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Strengthening Parental Capacity as Primary Educators of Generation Alpha through the *Carya Adarsha* Approach for Digital Parenting

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ABSTRACT

The development of children's character and morals is an important responsibility of parents as primary educators. In the digital era, the widespread use of digital media presents both opportunities and challenges that require parents to possess adequate knowledge, skills, and capacity to guide their children and to serve as behavioral role models. However, parents' capacity to apply role modeling in digital parenting remains limited. Accordingly, a capacity-building approach is required to strengthen parents' roles as primary educators and to promote healthy and responsible digital practices within the family. This Community Service (PKM) activity aimed to strengthen parents' capacity, through the Carya Adarsha (Lelaku Role Modeling) approach, to implement role modeling within digital parenting and to foster a healthy and responsible digital culture in the family. The target partners comprised members of the PKK women's organization in RW 011, Pondok Ungu Permai, Bahagia Village, Babelan District, Bekasi Regency. The implementation comprised four stages: preparation and planning, activity implementation, evaluation, and analysis and reporting. The results indicated an improvement in participants' understanding after the activity. The average score increased from 75.7% in the pre-test to 88.64% in the post-test, an improvement of 12.94 percentage points. Improvements were observed across all measured indicators, with the largest increase being 17.8 percentage points and the smallest 5.8 percentage points. Overall, the results indicate that the activity was effective in strengthening participants' understanding and capacity regarding digital parenting and parental role modeling. The findings underscore the potential of the Carya Adarsha approach as a capacity-building strategy to strengthen parents' roles as primary educators in the digital era.

Keywords: *Carya Adarsha, Parental Capacity Building, Digital Parenting, Parent Empowerment, Generation Alpha*

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INTRODUCTION

The rapid development of digital technology has transformed the ways in which children learn, communicate, and spend their time each day. For Generation Alpha, digital devices and online platforms have become an integral part of everyday life from an early age. This condition also alters the way parents accompany and educate their children. Digital parenting is not merely a matter of limiting children's access to technology; it also involves parental mediation, parents' own digital behavior, and the examples they set for their children (Modecki et al., 2022; Tan et al., 2024).

The situation becomes more challenging when children use digital media without adequate guidance. Excessive or uncontrolled exposure to digital content may affect children's behavior, communication, and social development. Studies have shown that parental involvement plays an important role in helping children manage screen use and cope with the risks associated with digital media (Chong et al., 2023; Qi et al., 2023). In Indonesia, concerns about the decline in manners among elementary school children have also been associated with family conditions and children's exposure to gadgets, the internet, and social media (Mutsaqofah et al., 2024). For Generation Alpha, the influence of social media is even more complex because online figures and influencers can serve as behavioral references for children when parental supervision is limited (Piccerillo et al., 2025).

Parents therefore need to recognize that digital parenting also begins with their own behavior. Children may observe how their parents use smartphones, communicate on social media, and respond to digital content in everyday situations. Parents who frequently use their phones while interacting with their children, for example, may unintentionally exhibit behavior that children can imitate. Research on digital parenting emphasizes that parental digital awareness and the manner in which parents use technology are important aspects of the digital environment that children experience (ÖZDEN, 2024; Wang et al., 2024).

Another challenge relates to parents' readiness to perform their role in the digital environment. Parents do not all possess the same level of knowledge, confidence, and ability to guide children in using digital media. Digital parenting readiness shapes how parents provide mediation and establish appropriate boundaries for children's digital activities (Zhao et al., 2023). Consequently, parents need more than information about the risks of technology; they also require practical guidance that enables them to develop appropriate habits and to apply these consistently within the family.

From the perspective of character development, parental role modeling is particularly important. Character education in the family does not occur solely through verbal advice or rules but also through daily interaction and habituation. Parents serve as the closest figures whom children observe and imitate. Research involving elementary school children has underscored the importance of parental role modeling in developing positive character and preventing undesirable behavior (Septi, 2025). This implies that consistency between what parents say and what they do is an important part of the character-building process.

This issue is closely related to the need to strengthen parents' capacity as primary educators. Parenting programs should not only impart knowledge but also create opportunities for parents to practice, evaluate, and improve their parenting behavior. Recent research has emphasized the importance of capacity-building and parent empowerment in supporting effective parenting practices (Lancaster et al., 2024). Digital parenting interventions have similarly demonstrated the potential of structured training to enhance parents' knowledge and skills in accompanying children in the digital environment (Chen & Chen, 2026; Mameli et al., 2025).

