

The Role of Parents in Instilling Religious Values in the Alpha Generation in Dasan Baru Hamlet, Suralaga District

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Abstract

Instilling religious values within the family environment is a crucial aspect in shaping a child's character and personality from an early age. This study aims to determine the role of parents in instilling religious values in the Alpha generation in Dasan Baru Hamlet, Suralaga District, and identify various challenges faced in its implementation. This study uses a qualitative approach with field research. Data collection techniques were carried out through interviews, observations, and observations. Data analysis techniques used the Miles and Huberman interactive data analysis model. The results of the study indicate that parents play an important role in the formation of children's religious character through role models, habituation to practicing religious teachings, the use of digital technology as a medium for religious education, supervision of digital activities, and providing motivation and support in worship. On the other hand, the process of instilling religious values still faces several challenges, including low parental digital literacy, exposure to negative content, the influence of games and social media, and the rapid flow of information and digital culture that influence children's behavior. Therefore, synergy between families and the wise use of technology are needed so that the instillation of religious values in the Alpha generation can take place optimally amidst the development of the digital era.

Keywords

The Role of Parents; Religious Values; Generation Alpha



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INTRODUCTION

Instilling religious values within the family environment is a crucial aspect in shaping a child's character and personality from an early age. Values such as honesty, responsibility, discipline, compassion, and social etiquette form the foundation for shaping a child's behavior and personality in everyday life. Instilling religious values not only aims to provide an understanding of religious teachings but also to shape children's moral and religious awareness through habits, role models, and direct interactions between parents and children within the family environment (Masganti et al., 2026). Furthermore, amidst social change and technological

developments in the modern era, the process of internalizing religious values in children is crucial and should not be underestimated.

Along with the rapid development of digital technology, children's lifestyles have also undergone significant changes. This condition also affects generations born and raised amidst technological advances, one of which is Generation Alpha, namely the generation of children born after 2010 and known to be very familiar with the use of digital devices such as tablets, smartphones, and practical and easily accessible internet access (Sudirman et al., 2025). In this context, strengthening religious values from an early age is very important for shaping children's character and morals, so that parents have a role as responsible figures in guiding and instilling religious values in children (Silvia & Afifin, 2026).

The concept of the importance of instilling religious values in children within the family has been explained in Islamic teachings through the Qur'an, one of which is through QS. Luqman verses 13–19. These verses describe Luqman giving advice to his children about the values of monotheism, worship, and noble morals in daily life (Masripah et al., 2025). Instilling religious values does not only focus on the aspect of knowledge, but also on the formation of attitudes and behaviors, such as humility, patience, and responsibility in social life (Shalahuddin et al., 2024). This shows that instilling religious values in children within the family cannot be separated from the active role of parents as the first and primary educators who are tasked with instilling Islamic values from an early age.

In addition, Abd. Latif Manan, et al. in the journal "Instilling Religious Values at Nahdlatul Wathan Pancor Islamic Senior High School in East Lombok, West Nusa Tenggara," explained that parents in the family are the first and primary place of education and have a very important role for children in obtaining education and moral development, so that the instilling of religious values in the family environment is very necessary to shape the child's personality based on religious teachings. The instillation of religious values cannot be entirely left to schools, because the formation of a child's personality and moral development takes place more in the family environment through direct interaction between parents and children. Therefore, parents have an important role in guiding, supervising, and providing examples to children from an early age so that they are able to face various negative influences from their surroundings (Manan et al., 2018).

However, in reality, the ideal conditions as taught in Islam have not yet been fully realized in daily family life. Generation Alpha children are currently growing up in an environment closely connected to the development of digital technology. Technological advances inherently provide various benefits in supporting the learning process and the development of children's knowledge and insight. However, for some children, excessive use of gadgets, social media, and various digital content can affect their psychological well-being, academic achievement, and even affect their focus on religious activities (Gestarina & Nurkholis, 2025).

A similar phenomenon was also observed in Dasan Baru Hamlet, Suralaga District, where some children spend more of their free time playing online games or accessing digital content than engaging in religious activities such as attending religious studies, reading the Quran, or

performing religious services with their families. This situation also affects the development of children's moral values, ethics, social skills, and religious understanding. Children's exposure to digital technology without adequate guidance can affect the internalization of Islamic values, which should be the foundation for personality development.

This situation demonstrates that instilling religious values in Generation Alpha in the digital age is not easy. Digital technology can influence children's understanding and attention to the application of religious values, both related to faith, worship, and morals in daily life (Oktavia & Khotimah, 2023). This situation then raises questions about the role of parents in instilling religious values in Generation Alpha, and what challenges do parents face in this process amidst the increasingly powerful digital current?

