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Transformation of Parental Mindset towards Management of Children's Device Use through the Tonasa Village Parenting Seminar

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Abstract

This community service activity aims to improve parents' understanding and transform their mindset in managing children's gadget use through a parenting seminar conducted in Tonasa Village, Tombolo Pao District, Gowa Regency. The main problem faced by the community is the high intensity of gadget use among children without proper supervision and management by parents. The implementation method applied Participatory Action Research (PAR), a participatory approach that actively involved parents in identifying problems, planning solutions, conducting the seminar, and reflecting after the activity. The main program was a parenting seminar entitled "Becoming Great Parents in the Digital Era," designed contextually based on community needs. The results indicate an increase in parents' knowledge, awareness, and attitudes toward digital parenting, shifting from permissive practices to more structured and responsible gadget management. Post-activity evaluation and monitoring show that parents have begun to apply gadget usage rules and establish more effective communication with their children. It can be concluded that this activity is effective in strengthening parental roles and improving the quality of family parenting in the digital era.

Introduction

Information and technology are factors that are very important for human life today. From the beginning, information has determined the development of individuals and society. Humans find it difficult to know themselves and their surroundings without information. The use of social media is increasingly widespread throughout the world and not only adults but also children use it. Social media is like a knife which means it can be useful but can also be dangerous for children (Ulfah, 2020).

The use of gadgets in early childhood to adolescence has become a phenomenon inherent in modern society, including in Tonasa Village. Children are increasingly accustomed to using digital devices for entertainment, communication and learning (Ulfah, 2020). However, this intensity of use is often not accompanied by parents' understanding of how to manage devices in a healthy and proportional manner. Not a few parents apply a permissive parenting style, allowing their children to use devices without limits and without assistance due to limited digital knowledge, busyness, or the belief that using devices is normal in the technological era (Sumarni & Sofiani, 2019). This condition has a number of impacts, including the risk of addiction, reduced social interaction, impaired concentration, and exposure to content that is not age appropriate.

Basically, children are the responsibility of Allah SWT to their parents. This mandate includes providing appropriate education and appropriate care to ensure children remain healthy. How parents provide education and care to children today is different from how parents previously provided education. This is the result of very rapid

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technological developments. However, because all children need attention and education from their parents, parents still provide the best education for their children (Widya et al., 2020).

It cannot be denied that currently many children are adept at using electronic devices/gadgets even though they are not very adept at reading or writing. Many young children do not know the actual function of these tools, but they are used to seeing their parents use them, or other people, so they are interested in imitating their parents or other people. After the development of technology and advances in technology, children have become adept at using gadgets. This definitely affects children's development, especially young children, because they experience peak periods of physical and mental development and growth (Lase & Siregar, 2024).

The urgency of this activity lies in the need to increase digital parenting literacy among parents, so that they are able to manage, supervise and direct the use of devices wisely. Rationally, parenting seminars are seen as an effective approach to convey structured knowledge, increase awareness of the risks and benefits of devices, and equip parents with practical skills in device management in the family environment (Setyawan et al., 2025).

A literature review of various studies shows that active parental involvement is a key factor in fostering healthy device use patterns in children. Digital parenting theory emphasizes the importance of active supervision, open communication, and establishing rules for the use of technology devices at home (Fajria et al., 2025). Furthermore, the American Academy of Pediatrics' concept of screen time provides guidance on age-appropriate screen time limits and safe mentoring techniques. Furthermore, social learning theory explains that children's behavior is heavily influenced by the role models or examples set by parents. Furthermore, social learning theory explains that children's behavior is heavily influenced by the role models or examples set by parents (AZQIA, 2025). Without adequate education, parents often struggle to implement these concepts in daily practice. Through parenting seminars, the community can gain a comprehensive understanding based on theory and practice, relevant to the social conditions of Tonasa Village.

