

Empowering The Drupadi Cluster in The Digital Era Parenting Program in Semarang Public Elementary Schools

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Abstract. The VUCA (Volatility, Uncertainty, Complexity, and ambiguity) phenomenon currently being discussed among the wider community also impacts parenting management, disrupting parenting treatment. Learners are faced with rapid technological developments that require a digital-based parenting approach. On the other hand, teachers and parents need knowledge about parenting program education that is linear with advances in science and technology. The purpose of this service is to increase the understanding of parents and guardians of students about parenting in the digital era and to assist with parenting programs that the Drupadi Cluster Teacher Community has determined. The results of initial interviews with several teachers at schools covered by Gugus partners show there are problems faced by Gugus Drupadi partners, which include the high level of dependence of students on gadgets, as well as the lack of parental attention to the learning process of students at home, becoming a severe challenge in the character building and development of students in elementary schools. Based on these problems, the solution offered is to educate parents as the first madrasah for students about the fulfillment of intact parenting in the digital era, which is accelerated in the Empowerment of Gugus Drupadi in the Parenting Program in Public Elementary Schools in Semarang City. The service team has two roles. The first is to facilitate the stimulation of the parents of the Drupadi Cluster. Facilitators have an essential role in educating, motivating, and implementing digitally charged parenting treatments. The second role is as a companion for the programs determined by the Teacher Community in Gugus Drupadi.

Keywords: parenting, digital era, teachers, parents, community

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INTRODUCTION

In this era of digitalization, the development of information and communication technology has significantly impacted daily life, including in the educational environment (Stromsheim & Holm, 1991). Information and communication technology development, especially electronic devices such as smartphones, has provided new challenges in managing children's learning activities (Rojas-Ocaña et al., 2024; Tongkaw, 2013).

With the widespread use of mobile phones and similar devices, elementary school students tend to be glued to their screens, decreasing the quality of learning activities, such as reading books or doing assignments, because they are often distracted by digital distractions (Zhang et al., 2022). This poses a new challenge, especially in terms of parenting and childcare (Taam et al., 2024). Information and

communication technology development, especially electronic devices such as smartphones, has provided new challenges in managing children's learning activities (Yoon et al., 2024).

Parents, as the central pillar in parenting, must adapt to the changes in parenting needed in this digital era (Martínez et al., 2019). Adaptation includes not only understanding the development of technology but also awareness of the impact of its use on children's growth and development (Oghazi et al., 2024). Parents must understand how technology, such as electronic devices and the internet, can affect children's sleep patterns, learning patterns, social interactions, and socio-emotional development (Toran et al., 2024).

Elementary school students' high level of engagement with gadgets is a concern for parents, especially regarding the content children view on the internet (Ouyang et al., 2023). Parents, as the primary supervisors at home, often also face

challenges controlling their children's time in front of the gadget layer. Thus, children's learning activities should be addressed because more time is spent playing games or watching videos on cell phones (Lin-Lewry et al., 2024). Therefore, parents need to be proactively involved in assisting their children in using gadgets and supervising the type of content they can access (Zheng & Shu, 2024).

The high intensity of gadget use by children also affects the quality of children's health (Pan et al., 2024). Sleep disturbances, eye health problems, lack of physical activity, impaired social development, impaired emotional development, and dependence are serious problems that may arise as a result of the high intensity of gadget use by children (Amaral et al., 2024). Some studies mention the mental health and psychosocial impacts on children appear in the behavior of gadget screentime addiction, delayed speech, delayed social skills, and even decreased ability to concentrate (Shen, 2024; Wang & Zhang, 2024). These problems are equivalent to the empirical review in the schools of Gugus Drupadi. Learners' daily lives depend highly on gadgets, which is detrimental to their physical and mental health.

Therefore, parents need exceptional understanding and skills to direct their children to use technology wisely (Chua et al., 2023). It is essential for parents to adequately educate children about the benefits and risks of the internet, as well as how to behave safely and responsibly online (Collette et al., 2023). In addition, developing open communication with children, providing guidance on online etiquette, and teaching them to filter and evaluate information found on the internet (Baumel et al., 2023).

Good parenting programs significantly raise parents' awareness of the importance of directing children's time and attention to more meaningful and valuable learning activities (Ginsberg et al., 2024). In this context, such programs can provide practical guidance on motivating children to develop positive habits, such as reading regularly, completing schoolwork, and discussing subject matter (Winston LeCroy et al., 2024). Teachers and parents in Gugus Drupadi will be educated about the importance of parenting in the digital era, as it has new approaches and strategies that are expected to eliminate students' dependence on their gadgets.

Encouraging parents' active participation in their children's education creates a strong emotional bond between parents and children and forms a solid foundation for children's academic success (Flierman et al., 2024). Through an effective

parenting program, parents in the Drupadi Cluster can be more skilled in guiding, motivating, and providing the necessary support for children to develop their full potential in education.

Parents' role in gadget use also significantly impacts children's attachment to gadgets (Ma et al., 2024). Parents' attitudes towards using technology form a digital environment that can influence children's habits at home (Laas Sigurðardóttir et al., 2024).

The purpose of this activity is to increase the understanding of parents and guardians of students related to parenting in the digital era, understand the parents and guardians of students about being a great parent with the ABCDE Technique, and assist with programs that the Teacher Community has determined in the Drupadi Cluster.

METHODS

Efforts to facilitate parents and the Teacher Community in Gugus Drupadi in parenting programs in the digital era are carried out in six stages. Based on the implementation of these six stages, parents and the Teacher Community in the Drupadi Cluster are expected to be able to assist children in the digital era so that they are wiser in using gadgets through parenting programs.