The impact of suboptimal instillation of religious values within the family environment can be seen in the development of children's personality and morals. (Amaliati, 2020) explains that according to Abdullah Nashih Ulwan, instilling Islamic values in children needs to be done from an early age through habituation, role models, and ongoing parental guidance. Children who do not receive adequate religious guidance tend to be more easily influenced by their surroundings, because children are essentially imitators who easily follow what they see, hear, and feel in everyday life. Therefore, education in faith, worship, and morals needs to be instilled from an early age to provide children with provisions for facing the changing times. In the context of digital technology development, this situation can become even more complex if children do not receive adequate guidance from parents in filtering the negative influences of digital media.

Based on these various impacts, studies on the role of parents in educating Generation Alpha children have attracted considerable attention. Several previous studies have discussed the role of parents in educating Generation Alpha, children's character development in the digital and metaverse eras, and the concept of Islamic parenting as an effort to shape Islamic character. However, most of these studies emphasize parenting styles and character formation in general and have not examined in depth the process of instilling religious values by parents in daily family life.

Furthermore, previous research has not specifically addressed the role of parents and the challenges faced in instilling religious values, including faith, worship, and Islamic morals, in Generation Alpha children amidst the influence of digital technology, particularly in rural communities. Therefore, this study focuses on examining the role of parents in instilling religious values in Generation Alpha children in Dasan Baru Hamlet, Suralaga District.

Based on these conditions, this research is crucial to gain a deeper understanding of the role of parents in instilling religious values in Generation Alpha children in the digital era. This research is expected to provide a concrete picture of the role of parents and the challenges faced in instilling Islamic values of faith, worship, and morals in daily family life. Furthermore, the results of this study are expected to contribute academically to the development of family-based Islamic education studies and serve as a reference for parents, educators, and the community in

strengthening the role of the family as the primary environment in instilling religious values in children, particularly in rural communities.

METHODS

This research uses a qualitative approach. This approach was chosen because this study aims to understand and describe in depth the phenomenon of parents' role in instilling religious values in Generation Alpha amidst the development of digital technology. According to (Moleong, 2021), qualitative research is research that aims to understand phenomena related to what research subjects experience, such as factors, motivations, actions, and so on, holistically, through descriptive words and language, within a specific, natural context and utilizing various scientific methods.

The type of research used in this study was field research. This research was conducted directly in the field to obtain data and information regarding the role of parents in instilling religious values in Generation Alpha in the digital era. The research was conducted in Dasan Baru Hamlet, Suralaga District, as the research location to understand in-depth the practice of instilling values of faith, worship, and morals within the family environment.

The research subject is the party or person who serves as the primary source of data in the research, providing information, experiences, and explanations related to the research focus, either through interviews, observations, or direct interaction with the researcher. In this study, the subjects were parents of Generation Alpha children in Dasan Baru Hamlet, Suralaga District. The research object is the matter, focus, or problem being examined in the research. The research object in this study is the role of parents in instilling religious values in Generation Alpha in the digital era.

Data collection techniques can be defined as a research process in which researchers use scientific methods to systematically collect data related to their research problems (Abrar, 2024). The techniques used in this study are interviews, observation, and documentation. In this study, interviews were used to gather in-depth information regarding the roles, experiences, and challenges faced by parents in instilling religious values in Generation Alpha children in the digital era, particularly those related to the instilling of faith, worship, and morals. Observations were conducted to directly observe the behavior, habits, and interaction patterns of parents and children in daily life, particularly those related to the application of religious values such as the habituation of worship, the instilling of morals, and mentoring children in the use of digital technology. The documents used in this study were several documents relevant to the research focus. This technique aims to provide concrete evidence and enrich the research data.

Data analysis is the process of systematically processing and organizing data from notes, interviews, observations, and documentation to improve the researcher's understanding of the problem being studied (Qomaruddin & Sa'diyah, 2024). The data analysis technique in this study uses the Miles and Huberman interactive data analysis model, as it aligns with the characteristics of qualitative research, which emphasizes a continuous and in-depth analysis process throughout the research. According to Miles and Huberman, data analysis is conducted through

three main stages: data reduction, data presentation, and conclusion drawing or verification. These three stages occur interactively and are interrelated.