The problem-solving plan for this activity was implemented through a parenting seminar that integrated counseling, interactive discussions, and case studies related to children's device use (Oktiani & Gunawibawa, 2019). The material presented covered the positive and negative impacts of devices, screen time management techniques, the use of parental control features, establishing digital family rules, and effective communication strategies between parents and children (Ulfah, 2020). The primary objective of this activity was to increase parents' understanding and awareness of the importance of proper device management, while simultaneously encouraging a shift in mindset from permissive device use to targeted, safe, and educational use. Therefore, it is hoped that this seminar will have a direct impact on improving digital parenting patterns at the family level (Rawanita & Mardhiah, 2024).

Based on this understanding, the hypothesis of this community service is that the parenting seminar can transform parents' mindsets to become more critical, wise, and skilled in managing children's device use, which in turn can minimize the risk of device misuse and improve the quality of family interactions. With the right educational approach, parents in Tonasa Village are expected to be able to adopt more effective digital

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parenting practices so as to create a healthy gadget use environment for children (Ulfah, 2020).

Methods

Research Approach

This community service activity employed a Participatory Action Research (PAR) approach. PAR was selected because it emphasizes active participation, collaboration, and collective problem-solving between the service team and community members. Unlike conventional approaches that position communities only as recipients of information, PAR places community members as active subjects who participate in identifying problems, developing solutions, implementing actions, and evaluating changes that occur (Rahmat & Mirnawati, 2020).

In this activity, PAR was considered appropriate because the issue of children's gadget use requires not only theoretical understanding but also behavioral changes in parenting practices. Digital parenting problems are closely related to family habits, supervision patterns, and parental awareness in managing children's interaction with technology (Khafsoh & Riani, 2024). Therefore, the PAR approach provides space for academics and communities to collaboratively understand local conditions and formulate practical solutions based on community needs (Syabrullah et al., 2025).

Research Site and Participants

The activity was conducted in Tonasa Village as part of the Thematic Community Service Program (KKN). The participants involved in this service activity consisted of parents and children residing in Tonasa Village**.** Participants were selected inclusively without considering differences in social background, occupation, or educational level.

Parents served as the main partners in identifying and addressing digital parenting issues because they play an important role in controlling and guiding children's use of digital devices. Meanwhile, children were indirectly involved as the primary subjects affected by parenting practices implemented within the family environment. This involvement reflects the principles of PAR, which emphasize community participation as the foundation of the service process (Zunaidi, 2024).

Preliminary Observation and Problem Identification

The initial stage of the PAR process involved participatory observation and community engagement to identify digital parenting conditions in Tonasa Village. Observations were conducted by examining children's daily activities, particularly their interaction with digital devices when visiting the KKN post.

In addition to direct observation, the service team conducted informal conversations and dialogues with parents and children to explore information regarding gadget usage patterns, parental supervision practices, challenges faced by parents, and children's responses to rules applied at home. This stage aimed to obtain a contextual understanding of digital parenting problems before designing intervention activities (Felani et al., 2025).

Action Planning and Program Implementation

Based on the results of the initial assessment, the service team designed a participatory intervention in the form of a digital parenting seminar. The program was developed according to the problems and needs identified during the observation stage.

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The seminar was implemented as an educational platform to improve parents' understanding of responsible gadget management, parental supervision strategies, and the importance of establishing healthy digital habits for children. During the activity, parents were not positioned only as recipients of information but actively participated through discussions, experience-sharing sessions, and collaborative formulation of practical solutions that could be applied in their respective families (Supriyono, 2024).

Through this participatory process, parents were encouraged to develop awareness regarding the impact of excessive gadget use and strengthen their ability to implement appropriate digital parenting strategies (Ulfah, 2020).

Reflection and Follow-Up Evaluation

The final stage of the PAR method involved reflection and follow-up evaluation. After the parenting seminar, the service team conducted observations and informal communication with participants to identify changes in parents' attitudes, understanding, and practices related to children's gadget use.

