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Negotiating Digital Risks: The Roles of Parents and Islamic Education Teachers in Protecting Students from the Negative Impacts of Technology

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Abstract

The rapid advancement of digital technology has significantly transformed students' learning environments and social interactions, creating both opportunities and challenges in contemporary education. While digital technology offers substantial benefits for communication and learning, its uncontrolled use also exposes students to various risks, including excessive smartphone dependency, reduced academic focus, social media addiction, exposure to harmful online content, and behavioral changes. This study aims to examine the roles of parents and Islamic Education (PAI) teachers in protecting students from the negative impacts of technology at SMP Negeri 4 Ponrang, Indonesia, and to identify the supporting and inhibiting factors influencing these efforts. This study employed a qualitative approach using a case study design. Data were collected through observations, semi-structured interviews, and documentation involving parents, Islamic Education teachers, and students. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing. The findings reveal that parents function as primary digital gatekeepers through supervision, communication, guidance, and moral education. Meanwhile, Islamic Education teachers serve as moral guardians by strengthening students' ethical awareness through religious instruction, behavioral supervision, and counseling. The study also found that effective digital risk prevention requires strong collaboration between family and school. Supporting factors include students' self-awareness, family support, positive social environments, and teacher involvement, while inhibiting factors include rapid technological development, easy internet access, environmental influence, and limited parental supervision. This study highlights the importance of integrating digital literacy, digital ethics, and Islamic character education to strengthen students' moral resilience in navigating contemporary digital challenges.

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Introduction

The rapid advancement of digital technology has fundamentally transformed the landscape of human interaction, communication, and education. Smartphones, social media platforms, digital learning systems, and internet-based resources have become inseparable from students' daily lives, significantly reshaping how they access information, build social relationships, and engage in learning activities. In educational settings, digital technology offers substantial opportunities to enhance learning effectiveness, promote collaborative knowledge construction, and support the development of twenty-first-century competencies such as digital literacy, critical thinking, communication, and problem-solving skills (Bond et al., 2021; Haleem et al., 2022). As digital natives, today's students are immersed in a technology-driven environment that presents both remarkable educational opportunities and increasingly complex risks.

Despite its educational benefits, the rapid integration of digital technology has generated growing concerns regarding its negative consequences for adolescents. The increasing dependence on smartphones and digital media has been associated with excessive screen time, social media addiction, cyberbullying, online gaming dependency, and exposure to harmful or inappropriate content (Keles et al., 2020; Boer et al., 2021). Research has shown that uncontrolled digital engagement can adversely affect students' academic performance, psychological well-being, emotional stability, and interpersonal relationships (Odgers & Jensen, 2020). More critically, prolonged exposure to unhealthy digital environments may influence adolescents' moral reasoning, social behavior, and character formation, particularly during adolescence—a developmental stage characterized by emotional vulnerability, identity exploration, and increased susceptibility to external influences.

The issue of digital risk has become increasingly relevant in developing countries, including Indonesia, where smartphone penetration among school-aged children continues to grow rapidly. Digital technology has become central to students' educational and social activities; however, its uncontrolled use remains a serious concern. Many students engage with digital technology beyond academic purposes, spending significant time on online games, social media, and entertainment platforms. Such practices frequently contribute to reduced academic motivation, poor self-regulation, weakened face-to-face interaction, and exposure to content that may conflict with cultural, ethical, and religious values. These conditions highlight that digital transformation in education is not merely a matter of technological adaptation but also a matter of moral and social responsibility requiring effective guidance from both family and educational institutions.

Within this context, parents occupy a central position as children's primary educators and the first social environment in which values, discipline, and behavioral patterns are formed. The family remains the most influential institution in shaping children's attitudes toward technology use. In the digital era, parental responsibility extends beyond traditional caregiving roles to include digital supervision, guidance, and mediation. Effective parental mediation can help children develop healthy digital habits, improve self-control, and reduce exposure to harmful online content (Livingstone & Byrne, 2018; Park et al., 2025). Recent studies further emphasize that restrictive control alone is insufficient in protecting adolescents from digital risks; instead, active communication, collaborative supervision, and digital literacy development are more effective in fostering safe and responsible

technology use (Akter et al., 2025). Therefore, parental engagement remains a critical protective factor in minimizing the harmful effects of digital technology on adolescents.

