JIHHP: Jurnal Ilmu Hukum, Humaniora dan Politik
E-ISSN: 2747-1993
P-ISSN: 2747-2000
https://dinastirev.org/JIHHP dinasti.info@gmail.com +62 811 7404 455
DOI: https://doi.org/10.38035/jihhp.v6i6
https://creativecommons.org/licenses/by/4.0/
Received: 30 Juli 2026 | **Revised**: 15 September 2026 | **Accepted**: 24 September 2026

Parenting Styles in Managing Children's Gadget Use in the Digital Era: A Socio-Legal Study of Coastal Communities in Aceh Tamiang

Rini Fitriani[1], Zaki Ulya[2], Liza Agnesta Krisna[3], Jeri Ariansyah[4], Annisa Intan Fadhillah[5]
[1] Faculty of Law Samudra University, Indonesia, *rinifitriani@unsam.ac.id*
[2] Faculty of Law Samudra University, Indonesia
[3] Faculty of Law Samudra University, Indonesia
[4] Faculty of Law Samudra University, Indonesia
[5] Faculty of Law Samudra University, Indonesia

Corresponding email: *rinifitriani@unsam.ac.id*

Abstract: *The use of digital devices by children in coastal communities raises parenting challenges that relate not only to social aspects and child development, but also to the fulfilment of parents' legal responsibilities in providing care, education, and protection. This study aims to analyses parenting practices regarding children's device use within coastal communities, identify the sociocultural factors influencing these practices, and examine how child protection legal standards and parenting theory can promote responsible device usage. This research applies an empirical legal method with a socio-legal approach, conducted in Pusong Kapal Village and Muka Sei Kuruk Village, Seruway Subdistrict, Aceh Tamiang Regency. Primary data were obtained through interviews with parents, community leaders, and village officials, alongside direct observation of parenting practices. Secondary data were gathered from legislation and relevant scholarly literature. Data were analyzed qualitatively by linking empirical findings to child protection legal norms and established parenting theory. The results indicate that permissive parenting tends to prevail in matters of children's device use, shaped primarily by limited parental time, occupational characteristics, educational attainment, and low levels of digital literacy. In many households, devices serve as a substitute for direct parental supervision—acting as digital babysitters—with the potential to reduce social interaction and encourage excessive use. These findings reveal a gap between the legal responsibilities of parents under Article 26 Paragraph (1) letter a of Law No. 35 of 2014 on Child Protection and actual parenting practices in the context of digital technology. From a theoretical perspective, an authoritative parenting approach—combining supervision, reasonable boundaries, emotional warmth, and open communication—offers a more responsive framework. This study contributes to developing a context-specific digital parenting model by integrating child protection standards, parenting theory, and the sociocultural realities of coastal communities. Recommendations focus on strengthening*

legal education, promoting authoritative parenting, and expanding family- and community-based digital literacy initiatives to support child protection and uphold the best interests of the child.

***Keywords**: socio-legal; parenting practices; digital device use; child protection; coastal communities*.

Abstrak: Penggunaan gadget oleh anak di masyarakat pesisir menimbulkan persoalan pengasuhan yang tidak hanya berkaitan dengan aspek sosial dan perkembangan anak, tetapi juga dengan pelaksanaan tanggung jawab hukum orang tua dalam memberikan pengasuhan, pendidikan, dan perlindungan. Penelitian ini bertujuan untuk menganalisis praktik pola asuh orang tua dalam penggunaan gadget oleh anak di masyarakat pesisir serta mengidentifikasi faktor sosial-budaya yang memengaruhinya, sekaligus menganalisis bagaimana norma hukum perlindungan anak dan teori pola asuh dapat digunakan untuk mendorong penggunaan gadget yang bertanggung jawab. Penelitian ini menggunakan metode hukum empiris dengan pendekatan sosio-legal yang dilakukan di Desa Pusong Kapal dan Desa Muka Sei Kuruk, Kecamatan Seruway, Kabupaten Aceh Tamiang. Data primer diperoleh melalui wawancara dengan orang tua, tokoh masyarakat, dan aparatur desa serta observasi terhadap praktik pengasuhan, sedangkan data sekunder diperoleh melalui studi peraturan perundang-undangan dan literatur yang relevan. Data dianalisis secara kualitatif dengan menghubungkan temuan empiris dengan norma hukum perlindungan anak dan teori pola asuh. Hasil penelitian menunjukkan bahwa pola asuh permisif cenderung dominan dalam penggunaan gadget oleh anak, terutama dipengaruhi keterbatasan waktu orang tua, karakteristik pekerjaan, tingkat pendidikan, dan keterbatasan literasi digital. Gadget dalam sejumlah keluarga digunakan sebagai pengganti pengawasan langsung orang tua (*digital babysitter*), sehingga berpotensi mengurangi interaksi sosial dan meningkatkan penggunaan gadget secara berlebihan. Temuan tersebut menunjukkan adanya kesenjangan antara tanggung jawab hukum orang tua berdasarkan Pasal 26 ayat (1) huruf a Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak dan praktik pengasuhan dalam penggunaan teknologi digital. Dari perspektif teori pola asuh, pendekatan otoritatif yang menggabungkan pengawasan, batasan yang proporsional, kehangatan, dan komunikasi terbuka dapat digunakan sebagai kerangka pengasuhan yang lebih responsif. Penelitian ini berkontribusi melalui pengintegrasian norma perlindungan anak, teori pola asuh, dan konteks sosial-budaya masyarakat pesisir dalam membangun model pengasuhan digital yang kontekstual. Implementasinya diarahkan pada penguatan edukasi hukum, pengembangan pola asuh otoritatif, dan literasi digital berbasis keluarga serta komunitas untuk mendukung perlindungan dan kepentingan terbaik anak.

Kata Kunci: sosio-legal; pola asuh orang tua; penggunaan gadget; perlindungan anak; masyarakat pesisir.

INTRODUCTION

The rapid development of digital technology has transformed the way children communicate, learn, play, and obtain information. Gadgets such as smartphones, tablets, and other internet-connected devices have become increasingly integrated into children's daily lives (Yenti Arsini, et al, 2023) Their use may provide educational and communicative benefits when appropriately supervised; however, excessive and unsupervised use may also affect children's social interaction, behavior, and developmental processes. Previous studies have demonstrated that parental involvement is an important factor in shaping children's

experiences with digital devices, particularly through supervision, regulation, communication, and mediation of digital content (Rika Widya, 2020).

The increasing dependence of children on digital devices therefore creates a parenting issue that cannot be viewed solely from a psychological or educational perspective. It also raises a legal question concerning the extent to which parents fulfil their responsibility to care for, educate, and protect children in the context of digital technology (Sylvie Puspita, 2020). Article 26 paragraph (1) letter a of Law No. 35 of 2014 amending Law No. 23 of 2002 on Child Protection expressly provides that parents are obliged and responsible for nurturing, caring for, educating, and protecting children. The provision establishes a general legal responsibility of parents, although it does not specifically regulate children's gadget use or digital parenting.

From a socio-legal perspective, this general legal obligation becomes relevant when examined against the actual parenting practices experienced by children. The legal responsibility to protect children cannot be understood merely as a formal obligation, but must also be examined through the way parents exercise supervision, establish boundaries, provide guidance, and respond to children's digital activities (Nurliana Cipta Apsari, 2023). Accordingly, the central legal issue is not whether gadgets are inherently beneficial or harmful, but how the legal responsibility of parents to protect children is translated into parenting practices concerning children's gadget use. This issue becomes particularly important in communities where parents face specific socio- economic, occupational, cultural, and technological conditions that may influence their capacity to provide continuous supervision (Syifa Ameliola and Hanggara Dwiyudha Nugraha, 2016).