The reflection process focused on evaluating whether parents were able to apply the strategies discussed during the seminar and how children responded to newly established digital rules at home. This stage is an essential component of PAR because the approach does not end with knowledge transfer but aims to encourage continuous improvement and sustainable behavioral change within the community (Felani et al., 2025; Zunaidi, 2024).

Data Collection and Analysis

Data in this activity were collected using qualitative techniques, including participatory observation, informal interviews, discussion documentation, and reflective notes. Observation data were used to understand children's gadget-use behavior and family interaction patterns, while informal interviews provided deeper insights into parental experiences and challenges in implementing digital parenting.

The collected data were analyzed descriptively through identifying recurring themes related to parental awareness, supervision practices, community participation, and changes after the intervention. The analysis aimed to evaluate the effectiveness of the PAR-based digital parenting program in strengthening family capacity to manage children's gadget use responsibly.

Superior Program

One of the important parts of this Community Service (PkM) activity is the delivery of material on the theme "Being a Great Parent in the Digital Era", which is a theme suggested directly by the presenter, namely Dr. Musafir, S.H.I., M.H., CHPP., CNEP. His experience in delivering various activities such as parenting seminars, hypnoteaching workshops, leadership seminars, and public speaking training is an added value in delivering material that is contextual and easy to understand by the public. This theme was chosen as a response to the condition of society which is faced with the challenges of caring for children amidst the increasingly massive development of digital technology. Even though it is not the main focus of the activity, this material plays a strategic role in strengthening society's understanding of the role of parents in guiding children adaptively and responsibly in the digital era (Shobirin et al., 2025).

This activity was carried out in Tonasa Village with participants involving all levels of village society, so that this superior program is not only educational, but also inclusive.

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Which is in line with the INASS Thematic KKN model which is always implemented and collaborative and participatory governance between students and village government to strengthen social, educational and economic capacity. This activity was carried out through collaboration between Post 1 and Post 2 of KKN-Thematic Batch VII Institut 'Aisyiyah South Sulawesi, by presenting professional presenters in the field of parenting and digital literacy so that the material provided was relevant and skill-based. Delivery of material is carried out communicatively by combining presentations, case examples, and reflections on participants' experiences, thereby encouraging active community participation during the activity.



Figure 1. Parenting Seminar Presentation by Speaker



Figure 2. Parenting Seminar Participants

This program is superior because it integrates theory, direct practice and sustainability strategies. The benefits are not only felt by seminar participants, but also have an impact on their families because the results of the activities are in the form of guidelines and skills that can be applied long term. Apart from increasing parental capacity, this program strengthens collaboration between KKN posts, expands educational reach, and supports social transformation in digital parenting at the village level.

Result

Implementation of community service activities through seminars with the theme "Being a Great Parent in the Digital Era" provided positive and significant results for the community in Tonasa Village. The main result of this activity can be seen in the increasing understanding and awareness of parents regarding their strategic role in accompanying children amidst the increasingly rapid development of digital technology. During the activity, participants showed active and enthusiastic responses, both in listening to material presentations and in discussion and question and answer sessions (Ulfah, 2020).

Many participants stated that the material presented opened up new perspectives regarding parenting, especially regarding how parents should be wise, adaptive and responsible in dealing with children's use of technology. The concept of "Great Parents in the Digital Era" is understood by participants as a parental figure who is not only able to provide rules, but is also present as a companion, role model, and good communicator in the family. Apart from increasing understanding, the results of the parenting seminar were also visible from changes in participants' attitudes towards parenting patterns which previously tended to be permissive. Through the speaker's explanations which were delivered communicatively and contextually, participants began to realize the

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importance of parents' active involvement in their children's digital lives. Participants understand that the use of devices is not something that must be completely prohibited, but needs to be directed through open communication, mutual agreement and proportional supervision. This awareness is reflected in various participant statements stating their readiness to implement a more focused and balanced parenting pattern between digital and non-digital activities in the family environment.