In addition to parents, schools also play a crucial role in responding to the challenges of digital technology, particularly through the role of teachers. Among school actors, Islamic Education (PAI) teachers hold a uniquely strategic position because their role extends beyond academic instruction to moral and character formation. In Islamic educational philosophy, education is not limited to knowledge transmission but also encompasses the cultivation of *akhlaq* (moral character), self-discipline, responsibility, and ethical consciousness. These values are particularly relevant in navigating contemporary digital environments, where students continuously encounter moral dilemmas and behavioral challenges. Islamic education therefore provides a normative and ethical framework that can guide students toward responsible digital behavior. Scholars argue that Islamic education in the digital era must integrate technological literacy with moral and spiritual development to ensure that students are not only digitally competent but also ethically grounded (Huda et al., 2024; Rosmalina et al., 2023).

The intersection between digital technology and Islamic education has received increasing scholarly attention in recent years. Existing studies have discussed digital parenting, online safety, adolescent mental health, and the integration of technology in Islamic education (Saimun & Hanafi, 2025; Ramadani et al., 2025). Other studies have examined the role of parents in supervising children's digital activities or the role of teachers in managing technology-related challenges in schools. However, most existing studies focus on parents and teachers as separate actors, resulting in limited understanding of how family and school collaboratively function as interconnected protective systems in addressing digital risks among adolescents. More specifically, studies that examine the complementary roles of parents and Islamic Education teachers in mitigating the negative impacts of technology within Islamic educational contexts remain scarce.

This gap is particularly important because digital risk prevention requires collaborative intervention rather than isolated supervision. Protecting students from the harmful effects of technology demands a holistic approach that integrates family-based monitoring, school-based moral education, and value-driven digital literacy. In this regard, parents and Islamic Education teachers function as two interconnected pillars in building students' digital resilience. Parents shape behavioral regulation and daily supervision at home, while PAI teachers reinforce ethical awareness and moral responsibility in school settings. The synergy between these two actors may significantly influence students' capacity to navigate digital environments safely and responsibly.

This study offers a significant contribution by examining digital risk prevention through the combined perspectives of parental responsibility and Islamic educational guidance. Unlike previous studies that emphasize only family-based or school-based approaches, this research highlights the dynamic interaction between parents and Islamic Education teachers as collaborative agents of digital protection. Specifically, this study investigates the roles of parents and Islamic Education teachers in protecting students from the negative impacts of technology at SMP Negeri 4 Ponrang. It also explores the supporting and inhibiting factors influencing these protective efforts. The findings are

expected to contribute to broader scholarly discussions on digital ethics, adolescent protection, character education, and the future of Islamic education in the digital era.

Method

This study employed a qualitative approach using a case study design to explore the roles of parents and Islamic Education (PAI) teachers in protecting students from the negative impacts of digital technology. A qualitative case study was considered appropriate because this research sought to obtain an in-depth understanding of participants' experiences, perceptions, and strategies in addressing digital-related challenges among students within a specific educational context. The study focused on SMP Negeri 4 Ponrang, Indonesia, as a representative setting where students actively interact with digital technology in both academic and non-academic environments.

The participants of this study consisted of parents, Islamic Education (PAI) teachers, and students of SMP Negeri 4 Ponrang. Participants were selected using purposive sampling based on their relevance to the research objectives. Parents were selected based on their active involvement in supervising students' technology use at home, while PAI teachers were selected because of their direct responsibility in providing moral and religious guidance at school. Students were included to provide contextual insights into their experiences with technology use and digital-related challenges. This participant composition enabled the study to capture perspectives from both family and school environments.

Data were collected through three primary techniques: observation, semi-structured interviews, and documentation. Observations were conducted to examine students' behavior related to technology use within the school environment and to identify interactions between teachers and students during educational activities. Semi-structured interviews were conducted with parents, PAI teachers, and selected students to gather detailed information regarding supervision strategies, challenges, and perceptions of digital risks. This interview format allowed participants to express their experiences openly while enabling the researcher to explore emerging themes in greater depth. Documentation was used to support primary data and included school records, institutional documents, and relevant materials related to student activities and school policies concerning technology use.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of three interconnected stages: data condensation, data display, and conclusion drawing/verification. In the first stage, collected data were organized, reduced, and categorized according to themes relevant to the research objectives. In the second stage, the data were systematically presented to identify patterns, relationships, and recurring themes related to parental roles, teachers' responsibilities, and digital risk factors. In the final stage, conclusions were drawn through interpretative analysis and continuously verified to ensure consistency and credibility.