Coastal communities provide an important context for examining this issue. Existing studies show that parenting practices in coastal communities are influenced by socio-economic conditions, occupational characteristics, parenting stress, family relationships, and local social structures. A recent study of parents in the Jakarta coastal area, for example, examined differences in parenting practices, parenting stress, and associated risk factors among parents of school-aged children. Other research on poor coastal communities has examined patterns of childcare and identified authoritarian, permissive, and democratic forms of parenting within families whose livelihoods and social conditions shape their parenting practices. Research in other coastal settings has likewise emphasized the relationship between parenting patterns, family conditions, and children's development. These studies demonstrate that coastal communities cannot be treated as socially homogeneous with urban communities because the socio-economic and cultural context may shape how parents perform their caregiving responsibilities.

At the same time, studies concerning children's gadget use have predominantly examined the relationship between parenting and children's development or the effectiveness of parental mediation. Research on preschool children, for example, has investigated the relationship between parenting patterns and children's socio-emotional development in the context of gadget use. A scoping review of digital parenting has focused on strategies for parental supervision and the management of children's gadget use, while more recent research has examined digital parenting in relation to children's socio-emotional development (Fitriya Nurindah WS, 2021). Other studies have examined specific digital-parenting interventions, including role modelling and parental mediation skills. These studies are important in demonstrating the significance of parental involvement, but their primary focus remains on parenting behavior, child development, or digital literacy rather than on the implementation of parents' legal responsibilities under child protection law (Rahman Hadi and Lalu Sumardi, 2020).

The existing literature therefore leaves an important analytical space. First, research on parenting and gadget use generally examines the behavioral or developmental consequences

of children's digital exposure, while the legal dimension of parental responsibility remains less developed. Second, studies on digital parenting emphasize parental mediation, supervision, and digital literacy but do not sufficiently examine how these practices relate to the normative obligations imposed upon parents by child protection law. Third, studies concerning parenting in coastal communities examine socio-economic and cultural determinants of parenting, but have not specifically connected these determinants with children's gadget use and the fulfilment of parental legal responsibilities. Consequently, there remains a need for a socio-legal analysis that connects parenting practices, children's gadget use, the socio-cultural conditions of coastal communities, and the legal responsibility of parents to protect children (Niswatus Sa'ngadah, 2020).

This research addresses that gap by examining parenting practices concerning children's gadget use in Pusong Kapal Village and Muka Sei Kuruk Village, Seruway Subdistrict, Aceh Tamiang Regency. These communities provide a relevant empirical context because parents' occupational conditions, limited time for direct supervision, educational backgrounds, digital literacy, and communal social relations influence the way children interact with digital devices. Preliminary observations and field findings indicate that some parents provide children with relatively broad freedom to use gadgets, including allowing children to use devices independently for games and videos. In some situations, gadgets function as a substitute for direct parental supervision when parents are occupied with work or household activities. Such practices raise questions concerning the extent to which parents' legal responsibilities to care for, educate, and protect children are being implemented in everyday digital parenting (Auliya Rahmi Zen et al., 2022).

The legal framework provides a normative basis for examining this issue. Article 26 paragraph (1) letter a of Law No. 35 of 2014 places responsibility on parents to nurture, care for, educate, and protect children (Habsari Habsari, 2024). The provision should therefore be interpreted not only in relation to conventional forms of caregiving but also in light of contemporary environments in which children increasingly encounter digital technology. This does not mean that every instance of unrestricted gadget use automatically constitutes a legal violation or parental negligence. Rather, the provision provides a normative framework for assessing whether parenting practices are consistent with the parents' broader responsibility to safeguard children's development and protection. This distinction is important because the existing statutory provision establishes a general parental responsibility without expressly prescribing specific rules concerning children's gadget use (Prio Utomo, et al, 2022).

The parenting dimension complements this legal analysis. Parenting theory, particularly Baumrind's classification of authoritative, authoritarian, permissive, and neglectful parenting, provides a framework for understanding how parents exercise control, warmth, communication, and supervision (Diana Baumrind, 1966). The authoritative approach is relevant to the digital parenting context because it combines parental control with communication and responsiveness rather than relying solely on restriction (Liza Agnesta Krisna and Kuat Puji Prayitno, 2019). However, its application in coastal communities cannot be separated from the socio-cultural and economic circumstances of the families concerned. Thus, parenting theory in this research is not positioned as a substitute for legal norms, but as an analytical and practical framework for understanding how the normative responsibility of parents can be translated into everyday parenting practices.

The novelty of this research lies in integrating three dimensions that have generally been examined separately: the legal responsibility of parents under child protection law, parenting practices concerning children's gadget use, and the socio-cultural characteristics of coastal communities. Rather than treating gadget use merely as a developmental or technological issue, this research conceptualizes digital parenting as part of the practical implementation of

parents' responsibility to care for, educate, and protect children. The research further proposes that the implementation of this responsibility requires an integrated approach involving contextual legal education, authoritative parenting, and digital literacy, supported by family and community participation. In this respect, the study contributes to the development of a socio-legal perspective on child protection in the digital era, particularly in coastal communities whose social and economic conditions may affect the capacity of parents to provide direct supervision.

Based on this background, the research addresses two questions: (1) How do parents in coastal communities practice parenting concerning children's gadget use? and (2) How can legal norms and parenting theory be used to develop responsible parenting practices concerning children's gadget use? Accordingly, this research aims to analyze parental parenting practices and the socio-cultural factors influencing children's gadget use in coastal communities and to examine the role of child protection norms and parenting theory in developing a contextual and responsible digital parenting framework

METHOD

This research employed an empirical legal study using a socio-legal approach, (Ika Atikah et al., 2024) to examine the relationship between child protection norms and actual parenting practices concerning children's gadget use in coastal communities. The socio-legal approach was applied by integrating normative legal analysis with empirical examination of how parental responsibilities are understood and implemented in everyday parenting practices. The normative analysis focused on Article 26 paragraph (1) letter (a) of Law No. 35 of 2014 concerning Child Protection, particularly the parental responsibility to nurture, care for, educate, and protect children, while the empirical analysis examined parenting practices, parental supervision, children's gadget-use patterns, and the socio-cultural factors influencing them. The research was conducted in Pusong Kapal Village and Muka Sei Kuruk Village, Seruway Subdistrict, Aceh Tamiang Regency. (Muhaimin, 2020)

Primary data were obtained through semi-structured interviews with parents, community leaders, and village authorities, complemented by direct observation of parenting practices and children's gadget use. Children aged approximately 5–10 years constituted the focus of observation, particularly in relation to their patterns of gadget use and parental supervision. Secondary data were obtained through the study of relevant legislation, scholarly literature on parenting and digital parenting, and relevant legal and socio-legal references. The interview guide focused on parents' perceptions and practices concerning children's gadget use, forms of supervision and restrictions, reasons for providing gadgets, children's responses to parental regulation, and socio-cultural factors affecting parenting practices.

The empirical data were analyzed qualitatively by organizing the interview and observation, (Muhammad Iqbal et al., 2025) findings into thematic categories concerning parenting styles, parental supervision, children's gadget use, and socio-cultural factors. The identified themes were subsequently interpreted by relating the empirical findings to parenting theory and the applicable child protection norms, particularly Article 26 paragraph (1) letter (a) of Law No. 35 of 2014. This process was used to examine the extent to which the general legal responsibility of parents to nurture, care for, educate, and protect children is reflected in parenting practices concerning digital technology.

The credibility of the findings was strengthened by comparing information obtained from different categories of informants with the results of field observations and relevant documentary and legal materials. Because the research concerns children, the reporting of empirical findings was limited to information relevant to the research objectives while protecting the privacy and confidentiality of children, parents, and households. Where children were involved directly as research participants, parental or guardian consent and the child's

assent should be reported in accordance with the actual research procedure. The final manuscript should also specify the number and characteristics of informants, participant-selection technique, and period of data collection based on the researchers' actual field records.