FINDINGS AND DISCUSSION

Findings

1. The Role of Parents in Instilling Religious Values in the Alpha Generation in Dasan Baru Hamlet, Suralaga District

The results of the study conducted on July 4–5, 2026 through interviews, observations, and documentation showed that parents have a very important role in instilling religious values to Generation Alpha in Dasan Baru Hamlet, South Bagik Payung Village, Suralaga District. This role is not only realized through direct religious learning, but also through habituation, mentoring, and supervision of children's activities, including the use of digital technology. Based on the results of data analysis, five main forms of parental roles were found, namely providing role models, getting children used to practicing religious teachings, utilizing technology as a medium for religious learning, supervising children's digital activities, and providing motivation and support in religious learning.

a. Providing an Example

Research findings indicate that role modeling is a primary strategy employed by parents in instilling religious values in children. Interviews revealed that religious education is more effectively delivered through concrete examples in daily life than through advice alone. Parents strive to demonstrate behaviors that reflect Islamic values, such as consistently performing religious services, respecting others, maintaining good manners, and practicing wise use of digital technology. These attitudes are gradually imitated by children, fostering the internalization of religious values through direct experiences within the family environment. These findings demonstrate that role modeling is a key foundation in shaping the religious character of Generation Alpha.

b. Getting Children Used to Implementing Religious Teachings in Daily Life

In addition to setting an example, parents also foster religious habits through repeated activities in daily life. Interviews revealed that these habits are fostered by encouraging children to pray on time, read the Quran, memorize daily prayers, and practice good manners, honesty, and respect for others. Parents also enforce rules on device use by limiting playtime during prayer, Quran recitation, and study times. This consistent pattern of habits helps children understand that religious activities are an integral part of daily life.

c. Utilizing Technology as a Means of Instilling Religious Values

Further research findings indicate that the development of digital technology is not viewed as an obstacle, but rather utilized as a supporting medium in religious education. According to informants, parents use smartphones and laptops to access various educational content, such as instructional videos on prayer procedures, ablution, prayer recitations, stories of the prophets, and other Islamic materials through digital platforms. This media utilization is carried out while still providing guidance so that children obtain information in accordance

with religious teachings. Thus, digital technology can be an effective learning tool when used appropriately and under parental guidance.

d. Supervise and Guide Children in Digital Activities

The research also shows that monitoring digital activity is one form of parental responsibility in dealing with technological developments. Based on interviews, parents undertake various supervisory efforts, such as checking the applications downloaded by their children, monitoring the content accessed, setting time limits for device use, and providing explanations if applications or information deemed inconsistent with religious values are found. Although parents cannot always accompany their children 24/7 due to busy schedules, they still strive to build communication and provide guidance so that children can use digital media responsibly. These findings indicate that family supervision functions as a preventative measure in protecting children from the negative impacts of the digital environment.

e. Providing Motivation and Support to Children

Further findings indicate that parents also play a role as motivators in the process of developing children's religious character. Based on interviews, motivation is provided through various forms of appreciation, such as gifts, praise, and awards when children demonstrate sincerity in performing worship and studying religious teachings. Furthermore, parents establish warm communication, use language that children can easily understand, and create a pleasant atmosphere for religious learning within the family. This form of support can increase children's enthusiasm for more consistent worship and foster an interest in religious learning from an early age.

Parents' Challenges in Instilling Religious Values in Generation Alpha in Dasan Baru Hamlet, Suralaga District

The results of the study conducted on July 4–5, 2026, showed that parents in Dasan Baru Hamlet not only play the role of primary educators in the family, but also face various challenges in instilling religious values in Generation Alpha. Based on the results of interviews, observations, and documentation, these challenges are influenced by the rapid development of digital technology that makes children increasingly familiar with gadgets, the internet, social media, and various forms of digital information. Data analysis shows that the main challenges faced by parents include limited digital literacy, exposure to negative content, the influence of games and social media, and the rapid flow of information and digital culture.

a. Lack of Digital Literacy among Parents

Research findings indicate that limited digital literacy remains a significant obstacle for parents in supporting their children. Interviews revealed that most informants acknowledged not fully understanding the use of digital technology, including the monitoring features on devices. This situation results in suboptimal supervision of children's digital activities, particularly when parents are at work, often leading to unsupervised use of devices. The difference in technological proficiency between parents and Generation Alpha presents a unique challenge in the process of instilling religious values.

b. Negative Impacts of Digital Technology and Exposure to Negative Content

This study also found that digital technology has a dual impact. On the one hand, technology can be used as a medium for religious learning, but on the other hand, it has the potential to divert children's attention to entertainment content that is less conducive to developing religious character. Interviews revealed that parents observed that their children were more interested in accessing entertainment programs than in educational or religious material. To mitigate this impact, parents strive to provide guidance, limit access, and stop the use of content deemed inconsistent with religious values.