The success of this educational parenting seminar can be seen from one of the real impacts felt by the participants, namely a change in parenting patterns in the family. This is reflected in the experience of one of the children participating in a parenting seminar who said that the material provided was very relevant and could be applied in everyday life, especially in regulating the use of gadgets. After the parents implemented more focused rules, the child no longer used the device after school and complied with the usage time limit set by his mother.

The results obtained from this activity are an increase in parents' reflective abilities in assessing the parenting practices they have been carrying out. Through discussions and case examples presented by the presenters, participants were able to relate the seminar material to their personal daily experiences. This process encourages participants to evaluate their device usage habits at home and their role as parents in guiding their children. Thus, this seminar not only results in increased knowledge, but also forms internal awareness which is an important capital for changing parenting behavior in a more positive direction.

The results of the activity show that this parenting seminar has had a positive impact on increasing the knowledge and skills of the community, especially parents, in understanding the role of parenting in the digital era. The outcomes of service are not only conceptual, but also practical, shown by the increasing awareness of participants regarding the importance of parental involvement in children's use of technology (Sari et al., 2025). Overall, the results of the service show that the seminar "Being a Great Parent in the Digital Era" was able to have a real impact on the Tonasa Village community, especially in strengthening parents' understanding of child rearing which is relevant to the challenges of the times. This activity succeeded in becoming an educational and reflective space that helped parents understand that their role in the digital era has not been replaced by technology, but has become increasingly important in shaping children's character, habits and life balance. With these results, this service activity can be said to have achieved the expected goals and made a positive contribution to improving the quality of family care in society.

The increase in knowledge can be seen from participant responses during discussions and questions and answers, where most participants were able to identify digital parenting challenges and mention steps that can be taken to assist children in using devices wisely. In addition, participants also showed improved skills in formulating family agreements and building more open communication with children. The output of the activity is also supported by activity documentation in the form of photos of implementation, material delivery sessions, and interactions between presenters and participants. This documentation is physical evidence of the implementation of activities and can be used as supporting material in scientific publications and PkM reports.

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Figure 3. Activity Documentation & Figure 4. Group Photo with Professional Speakers

The results of this PkM activity are in line with various community service research and scientific research related to parenting seminars. Research by Rosti et al. (2023) shows that parenting seminars are able to increase parents' awareness and understanding of their role in shaping children's character amidst the technological developments of modern society. Even though the focus of this research is on the formation of religious character in the Society 5.0 era, the main findings strengthen the results of this PkM, namely that parenting education through seminars is effective in increasing parents' capacity (Hidayati et al., 2023).

Another study by Setyawan et al. (2025) also found that participatory-based parenting seminars were able to increase parents' understanding of communication, positive discipline, and managing children's use of devices. This finding is relevant to the results of PkM in Tonasa Village, where participants showed a change in perspective towards the use of gadgets, from previously permissive to more focused and responsible (Setyawan et al., 2025).

The main difference between this PkM activity and previous research lies in the social context and theme approach. If the research of Rosti et al. places more emphasis on religious character and the research of Setyawan et al. in home-based parenting, this PkM places the concept of "Being a Great Parent in the Digital Era" as a bridge between technological challenges and daily parenting practices in village communities. Thus, this activity enriches the treasures of PkM parenting practices with a more contextual approach to the realities of the Tonasa Village community.

Overall, the results and discussion show that this activity was successful in achieving the service target, namely increasing parents' understanding and skills through a communicative, educational approach. This activity also strengthens previous research findings that parenting seminars are an effective instrument in building collective community awareness of the importance of adaptive parenting in the digital era (Zunaidi, 2024).