The need for such an intervention was also identified through preliminary observations conducted in RW 011 Pondok Ungu Permai, Bahagia Village, Babelan District, Bekasi Regency. The initial observation indicated that many elementary school-aged children in the area used digital devices for approximately 3–5 hours per day. Meanwhile, the local PKK community had not previously received a structured parenting program that specifically addressed parental role modeling in digital activities. This situation indicated the need for a practical approach that parents could easily understand and apply in their daily family interactions.

To address this need, this Community Service (PKM) activity introduced the *Carya Adarsha* approach, which emphasizes keteladanan lelaku, that is, learning through the behavior that parents actually demonstrate. The approach positions parents not only as supervisors who establish rules for children's digital activities but also as role models who demonstrate responsible digital behavior. The implementation of *Carya Adarsha* was carried out through the *SICA* method: *See, Imitate, Coach, Appreciate, and Reflect.* Through these stages, parents were encouraged to recognize their own digital behavior, demonstrate positive practices, guide children, appreciate positive changes, and reflect on their parenting practices. On this basis, the Community Service activity aimed to strengthen parents' capacity in digital parenting through the *Carya Adarsha* approach and *SICA* method, particularly in developing consistent parental digital role modeling and in promoting healthy and responsible digital practices within the family.

METHOD

This Community Service (PKM) activity employed a participatory-collaborative approach involving lecturers, students, administrators, and members of the PKK community in RW 011, Pondok Ungu Permai, Bahagia Village, Babelan District, Bekasi Regency, West Java. The program aimed to strengthen parents' capacity in digital parenting through the implementation of the Carya Adarsha model, employing the SICA method (See, Imitate, Coach, Appreciate, and Reflect). The activities were conducted from May to July 2026 and comprised four stages: (1) preparation and planning, (2) activity implementation, (3) activity evaluation, and (4) data analysis and reporting.

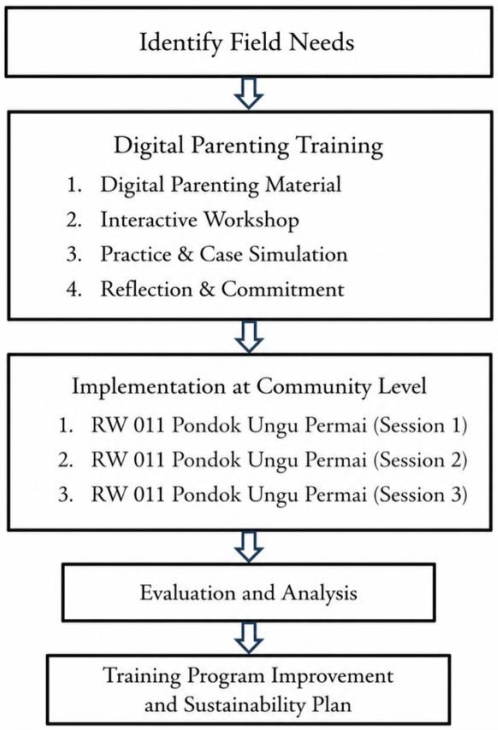


Figure 1. Stages of PKM

1. Preparation and Planning

   The preparation stage involved coordination with the RW 011 and PKK administrators as community partners, followed by the identification of participants' needs related to digital parenting and parental digital role modeling. On the basis of the identified needs, the service team prepared learning materials in the form of a *Carya Adarsha* Model Guidebook and developed pre-test and post-test questionnaires.

   The pre-test was administered prior to the training to assess participants' initial understanding of parental digital role modeling, responsible smartphone use, parental supervision of children's digital activities, and other related aspects of digital parenting. The results served as a baseline for evaluating changes after the intervention.

2. Activity Implementation

   The training and mentoring activities were conducted at the RW 011 Community Hall and involved PKK cadres and members. The activities comprised socialization, material presentation, discussion, practical exercises, and reflection.

   The materials addressed digital parenting, parental digital role modeling, healthy digital habits, and the implementation of *Carya Adarsha* through the *SICA* method. *See* encouraged participants to become aware of their own digital behavior; *Imitate* emphasized positive digital role modeling; *Coach* focused on guiding children and setting appropriate digital boundaries; *Appreciate* highlighted positive reinforcement; and *Reflect* encouraged parents to evaluate and enhance their parenting practices.

Interactive presentations, projectors, and simulation videos were used to present practical examples of digital parenting situations. The session concluded with reflection and discussion of participants' experiences and the application of the model at home.

3. Activity Evaluation

The evaluation was conducted through discussion, reflection, and a post-test. The post-test used the same indicators as the pre-test to measure changes in participants' understanding of digital parenting and parental digital role modeling. The pre-test and post-test results were compared to determine the improvement in participants' understanding after the intervention.