c. The Influence of Games and Social Media

The research results show that games and social media are among the factors influencing children's discipline in carrying out religious activities. According to informants, excessive gadget use causes some children to focus more on playing games or accessing social media, thereby reducing their attention to obligations such as prayer and reciting the Quran. In response to this situation, parents implement various rules, such as limiting gadget use time and imposing consequences if children neglect their religious obligations. These efforts are carried out to maintain a balance between digital activities and the development of religious character.

d. The Influence of Information Flow and Digital Culture on Children's Behavior

Other findings indicate that the rapid flow of information and digital culture also influences Generation Alpha's behavior. Interviews revealed that parents explained that their children tend to easily imitate songs, sayings, and trends popular on digital media, even though they don't always have educational or religious value. To address this, parents strive to provide guidance, advice, and divert their children's attention to more beneficial content, such as Islamic songs and religious educational materials. These findings demonstrate that parental guidance remains a crucial factor in filtering the influence of digital culture to ensure it aligns with the religious values they wish to instill in their children.

Discussion

The Role of Parents in Instilling Religious Values in the Alpha Generation in Dasan Baru Hamlet, Suralaga District

The research results show that parents in Dasan Baru Hamlet, Suralaga District, play a crucial role in instilling religious values in Generation Alpha. This role is realized through providing role models, fostering religious practices, utilizing digital technology as a medium for religious education, monitoring children's digital activities, and providing motivation and support in the religious learning process. These findings indicate that the family remains the primary educational environment in shaping children's religious character, even as they grow up amidst the increasingly rapid development of digital technology.

a. Providing an Example

Research results show that role modeling is the primary strategy parents employ to instill religious values in Generation Alpha. Parents strive to set an example through daily behavior, such as consistently performing religious services, cultivating good morals, and using digital technology responsibly. This pattern demonstrates that children internalize

religious values more easily through directly observed behavior than through advice alone.

This finding aligns with Abdullah Nashih Ulwan's theory, which asserts that role modeling is the most effective educational method in shaping a child's personality because parental behavior serves as a model for them to emulate in their daily lives. Therefore, consistent parental religious behavior is a crucial foundation for character development in children in the digital age.

b. Getting Children Used to Implementing Religious Teachings in Daily Life

This research shows that habituation is a form of education carried out continuously through religious routines and the formation of morals in daily life. Parents not only accustom their children to religious practices but also instill honesty, discipline, responsibility, and good manners, as well as regulating gadget use so that it does not interfere with religious obligations.

Habits that are carried out consistently help children make religious values part of their life habits, not just theoretical knowledge. These findings support the views of Abdullah Nashih Ulwan and Abdullah Husin who state that religious education in the family will be more effective if it is carried out through continuous practice and repetition so as to form positive character and habits in children.

c. Utilizing Technology as a Means of Instilling Religious Values

Research shows that parents are beginning to adapt religious education patterns to the characteristics of Generation Alpha, who are familiar with digital technology. Gadgets and various digital platforms are being utilized as a medium for religious learning through educational programs on the Quran, worship procedures, daily prayers, and age-appropriate Islamic content.

These findings suggest that digital technology is not necessarily a threat to religious education, but can serve as an effective learning tool when used appropriately and under parental guidance. Therefore, parents' ability to select and direct digital content is crucial for technology to support the internalization of religious values in children.

d. Supervise and Guide Children in Digital Activities

This research also shows that monitoring digital activity is an integral part of parents' role in educating Generation Alpha. This supervision includes limiting the duration of gadget use, providing guidance when children access digital media, reviewing the applications and content used, and providing guidance if use is found to be inconsistent with religious values.

Although time constraints are a barrier for some parents, they still strive to regularly supervise their children to protect them from the negative influences of technology. This finding is supported by research (Salisah et al., 2024), which explains that parents play a crucial role as companions and guides in their children's use of technology. Parents need to develop their own digital literacy to effectively guide their children. Furthermore, it is crucial for parents to instill strong moral and ethical values, teaching empathy, cooperation, and responsibility through interactions in both the real and virtual worlds.

e. Providing Motivation and Support to Children

Research results show that parental motivation and support contribute to increasing children's enthusiasm for religious observance and religious learning. This motivation extends beyond rewards or gifts, but also through positive communication, appreciation, attention, and the creation of a comfortable learning environment within the family.

These findings suggest that emotional support from parents can strengthen children's intrinsic motivation to consistently practice religious teachings. Therefore, the success of instilling religious values is influenced not only by the provision of religious knowledge, but also by the quality of the parent-child relationship, built through ongoing communication, appreciation, and mentoring.