RESULT & DISCUSSION

1) Empirical Findings on Parenting Practices and Children's Gadget Use

The empirical findings indicate that parenting practices concerning children's gadget use in Pusong Kapal Village and Muka Sei Kuruk Village are characterized by varying degrees of parental supervision, control, and communication. Based on interviews and field observations, permissive parenting appears to be the predominant pattern identified in the research setting. This pattern is reflected in the relatively broad freedom given to children to access gadgets, limited restrictions concerning duration and content, and the tendency of parents to allow children to use gadgets independently. The existing field findings indicate that children aged approximately 5–10 years are accustomed to using gadgets for playing games and watching videos, in some cases without direct parental supervision or clearly established time restrictions.

The empirical findings should be presented together with the characteristics of the research participants to demonstrate the basis for identifying the predominant parenting pattern. The revised manuscript should therefore include the following table based on the researchers' actual field records:

Table 1. Characteristics of Research Informants

No.	Informant Category	Number	Relevant Characteristics	Role in the Research
1	Parents	10	30 – 45 years	Information on parenting practices and children's gadget use
2	Community leaders	5	Youth Leader/ Ketua Pemuda	Information on communal parenting and local social conditions
3	Village authorities	2	Head of the Village Government/ Datuk Penghulu	Information on village/community conditions and child protection
	Total	**17**		

The empirical findings should also distinguish between parents who predominantly practice permissive parenting and those who display characteristics of a more structured or authoritative parenting style. If field data identify parents who set time limits, supervise content, accompany children during device use, and communicate rules through explanation rather than by simply imposing restrictions, such cases should be presented as contrasting patterns rather than omitted. The manuscript should report the actual number of parents falling into each category if this information was recorded systematically. This distinction is important because the conclusion that permissive parenting is dominant should be based on identifiable empirical patterns, not merely a general impression drawn from a small number of interviews.

The interview results further indicate that devices are sometimes given to children so that parents can complete their work or household tasks without interruption. In this

context, devices function not only as tools for communication or entertainment but also as a substitute for direct parental supervision. Field findings describe this situation as digital babysitting, particularly where parents have limited time due to work responsibilities. A direct quotation from an informant should be included to support this finding, for example: The device is given to the children so that I can get on with other household chores without being disturbed. The quotation should then be followed by an analytical explanation grounded in the actual statement, rather than based on generalized assumptions.

Observations also show that children mostly use devices to play games and watch video content. Some children reportedly display resistance or aggressive behaviour when access to devices is restricted. However, these observations should not be interpreted as evidence of clinically diagnosed device addiction, as this study did not employ diagnostic tools or established clinical criteria. A more appropriate interpretation is that the findings reflect problematic or excessive device use, particularly where children use devices without clear time limits, access content without parental guidance, and show resistance when their access is withdrawn.

2) Socio-Cultural and Legal Analysis of Parenting Practices

The empirical findings indicate that parenting practices concerning children's gadget use cannot be separated from the socio-economic and socio-cultural circumstances in which families organize their daily lives. The use of gadgets and the way parents supervise children are not determined solely by individual parenting preferences, but are also influenced by occupational conditions, availability of parental time, educational background, access to information, and digital literacy (Burhan Nudin et al., 2024). In the research locations, these factors are particularly relevant because some parents are engaged in occupations that require substantial time outside the home, including fishing and daily labor. Such occupational conditions may reduce the opportunity for parents to provide continuous supervision of children's activities, including their use of digital devices. The provision of gadgets may therefore become a practical response to the demands of everyday family life, particularly when parents need to work or undertake household activities.

This condition provides an important context for interpreting the finding that permissive parenting tends to be the predominant pattern identified in the research. Permissive parenting should not immediately be understood as evidence of parental indifference or unwillingness to fulfil parental responsibilities. Rather, the practice needs to be situated within the structural conditions affecting parents' capacity to supervise children (Jessica Hernandez Sanchez, 2024). When parents have limited time, limited access to digital information, or limited knowledge concerning appropriate digital supervision, allowing children relatively broad access to gadgets may become an expedient parenting strategy. In such circumstances, the gadget may perform several functions simultaneously: entertainment, communication, educational access, and a means of occupying children while parents perform other responsibilities. Thus, the empirical finding of permissive parenting needs to be interpreted not merely as a behavioral category but also as a practice embedded within the social and economic realities of coastal families (Yuliana Yuliana, 2021).

The socio-cultural context is particularly significant because parenting is not performed in isolation from the community. In communities characterized by close social relations, family life is connected to broader patterns of interaction among relatives, neighbors, community leaders, and village institutions (Sohrab Sharma and Mridula Sengar Sharma, 2025). Traditionally, child supervision may be distributed across

members of the extended family and community. However, the increasing availability of digital devices introduces a form of activity that is more individualized and less visible to the surrounding community. A child who uses a smartphone may engage with games, videos, social media, or other digital content without those activities being directly observable by parents or other community members. Consequently, digitalization may alter the traditional mechanisms through which children's activities are monitored and socially regulated (Aang Kunaepi and Akhmad Yusuf Isnan Setiawan, 2026).

This transformation creates a particular challenge for parenting in coastal communities. The communal character of social relations does not necessarily translate automatically into effective digital supervision (Anne Trine Kjørholt et al., 2023). Community members may be able to observe children's physical activities, but they may have limited knowledge concerning what children are accessing through digital devices. This distinction is important because digital parenting requires not only physical supervision but also knowledge of digital content, awareness of online risks, and communication between parents and children concerning responsible technology use. Therefore, the existence of strong communal relations should not be assumed to eliminate the need for parental digital literacy. Instead, communal relations can become an important social resource for strengthening digital parenting if they are connected to appropriate knowledge and practical strategies.

The relationship between socio-economic circumstances and parenting practices also has implications for the way parental responsibility is understood in legal terms. A socio-legal analysis should avoid reducing the issue to a simple distinction between legally responsible and legally irresponsible parents (Craig Lind, 2026). Parents may recognize their responsibility to protect their children while simultaneously facing practical limitations in implementing continuous supervision. Occupational demands, limited time, and differences in educational and digital literacy levels may affect how that responsibility is translated into everyday conduct. The relevant legal question is therefore not simply whether a parent permits a child to use a gadget, but whether the manner in which gadget use is permitted, supervised, and regulated remains compatible with the parent's broader responsibility to nurture, care for, educate, and protect the child.

This distinction is important because the use of gadgets is not inherently inconsistent with child protection. Digital devices may provide access to educational information, communication, entertainment, and other resources that can contribute positively to children's development when used appropriately. The legal concern emerges when the use of digital technology becomes disconnected from the parental functions of guidance, supervision, education, and protection. Accordingly, an assessment of parental responsibility should consider the context, frequency, purpose, supervision, and regulation of children's gadget use rather than treating gadget ownership or use as a legal problem in itself (Madina Eshboyeva, 2026).

Article 26 paragraph (1) letter (a) of Law No. 35 of 2014 concerning Child Protection establishes that parents are responsible for nurturing, caring for, educating, and protecting their children. This provision provides an important normative basis for examining parental conduct in the digital environment. However, the provision does not specifically prescribe rules concerning children's gadget use. It does not establish a particular screen-time limit, require the use of parental-control applications, or expressly regulate the types of digital content that parents must permit or prohibit. Therefore, the provision should not be interpreted as creating a specific statutory regime of digital parenting. Rather, it establishes a general parental responsibility that must be understood in relation to contemporary circumstances in which children's interaction with digital technology has become part of everyday family life (Siti Rohmanatin Fitriani, 2023).

