication. As a result, the intensity of family dialogue decreases, and the emotional bond between parents and children tends to weaken (Wardana & Setiawan, 2024).

Existing scholarship consistently highlights that excessive gadget use has a negative impact on the quality of family togetherness. Time previously spent chatting, sharing experiences, and building emotional closeness is often replaced by individual digital activities. In the long term, this situation can create an emotional distance between parents and children, even making children closer to the digital world than to their own family environment. Furthermore, minimal

parental guidance makes children more vulnerable to accepting various values, cultures, and information from digital media without adequate filtering (Fadila et al., 2025).

In the context of Islamic Religious Education, family communication plays a crucial role in instilling Islamic values. Analysis shows that internalizing moral values, etiquette, worship, honesty, and responsibility is most effectively achieved through warm communication and daily family interactions. However, the increasing use of gadgets has significantly reduced direct interaction between parents and children. Consequently, children tend to acquire religious understanding from digital media, which may not be appropriate for their age, needs, or a proper understanding of Islam (Fadila et al., 2025).

Based on the literature reviewed, it is clear that family communication patterns in the digital age are influenced not only by the intensity of technology use but also by the quality of the relationship between parents and children. Therefore, open, dialogic, and compassionate communication is necessary to maintain harmonious family relationships amidst the development of digital technology. Parents also need to set aside dedicated time for interaction without the distraction of gadgets, so that family communication not only occurs routinely but also serves as a means of effectively instilling Islamic religious values.

Digital Parenting: The Role of Parents as Supervisors and Guides in Children's Use of Technology

The reviewed literature shows that digital parenting is a crucial parenting approach in the face of technological developments in the modern era. In practice, parents play a role not only as providers of digital resources but also as those responsible for educating, guiding, and supervising their children's use of technology. Previous studies suggest that successful digital parenting is strongly influenced by parents' ability to understand digital media, recognize the risks of technology use, and establish healthy communication with their children regarding daily digital activities (Tobondo & Putra, 2022).

The literature reviewed suggests that parental supervision significantly influences children's digital behavior. Supervision, including regulating gadget usage duration, selecting safe apps, and monitoring social media activity, has been shown to reduce the risk of gadget addiction, decreased concentration in learning, and exposure to negative content. Conversely, a lack of supervision makes children more vulnerable to excessive and uncontrolled technology use.

These findings demonstrate that digital parenting is not simply a form of limiting technology use, but rather an effort to guide children to use digital media productively, educationally, and responsibly (Sari et al., 2024).

From an Islamic Religious Education perspective, the analysis shows that the digital world is not only a space for entertainment and communication, but also a space for shaping children's values and behavior. Therefore, the role of parents as guides is crucial to ensure that technology use remains aligned with Islamic values. Parents can guide children towards positive uses of digital media, such as the use of Quranic learning apps, Islamic studies, and educational content that supports the development of morals and worship habits (Khoiri, 2024). Rather than being viewed solely as a threat, technology can also function as an effective medium for supporting Islamic Religious Education within the family through digital Qur'an applications, online Islamic learning resources, educational videos, and interactive digital platforms that facilitate the internalization of Islamic values (Khoiri, 2024; Salsabila et al., 2023; Ghani, 2025).

In addition to supervision and guidance, research findings also indicate that parental role models are a key factor in successful digital parenting. Children tend to imitate their parents' technology usage patterns in their daily lives. When parents demonstrate balanced gadget use and prioritize family communication, children are more likely to adopt the same habits. Conversely, if parents are too busy with digital devices, advice on limiting gadget use becomes less effective. (Haryanto & Tohari, 2024). This shows that digital parenting is not only related to rules, but also related to role models and the quality of interactions within the family.

Based on the research results, it can be understood that digital parenting places parents in two primary roles: as supervisors and guides for their children's technology use. In the context of Islamic Religious Education, both roles are crucial for children to not only develop digital skills but also maintain morals, responsibility, and religious awareness in their use of technology. Therefore, digital parenting, conducted wisely, communicatively, and through exemplary practice, can be an effective strategy for building harmonious and Islamic families in the digital age.

Islamic Religious Education in the Family as an Effort to Form Morals, Cultivate Worship, and Instill the Value of Monotheism

The literature analysis indicates that the family plays a crucial role as the primary and primary educational environment for children. Within the family, children gain early experiences with values, norms, habits, and behavioral development through interactions with their parents. From the perspective of Islamic Religious Education, the family serves not only as a place to fulfill physical and emotional needs, but also as the primary means of instilling the fundamentals of faith and shaping children's religious character (Yohana et al., 2025). Therefore, the family is seen as the first madrasah (school) that has a significant influence on children's moral and spiritual development from an early age.