To ensure the trustworthiness of the findings, this study applied source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from parents, teachers, and students, while technique triangulation involved cross-checking findings from observations, interviews, and documentation. These strategies were employed to strengthen data credibility, enhance analytical rigor, and

ensure that the findings accurately reflected the realities of digital risk prevention in the studied context.

Results

This study aims to examine the roles of parents and Islamic Education (PAI) teachers in protecting students from the negative impacts of technology at SMP Negeri 4 Ponrang. In addition, this study also investigates the supporting and inhibiting factors influencing these preventive efforts. Based on observations, interviews, and documentation, the findings reveal four major themes: (1) digital risks faced by students, (2) parents' roles in preventing digital risks, (3) Islamic Education teachers' roles in mitigating technology-related risks, and (4) supporting and inhibiting factors affecting digital risk prevention.

Digital Risks Faced by Students at SMP Negeri 4 Ponrang

The findings indicate that digital technology has become an inseparable part of students' daily lives at SMP Negeri 4 Ponrang. Smartphones, internet access, and social media platforms are widely used by students not only for educational purposes but also for communication, entertainment, gaming, and social interaction. The increasing accessibility of digital technology has created both opportunities and challenges in students' academic and social lives.

Based on field observations, many students actively use smartphones outside classroom hours, particularly for accessing social media, watching online videos, and playing online games. While technology supports communication and information access, excessive and uncontrolled use has generated several risks affecting students' behavior and academic performance.

The first major risk identified is excessive smartphone dependency. The findings show that many students spend significant amounts of time using smartphones for non-academic purposes. This habit has gradually reduced their study time and affected concentration during learning activities. Students who spend excessive time on mobile devices tend to show lower academic focus and weaker discipline in completing school-related responsibilities.

The second risk involves exposure to inappropriate online content. Easy internet access through smartphones increases students' vulnerability to content that may negatively influence their behavior, attitudes, and moral values. Without proper supervision, students can access information and digital content that conflict with social norms, educational values, and Islamic teachings.

The third identified risk is social media dependency. Excessive social media use was found to affect students' social behavior and emotional stability. Some students showed a tendency to prioritize online interaction over direct social communication. This situation contributes to reduced face-to-face interaction, weaker communication skills, and diminished emotional control.

The fourth risk relates to behavioral and moral changes among students. The findings indicate that uncontrolled technology use may influence students' attitudes, discipline, and behavior. Some students demonstrate reduced self-control, declining

respect for time management, and increased susceptibility to negative peer influence originating from digital environments.

These findings suggest that the negative impacts of technology are multidimensional, affecting academic performance, behavior, social interaction, and moral development. Therefore, effective preventive strategies require active supervision and guidance from both family and school environments.

Parents' Roles in Preventing the Negative Impacts of Technology

The findings reveal that parents play a crucial role in preventing the negative impacts of technology on students. As the first and primary educators, parents hold direct responsibility for shaping children's behavior, habits, discipline, and moral values. In the digital era, this responsibility extends to supervising and guiding children's interaction with technology.

The study found that parents perform four major roles in preventing digital risks: educating children about responsible technology use, supervising technology access, providing guidance and advice, and instilling moral and religious values.

First, parents actively educate children regarding the appropriate use of digital technology. They explain both the benefits and potential dangers of smartphones and internet access. Parents emphasize that technology should be used as a tool for learning, communication, and productive activities rather than solely for entertainment. This educational role aims to build students' awareness regarding responsible technology use. Parents attempt to help children understand that technology can provide positive benefits when used wisely but can also create harmful consequences when misused.

Second, supervision emerged as one of the most important parental responsibilities. The findings indicate that parents continuously monitor their children's smartphone use, including screen time, accessed applications, and online activities. This supervision functions as a preventive measure to minimize children's exposure to harmful digital content. Parental supervision is particularly important because adolescents often lack sufficient self-control in managing digital behavior independently. Parents therefore act as primary regulators who establish boundaries regarding the use of smartphones and internet access. The findings show that effective supervision is associated with better student discipline and healthier digital habits. Students whose parents actively monitor technology use tend to demonstrate stronger control in balancing academic activities and digital engagement.

Third, parents provide continuous guidance and advice to children regarding digital behavior. This guidance extends beyond control and restriction. Parents also emphasize communication and emotional support in helping children understand digital challenges. Through regular communication, parents remind children about responsible behavior in digital spaces, the importance of self-control, and the risks associated with excessive gadget use. This guidance helps children develop awareness and personal responsibility.