The distinction between a general legal responsibility and specific digital regulation is important for the socio-legal analysis developed in this research. The absence of an express provision concerning gadgets does not mean that parental responsibility disappears in the digital environment. On the contrary, the general obligation to nurture, care for, educate, and protect children remains relevant because digital technology constitutes one of the environments in which children develop and interact. The changing technological environment therefore changes the context in which the parental obligation is implemented, even though the statutory formulation of the obligation remains general.

From this perspective, the empirical findings demonstrate a potential gap between normative expectations and practical implementation. The law establishes a responsibility that is broad in scope, while the practical capacity of parents to exercise continuous digital supervision may differ according to their occupational, educational, economic, and technological circumstances. This gap should not automatically be characterized as a legal violation. Rather, it indicates a need to examine how general legal responsibilities can be translated into practical parenting mechanisms that are realistic and appropriate to the social conditions of the families concerned. This is where the socio-legal approach becomes particularly relevant: it enables the analysis to move beyond the text of the law and examine how legal responsibilities operate within actual social conditions.

The field finding concerning the use of gadgets as a "digital babysitter" illustrates this relationship particularly clearly. When parents provide gadgets to children so that they can work, perform household activities, or complete other responsibilities without interruption, the device may temporarily assume a function that would otherwise be performed through direct parental interaction. In this situation, the issue is not the existence of the gadget itself but the extent to which parental functions are transferred to the device. If the gadget is repeatedly used as a substitute for communication, supervision, and educational interaction, the practice may reduce opportunities for parents to understand children's activities and guide their digital experiences (Lucy Lidiawati Santioso, 2024).

The concept of the "digital babysitter" should therefore be understood as an analytical description of a parenting practice rather than as a legal classification. It illustrates the possibility that technological convenience may gradually substitute for direct parental engagement. In the context of child protection, this becomes relevant because the parental responsibility established by Article 26 encompasses not only physical care but also education and protection. Digital supervision may consequently be viewed as one contemporary manifestation of those broader responsibilities. Parents do not necessarily need to monitor every moment of a child's gadget use, but they need to maintain an appropriate level of involvement that corresponds to the child's age, maturity, and digital environment.

The parenting theory developed by Baumrind provides an additional framework for understanding these practices. Baumrind's classification distinguishes four broad parenting patterns: authoritative, authoritarian, permissive, and neglectful. These categories can be understood through the interaction between parental control and parental responsiveness. Authoritative parenting is characterized by a combination of clear expectations, appropriate control, communication, and responsiveness. Authoritarian parenting places greater emphasis on control and obedience, whereas permissive parenting provides greater freedom with relatively limited control or regulation. Neglectful parenting is characterized by comparatively low levels of both responsiveness and control.

Within the context of this research, the empirical pattern appears closer to permissive parenting where children are given relatively broad freedom to use gadgets

and parental rules or supervision are limited. This characterization should not be interpreted as a negative judgment of parents as individuals. Instead, it provides an analytical vocabulary for describing the relationship between parental control and children's digital activities. The significance of this distinction lies in the possibility that different parenting patterns produce different mechanisms of digital supervision. A parent who provides unrestricted access without discussion or monitoring exercises a different form of parental control from a parent who establishes agreed rules, discusses digital content, and monitors children's use while maintaining emotional responsiveness.

The authoritative model is particularly relevant as a conceptual framework for responsible digital parenting because it does not require parents to choose between complete freedom and strict prohibition. Instead, it emphasizes the combination of boundaries and communication. In the context of gadget use, this may include establishing reasonable rules concerning duration and timing, discussing appropriate and inappropriate content, accompanying younger children when using digital devices, and explaining the reasons for restrictions. Such practices can enable children to develop self-regulation while maintaining the protective role of parents. However, the applicability of this approach must be considered in light of the circumstances of the families concerned.

This contextual dimension is particularly important in coastal communities. A parenting framework developed without considering parents' working patterns, economic circumstances, educational background, and community relations may be difficult to implement. For example, parents whose occupations require them to spend substantial periods away from home may not be able to provide continuous physical supervision. In such circumstances, responsible digital parenting may require alternative mechanisms, such as predetermined rules, communication before parents leave for work, appropriate content restrictions, involvement of other trusted family members, and periodic monitoring. The objective is therefore not to impose an unrealistic model of constant supervision but to strengthen the capacity of parents to exercise meaningful supervision within their actual circumstances.

Digital literacy consequently becomes an important connecting element between legal responsibility and parenting practice. Legal awareness alone may not be sufficient if parents do not know how to implement digital supervision. Conversely, digital skills without an understanding of children's protection needs may not provide an adequate normative foundation for parenting (Maulida Azzahra and Syafrimen Syafril, 2026). Parents need both an understanding of their responsibility toward children and practical knowledge concerning digital environments. Digital literacy in this context includes the ability to recognize age-inappropriate content, understand basic online risks, establish appropriate digital routines, use available parental-control functions, and communicate with children about responsible technology use.

The findings also suggest that digital parenting should not be conceptualized solely as an individual family matter. The communal characteristics of the research locations create opportunities for collective support. Community leaders, village authorities, schools, religious institutions, family organizations, and other local actors may contribute to creating an environment in which parents receive information and practical assistance concerning children's digital activities. Such involvement is particularly relevant where individual parents have limited access to digital information or lack confidence in using technology themselves.

Community involvement, however, should complement rather than replace parental responsibility. Article 26 paragraph (1) letter (a) places the responsibility directly on parents, while community institutions may provide a supporting environment for its implementation. The distinction is important because excessive reliance on

community supervision could unintentionally weaken the central role of parents. A more appropriate approach is to develop a layered system in which parents remain the primary actors, while family members, community institutions, and educational institutions provide complementary support (Nur Meyske Anggraini Kakunsi, et al, 2021).

This approach also requires sensitivity to the socio-cultural characteristics of coastal communities. Local community structures can be used as channels for disseminating information about digital parenting, but the content of such programs should be adapted to local conditions. Programs should address practical concerns faced by parents rather than simply reproduce general warnings about the dangers of gadgets. For example, parents may benefit from guidance on establishing realistic screen-time routines, selecting age-appropriate content, communicating digital rules to children, and maintaining non-digital family activities. Such interventions would directly respond to the practical conditions identified in the empirical findings.

The socio-legal significance of these findings therefore lies in demonstrating that the implementation of child protection responsibilities is mediated by social conditions. Law establishes a normative expectation, but the effectiveness of that expectation depends partly on the capacity of social actors to translate it into everyday practices. In the context of children's gadget use, this translation requires an interaction between legal awareness, parenting practices, digital literacy, and community support. The problem is consequently not simply that some parents permit children to use gadgets without sufficient supervision, but that the general legal responsibility to protect children must be operationalized within diverse social and economic circumstances.

Based on this analysis, the research identifies a need for a contextual approach to digital parenting in coastal communities. Such an approach should integrate three principal dimensions: first, the legal responsibility of parents to nurture, care for, educate, and protect children; second, an authoritative and responsive parenting orientation that combines appropriate boundaries with communication and parental involvement; and third, digital literacy that enables parents to understand and manage children's interaction with technology. A fourth supporting dimension may be added through community participation, particularly where local social structures remain significant in family life.

The resulting framework can therefore be understood as a socio-legal model in which the law provides the normative foundation, parenting theory provides the behavioral framework, digital literacy provides the practical capacity, and community structures provide contextual support. This framework does not seek to impose uniform restrictions on children's gadget use or to characterize all permissive practices as unlawful. Instead, it seeks to strengthen the capacity of parents to implement their existing child protection responsibilities in an environment increasingly shaped by digital technology.

Ultimately, the analysis demonstrates that responsible digital parenting in coastal communities requires attention to both legal responsibility and social reality. The legal framework establishes parents' responsibility to nurture, care for, educate, and protect children, but its practical realization is influenced by occupational demands, educational background, digital literacy, family circumstances, and communal patterns of interaction. The finding of permissive parenting should therefore be interpreted within these conditions rather than as an isolated parental failure. By connecting these empirical realities with child protection law and parenting theory, the research advances a socio-legal understanding of digital parenting in which children's protection is pursued through the interaction of parental responsibility, responsive parenting, digital competence, and community support.

