

upper middle class to the middle class. In general, the age group of 5 to 12 years old is the one that uses technology the most (Danuri, 2019). Therefore, it can be said that children aged five to twelve benefits from the advancement of information media and technology so that they are considered a multitasking generation.

The 21st century is a century known as the digital era because the use of digital technology is very important and has become a necessity for humans (Shnai, 2017). One of the impacts of the digital era is the development of a very fast and fast flow of information. The development of information today should make human life easier. However, the facts speak otherwise, the speed of information does not always have a positive impact. Therefore, advances in information technology in this modern era can also have a negative impact in addition to the many positive impacts that are beneficial to human life (Waluyo & Rosmawati, 2021).

One of the products of the digital era that cannot be separated by human life today is digital media. Digital media has gained wide popularity and is highly favored by the public. This phenomenon may be due to the easily accessible nature of digital media and is often considered a gateway to explore the world. Digital media has a beneficial influence on several aspects of life, such as facilitating communication, serving as a tool to access information, and providing a platform for practical learning, among other benefits (Liu et al., 2021). However, it cannot be denied that the emergence of digital media also harms the Indonesian nation, including the emergence of individualistic traits, lifestyles that tend to be consumptive, westernization, social inequality, and moral degradation. The loss of national character caused by moral degradation has caused the Indonesian people, especially adolescents and children, to fall into the pit of misguidance, such as acts of violence through brawls, drug abuse, loss of discipline, loss of social contact with the community, lazy learning, promiscuity, immoral acts, criminality, and other deviations (Nur Arafah et al., 2022).

One of the causes of moral degradation is weak individual personality. Personality itself is a person's psychological state and characteristics, as well as a mixture of emotional and psychological life that affects how a person reacts to the surrounding environment. The development of a child's personality is shaped by genetic and environmental variables, namely in the realm of family, culture (society), and education (school) (Rahayu, 2019). In this context, character education plays a significant

role in the development of children's personalities because it is deliberately designed to encourage the growth and development of children's potential so that they can have good personalities or personalities, good morals, and can have a positive impact on the surrounding environment. In addition, character education also aims to shape children's personalities to become individuals who are moral, well behaved, noble, resilient, and have a spirit of tolerance.

In today's rapid digital era, shaping children's personalities is becoming increasingly challenging. Providing character education to the younger generation must be adapted to the increasingly sophisticated conditions of the digital era, where information and communication technology has an essential and indispensable meaning in everyday life. Parents and teachers experience many obstacles in shaping children's personalities in the digital era. These challenges include the unlimited spread of information, access to information that is available to everyone, and the significant impact of the digital world on human life. But in the digital era, there are opportunities to foster positive character in the younger generation, and it can even be a means to encourage the development of their personalities.

It cannot be denied that the digital era has also greatly affected Students' lives at SMP Negeri 1 Sambu. Many students are carried away by the convenience of the digital era so that they forget their obligations as a students. Students also always rely on various digital media as a way out if there are assignments or exams from school which causes laziness in studying. Many students are so dependent on digital media that many of them ignore their parents' advice and orders. Many students also misuse digital media for purposes that they should not.

Based on these conditions, researchers are interested in finding out more about the impact of digital media on the development of students' personalities and the challenges faced by parents and teachers on the lives and personal development of SMP Negeri 1 Sambu students. This is done by researchers in a study entitled "The Challenges of the Digital Age for Parents and Teachers Towards the Development of Personality of Students of SMP Negeri 1 Sambu".

2. Methods

This study used qualitative research methodology for data analysis. Qualitative research begins by analysing and interpreting data using theory, resulting in descriptive material presented in the form of text or narrative

(Husain & Santoso, 2022). The qualitative approach allows researchers to gain insight into society and the person at an individual level by directly capturing their perspectives and worldviews. The researcher aims to comprehensively describe the data obtained from the analysis of human behavior, circumstances, or other characteristics as accurately as possible. This research aims to find out the challenges faced by parents and teachers, as well as the influence of digital media on the development of student personalities at SMP Negeri 1 Sambu.