Previous studies suggest that moral development is a primary focus of Islamic religious education within the family. Morality is understood as the concrete implementation of Islamic values in daily life, such as honesty, responsibility, discipline, courtesy, and mutual respect. The analysis also shows that instilling these values is not sufficient through verbal advice but must be reinforced through parental role models in daily life. Children who grow up in a family environment with good communication and positive role models are more likely to develop religious character and behavior consistent with Islamic teachings. Conversely, a lack of role models can cause children to have difficulty understanding the relationship between religious teachings and real-life practices (Sulaiman & Ismail, 2024).

In addition to moral development, the synthesis of the reviewed studies demonstrates that habituating religious practices plays a crucial role in shaping children's spiritual discipline. Parents play a role in instilling in their children the habit of performing prayer, reading the Quran, praying, and performing other acts of worship appropriate to their developmental stage. These habits not only establish a religious routine but also strengthen the child's closeness to Allah Subhanahu wa Ta'ala. The analysis shows that children who habitually practice religious practices with their families are more likely to maintain them into adulthood because worship has become a living culture within the family environment (Rahim, 2023).

This study also shows that instilling the value of monotheism is a primary foundation of Islamic religious education in families. This instillation of monotheism is achieved through an understanding of the greatness of Allah Subhanahu wa Ta'ala, the practice of gratitude, and the awareness that every

action is accountable before Allah. These monotheism values serve as a moral foundation that helps children control their behavior, distinguish between good and bad, and confront various negative influences in their social and digital environments. In the context of the digital era, strengthening monotheism values becomes increasingly important because children obtain a wealth of information from the internet and social media, not all of which aligns with Islamic teachings (Tikasari, 2024).

Based on the analysis, it is clear that Islamic religious education in the family focuses on three main aspects: moral formation, habituation of worship, and instilling the value of monotheism. These three aspects are interrelated and form the basis for shaping children's religious character in the digital age. Therefore, families need to strengthen their role as centers of religious education by establishing warm communication, providing role models, and utilizing technology wisely so that Islamic values can remain relevant and sustainable instilled in children's lives.

2. Discussion

Parent-Child Communication Patterns in the Digital Era

The synthesis of the reviewed studies demonstrates that the development of digital technology has brought significant changes to communication patterns between parents and children within families. Communication, which previously focused primarily on face-to-face interactions, has now shifted toward digital media-based communication. While the internet, social media, and digital devices facilitate long-distance communication, they also reduce the frequency of face-to-face interactions within families. This has led to a decline in the quality of emotional relationships between parents and children, as each family member becomes more focused on their digital devices.

The literature reviewed indicates that family communication patterns have a significant influence on the dynamics of relationships between family members and children's social development. Open and positive communication tends to create harmonious, supportive, and understanding relationships. Conversely, unhealthy communication patterns can lead to conflict, misunderstandings, and emotional distance within the family. This finding aligns with Agustina's (2023), which explains that family communication patterns are a crucial factor in shaping the quality of interpersonal relationships in the digital age. Therefore, communication serves not only as a means of conveying information but also as a primary medium for building emotional closeness and family stability.

Furthermore, this study also shows that changes in communication patterns in the digital era affect parenting styles. Parents are faced with the challenge of adapting parenting styles to increasingly rapid technological developments. In practice, various parenting styles, such as authoritarian, democratic, and permissive, have varying impacts on children's technology use. Parents who are able to implement dialogic communication and adaptive parenting tend to be more successful in fostering discipline and responsibility in their children's use of digital media. Conversely, a lack of communication and supervision can lead to children becoming more dependent on the digital world than on social interactions within the family environment (Thoha et al., 2023).

Research findings also show that the dominance of digital media use within families has the potential to foster individualistic attitudes in children. When family communication is brief and limited, children tend to be more comfortable spending time in digital spaces than interacting with their families. This situation indicates a shift in social relationship patterns within modern families, which, if left unchecked, can impact children's emotional and character development. (Sugitanata & Aqila, 2024). Therefore, parents need to build more open, warm, and caring communication to maintain harmonious family relationships amidst the development of digital technology.

From the perspective of Islamic Religious Education, family communication plays a crucial role in the process of moral formation and the instilling of Islamic values. Good communication enables parents to instill the values of compassion, responsibility, mutual respect, and role modeling in their children through daily interactions. The reviewed studies demonstrate that families who consistently maintain high-quality communication tend to be more successful in creating a harmonious and religious environment. Therefore, communication patterns between parents and children in the digital era are not only related to the use of technology but also play a crucial role in building adaptive and sustainable Islamic religious education within the family.