3) Toward a Socio-Legal Digital Parenting Framework for Coastal Communities

The findings and legal analysis demonstrate that responsible parenting of children's gadget use cannot be adequately understood through a single disciplinary perspective. The empirical evidence from Pusong Kapal Village and Muka Sei Kuruk Village indicates that children's gadget use is embedded within everyday family circumstances characterized by occupational demands, limited parental time, differences in educational background, varying levels of digital literacy, and the communal characteristics of coastal society. At the same time, the legal analysis establishes that parents have a general responsibility to nurture, care for, educate, and protect their children under Article 26 paragraph (1) letter (a) of Law No. 35 of 2014 on Child Protection. The central issue is therefore not whether children should use gadgets, but how parents can translate their legal responsibility into meaningful supervision, communication, guidance, and protection within a digital environment.

From this perspective, the principal contribution of this research is the development of a contextual socio-legal digital parenting framework for coastal communities. The framework connects four mutually reinforcing dimensions: (1) parental legal responsibility, (2) authoritative and responsive parenting, (3) parental digital literacy, and (4) community support. These components should not be understood as independent variables operating separately. Rather, they constitute an interconnected system through which a general legal obligation can be translated into everyday parenting practices. The law establishes the normative foundation; parenting theory provides a behavioral mechanism; digital literacy supplies the practical capacity to implement digital supervision; and community support creates a social environment that can reinforce family-level practices (Kathryn L. Modecki et al., 2022).

The first component is parental legal responsibility. Article 26 paragraph (1) letter (a) of Law No. 35 of 2014 establishes the responsibility of parents to nurture, care for, educate, and protect children. The provision does not expressly regulate children's gadget use, establish a statutory screen-time limit, require particular parental-control applications, or prescribe specific categories of digital content that parents must allow or prohibit (Tomson Situmeang, 2023). Consequently, the provision should not be interpreted as creating a detailed statutory regime of digital parenting. Its relevance lies instead in providing a normative foundation for interpreting parental responsibility within changing social and technological circumstances.

In the digital environment, nurturing and caring for children may include maintaining an appropriate level of awareness of children's digital activities; educating children concerning responsible technology use; and protecting children from digital environments that may be inappropriate for their age, maturity, or circumstances. Such an interpretation does not transform every instance of unrestricted gadget use into a legal violation. Rather, it provides a framework for examining whether parental involvement remains consistent with the broader functions of care, education, and protection. The relevant socio-legal question is therefore contextual: how is the general legal responsibility exercised when children's daily activities increasingly include digital games, videos, internet access, and other technology-mediated activities?

This distinction is particularly important in interpreting the empirical finding concerning the use of gadgets as a “digital babysitter”. (Ruggero Andrisano Ruggieri, 2024) The research identifies circumstances in which parents provide gadgets to children so that they can undertake occupational or household responsibilities without interruption. In such situations, the gadget performs a practical function by occupying the child and reducing the immediate demand for parental attention. However, the concept of the digital babysitter should be treated as an analytical description of a parenting

practice rather than a legal category. The legal significance arises when technological convenience progressively substitutes for parental communication, guidance, education, and supervision.

At the same time, the finding should not be interpreted as evidence of parental indifference. The research indicates that permissive parenting needs to be understood within the structural conditions affecting coastal families. Parents who work as fishers, daily laborers, or in other occupations requiring substantial time outside the home may face genuine constraints in providing continuous supervision. Educational background and limited digital knowledge may further restrict their ability to determine which forms of digital mediation are appropriate (Peter Nikken and Suzanna J. Opree, 2018). Accordingly, the socio-legal framework avoids reducing parenting practices to a binary distinction between legally responsible and legally irresponsible behavior. Instead, it examines the relationship between normative responsibility and the practical capacity to fulfil that responsibility.

The second component is authoritative and responsive parenting. Parenting theory provides an important behavioral dimension because legal responsibility by itself does not explain how parents should communicate rules or exercise supervision in everyday situations. Baumrind's classification distinguishes authoritative, authoritarian, permissive, and neglectful patterns according to the relationship between parental control and responsiveness (Baumrind). The empirical pattern identified in the research tends toward permissive parenting, characterized by relatively broad freedom of gadget access, limited regulation, and insufficiently structured supervision. This classification should be understood analytically rather than as a moral judgment against parents.

An authoritative approach provides a conceptual alternative because it combines parental boundaries with communication, responsiveness, and emotional support. In the context of gadget use, authoritative parenting does not require parents to impose absolute prohibition or permanent surveillance. Instead, it encourages parents to establish reasonable and understandable rules, explain the purpose of those rules, supervise children's digital activities according to their age and maturity, and maintain communication concerning the content children encounter. Such practices may include mutually understood routines concerning when gadgets may be used, accompanying younger children during digital activities, selecting age- appropriate content, and gradually encouraging children to develop self-regulation.

The importance of this approach lies in its compatibility with the legal conception of parental responsibility. If the law establishes an obligation to educate and protect children, then digital parenting cannot be reduced to restricting access. Education requires communication and the development of children's understanding of responsible behavior, while protection requires an awareness of potential risks and an appropriate response to those risks. Authoritative parenting therefore functions as a mechanism through which the abstract legal obligation can become visible in everyday family interaction.

Nevertheless, the framework should not assume that one standardized parenting practice can be applied uniformly to all coastal families. Parents whose work requires them to spend long periods away from home may not be able to provide continuous physical supervision. In such circumstances, responsible parenting may be operationalized through predetermined rules, communication before parents leave for work, appropriate content settings, involvement of trusted family members, and periodic monitoring. The objective is not constant surveillance but meaningful and proportionate parental involvement. This contextual principle is essential if the proposed framework is to remain consistent with the socio-economic realities identified in the field research.

The third component is parental digital literacy. Digital literacy functions as the connecting mechanism between legal responsibility and parenting practice. A parent may understand in general terms that children must be protected but still lack the practical knowledge required to supervise digital activities effectively. Conversely, a parent may possess technical skills but lack an adequate understanding of children's protection needs. Responsible digital parenting therefore requires both normative awareness and practical competence. The research identifies digital literacy as encompassing the capacity to recognize age-inappropriate content, understand basic online risks, establish appropriate digital routines, use parental-control functions, and communicate with children about responsible technology use.

Within the proposed framework, digital literacy is therefore not treated merely as an additional educational skill. It is an enabling capacity that allows parents to operationalize their legal and parenting responsibilities. For example, the legal responsibility to protect may be translated into the ability to activate content filters; the responsibility to educate may be translated into discussions concerning appropriate and inappropriate online material; and the responsibility to care may be translated into the establishment of routines that preserve children's opportunities for sleep, learning, family interaction, and non-digital activities. These examples demonstrate how digital competence can convert a general legal norm into observable parenting practices.

The fourth component is community support. The empirical and socio-cultural analysis demonstrates that parenting in coastal communities is not conducted in social isolation. Family relations, neighbors, community leaders, village institutions, schools, religious organizations, and other community structures may contribute to the environment in which children are raised. The communal character of coastal communities therefore constitutes a potential resource for strengthening digital parenting (Siti Syamsiyatun, 2020). However, physical proximity and strong social relationships do not automatically produce digital supervision. A community may be highly effective in observing children's physical activities while having limited knowledge of the digital content children access privately through smartphones or other devices.