4. Data Analysis and Reporting

The evaluation data were analyzed descriptively using percentage analysis. The average pre-test and post-test scores were compared, and the difference in percentage points was calculated to determine the increase in participants' understanding. Changes across individual indicators were also examined to identify the areas with the greatest and smallest improvement.

The results of the quantitative analysis were complemented by information obtained from discussions and reflections in order to provide a comprehensive picture of participants' experiences and remaining needs. The final report documented the implementation process, learning materials and outputs, evaluation results, and recommendations for sustaining digital parenting capacity-building activities within the partner community.

RESULTS AND DISCUSSION

1. Implementation of the *Carya Adarsha*-Based Capacity-Building Program

The Community Service (PKM) activity was conducted from May to July 2026 in RW 011, Pondok Ungu Permai, Bahagia Village, Babelan District, Bekasi Regency, West Java, with the participation of members of the local PKK organization. The program was oriented toward strengthening parents' capacity in digital parenting through the Carya Adarsha approach, which emphasizes parental digital role modeling.

The implementation began with the identification of participants' initial understanding and the administration of a pre-test. The assessment addressed several aspects of parental capacity in digital parenting, including understanding that children may imitate their parents' digital behavior, awareness of parents' role as digital role models, awareness of smartphone use during parent–child interaction, and awareness of the importance of accompanying children during digital activities.

The intervention comprised socialization, material delivery, discussion and question-and-answer sessions, practical guidance, reflection, and commitment building. The materials addressed digital parenting, parental digital role modeling, responsible use of digital media, and the implementation of the *Carya Adarsha* model through the *SICA* method (*See, Imitate, Coach, Appreciate, and Reflect*). Interactive presentations, projectors, and simulation

videos were used to present concrete examples of digital parenting situations and to facilitate participants' understanding.

The implementation of *Carya Adarsha* positioned parents not only as providers of rules and advice but also as behavioral role models for their children. Through *SICA*, participants were encouraged to observe their own digital practices (See), demonstrate positive behaviors that children could imitate (*Imitate*), guide children in navigating digital situations (*Coach*), provide positive reinforcement (*Appreciate*), and evaluate their parenting practices through reflection (*Reflect*).

At the final stage, participants took part in a reflection and discussion session and formulated a shared commitment to become consistent digital role models for their children. To support continued implementation after the activity, the service team provided the *Carya Adarsha* Model Implementation Guidebook: Digital Parenting Based on Role Modeling for Parents. The guidebook contains explanations of the five pillars of *Carya Adarsha*, *SICA* practices, family digital role-modeling commitments, monitoring sheets, and other practical materials that parents can use in everyday family settings.



Figure 2. *Carya Adarsha* PKM Documentation

2. Changes in Participants' Understanding

The changes in participants' understanding were evaluated by comparing the pre-test and post-test results. The assessment comprised ten indicators related to parents' capacity in digital parenting and digital role modeling.

Table 1. Participants' Pre-test and Post-test Scores by Indicator

No.	Indicator	Pre-test (%)	Posttest (%)	Increase (% points)
1	Understanding that children imitate parents' digital behavior	64.6	78.4	13.8
2	Awareness of being a role model in smartphone use	80.0	91.6	11.6
3	Understanding the influence of parents' behavior on social media	81.6	90.0	8.4
4	Knowledge of social media risks and cyberbullying	80.0	91.6	11.6
5	Awareness of regulating smartphone use when interacting with children	75.4	91.6	16.2
6	Understanding that parents' digital habits are imitated by children	72.4	88.4	16.0
7	Awareness of the importance of accompanying children in digital activities	83.0	95.0	12.0
8	Awareness of practicing appropriate communication in digital media	75.4	91.6	16.2
9	Understanding the importance of consistency in smartphone-use rules	73.8	91.6	**17.8**
10	Awareness of the relationship between parental consistency and children's character development	70.8	76.6	**5.8**
Average		**75.70**	**88.64**	**12.94**

The results demonstrate an overall improvement in participants' understanding after the capacity-building activity. The average score increased from 75.70% in the pre-test to 88.64% in the post-test, which represents an increase of 12.94 percentage points. Notably, improvement occurred across all ten measured indicators. The largest improvement was observed in understanding of the importance of consistency in smartphone-use rules, which increased by 17.8 percentage points, from 73.8% to 91.6%. This finding indicates that the intervention helped strengthen participants' awareness that digital parenting requires clear and consistent practices rather than occasional or situational restrictions. The second-largest improvements were observed in awareness of regulating smartphone use during interactions with children and awareness of appropriate communication in digital media, both of which increased by 16.2 percentage points.