The first stage is analyzing the needs and problems of the partners. At this stage, we randomly interviewed about parenting programs to prevent and overcome children addicted to gadgets. The second stage is preparing a parenting guide using the ABCDE technique. The service team compiled community service materials, which included parenting guidelines for the digital era with the ABCDE technique and supporting worksheets/formats.

Furthermore, the third and fourth stages are preparation and socialization, followed by the fifth stage, parenting training in the digital era using the ABCDE technique. This training was held for 2 days (16 hours) using the case method strategy. At the end of the training, parents and teachers are expected to have an agenda to apply the ABCDE Technique in assisting children in the digital era finally, implementing a multilevel support system. A multilevel support system is implemented by providing assistance, monitoring, and supervision. Therefore, implementing services in an organized and comprehensive manner ensures that this parenting program is sustainable and has a good impact on children, parents, teachers, and society in general.

RESULTS AND DISCUSSION

The implementation of community service activities for parents of students aims to increase the parents' understanding of Parenting in the digital era and provide assistance with parenting programs that the Drupadi Cluster Teacher Community has determined.

The earliest stage is the analysis of partner needs and problems. At this stage, the service team interviewed several teachers in Gugus Drupadi in Semarang City about parenting programs to prevent and overcome children who are addicted to gadgets. The results of the initial interviews with several teachers in the schools covered by the partner Gugus showed that there were problems faced by the Drupadi Gugus partners, which included the high level of dependence of students on gadgets, as well as the lack of parental attention to the learning process of students at home, which became a serious challenge in the character building and development of students in elementary schools.

The service team identified the problem in mapping the area that needed assistance. The service team then conducted educational research to better understand the dynamics of Parenting among the community of teachers and parents of students in Semarang City. Furthermore, the service team assisted and facilitated parents of students, starting by providing training to increase understanding and awareness of parents of

students about parenting treatment in the digital era in responding to disruption challenges. This phase is the initial bridge in the process of equalizing the perception of parenting methods in the complete digital era. During this process, the service team acts as a facilitator and guide, providing technical and methodological support to parents to optimize their contribution to Parenting.

The service team compiled service materials used for workshops for parents of students, which included parenting instructions in the digital era using the ABCDE technique. Through this guide, parents of learners get guidance in implementing Parenting in the digital era with the ABCDE Technique in the Drupadi Cluster Teacher Community.

This service activity is provided through a workshop on Parenting in the digital era with the ABCDE Technique. This workshop was conducted by inviting parents and teachers about the need to apply the ABCDE Technique in parenting programs, especially in efforts to assist children in the digital era. The workshop took place in 1 day offline at SD N Sadeng 03 with 25 participants. The workshop was opened with remarks by Galih Suci Pratama, M.Pd., as the Deputy Teacher of Drupadi Cluster. The workshop continued with the presentation of material by Dr. Muslikah, S.Pd., M.Pd., with the theme "Becoming a Great Parent in the Digital Age with the ABCDE Technique".

In this activity, the comprehensive service



Figure 1. Group photo after the opening ceremony



Figure 2. Delivery of Parenting Materials in the Digital Age with the ABCDE Technique



Figure 3. Discussion and Q&A session on Parenting in the Digital Era

team presented a deepening of material on the dynamics of parenting parents and how to overcome them, accompanied by demonstrations and role-playing. The service team also opened full opportunities for parents to conduct private counseling preventively and curatively. Furthermore, the team assisted the programs determined by the Teacher Community in Gugus Drupadi. In this case, the Teacher Community has implemented strategic programs with the theme of Parenting and then accelerated and improvised by the Service Team from the perspective of counseling science so that the fulfillment of Parenting in the digital era is getting stronger until parents finally have enough capital to be applied to students.

The material was conducted interactively, followed by a discussion session. The discussion session took place in two directions. During the discussion session, parents of learners shared their parenting experiences in the family and reflected on the Parenting that had been done. This discussion session was held to explore the perceptions and experiences of parents and teachers about the implementation of Parenting in the digital era. Through this workshop, parents of learners can develop curiosity and motivate parents and teachers to implement Parenting in the digital era with the ABCDE Technique. Parents are also more aware of the importance of accompanying their children's learning process and supervising their children's learning process.

Based on the material delivery and discussion sessions conducted with parents of students, parents have difficulty controlling their children's gadget use. The difficulties experienced by parents are caused by a lack of understanding related to parenting in the digital era. In addition, there are other obstacles where the school has not been maximally facilitated in understanding this parenting. Thus, understanding parenting in the digital era has not been the focus of counseling

teachers or the school, and it has not been well-socialized with parents of students.

Parenting is important to parents of students based on the consideration that the continuous use of gadgets will hurt children's behavior in everyday life (24). Therefore, schools or counseling teachers need to facilitate workshops related to understanding parenting to parents of students. In terms of results, through parenting workshops in the digital era that have been carried out, there is an interest and increased understanding of the parents of students on the importance of controlling the use of gadgets and implementing parenting adapted to the digital era. Proper parenting and parental supervision will play an essential role in overcoming this problem (25). Parents better understand that parents have a significant role in supporting children's learning success by providing supervision and controlling children's gadget use. In general, the service activities provide an understanding of parenting practices in the digital era to help develop students' character and personality with the help of parents in controlling children's gadget use. This is assisted by the interest and satisfaction of parents of students with the workshop provided.

CONCLUSION

Based on the results and discussion, it can be concluded that the service activities in parenting training in the digital era have proven themselves as an educational program and are very beneficial for students, the Drupadi cluster teacher community, and parents. Success in guiding students shows commitment and responsibility that students are a gift from God and are valuable assets that must be maintained until they grow up.

The results obtained, including the commitment of teachers and parents in guiding their children, are evidence of the success of this program. Therefore, this service program is worthy of continuing in subsequent activities.

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