These results align with research (Ayunina & Zakiyah, 2022) which suggests that parents can use Islamic parenting to build Islamic character in children by instilling religious values from an early age, creating collaborative families, setting limits and rules on technology use, involving children in problem-solving, and instilling character traits appropriate to the child's developmental age.

Parents' Challenges in Instilling Religious Values in Generation Alpha in Dasan Baru Hamlet, Suralaga District

The research findings show that parents in Dasan Baru Hamlet, Suralaga District, not only serve as primary educators within the family, but also face various challenges in instilling religious values in Generation Alpha. These challenges arise from the rapid development of digital technology, which influences children's learning patterns, behavior, and interactions. Based on interviews and observations, the challenges faced include parents' limited digital literacy, the negative impacts of digital technology, the influence of games and social media, and the rapid flow of information and digital culture.

a. Lack of Digital Literacy among Parents

Research shows that limited digital literacy remains a major obstacle in child support. Some parents admit they don't fully understand how to use technology, including the monitoring features on digital devices. This situation results in inadequate supervision of children's activities, especially when parents are at work or engaged in activities outside the home. In some situations, gadgets are even used as a means of distracting children.

These findings demonstrate a digital skills gap between parents and Generation Alpha, who grew up alongside technological advancements. This situation aligns with the view that digital literacy is a crucial competency for parents to guide, guide, and protect their children from the various risks of digital media use while also integrating religious values into their daily lives.

The results of this study align with findings from (Adminira et al., 2023) , which stated that parents' limited understanding of technology usage necessitates their active role in nurturing and educating their children. Generation Alpha children are far more technologically literate than previous generations. Therefore, as parents, we need to balance technology use with creating fun and engaging physical activities for our children.

b. Negative Impact of Digital Technology and Exposure to Negative Content on Children

This research shows that digital technology presents unique challenges in instilling religious values. Children tend to be more attracted to entertainment content than educational or religious material. Furthermore, the emergence of advertisements and various content that is inappropriate for children's age or religious values requires parents to be more active in providing guidance.

These findings indicate that digital technology has both benefits and risks. Therefore, the effectiveness of technology use depends heavily on parents' ability to select content, provide guidance, and limit access to programs that could negatively impact a child's moral and religious development.

c. The Influence of Games and Social Media

Research shows that excessive use of games and social media can potentially diminish children's attention to religious obligations. Parents reported that their children sometimes focus more on playing games or accessing social media, delaying Quran recitation or prayer. This situation encourages parents to implement rules on gadget use, limit screen time, and provide guidance so that children can balance digital activities with religious obligations.

These findings demonstrate that controlling digital media use is an important part of family education. Consistent rules and good communication between parents and children can help foster wiser technology use habits without neglecting religious values.

d. The Influence of Information Flow and Digital Culture on Children's Behavior

This study also found that the rapid flow of information and digital culture influences children's behavior in everyday life. Children tend to easily imitate various trends, songs, and behaviors popular on social media, even though not all of them have educational or religious value. This phenomenon indicates that the imitation process among Generation Alpha is very rapid, supported by high levels of digital media exposure.

In response to these conditions, parents strive to provide guidance through communication, advice, and the introduction of more positive and Islamic content. This approach demonstrates that parental guidance serves not only as a form of supervision but also as an effort to develop children's ability to filter information so they can use technology more selectively and adhere to religious values.

CONCLUSION

Research on the role of parents in instilling religious values in the Alpha generation in Dasan Baru Hamlet, Suralaga District, shows that parents have a very important role in instilling religious values in children amidst the increasingly rapid development of digital technology. This role is realized through providing role models, getting children used to practicing religious teachings in everyday life, utilizing digital technology as a means of instilling religious values, supervising and guiding children's digital activities, and providing motivation and support in carrying out religious worship and learning. This shows that the success of instilling religious values in the Alpha generation is greatly influenced by parental involvement, role models, and consistency in accompanying children.

On the other hand, parents also face various challenges in instilling religious values in Generation Alpha, such as a lack of parental digital literacy, the negative impact of digital technology and exposure to negative content on children, the influence of games and social media, and the influence of information flow and digital culture on children's behavior. These findings indicate that the development of digital technology not only provides opportunities as a means of instilling religious values, but also requires parents to improve digital literacy, strengthen supervision, and guide children in using technology wisely in accordance with religious values. However, the results of this study need to be interpreted according to the conditions of the respondents studied, considering that each family has different characteristics, educational backgrounds, and access to technology.

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