Fourth, the study found that parents strongly emphasize moral and religious education as a foundation for digital behavior. Islamic values play an important role in shaping how children use technology. Parents seek to instill values such as discipline, honesty, modesty, responsibility, and self-control. Religious values serve as ethical foundations that help children distinguish between beneficial and harmful digital behavior.

Parents believe that strong moral character can protect children from various forms of technology misuse.

Islamic Education Teachers' Roles in Preventing Digital Risks

The study also found that Islamic Education (PAI) teachers play a strategic role in protecting students from the negative impacts of technology within the school environment. Unlike other teachers whose primary responsibility centers on academic instruction, PAI teachers carry broader responsibilities related to moral education, character development, and spiritual guidance.

The findings indicate that PAI teachers perform four major roles: providing religious instruction, guiding students' moral development, supervising student behavior, and offering counseling and advice.

First, PAI teachers integrate Islamic values into classroom instruction to strengthen students' moral awareness. Through Islamic Education, students are taught principles related to ethics, morality, discipline, honesty, and responsibility. These values are highly relevant in helping students navigate challenges arising from digital technology. Teachers emphasize that technology itself is not inherently harmful; rather, the problem lies in how students use it. Therefore, students are taught to use technology wisely, responsibly, and in accordance with Islamic values.

Second, PAI teachers actively guide students' moral and character development. Moral guidance is considered essential because digital risks often affect students' attitudes and behavior. Teachers therefore emphasize the importance of *akhlaq al-karimah* in daily life, including digital interactions. Students are continuously reminded to maintain ethical conduct, avoid harmful digital activities, and demonstrate responsibility in using technology. This guidance strengthens students' awareness regarding the moral consequences of their digital behavior.

Third, PAI teachers supervise students' behavior in the school environment. Through daily interactions, teachers observe students' discipline, behavior, and social interactions. This supervision allows teachers to identify early signs of problematic behavior related to technology use. Behavioral monitoring helps schools intervene early when students begin showing patterns of excessive gadget dependency or declining discipline. This preventive approach enables timely guidance before more serious problems emerge.

Fourth, PAI teachers provide counseling and advice to students experiencing behavioral challenges related to technology use. Teachers offer direct guidance through personal communication, advice, and mentoring. Counseling helps students reflect on their behavior and understand the consequences of inappropriate technology use. Through this process, students are encouraged to improve self-control and develop healthier digital habits.

The findings also reveal that PAI teachers function as moral role models. Their behavior, discipline, and attitudes significantly influence students' character formation. By demonstrating ethical conduct and wise behavior, teachers strengthen the moral messages delivered in Islamic Education classes.

Supporting and Inhibiting Factors in Preventing Digital Risks

The study identified several factors that either support or hinder efforts to protect students from the negative impacts of technology.

1. Inhibiting Factors

The findings reveal four major inhibiting factors. The first inhibiting factor is rapid technological development. The continuous advancement of digital technology creates new challenges for both parents and teachers. As technology evolves, monitoring students' digital activities becomes increasingly difficult.

The second factor is easy internet access through smartphones. Widespread smartphone ownership among students significantly increases digital exposure. Students can easily access various forms of online content at any time and from any location. The third inhibiting factor is environmental influence. Peer groups and surrounding social environments strongly affect students' digital behavior. Negative social environments often encourage unhealthy technology use and increase exposure to harmful digital practices.

The fourth factor is limited parental supervision. Some parents face difficulties in consistently monitoring children's digital behavior due to work responsibilities, limited time, or insufficient digital literacy. This reduces the effectiveness of home-based supervision. These inhibiting factors demonstrate that preventing digital risks has become increasingly challenging in modern digital environments.

2. Supporting Factors

Despite these challenges, the study also identified several supporting factors that strengthen prevention efforts. The first supporting factor is students' awareness. Students who possess self-awareness and personal discipline are more capable of regulating technology use responsibly. The second factor is family support. Active parental involvement through supervision, communication, and moral guidance creates stronger protection against digital risks. The third supporting factor is a positive social environment. Healthy family, school, and peer environments encourage students to develop responsible behavior and healthier digital habits.

The fourth factor is active teacher involvement. Strong teacher engagement in supervision, guidance, and character education significantly supports students' moral development and responsible technology use. These supporting factors indicate that digital risk prevention becomes more effective when students receive consistent guidance from both family and school.