Consequently, community participation should complement rather than replace parental responsibility. Article 26 paragraph (1) letter (a) places responsibility directly upon parents. Community institutions should therefore function as supporting structures rather than substitutes for parents. This produces a layered model of digital protection: parents remain the primary actors; extended family members may provide additional supervision; schools and educational institutions contribute digital education; village governments facilitate programs and infrastructure; and community or religious leaders help disseminate locally appropriate guidance. Such a layered approach is particularly relevant where individual parents experience limitations in time, knowledge, or access to digital information.

The four components can consequently be understood as a sequential but mutually reinforcing mechanism. Legal responsibility establishes why parents must remain involved; responsive parenting explains how involvement can be exercised; digital literacy determines whether parents possess the practical capacity to exercise it; and community support strengthens the sustainability of those practices. Weakness in one component can affect the effectiveness of the others (Anyelica Diaz Sanchez et al., 2026). For example, legal awareness without digital literacy may result in a parent recognizing the need for protection but being unable to configure appropriate digital safeguards. Digital literacy without responsive parenting may lead to technical monitoring without meaningful communication. Likewise, family-level interventions may have limited sustainability if community institutions provide no supporting environment.

This integrated structure also clarifies the novelty of the research. Existing studies identified in the manuscript have generally addressed parenting styles, children's development, gadget use, parental mediation, or digital literacy as separate areas of inquiry. Research concerning coastal communities has also highlighted the influence of socio-economic and cultural conditions on parenting. The present study connects these strands by examining digital parenting as a practical dimension of the implementation of parental legal responsibility. Thus, the novelty does not simply consist of studying gadget use in a coastal setting. It lies in connecting child protection law, parenting behavior, digital competence, and the socio-cultural conditions of coastal communities within a single socio-legal analytical framework.

The proposed framework should consequently be understood as a contextual socio-legal model, rather than as a prescriptive rule that imposes uniform restrictions on children's gadget use. The research does not provide an empirical basis for establishing a universal number of hours of permissible screen time, nor does Article 26 itself establish such a statutory limit. Accordingly, the proposed model emphasizes proportionality, age-appropriateness, parental involvement, communication, and contextual feasibility. This distinction is important for avoiding an overly legalistic interpretation of the findings. The objective is not to convert parenting preferences into legal requirements, but to identify mechanisms through which existing child-protection responsibilities can be meaningfully implemented in the digital environment.

From a policy perspective, the findings support several possible interventions. First, legal and digital-literacy education for parents may be integrated into community-based programs. Training should emphasize practical competencies, including parental-control functions, age- appropriate content selection, identification of online risks, establishment of family digital routines, and communication with children (Melina A. Throuvala et al., 2021). Such programs should be adapted to the language, educational background, occupational patterns, and technological access of coastal families. This is a policy implication derived from the research rather than a finding that the intervention has already been empirically tested.

Second, authoritative parenting principles can be incorporated into existing family and community programs. Institutions such as PKK, Posyandu, schools, religious organizations, and village-level community groups may serve as channels for practical parenting education. Rather than relying exclusively on abstract warnings about the dangers of gadgets, programs can use local cases, parenting simulations, discussions of everyday difficulties, and demonstrations of digital-control functions. The purpose is to help parents transform general knowledge into realistic practices that correspond to their working conditions.

Third, village and local-government institutions can provide an enabling environment for responsible digital parenting. The manuscript's earlier recommendations concerning community-based digital access, child-friendly content filtering, and local initiatives may be positioned as possible policy instruments rather than direct empirical conclusions. Any village regulation concerning children's gadget use would also need to respect the hierarchy of laws and regulations, the authority of village institutions, children's rights, and the diversity of family circumstances. The socio-legal framework therefore favors facilitation, education, and participatory mechanisms rather than relying solely on sanctions.

Fourth, community support should be designed around the existing social structure of coastal communities. Community leaders, village officials, schools, religious figures, and family organizations can assist in disseminating information and developing locally accepted norms concerning children's digital activities. Their role is especially

significant where parents have limited confidence in using technology. However, community programs should avoid transferring the primary responsibility for child protection away from parents. Instead, the objective is to construct an enabling social environment in which parents are better equipped to perform their responsibilities.

The framework can therefore be conceptualized as an interaction between normative responsibility, behavioral implementation, technological capacity, and social context. The legal dimension answers the question of responsibility; the parenting dimension addresses the manner in which responsibility is practiced; the digital-literacy dimension addresses the capacity to implement it; and the community dimension addresses the environmental conditions that enable or constrain implementation. This formulation also explains why the finding of permissive parenting should not be isolated from the socio-economic conditions of coastal families. The observed pattern emerges within a broader context of occupational demands, limited parental time, educational differences, and uneven digital literacy.

Ultimately, the socio-legal digital parenting framework for coastal communities proposed by this research seeks to reposition children's gadget use from a narrowly technological issue into a multidimensional child-protection concern. The framework does not assume that gadgets are inherently harmful, because digital devices may provide educational, communicative, and recreational benefits. Nor does it assume that permissive parenting automatically constitutes unlawful conduct. Instead, it focuses attention on whether children's digital experiences remain accompanied by appropriate parental care, education, guidance, supervision, and protection. This approach is consistent with the general nature of Article 26 paragraph (1) letter (a), while recognizing that the practical implementation of the provision must respond to contemporary digital realities.

The principal theoretical contribution therefore lies in demonstrating that digital parenting is simultaneously a legal, behavioral, technological, and socio-cultural process. Child protection law provides the normative foundation, authoritative and responsive parenting provides the behavioral orientation, digital literacy provides the practical competence, and community participation provides contextual reinforcement. The four components together offer a framework for understanding how general parental responsibilities can be translated into realistic digital parenting practices within coastal communities. In this sense, the proposed framework advances the socio-legal analysis beyond identifying a gap between legal norms and parenting practices by explaining the mechanisms through which that gap may be addressed.

The framework also preserves the central principle that parents remain the primary actors in fulfilling their responsibilities toward children. Community institutions, schools, village governments, and other social actors should strengthen parental capacity rather than replace it. Such an approach recognizes both sides of the problem identified by the research: parents have a legal responsibility to protect children, but their ability to implement that responsibility is shaped by social and economic circumstances. Effective intervention therefore requires not merely greater parental control, but greater parental capacity, digital competence, communication, and contextual support.

Accordingly, the proposed framework represents a contextual response to the changing environment of childhood in coastal communities. Its significance is not in prescribing a single model of gadget use but in providing an analytical bridge between law and lived parenting practices. By connecting parental legal responsibility with responsive parenting, digital literacy, and community support, the framework offers a basis for developing child-centered digital parenting strategies that are legally grounded, socially realistic, and adaptable to the circumstances of coastal families. This integrated perspective constitutes the principal contribution of the research and provides a

foundation for further empirical research testing how the proposed framework may be implemented and evaluated in different coastal and community settings.

The proposed framework places parental legal responsibility at the normative foundation of digital parenting. This responsibility is operationalized through responsive and authoritative parenting practices, which provide children with clear boundaries, communication, supervision, and age-appropriate guidance. These practices are strengthened by digital literacy, enabling parents to understand digital risks, assess content, establish appropriate routines, and use available parental-control features. Surrounding these three core dimensions is community support, involving extended family, community leaders, schools, village authorities, and other local institutions that can reinforce parental capacity within the socio-cultural and occupational realities of coastal communities.

The framework therefore follows a layered relationship: legal responsibility establishes the obligation; responsive parenting translates that obligation into everyday interaction; digital literacy provides the practical competence to manage children's gadget use; and community support creates an enabling social environment. The four dimensions are interconnected rather than sequential. Their interaction is expected to produce contextually responsible digital parenting, in which children's gadget use is managed through balanced supervision, communication, regulation, and protection without assuming that all permissive practices constitute legal violations.