Discussion

Evaluation And Monitoring Stages

After all the series of stages have been carried out, the final step is to carry out evaluation and monitoring. This evaluation needs to be carried out so that future activities will be better. Apart from that, supervision or monitoring after training activities is also important to carry out. This supervision is carried out with a coordination system between expert tutors and service implementers (Hidayah, 2021). The evaluation and

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monitoring stages in Community Service activities are designed to assess the effectiveness of the implementation of parenting seminars and ensure the sustainability of the activity's impact on the community. The evaluation was carried out after the entire series of seminars "Being Great Parents in the Digital Era" was completed, with a focus on achieving the goal of service, namely increasing parents' understanding and awareness in carrying out their parenting role in the digital era. This evaluation is important to find out to what extent the material presented is relevant to community needs and can be understood and applied in everyday family life (Suryanto et al., 2024).

Evaluation of activities is carried out through direct observation during the seminar, especially on the level of participant participation, activeness in discussions, and participants' responses to the material presented by the presenters. The participants' enthusiasm in asking questions and sharing parenting experiences is an indicator that the seminar material is able to trigger parents' awareness and critical reflection on the parenting practices that have been carried out so far (Marzuki et al., 2025). Apart from that, the evaluation also considers the suitability of the theme, delivery method and language used by the presenters with the characteristics of the Tonasa Village community, so that the educational message can be received effectively. Post-activity monitoring is carried out to see the continuity of understanding gained by participants after the parenting seminar is completed. Monitoring is focused on ensuring that parents begin to apply wiser and more responsible parenting principles in their children's use of devices. This supervision is carried out through coordination between the service implementation team and expert presenters or tutors, as well as through continued communication with local community representatives. This coordination allows the service team to obtain an overview of changes in attitudes and parenting patterns of parents in the family environment (Ashoumi & Hariono, 2022).

Through planned evaluation and monitoring stages, it is hoped that this parenting seminar activity will not only provide momentary understanding, but also encourage changes in sustainable parenting patterns of thinking and behavior. Evaluation serves as a basis for improving service programs in the future, while monitoring ensures that service results remain relevant and provide real benefits for the community. Thus, this stage becomes an integral part in realizing the goal of community service which is oriented towards improving the quality of family care in the digital era (Zunaidi, 2024).

Conclusion

Community Service Activities through parenting seminars with the theme "Being Great Parents in the Digital Era" in Tonasa Village have made a positive contribution in transforming parents' mindsets regarding the management of children's device use. Through a participatory approach that actively involves the community, this activity not only focuses on conveying information, but also encourages parents' process of reflection and critical awareness of the digital parenting practices that have been implemented so far. The results of the activity show an increase in parents' understanding of their strategic role in accompanying children in the digital era, especially in regulating the intensity of device use, building open communication, and establishing mutually agreed rules within the family. This change in mindset marks a shift from parenting that tends to be permissive towards digital parenting that is more focused, wise and responsible. Apart from increasing understanding, this service activity also produces a real impact on family care practices in Tonasa Village. Parents are starting to show readiness to implement more balanced management of device use between digital and non-digital activities, as

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well as improving the quality of interaction with their children. The post-activity evaluation and monitoring process indicated a change in parents' attitudes and behavior in supervising and assisting children's use of devices more consistently. Thus, it can be concluded that this parenting seminar is effective as an educational tool in strengthening digital parenting literacy and improving the quality of family care, while emphasizing that the role of parents remains the main factor in forming an environment for healthy technology use and supporting children's development in the digital era.

Advice

Based on the results and impact of these activities, it is recommended that the parenting seminar program can be implemented on an ongoing basis and developed in the form of further assistance to ensure consistency in the implementation of digital parenting at the family level. Village governments, educational institutions and community leaders are expected to collaborate actively in developing digital parenting literacy programs that are more structured and sustainable in accordance with the needs of local communities. Apart from that, it is recommended that further service activities expand the target by involving teenagers and educators as strategic partners in creating a healthy, safe and educational ecosystem for using devices. Strengthening the long-term evaluation and monitoring stages also needs to be carried out so that the impact of activities can be measured more comprehensively and provide sustainable benefits for the community.

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