Discussion

Parents as Primary Digital Gatekeepers in the Digital Era

The findings of this study demonstrate that parents play a central role in protecting students from the negative impacts of digital technology. In contemporary society, parental responsibility has expanded beyond traditional caregiving roles and now includes digital supervision, technological mediation, and ethical guidance. This transformation reflects the growing complexity of children's interaction with digital environments, where technology shapes not only communication and learning but also behavior, identity, and moral orientation.

This finding confirms that the family remains the most influential social institution in shaping children's behavior, including digital habits. Parents serve as the first line of defense against harmful digital exposure because they directly regulate children's access

to technology, monitor usage patterns, and provide behavioral guidance. The effectiveness of parental involvement significantly influences how children develop digital awareness, self-control, and responsible online behavior.

This finding strongly aligns with parental mediation theory, which explains that parents influence children's digital behavior through supervision, restriction, co-use, and communication (Livingstone & Byrne, 2018). Research has consistently shown that active parental mediation significantly reduces children's exposure to harmful online content, cyber risks, and problematic internet use (Elsaesser et al., 2017; Park et al., 2025). Adolescents who receive consistent parental guidance are more likely to develop healthier digital habits and stronger behavioral control.

However, the findings also indicate that supervision alone is insufficient. Restrictive control without communication may create resistance, secrecy, and emotional distance between parents and children. Effective digital parenting therefore requires balance between regulation and dialogue. Parents need to establish boundaries while simultaneously fostering trust, communication, and self-regulation.

This point is particularly important because digital risk prevention is not merely about limiting access to devices but about cultivating internal control. Long-term protection depends less on external restriction and more on children's ability to regulate their own behavior when supervision is absent.

From an Islamic perspective, parental responsibility carries deeper moral and spiritual significance. Islam positions parents as the primary educators responsible not only for children's physical welfare but also for their moral and spiritual development. The obligation to protect children from harmful influences extends to contemporary digital threats. Thus, digital supervision becomes part of a broader ethical duty to nurture righteous character and protect children from moral harm.

Therefore, parents should be understood not merely as supervisors of technology use but as primary digital gatekeepers who shape children's digital literacy, moral resilience, and ethical decision-making in increasingly complex digital environments.

Islamic Education Teachers as Moral Guardians in Technological Society

The findings further reveal that Islamic Education (PAI) teachers play a strategic role in mitigating digital risks among students. Within school settings, PAI teachers occupy a unique position because their responsibilities extend beyond academic instruction to include moral formation, character development, and spiritual guidance.

This finding suggests that PAI teachers function as moral guardians in technological society. As students become increasingly immersed in digital environments, they require ethical guidance to navigate moral dilemmas arising from technology use. In this context, PAI teachers serve as key actors in strengthening students' ethical awareness and moral responsibility.

Unlike general digital literacy education, Islamic Education offers a value-based framework rooted in spiritual and ethical principles. Through Islamic instruction, students internalize values such as honesty, discipline, modesty, responsibility, and accountability. These values become increasingly relevant in digital spaces where students continuously encounter ethical challenges related to communication, self-presentation, information consumption, and social interaction.

This finding supports previous studies emphasizing the importance of Islamic education in responding to contemporary technological challenges. Huda et al. (2024) argue that Islamic education in the digital era should integrate technological competence with moral and spiritual development. Similarly, Rosmalina et al. (2023) highlight that character education grounded in Islamic values remains essential for preventing behavioral deviation among adolescents.

The study also shows that PAI teachers influence students not only through formal teaching but through moral exemplification. Students observe and internalize teachers' attitudes, discipline, and behavior in daily interactions. This reinforces the idea that moral education is more effective when ethical values are embodied in practice rather than delivered solely through verbal instruction.

This finding is particularly significant because moral challenges in digital environments often emerge in subtle and complex forms. Students are not only exposed to explicit harmful content but also to normalized patterns of unhealthy behavior, including digital addiction, cyber aggression, and moral desensitization. Therefore, the presence of morally grounded teachers becomes increasingly important.

Thus, PAI teachers serve not only as religious educators but also as mentors, counselors, and moral exemplars who strengthen students' ethical resilience in navigating digital life.

Collaborative Supervision Between Family and School as an Integrated Protective System

One of the most important findings of this study is that preventing digital risks cannot depend solely on either parents or teachers. Instead, effective prevention requires strong collaboration between family and school as interconnected systems of supervision, guidance, and moral education.

This finding suggests that digital risk prevention should be approached through an integrated framework. The family provides primary supervision and daily behavioral regulation, while schools reinforce discipline, ethical awareness, and character education. These two institutions function as complementary systems in shaping students' digital behavior.