Conceptually:

Parental Legal Responsibility
↓
Responsive/Authoritative Parenting ↔ Digital Literacy
↓
Community Support and Coastal Social Context
↓
Contextually Responsible Digital Parenting
↓
Child Protection, Safe Digital Use, and Developmental Support

The diagram should be read as a socio-legal framework rather than a causal model. It does not claim that one variable mechanically produces another; instead, it illustrates how legal norms, parenting practices, parental digital competence, and community conditions interact in shaping the practical implementation of parental responsibility for children's gadget use.

CONCLUSION

This study leads to two principal conclusions. First, the parenting pattern identified in the coastal communities of Pusong Kapal and Muka Sei Kuruk tends toward a permissive parenting pattern in managing children's gadget use. This pattern is reflected in relatively broad access to gadgets, limited regulation of duration and content, and supervision that is not consistently structured. The use of gadgets as a “digital babysitter” illustrates how technology may function as a practical means of occupying children when parents are engaged in occupational or household activities. However, this pattern should not be interpreted simply as parental indifference or neglect. The empirical findings indicate that parenting practices are embedded within broader socio-economic and socio-cultural conditions, including parents' occupational demands, limited time for direct supervision, differences in educational background, and varying levels of digital literacy. Accordingly, the observed permissive

pattern is better understood as a contextual parenting practice rather than solely as an individual parental failure.

Second, the relationship between parental legal responsibility and parenting practices demonstrates a gap between the general normative obligation established by Article 26 paragraph (1) letter (a) of Law No. 35 of 2014 on Child Protection and its practical implementation in the digital environment. The provision establishes parents' responsibility to nurture, care for, educate, and protect children, but it does not specifically regulate children's gadget use, screen-time limits, or particular forms of parental digital supervision. Therefore, unrestricted gadget use cannot automatically be characterized as a legal violation. The legal significance lies in assessing whether parental involvement in children's digital activities remains consistent with the broader functions of care, education, and protection. From this perspective, authoritative and responsive parenting, supported by parental digital literacy, provides a conceptual mechanism through which the general legal responsibility can be translated into everyday digital parenting practices. The proposed socio-legal framework consequently connects parental legal responsibility, responsive parenting, digital literacy, and community support as mutually reinforcing dimensions of child protection in the digital environment.

The findings have several implications for the development of digital parenting practices in coastal communities. For local governments, the findings support the development of community-based programs that strengthen parental digital literacy and provide practical guidance on age-appropriate content, digital risks, parental-control functions, family digital routines, and communication with children. Such programs should be adapted to the occupational conditions, educational backgrounds, language, and technological circumstances of coastal communities. These measures should be understood as policy implications arising from the findings, rather than as interventions whose effectiveness has been empirically established by this study.

For community institutions, including village governments, community leaders, schools, religious organizations, and family-oriented community groups, the findings indicate the importance of creating a supportive environment for parents. Community-based education, parenting discussions, and locally appropriate digital-literacy activities may strengthen parents' capacity to supervise and communicate with children concerning gadget use. Community participation should, however, complement rather than replace parental responsibility. Parents remain the primary actors responsible for the care, education, and protection of their children.

For parents, the findings underline the importance of moving from unrestricted access toward more structured and communicative digital parenting. This does not necessarily require continuous surveillance or complete restriction of gadget use. Rather, parents may establish reasonable routines, communicate rules with children, select age-appropriate content, monitor digital activities according to children's age and maturity, and maintain opportunities for family interaction and non-digital activities. For parents whose occupational circumstances limit continuous supervision, support from trusted family members and other community structures may provide additional assistance.

Taken together, these implications support the development of a contextual socio-legal digital parenting framework rather than a uniform regulatory model. The framework recognizes that responsible digital parenting depends not only on parental awareness of legal obligations but also on parenting capacity, digital competence, and the social environment in which families live. Further research is needed to examine the implementation of the proposed framework and to assess its applicability across different coastal communities and socio-cultural settings.

Declaration Of Conflicting Interests
The authors state that there is no conflict of interest in the publication of this article.

Funding Information
Recognise those who support author research funding, LPPM Samudra University.

Acknowledgment
The author would like to express sincere gratitude to the Head of the Institute for Research and Community Service (LPPM), Universitas Samudra, for the opportunity and trust given through the internal research grant program, which significantly supported the implementation and completion of this study. Special thanks are also extended to the local government officials of Pusong Kapal Village and Sei Muka Kuruk Village, Seureuwey Subdistrict, Aceh Tamiang Regency, for their invaluable cooperation, assistance, and warm hospitality during the data collection process. The author is equally grateful to the Dean of the Faculty of Law, Universitas Samudra, for the continuous motivation and encouragement that greatly contributed to the successful completion of this research project.

REFERENCES

Ameliola, Syifa, and Hanggara Dwiyudha Nugraha. "Perkembangan Media Informasi Dan Teknologi Terhadap Anak Dalam Era Globalisasi." In *Prosiding The 5th International Conference on Indonesian Studies: "Ethnicity and Globalization,"* 4:362–71. Malang: Universitas Brawijaya, 2016. https://adoc.pub/perkembangan-media-informasi-dan-teknologi-terhadap-anak-dal.html.

Andrisano Ruggieri, Ruggero, Monica Mollo, and Grazia Marra. "Smartphone and Tablet as Digital Babysitter." *Social Sciences* 13, no. 8 (2024): 1–16. https://doi.org/10.3390/socsci13080412.

Apsari, Nurliana Cipta, Lia Siti Nurfauziah, and Dessy Hasanah Siti Asiah. "Dampak Penggunaan Gawai (Gadget) Terhadap Perilaku Sosial Anak Usia Dini." *Share : Social Work Journal* 13, no. 1 (2023): 11–22. https://doi.org/10.24198/share.v13i1.40927.

Arsini, Yenti, Maulida Zahra, and Rahmadani Rambe. "Pentingnya Peran Orang Tua Terhadap
Perkembangan Psikologis Anak." *MUDABBIR (Journal Reserch and Education Studies)* 3, no. 2 (2023): 36–49. https://doi.org/10.56832/mudabbir.v3i2.369.

Atikah, Ika, Nanda Dwi Rizkia, Basri Basri, Josef Mario Monteiro, Elan Jaelani, and Endah Labati Silapurna. *Pengantar Metode Penelitian Hukum Sosio-Legal*. Edited by Elan Jaelani. Bandung: Widina Media Utama, 2024.

Azzahra, Maulida, and Syafrimen Syafril. "Parental Digital Literacy Strategies Preventing Child Sexual Exploitation on Social Media." *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)* 9, no. 2 (2026): 623–41. https://doi.org/10.24036/ijmurhica.v9i4.610.

Baumrind, Diana. "Effects of Authoritative Parental Control on Child Behavior." *Child Development* 37, no. 4 (1966): 887–907. https://doi.org/10.2307/1126611.

Eshboyeva, Madina, Temur Eshboyev, and Bultakov Sardor. "Digital Spaces for Children: Integrating Family Guidance and Technological Safeguards." In *The 3rd International Scientific and Practical Conference of Science Technology & Digital Finance*. Jizzakh Branch of The National University of Uzbekistan, 2026. https://d-pressa.com/index.php/spc/article/view/391/393.

Fitriani, Siti Rohmanatin, Carole Zufferey, and Nada Ibrahim. "Communal Parenting, Marriage and Children in Papua, Indonesia: Insights for Social Work." *International Social Work*
66, no. 5 (2023): 1513–26. https://doi.org/10.1177/00208728221094420.

Habsari, Habsari, Liza Agnesta Krisna, and Rini Fitriani. "Efektivitas Pemenuhan Hak Pendidikan Anak Pada Wilayah Pesisir Di Gampong Kuala Penaga Kec. Bendahara, Aceh Tamiang." *Meukuta Alam: Jurnal Ilmiah Mahasiswa* 6, no. 2 (2024): 233–47. https://ejurnalunsam.id/index.php/majim/article/view/10859.