The qualitative approach requires a subjective approach in data analysis. Researchers use an inductive qualitative data analysis approach, which includes the steps of data reduction, data presentation, and conclusion drawing (verification). This technique is carried out with intense data processing using data derived from questionnaires, interviews, observations, and document studies (Rijal et al., 2018). The survey was conducted by giving a questionnaire, which is a series of questions related to the impact of using digital media given to 48 students at SMP Negeri 1 Sambu. The observation approach was carried out by observing and documenting in detail the conditions and behavior of students at SMP Negeri 1 Sambu. The interview approach includes direct communication with the Islamic Religious Education Teacher, the Head of the Student Council, several parents of SMP Negeri 1 Sambu students, and one of the students of SMP Negeri 1 Sambu. Document study is a method of collecting data by examining written records that contain information about individuals. This research uses supporting data from several sources, including books and internet media such as articles, *online* journals, *online* news, and so on.

3. Findings and Discussion

Character education is a type of education given to children with the aim of building their personalities so that they can become moral and ethical people, and be able to face challenges in the future. Personality can be formed and acquired through observation and experience from the environment in which a child grows (Ritonga, 2022). The formation of a child's personality is obtained first in the household and family environment. However, it cannot be denied that schools play a very important role in developing and constructing of children's personalities. According to Article 1 of the 2003 National Education System Law, the main objective of national education is to develop

individual character through character education. Based on this legislation, the main goal of national education is to foster the growth of students' abilities to achieve intelligence, personality, and virtuous character.

Since 2016, the Ministry of Education and Culture has initiated the Strengthening Character Education campaign intending to improve the moral and character development of the nation's next generation. The movement emphasizes that national education should prioritize four components of education: cognitive development (thinking), moral development (heart), appreciation of beauty (taste), and physical activity (exercise). All of these need to be done simultaneously (Hidayat & Abdillah, 2019). In addition, extracurricular, co-curricular and intracurricular activities can potentially improve character education in schools. Character education plays an important role in shaping children's potential to be able to live life with positive attitudes and behaviors. Character education in formal institutions aims to develop students' good personalities, foster moral fortitude, resilience, good manners and tolerance.

According to Ritonga (2022), the main functions of character education are as follows:

The function of forming and developing potential (learners can develop the potential to think positively, have conscience, behave positively, and be virtuous); Reinforcement and repair function (improve and strengthen the efforts of individuals, families, education units, communities and governments to fulfill their obligations and contribute to building the potential of the group, institution or society as a whole); and Filter function (character education helps us select and sort out our own culture, filtering out foreign cultures that are not in line with Indonesia's noble character and ethical values).

The Ministry of Education and Culture prioritizes the development of quality character education because it is very important and sets character education values as the main substance. Many factors, including instinct, habit, environment and heredity, influence the success of a child's character education. In addition, strengthening character education requires the collaboration and participation of families, schools, and communities. Therefore, the school environment plays an important role in children's character education. It is undeniable that the school environment is one of the components that influence the development of children's personalities. Schools provide a character

education system to foster and shape personalities for students that will be used in their interactions with the surrounding environment and impact how they behave and behave when solving problems (Suprpto, 2016).

To address this, Indonesian President Joko Widodo recommend character education at the basic education level with a percentage of 70% for elementary schools and 60% for junior high schools. The combination of intracurricular, extracurricular, and co-curricular learning processes in schools can be equalized based on the development of school culture or through cooperation with groups outside the field of education. From the combination of the three learning processes, it is hoped that it can foster ethical attitudes and can strengthen the positive character of students, which is very influential in the development of children's personalities.

(Rohmawati, 2018) states that advances in technology, communication, and information (ICT) gave birth to a new generation, namely generation Y or generation Z. This generation is considered capable of mastering various digital media, especially gadgets or mobile phones. This generation is considered capable of mastering various digital media, especially gadgets or cellphones. Gadgets cause them to be able to access unlimited information so that children are on the information circuit. (Kurniawan, 2021) gives a term to the generation in this digital era as the M generation or the generation of media tightness. This term is very appropriate because the current generation is very difficult to escape from the media. Another urgency is that digital media today does not only function as a means of communication and entertainment, but digital media can be said to be transformed into objects that have the power to regulate human life. The problem becomes complicated when humans are treated to a lot of digital media so that their activities become very busy.