The effectiveness of this collaborative approach lies in consistency. When parents and teachers communicate similar expectations regarding responsible technology use, students receive coherent moral direction and stronger behavioral reinforcement. This consistency strengthens internalization of positive digital habits.

Conversely, weak collaboration creates significant gaps in supervision. Inconsistent guidance between home and school may reduce the effectiveness of preventive efforts and create confusion among students regarding acceptable digital behavior. This problem becomes increasingly critical in the digital era, where external influences continuously shape students' attitudes and habits.

This finding can be understood through Bronfenbrenner's ecological systems theory, which emphasizes that child development is shaped by interconnected social environments, particularly family and school (Bronfenbrenner, 1979). Strong interaction between these systems creates a more effective protective environment against harmful influences. The findings also indicate that collaborative supervision should not be limited

to monitoring students' behavior. More importantly, collaboration should involve communication, shared educational values, and coordinated strategies for digital guidance.

Therefore, collaboration between parents and teachers should be viewed as an integrated protective system that strengthens students' digital resilience, ethical awareness, and responsible technology use.

Digital Ethics and Islamic Character Education in Contemporary Society

The broader implication of this study lies in the urgent need to integrate digital ethics into Islamic character education. The rapid expansion of digital technology has fundamentally transformed how students learn, interact, communicate, and construct identity. Consequently, educational challenges in the digital era extend beyond technological competence to include ethical awareness and moral responsibility.

The findings indicate that the core issue is no longer whether students have access to technology, but whether they possess the ethical capacity to use technology responsibly. This distinction is critical because technological advancement without moral maturity increases vulnerability to digital risks.

This study suggests that effective digital risk prevention should move beyond access control toward character formation. External supervision remains important, but sustainable protection depends largely on students' internal moral capacity and self-regulation.

In this context, digital ethics becomes central to contemporary education. Students need ethical principles that guide decision-making in digital environments, including how they communicate, consume information, and interact with others online.

Islamic character education offers a strong foundation for digital ethics because it emphasizes the cultivation of *akhlaq al-karimah*, self-discipline, honesty, responsibility, and accountability. These values provide practical ethical guidance for navigating digital life responsibly.

This finding reinforces the argument that digital literacy and character education should not be treated as separate domains. Technical competence without ethical competence creates imbalance, while ethical awareness without digital literacy limits students' ability to navigate technological realities effectively. Both must be integrated within contemporary educational practice.

Ultimately, this study highlights that protecting students from the negative impacts of technology requires more than technological control. It requires value-based education, character formation, and moral development. In this context, Islamic education holds strategic relevance in preparing students to become digitally competent, ethically responsible, and morally grounded individuals capable of navigating contemporary digital society.

Conclusion

This study concludes that the negative impacts of digital technology on students at SMP Negeri 4 Ponrang manifest in multiple forms, including excessive smartphone use, reduced academic focus, social media dependency, exposure to harmful online content, and behavioral changes affecting students' discipline and moral development. These findings confirm that digital technology presents not only educational opportunities but

also significant risks that require serious attention from both family and school environments.

The findings reveal that parents play a central role as primary digital gatekeepers in preventing students from harmful digital exposure. Their responsibilities extend beyond traditional parenting roles and include educating children about responsible technology use, supervising digital access, providing continuous guidance, and instilling moral and religious values. Effective parental involvement significantly strengthens students' digital awareness and self-regulation.

This study also demonstrates that Islamic Education (PAI) teachers play a strategic role as moral guardians within the school environment. Through religious instruction, moral guidance, behavioral supervision, and counseling, PAI teachers contribute significantly to strengthening students' ethical awareness and character development. Their role becomes increasingly important in helping students navigate complex digital challenges through value-based guidance rooted in Islamic principles.

Furthermore, this study highlights that digital risk prevention cannot rely solely on parents or teachers as separate actors. Effective prevention requires strong collaboration between family and school as interconnected systems of supervision, moral education, and character formation. The synergy between parental guidance and school-based Islamic education creates a stronger protective framework for students in responding to digital risks.

Theoretically, this study contributes to the growing discourse on digital ethics, parental mediation, and Islamic character education by highlighting the importance of integrating digital literacy with moral and spiritual development. Practically, the findings suggest that schools and families should strengthen collaborative strategies to promote responsible technology use among students. Future studies are recommended to explore broader educational settings and examine digital risk prevention models that integrate technological literacy, parental engagement, and Islamic value-based education in more comprehensive ways.

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