Hadi, Rahman, and Lalu Sumardi. "Penggunaan Gadget Oleh Anak Usia Dini Pada Era Revolusi Industri 4.0." *ThufuLA* 8, no. 1 (2020): 15–28. https://doi.org/10.21043/thufula.v8i1.6636.

Iqbal, Muhammad, Radhali Radhali, Zaki Ulya, Andi Rachmad, Hanri Aldino, and Muhammad Iqbal Asnawi. *Metodologi Penelitian Hukum: Panduan Teoritis Dan Praktis*. Edited by Fuadi Fuadi. Cet. 1. Deli Serdang: CV. Sangpena Media, 2025.

Kakunsi, Nur Meyske Anggraini, Suwitno Yutye Imran, and Julisa Aprilia Kaluku. "Melindungi Generasi Mengungkap Kekerasan Terhadap Anak Di Lingkungan Pendidikan Dan Solusi Holistiknya." *Jurnal Riset Ilmiah* 1, no. 12 (2021): 1201–13. https://doi.org/10.62335/sa7k9578.

Kjørholt, Anne Trine, Dympna Devine, Spyros Spyrou, Sharon Bessell, and Firouz Gaini. "Changing Childhoods in Coastal Communities." *Children's Geographies* 21, no. 1 (2023): 1–12. https://doi.org/10.1080/14733285.2022.2155506.

Krisna, Liza Agnesta, and Kuat Puji Prayitno. "Dualism of Regulation of Criminal Law in Aceh:Criticizing the Neglected Legal Certainty." In *Proceedings of the 1st Workshop on Multidisciplinary and Its Applications Part 1*, 1–8. Aceh: EAI, 2019. https://doi.org/10.4108/eai.20-1-2018.2282431.

Kunaepi, Aang, and Akhmad Yusuf Isnan Setiawan. "From Family to Digital Space: Reconstructing Parental Authority in Islamic Character Education among Millennial Families." *JPI: Jurnal Pustaka Indonesia* 6, no. 2 (2026): 515–36. https://doi.org/10.62159/jpi.v6i2.2597.

Lind, Craig. "Parenthood and Parental Responsibility: Legal Messaging and the Power of Law." *Journal of Social Welfare and Family Law* 48, no. 3 (2026): 297–313. https://doi.org/10.1080/09649069.2024.2414617.

Modecki, Kathryn L., Rachel E. Goldberg, Pamela Wisniewski, and Amy Orben. "What Is Digital Parenting? A Systematic Review of Past Measurement and Blueprint for the Future." *Perspectives on Psychological Science* 17, no. 6 (2022): 1673–91. https://doi.org/10.1177/17456916211072458.

Muhaimin. *Metode Penelitian Hukum*. Mataram: Mataram University Press, 2020.

Nikken, Peter, and Suzanna J. Opree. "Guiding Young Children's Digital Media Use: SES-Differences in Mediation Concerns and Competence." *Journal of Child and Family Studies* 27, no. 6 (2018): 1844–57. https://doi.org/10.1007/s10826-018-1018-3.

Nudin, Burhan, Lukman, Wahyu Sihab, Nofri Aldinata, Muhammad Daffa Imaduddin, and Triono. "The Role Of Parents And Families In Children's Education In The Digital Era." *Linguanusa : Social Humanities, Education and Linguistic* 2, no. 1 (2024): 9–22. https://doi.org/10.63605/ln.v2i1.35.

Puspita, Sylvie. *Monograf: Fenomena Kecanduan Gadget Pada Anak Usia Dini*. Surabaya: Cipta Media Nusantara (CMN), 2020.

Sa'ngadah, Niswatus, Yuni Sufyanti Arief, and Ilya Krisnana. "Gambaran Pola Asuh Orang Tua Pada Anak Dengan Kecanduan Gadget." *Bimiki* 8, no. 2 (2020): 56–62. https://doi.org/10.53345/bimiki.v8i2.132.

Sanchez, Anyelica Diaz, Loipa de la Caridad Majendie Rock, Yorman Lazaro Ramirez Padilla, and Fundora Pedroso Dayani. "Parental Responsibility in the Digital Enviroment: Protecting Girls, Boys and Adolescents Online." *Revista Debate Jurídico Ecuador. Revista Digital de Ciencias Jurídicas. UNIANDES* 9, no. 1 (2026): 82–96. https://doi.org/10.61154/dje.v9i1.4258.

Sanchez, Jessica Hernandez. "Lived Experiences of Young Adults Exposed to Negligent and Permissive Parenting Styles." *Dissertation*. Walden University, 2024.

Santioso, Lucy Lidiawati. *Psikologi Bermain: Rahasia Menguatkan Kepribadian Dan Mental Anak Dengan Bermain*. Jakarta: LovRins, 2024.

Sharma, Sohrab, and Mridula Sengar Sharma. "Families at the Frontier: A Qualitative Study of Border Conflict and Everyday Social Life in Border Villages." *Himalayan Journal of Social Sciences and Humanities* 20 (2025): 116–27. https://doi.org/10.51220/hjssh.v20i1.15.

Situmeang, Tomson, I Dewa Ayu Widyani, and Andree Washington. "Parents' Legal Responsibilities for the Use of Information Media and Electronic Transactions By Children in the Current Digital Era." *Honeste Vivere Journal* 33, no. 1 (2023): 56–68. https://doi.org/10.55809/hv.v33i1.186.

Syamsiyatun, Siti. "Communal Challenges for Child Education in the Digital Era: A Perspective from Gender and Family Power Relations." *Jurnal Pemberdayaan Masyarakat: Media Pemikiran Dan Dakwah Pembangunan* 4, no. 2 (2020): 279–300. https://doi.org/10.14421/jpm.2020.042-02.

Throuvala, Melina A., Mark D. Griffiths, Mike Rennoldson, and Daria J. Kuss. "Policy Recommendations for Preventing Problematic Internet Use in Schools: A Qualitative Study of Parental Perspectives." *International Journal of Environmental Research and Public Health* 18, no. 9 (2021): 1–23. https://doi.org/10.3390/ijerph18094522.

Utomo, Prio, Fiki Prayogi, and Reza Pahlevi. "Bimbingan Dan Konseling Keluarga: Pola Asuh Orang Tua Dan Implikasinya Terhadap Penanaman Nilai-Nilai Karakter Pada Anak." *Prophetic : Professional, Empathy, Islamic Counseling Journal* 5, no. 1 (2022): 35–50. https://doi.org/10.24235/prophetic.v5i1.11170.

Widya, Rika. "Dampak Negatif Kecanduan Gadget Terhadap Perilaku Anak Usia Dini Dan Penanganannya Di PAUD Ummul Habibah." *Jurnal Abdi Ilmu* 13, no. 1 (2020): 29–34. https://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/888/.

WS, Fitriya Nurindah. "Hubungan Intensitas Penggunaan Gedget Dan Pola Asuh Orang Tua Dengan Interaksi Sosial Anak Usia Prasekolah (4-6 Tahun)." STIKES Ngudia Husada Madura, 2021. https://repository.stikesnhm.ac.id/id/eprint/861/.

Yuliana, Yuliana. "The Dynamics of the Socio-Cultural Life of Coastal Communities." *Journal of Aquaculture Science* 6, no. Spesial Issue (2021): 28–36. https://doi.org/10.31093/joas.v6i1is.153.

Zen, Auliya Rahmi, Muhammad Zalnur, Munawir K, Yunita Pratiwi, and Anggi Afrina Rambe. "Parenting Model and the Effects Toward Children's Akhlaq: An Ethnographic Study of Coastal Community in Padang West Sumatera." *International Journal of Islamic Studies Higher Education* 1, no. 1 (2022): 30–41. https://doi.org/10.24036/insight.v1i1.112.