Digital media ownership is universal in society, including students of SMP Negeri 1 Sambu. Current conditions illustrate the rapid development of technology so that the enjoyment experienced by the community in the use of digital media becomes increasingly optimal. According to McQuail in (Surveyandini & Wijayanto, 2023), the digital era causes a change in the experience experienced by humans, including: *Social presence*, the feeling of connecting with others when using digital media; *Autonomy*, the feeling of being in control when it comes to digital media; *interactivity*; *Privacy*, the experience when using digital media; *Playfulness*, getting pleasure when using digital media.

Digital media not only facilitates human life but also as a means of providing convenience in interactions between humans and other humans. In addition, the development of digital media that is increasingly rampant is believed to affect the future of society, and especially children.

Since its emergence in early 2020, the Covid-19 pandemic has had a major impact on the global fabric of life. Education is one of the affected fields, forcing us to adapt to new norms in carrying out learning activities. In this regard, the government has issued several policies, both related to education implementation guidelines, as well as technical guidelines for the education system. One of the government policies during the Covid-19 pandemic is the implementation of the Distance Learning process as an effort to protect and provide comfort to students and teachers in the learning process during the pandemic.

Distance Learning is considered less effective because many students often underestimate it especially when the internet connection is inadequate, making students lazy and bored. Moreover, monotonous learning due to lack of interaction between teachers and students makes students lazy and prefer to sleep during learning. In addition, the use of digital media as a Distance Learning media makes a number of conveniences for students so that many students are complacent and ignore their obligations as a student.

In using digital media, parents also play an important role in controlling the use of technology in children so that there is no misuse which results in damage to the child's personality. When entering the New Normal era, SMP Negeri 1 Sambu has set Limited Face-to-Face Learning for all students, this is implemented with an alternating system, namely students only enter for three days in one meeting week. The implementation of limited face-to-face learning at SMP Negeri 1 Sambu uses a *hybrid* system. The impact of the implementation of Distance Learning and Limited Face-to-Face Learning is that students often use digital media through their respective devices.

In mid-2023, the government officially revoked the status of the Covid-19 pandemic to the endemic phase, indicating that Covid-19 was not as fierce as before. Therefore, the order of life in the endemic period returned to normal as before. One of them is in the field of education, schools as a whole have implemented Face-to-Face Learning for all students, including SMP Negeri 1 Sambu. But it cannot be denied, even though the Covid-19 pandemic has turned into an

endemic, it has changed the order of human life rapidly and drastically. Some of the impacts of the Covid-19 pandemic can still be felt today, such as the high inflation rate, the difficulty of finding work, the culture of the community during the pandemic that is still carried over to this day, the progress of the development of science and technology that is getting higher, and so on.

As time goes by, alongside the Covid-19 pandemic that is starting to subside. The culture of using digital media is not decreasing, but instead getting bigger. This is natural, considering that the times are also starting to change, it is even a setback for the Indonesian nation if the use of digital media in society is decreases. However, the increasingly rampant use of digital media has created a new problem, namely, the misuse of digital media among the community, and the most common misuse is among teenagers. In today's digital era, there is a belief that digital media has a great influence on the lives of the younger generation. In the book *Communication and Commodification Examining Media and Culture in the Dynamics of Globalization*, it states that on average, young people spend more than seven and a half hours a day using digital media (Sumarni et al., 2021).

Therefore, researchers have conducted research on the use of digital media among adolescents. Based on the findings of research conducted by researchers to 48 students of SMP Negeri 1 Sambu, it shows that as many as 40 students (83%) spend more than 8 hours accessing digital media and as many as 43 students (90%) admit to having misused digital media for inappropriate purposes. In this study, researchers also found that the use of digital media in today's digital era is indeed a common thing. In principle, the use of digital media is not always related to the negative side, but also vice versa.

The following are the positive impacts of using digital media for SMP Negeri 1 Sambu students, among others: Facilitate access to relevant information for students at SMP Negeri 1 Sambu more quickly and easily so that they can complete school assignments better; SMP Negeri 1 Sambu has experienced an increase in learning innovation as shown by the use of *e-learning* which has proven to be very useful in facilitating the learning process. *E-learning* allows the creation of virtual classes or teleconference-based classes, eliminating the presence of teachers and students to be physically present in the same room; The emergence of various communities on the internet makes it easier for SMP Negeri 1

Sambu students to build new relationships; Digital media is used by SMP Negeri 1 Sambu to facilitate the learning process for both students and teachers through the application of digital media that offers diverse learning methods; Improving the quality of human resources at SMP Negeri 1 Sambu by implementing and utilizing digital media. The utilization of digital media at SMP Negeri 1 Sambu has an impact on improving the quality of students and teachers. This improvement may be due to the emphasis on learning and developing *soft skills* through various activities, including training sessions. The school also provides facilities that facilitate the improvement of the quality of human resource management in educational institutions; Facilitate SMP Negeri 1 Sambu students' access to learning resources such as electronic books, videos, and so on.