The Role of Digital Parenting in Muslim Families

Previous studies suggest that digital parenting plays a crucial role in developing adaptive parenting patterns amidst the development of digital technology. In Muslim families, parenting is not only oriented towards monitoring technology use, but also towards instilling Islamic values through open, empathetic communication and role modeling. Previous studies suggest that communication patterns built on compassion and religious values tend to

create more harmonious relationships between parents and children. Conversely, parenting patterns that emphasize rules without an emotional approach can create distance in family relationships. This is in line with research by Kamila et al. (2025), which explains that Islamic parenting in the digital era plays a crucial role in shaping children's character to be moral, responsible, and religiously aware.

The synthesis of the reviewed studies demonstrates that Muslim families face quite complex challenges in raising children in the digital age. These challenges include low parental digital literacy, weak supervision of digital media use, and the influx of various digital cultures that do not always align with Islamic values. These conditions indicate that technological developments not only influence family communication patterns but also influence children's mindsets, behaviors, and character development. These findings support the research of Bukhari et al. (2024), which states that Muslim families require a more adaptive parenting approach in dealing with digital realities, particularly in maintaining Islamic moral values and etiquette amidst the currents of digital globalization.

Furthermore, previous studies suggest that problems in digital parenting do not stem entirely from children's behavior, but are also influenced by parents' limited understanding of technological developments. A lack of digital literacy makes it difficult for some parents to effectively supervise their children's digital activities. As a result, children are more vulnerable to excessive technology use and exposure to content that is inconsistent with moral and religious values. In these circumstances, digital parenting is an important approach because it emphasizes not only supervision but also enhances parents' ability to create a safe, healthy, and educational digital environment for children. This finding aligns with research by Nisa et al. (2025), which asserts that increasing parental digital knowledge and skills influences the success of parenting patterns in the technological era.

Overall, the findings suggest that, it is clear that digital parenting in Muslim families needs to be built through an integration of technology supervision, healthy communication, and the instillation of Islamic values. Parents are not only required to control technology use but also to set examples in using digital media wisely. With this approach, digital parenting can be a solution to address various communication and family parenting challenges in the digital age, while also supporting the formation of a generation of Muslims who are intelligent, have character, and possess a strong religious awareness.

Integration of Communication and Islamic Religious Education

Previous studies suggest that communication plays a crucial role in supporting the implementation of Islamic Religious Education in the digital era. Advances in information technology have expanded access to education, making it more flexible, interactive, and accessible to students. In this context, technology serves not only as a medium for conveying information but also as a communication tool that can support the religious learning process more effectively. Previous studies suggest that the use of technology in Islamic education can increase learning motivation, expand knowledge sources, and create a more dynamic and adaptive learning process (Salsabila et al., 2023).

However, the synthesis of the reviewed studies demonstrates that integrating technology into Islamic Religious Education presents its own challenges, particularly in maintaining a balance between technology utilization and the instilling of Islamic values. In practice, not all information obtained through digital media aligns with Islamic teachings or children's developmental needs. Therefore, communication between parents, educators, and children is a crucial factor in guiding technology use to ensure it aligns with the goals of religious education (Rustam et al., 2026). These findings demonstrate that communication serves not only as a means of delivering material but also as a medium for moral development, strengthening religious values, and monitoring the use of digital technology.

From the perspective of Everett M. Rogers' Diffusion of Innovation theory, the literature analysis demonstrates that the acceptance of technology in Islamic education is influenced by the communication process that occurs within the family and educational environment. Technology as a form of innovation will be more easily accepted if supported by good communication and the individual's ability to understand the benefits of its use (Nareswari, 2025). This shows that the success of technology integration in Islamic Religious Education depends not only on the availability of digital media, but also on communication skills that can bridge religious values with modern technological developments.

Overall, the findings suggest that, it is clear that the integration of communication and Islamic Religious Education is interconnected in facing the challenges of the digital era. Effective communication enables a more open, interactive, and meaningful educational process, while technology can serve as a supporting medium to expand access to religious learning. Therefore, the integration of communication, technology, and Islamic values is a crucial strategy

for developing relevant, adaptive religious education that remains oriented toward developing children's religious character in the digital age.