The smallest increase occurred in participants' awareness of the relationship between parental consistency and children's character development, which increased by 5.8 percentage points, from 70.8% to 76.6%. Although this indicator showed the smallest increase, its positive direction indicates that the intervention contributed to improved understanding. The relatively modest

change may suggest that linking parents' everyday digital consistency with broader character development requires more sustained reflection and follow-up than a short-term intervention can provide.

Overall, the findings indicate that the PKM activity contributed to strengthening participants' understanding of digital parenting and parental digital role modeling. The increase was particularly evident in practical aspects of parenting, such as smartphone-use regulation, digital communication, and consistency of household rules.

3. Strengthening Parental Capacity as Human Resource Development in the Family Educational Ecosystem

The improvement in participants' scores can be interpreted not only as an increase in knowledge about digital parenting but also as an initial indication of the strengthening of parental capacity. This distinction is important because the intervention was designed to position parents as active educational actors rather than merely as recipients of information. In the context of educational management, parents constitute an important human resource within the family-based educational ecosystem because their knowledge, attitudes, and daily practices directly shape the environment in which children learn and develop (Lafton et al., 2024; Nafasabilla et al., 2025; Sipahutar et al., 2024).

The increase from 75.70% in the pre-test to 88.64% in the post-test indicates that the intervention strengthened participants' understanding of several competencies required to fulfill this role. The largest improvements were found in practical dimensions, particularly consistency in smartphone-use rules (17.8 percentage points), regulation of smartphone use during interaction with children (16.2 percentage points), and communication practices in digital media (16.2 percentage points). These findings suggest that capacity-building activities that link conceptual knowledge with concrete family practices can help parents recognize their own behavior as an important component of the educational process.

This finding is consistent with the concept of parent empowerment, which positions parents as active agents capable of making informed decisions, developing their competencies, and taking greater responsibility for their parenting practices (To et al., 2024). Research on capacity-building for parent empowerment has shown that empowerment-oriented interventions can strengthen participants' attitudes toward parent empowerment and, over time, their perceived competence. Thus, the present activity can be understood as a form of human resource development at the family level, in which the development of parents' knowledge and practical capacity constitutes an investment in the quality of the child's educational environment.

From this perspective, the *Carya Adarsha* approach functions not merely as a parenting technique but as a capacity-building framework. The intervention encourages parents to develop self-awareness, behavioral consistency, guidance skills, and reflective practices. These elements are important because strengthening human capacity involves more than the transfer of knowledge; it also requires opportunities for individuals to recognize their roles, practice appropriate

behaviors, receive reinforcement, and reflect on their experiences (Tan et al., 2024; Wong et al., 2025). The *SICA* sequence provides an operational mechanism for this process. Through *See*, parents identify their own digital behavior and recognize its potential influence on their children. *Imitate* emphasizes the demonstration of desirable behavior. *Coach* builds parents' ability to guide children in digital situations. *Appreciate* strengthens positive behavior through recognition and reinforcement, while Reflect encourages continuous evaluation and improvement of parenting practices. Thus, *SICA* translates the abstract principle of parental role modeling into a practical cycle of capacity development.

This positioning is likewise consistent with current digital-parenting literature. Tan et al. (2024), through an umbrella review of 31 reviews, conceptualized digital parenting across three interrelated dimensions: parental mediation, parents' use of digital technology, and parental role modeling. The review further emphasized that parents' technological attitudes and skills influence how digital parenting is enacted (Syaqina et al., 2024; Wong et al., 2025).

Accordingly, strengthening parents' capacity cannot be limited to teaching them how to control children's screen time; it must also develop parents' own digital practices and their ability to model responsible behavior. This perspective is particularly pertinent because digital parenting extends general parenting into digital environments and encompasses parents' own use of technology as well as their mediation of children's digital experiences.

The findings of the present activity reinforce this perspective. The increase in participants' awareness of regulating smartphone use during interactions with children and of communicating appropriately through digital media demonstrates that the intervention addressed parents' own behavior rather than focusing exclusively on controlling children. This is particularly pertinent because recent research has found that negative parental role modeling and digital negligence are negatively associated with the parent–child relationship, while effective parental use of technology and protection from digital risks are associated with more positive outcomes (Kim & Cingel, 2026).