Based on what was found from interviews and observations with teachers at SMP Negeri 1 Sambu, it shows that the use of digital media also has a negative impact on students of SMP Negeri 1 Sambu, among these impacts are: Students at SMP Negeri 1 Sambu sometimes lose focus when they see a lot of interesting information on the internet; Students at SMP Negeri 1 Sambu mostly rely on the internet in doing assignments from teachers, this allows violations of Intellectual Property Rights (IPR) because the ease of obtaining data from the internet can allow plagiarism or plagiarism. One example is when students are given an assignment to create a poem, most of the students at SMP Negeri Sambu will take work on the internet rather than create their own work, this is what is feared to be a violation of IPR on these works; Students at SMP Negeri 1 Sambu become lazy to study because of the many interesting contents offered by digital media or online games. With so much interesting content presented, students prefer to explore their world rather than carry out one of their obligations to study; Misuse of knowledge by a number of students of SMP Negeri 1 Sambu to commit criminal acts. An example of the misuse of knowledge that has occurred at SMP Negeri 1 Sambu is the knowledge of some unscrupulous students related to alcohol that they get from digital media, resulting in them being influenced to commit criminal acts that should not be done. The high prevalence of pornography among students at SMP Negeri 1 Sambu will damage the morals of the younger generation. Most students who fall into and are addicted to pornography begin with a very high level of curiosity because of the *massive* technological developments that currently allow them to access several

pornographic sites on digital media freely; Most students at SMP Negeri 1 Sambu forget to carry out their responsibilities, such as studying and worshipping. Many of the students of SMP Negeri 1 Sambu are too hypnotized by digital media, causing many of them to lose track of time so that they ignore the obligations they should fulfill; The development of information technology has an impact on the difficulty of stemming foreign influences. This is what raises concerns about the occurrence of promiscuity in students of SMP Negeri 1 Sambu.

Children growing up in media-saturated situations tend to allocate most of their time to interacting with digital media. The difference between interacting with digital media and interacting with others in the real world is becoming increasingly clear. The task of shaping children's personalities has become more complicated in the rapidly advancing digital age. Children are raised in an environment that is very different from previous generations. They grow up in a highly advanced digital era where information and communication technology play an important role in everyday life. Character education provided to the younger generation must be tailored to current needs (Irmania et al., 2021).

Findings from observations and interviews conducted with teachers and guardians of SMP Negeri 1 Sambu students show that parents and teachers have many challenges in developing children's personalities in the digital era. Factors include the unregulated dissemination of information, the unlimited availability of information, and the widespread impact of the digital landscape. Parents of students at SMP Negeri 1 Sambu revealed that the sophistication of digital media has resulted in dependence on digital media being very large because of the condition of their children who currently do not live a day without digital media. But on the other hand, if children are allowed to use digital media without control from parents, their chances of accessing various information that harms morality are very large, which has implications for the low development of a child's personality (Alamiyah, Kusuma, Juwito, & Tranggono, 2021).

Aspects of the environment greatly influence the development of a child's personality. Families or parents as teachers are apparently not enough to build a child's personality optimally, although it does not rule out the possibility that there are some families who can build their child's personality optimally. Researchers have made an observation so that it raises the idea that parents

of SMP Negeri 1 Sambu students really need the help of teachers in building their children's personalities, so they have to leave their children at school. In the current digital era, what needs to be taught in schools, in other words, teachers as executors, is not only to be able to prepare a young generation with noble character as a school curriculum, cultural curriculum, and religion should be included in the curriculum while also ensuring that the workforce is prepared to compete without disregarding their religious beliefs.

One of the consequences of this digital era is that digital media has become a new priest in facilitating the lives of students at SMP Negeri 1 Sambu and as a provider of information, so that respect for teachers who were originally providers of information is being redefined. This happens because no one can monopolize information. Children can access information freely through their gadgets. In fact, in this digital era, there are many children who are more proficient and knowledgeable than teachers and parents. Therefore, in this digital era, the challenges of parents and teachers are getting bigger and more complicated.