The Ideal Communication Model

The literature analysis demonstrates that the ideal communication model within families in the digital era is dialogic, open, and based on Islamic values. In practice, one-way communication, which only positions children as recipients of advice without any space for dialogue, tends to be less effective in building emotional closeness. Conversely, two-way communication, which provides opportunities for children to express their opinions, feelings, and experiences, has been shown to be more effective in creating harmonious parent-child relationships (Nasaruddin & Muthmainnah, 2026). These findings demonstrate that effective communication focuses not only on conveying messages but also on creating shared understanding and positive emotional connections within the family.

The synthesis of the reviewed studies demonstrates that communication within the family needs to be built flexibly and adaptively to the development of digital technology. Parents can no longer rely on authoritative communication patterns, but rather adopt a more dialogic and participatory approach. In this context, children are positioned as individuals who need to be heard, understood, and guided through empathetic communication and role models (Hasfi, 2025). These findings demonstrate that open communication can increase children's trust in their parents, making them more receptive to advice and guidance regarding technology use and religious values.

Furthermore, previous studies suggest that the ideal communication model in Muslim families emphasizes not only openness but also the integration of Islamic religious education values into daily interactions. Communication built on compassion, courtesy, and respect for children is an important means of instilling moral values, responsibility, and religious awareness. In this regard, parents serve not only as communicators but also as role models demonstrating Islamic behavior in daily life (Kaharuddin et al., 2025). These findings reinforce the view that family communication has a broader function, namely as a medium for character formation and the internalization of religious values.

Based on the research results, it can be understood that the ideal communication model in the digital era is two-way communication that is dialogical, empathetic, and based on Islamic values. This communication model allows for more open and meaningful interactions between parents and children,

resulting in more harmonious family relationships. Furthermore, effective communication can also help parents assist their children in dealing with the negative influences of technology while strengthening Islamic religious education within the family. Thus, communication is not only a means of exchanging information but also a primary foundation for building a harmonious, religious, and adaptive family.

The Impact of Communication on Family Harmony

The synthesis of the reviewed studies demonstrates that effective interpersonal communication plays a crucial role in creating and maintaining family harmony. Open, empathetic, and caring communication strengthens emotional bonds between family members and increases mutual trust. Previous studies suggest that families with high levels of communication tend to be better able to resolve conflicts healthily and create a comfortable family atmosphere. Conversely, ineffective communication can lead to misunderstandings, emotional distance, and a decline in the quality of family relationships (Aminah et al., 2024).

The synthesis of the reviewed studies demonstrates that the development of digital technology poses a challenge to maintaining harmonious family communication. Dependence on gadgets and limited interaction time have led to increasingly less direct communication between family members. However, this situation can be addressed through more planned communication efforts, such as setting aside dedicated time without digital devices, establishing shared routines, and improving the quality of family dialogue (Tobondo & Putra, 2022). These findings suggest that family harmony is determined not only by the amount of time spent together, but also by the quality of communication between family members.

Furthermore, previous studies suggest that good communication within the family has a positive impact on children's emotional and social development. Children who grow up in a family environment with healthy communication tend to be more open, honest, confident, and have better social interaction skills. In the context of Muslim families, warm and affectionate communication is also an important means of instilling moral values, responsibility, and mutual respect. These findings align with research by Amalia et al. (2025), which explains that interpersonal communication within the family plays a significant role in building harmonious relationships and supporting children's character development.

Overall, the findings suggest that, it is clear that interpersonal communication is the primary foundation for building a harmonious family in the digital age. Open, consistent, and empathetic communication can strengthen emotional bonds between family members while minimizing conflicts arising from technological advancements and changing patterns of social interaction. Therefore, families need to cultivate a culture of healthy and high-quality communication to ensure harmonious, religious relationships and optimal support for children's emotional and spiritual development.

D. Conclusion

The development of digital technology has brought significant changes to communication patterns within families, particularly the relationship between parents and children, which also impacts the process of Islamic religious education within families. The synthesis of the reviewed studies demonstrates that the dominant use of gadgets and digital media has led to a decrease in the quality of face-to-face communication, a decrease in emotional closeness, and a change in interaction patterns within the family. These conditions have the potential to hinder the process of instilling Islamic values if not balanced with effective communication and appropriate parental guidance. Therefore, digital parenting is an important approach to help parents monitor, guide, and direct their children's technology use wisely and responsibly.

This research also shows that open, dialogical, compassionate communication based on Islamic values plays a crucial role in building family harmony while strengthening Islamic religious education in the digital era. Integrating family communication, digital parenting, and Islamic religious education is a relevant strategy for shaping children's character with morals, religious awareness, and the ability to utilize technology positively. Thus, communication within the family serves not only as a means of social interaction but also as a primary foundation for building harmonious, adaptive, and religious Muslim families amidst the development of digital technology.

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