Hence, the contribution of this PKM activity can be understood at two interconnected levels. At the individual level, the intervention strengthened parents' knowledge and awareness as digital educators. At the family-system level, it encouraged parents to establish more consistent digital practices and a healthier digital environment for their children. This dual-level orientation is consistent with an educational management perspective that emphasizes developing human capacity to support the attainment of educational outcomes (Opie et al., 2024; Parent et al., 2022).

4. *Carya Adarsha* as a Family-Based Educational Capacity-Building Approach

The implementation of *Carya Adarsha* also has important implications for community-based educational interventions. Rather than treating parents as passive recipients of parenting advice, the program involved them as co-creators of change within the family. The discussion, simulation, reflection, and commitment-building activities provided opportunities for participants to relate

the learning materials to their own experiences and to identify behaviors that could be improved.

This approach is particularly relevant because digital parenting requires more than merely providing parents with information about the risks of technology. Effective digital parenting involves parents' ability to use technology appropriately, establish suitable boundaries, guide children's digital activities, and demonstrate responsible behavior in everyday interactions (Çetinkaya et al., 2026). For this reason, parenting interventions need to emphasize practical skill development and behavioral practice so that parents can translate their knowledge into consistent digital parenting practices.

The use of the *Carya Adarsha* guidebook further reinforces this capacity-building orientation. The guidebook functions as a practical learning resource that enables participants to continue applying the *SICA* cycle after the formal training has concluded. Its inclusion of the five pillars of *Carya Adarsha*, family digital role-modeling commitments, and monitoring sheets provides a mechanism for self-directed and continuous capacity development at the family level.

This continuity is important because the smallest increase in the present evaluation occurred in the indicator concerning the relationship between parental consistency and children's character development, which increased by only 5.8 percentage points. Although the indicator still improved, the result suggests that linking daily digital parenting practices with broader character development may require longer-term reinforcement. Consequently, future PKM activities should move beyond one-time training toward continuous mentoring, peer learning among parents, and follow-up monitoring.

Such a development would enhance the sustainability of the program while also expanding its potential as a community-based educational management intervention. The PKK community, for example, could function as a local learning community through which parents share experiences, discuss challenges in digital parenting, and reinforce positive practices. In this way, the intervention can evolve from an individual training activity into a community-based parental capacity-building model.

The findings should nevertheless be interpreted in light of the limitations of the evaluation design. The pre-test and post-test comparison demonstrates an improvement in measured understanding but does not establish long-term behavioral change or causal effects on children's character development. Future implementation should therefore include follow-up measurements, observation of parental practices, and possibly qualitative interviews with parents and children to examine whether increased understanding translates into sustained behavioral change.

Overall, the activity demonstrates that strengthening parents' capacity can be an important component of educational interventions in the digital era. The *Carya Adarsha* approach offers a practical framework for developing parents as competent, reflective, and consistent educational actors within the family. Its emphasis on role modeling, guidance, self-control, appreciation, and reflection also

provides a foundation for the further development of *Carya Adarsha* as a family-based educational capacity-building model.

CONCLUSION

The Carya Adarsha-based digital parenting program demonstrated a positive contribution to improving parents' understanding and capacity to implement effective digital parenting practices. This improvement was reflected in the increase in the average score from 75.70% before the program to 88.64% after its implementation, indicating a notable enhancement in parents' understanding of the principles and practices of digital parenting. These findings suggest that integrating practical role modeling, guided practice, and structured reflection provides an effective approach to helping parents develop a more comprehensive understanding of their roles and responsibilities in accompanying children in the digital environment. Through these activities, parents are not only encouraged to recognize the opportunities and challenges associated with digital technology but are also equipped with practical strategies to establish appropriate boundaries, supervise children's digital activities, promote responsible technology use, and cultivate positive digital habits within the family.

Furthermore, the findings highlight that effective digital parenting requires more than theoretical knowledge; it involves the consistent application of values, appropriate parental behavior, active engagement, and continuous reflection in everyday family interactions. The Carya Adarsha approach, which emphasizes exemplary conduct and the internalization of positive values, provides a meaningful foundation for strengthening parental responsibility in guiding children's digital experiences. From an educational management perspective, this program represents a strategic effort to develop human resource capacity within the family, recognizing parents as the primary educators and the family as the first educational environment in children's development. Strengthening parental competencies in digital parenting is therefore an important component of educational quality improvement, particularly in responding to the increasingly complex challenges of digital transformation. Accordingly, the sustainability of such programs requires continuous parental engagement, reinforcement through family-based educational activities, and collaboration among educational institutions, parents, and the wider community to establish a supportive, responsible, and adaptive digital learning environment for children.

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