Schools through teachers are agents in charge of cultural reproduction through a tangible process. The importance of schools and teachers in shaping students' personalities becomes clear when considering the mechanism of cultural reproduction, where it is in the classroom that students are most likely to acquire traits that will benefit them throughout their lives as well as a view of life relating to society and the spiritual realm.

In today's digital age, a major obstacle to children's personal development is the unlimited availability of information. Children have inappropriate access to information on a regular basis. Therefore, it is very important for teachers and parents to supervise their children in the limited use of digital media and the internet so that the utilization of digital media becomes safe and is not misused by children. In addition, teachers and parents should also ensure that their children have a solid understanding of the standards and ethics governing the use of information and communication technology. In addition, the ease with which children can access digital media is also an obstacle in their personal development. Children can easily and quickly obtain information without critically examining its veracity. Therefore, parents and teachers play an important role in educating children on how to find and select accurate information (Atmojo et al., 2021).

The current digital era is characterized by a very strong digital environment, which poses a challenge to the development of a positive personality in children due to the ability of the digital environment to shape their attitudes and behaviors. Over-reliance on digital media, including smartphones and electronic devices can lead to reduced levels of physical activity and social engagement among children. Therefore, instilling social values and environmental awareness in children is an important responsibility that parents and teachers must fulfill. In addition, it is important for them to provide children with hands-on exposure to their interactions with the social environment.

However, despite the current challenges, there are prospects for fostering positive personalities in children in the digital age. Parents and teachers can utilize technological advancements to instill personality and ethical principles in children through movies or videos that display positive moral messages and serve as illustrative examples.

Humans are *homo educandum*, people who can be educated and educate to achieve a goal. The digital era has led to digital media becoming the fifth teacher for mankind. Over time, digital media has synergized with four other teachers, namely parents, teachers at school, God, and the Government.

In addition, humans are also *homo religious* considering that religion is a set of teachings from God and has absolute truth as a guide for humans in living their lives. Thus, basically every newborn child is pure and they have the potentials of a very good personality, but in the formation of the child's personality the innate factor is apparently inferior to environmental factors. Al-Quran Surah Al-Luqman verse 13 mentions that before getting an education from other environments such as the community and school environment, the first time a child will get an education from the family environment, especially education from parents. As the first teachers of children, parents are obliged to teach and educate their children about the basic pillars of character education that affect the development and formation of children's personalities. These basic pillars include issues of belief (faith), worship, social, and knowledge that will form a good and useful personality in the future to interact with the environment.

Based on the results of interviews with parents of SMP Negeri 1 Sambu, they stated that teachers play a very important role in building good personalities for their children. The majority of parents said that without the role of a teacher, they would be very overwhelmed in managing

and educating their children. This is in line with a study conducted by Takhroji Aji to parents of kindergarten to high school students totaling 178 people, showing that parents expressed that they could not thoroughly implement character education for their children without the help of teachers. They also believe that in building and shaping their children's personalities, they need the help of teachers who play an important role in character education. Without the participation of a teacher, it is believed that it is difficult for parents to maximize building and shaping their children's personalities.

The cultivation of character education is carried out as an effort to shape the good personality of a student. The teacher's efforts in shaping students' personalities are assisted by the school, namely SMP Negeri 1 Sambu conducting activities in the form of habituation such as singing the Indonesia Raya Song, followed by reading the holy verses of the Koran which is carried out regularly in the morning before learning begins. In addition, the school also requires all students who are Muslims to perform Dhuhr prayers and Duha prayers in the Mushola of SMP Negeri 1 Sambu. Every Friday there will be Clean Friday or Healthy Friday activities, and then on Saturday morning there will be debriefing and coaching from teachers to all students of SMP Negeri 1 Sambu. Extracurricular activities, such as scouts, are expected to be able to build the discipline of all students, BTA (Baca Tulis Alquran) extracurricular activities are also expected to be able to help students who are still not fluent in reading the Alquran.

The role of parents is very important in assisting teachers as supervisors of their children's education at home. Although most parents have a limited understanding of character education, their assistance in supervising and regulating children's use of digital media helps in fostering the development of a child's good personality. The responsibility of character education requires harmonious cooperation between parents and teachers to achieve national education goals that are based on a cognitive framework that aims to form Indonesian individuals with good personalities. These individuals are characterized by self-confidence, virtue, virtuous behavior, strong cognitive ability, and intellectual prowess. They are equipped with the knowledge and skills necessary to contribute to Indonesia's progress (Fikriyah et al., 2022).

Thus, character education in the formation of students' personalities both from families, namely parents, and from schools, namely teachers, is equally important for the

development of students' personalities. Character education carried out by families, schools, and communities can form good personalities for the generations of the Indonesian people.

A study conducted by Fatimah Arsy Yani in 2021 entitled "The Challenges of Parenting Muslim Parents and Islamic Religious Education Teachers in Educating Children's Morals in the Digital Age at State Junior High School 24 Kaur Regency, Bengkulu Province" shows that the challenges faced by Muslim parents in educating children's morals in the digital era are smarter, open, aggressive, lazy, individualized, more digitally literate children, children who do not like to be regulated, children who get bored quickly, and information that comes quickly (Yani, 2021). The results of this study have almost the same results as research conducted at SMP Negeri 1 Sambu related to the challenges faced by parents and teachers in developing students' personalities, where the results of the study reveal that uncontrolled information, easily accessible information, and the influence of a strong digital environment are challenges for parents and teachers in building a good child's personality in the digital era.

Research conducted by Yani states that one of the challenges faced by parents and teachers in educating children's morals in the digital era is the information that comes quickly, this is in accordance with the results of this study where the challenges faced by parents and teachers in fostering the personality of students at SMP Negeri 1 Sambu are the influence of easy access to information and uncontrolled information. Basically, unlimited access to information can be utilized by children to find various information they want so that many of the students of SMP Negeri 1 Sambu rely more on digital media/internet as their teachers than teachers at school. In the observations made, the researcher found that the majority of SMP Negeri 1 Sambu students did not listen to the teacher's explanation in class and preferred to rely on digital media to study at home. Therefore, the challenge for teachers in the digital era is the decline in students' trust in their role as educators and the threat of being replaced by digital media itself.

On the one hand, uncontrolled information is also a challenge for parents and teachers in developing the personality of students at SMP Negeri 1 Sambu, this is because the lack of control over the information accessed by children results in children receiving a lot of information, both true and false information so that if there is no control from parents and teachers it is feared that

children will receive the wrong information rawly so that they enter into a hoax vortex that can have fatal consequences in life and can affect the development of children's personalities. According to Yani, the challenges faced by parents and teachers in educating children's morals in the digital era are children who are getting smarter, open, aggressive, lazy, individual, digitally literate, children who do not like to be regulated, and children who are easily bored. According to the researcher's analysis, this is due to the strong influence of the digital environment which results in the emergence of these behaviors and becomes a challenge for parents and teachers in building a good child's personality.

4. Conclusions and Recommendations

Digital media significantly influence the development of the personalities of SMP Negeri 1 Sambu students. There are many benefits of digital media in helping students during the learning and communication process. However, it cannot be denied that digital media also has a negative effect on the development of the personalities of SMP Negeri 1 Sambu students.

In shaping children's personalities in the current digital era, parents and teachers face a number of challenges, including factors beyond their control, such as the amount of information available and the enormous impact of the digital world. Parents and teachers of students at SMP Negeri 1 Sambu revealed that the sophistication of digital media has resulted in a very large dependence on digital media. The development and formation of children's personalities through character education during the Covid-19 pandemic is considered very minimal. This is evidenced by the number of students who are lazy in learning, lack of discipline, loss of honesty, and so on. The low development of children's personalities is also caused by the lack of interaction between friends and teachers which results in mental health, such as the emergence of feelings of anxiety, stress, and loss of self-confidence that the development of children's personalities tends to be disrupted and causes the development of children's personalities towards poor development.

In an effort to build students' personalities, SMP Negeri 1 Sambu also implements several activities such as, habituation of reading the Koran, singing the Indonesia Raya song, praying Duhur in a congregation, habituation of Duha prayer, debriefing and coaching of students, and other extracurricular activities that are expected to build good personalities of the students themselves. However, character education that

can shape children's personalities still needs to be done at home with parents as the main role holder in the successful development of children's personalities towards a better direction. Parents can still instill spiritual values, discipline, honesty, and so on to shape the good personality of a student.

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