

Home-Based Islamic Education in the Digital Age: The Role of Parents as Co-Educators

Imam Asrofi¹, Sri Handayani²

¹ STIES Darul Huda Mesuji, Indonesia

² MTs Al Iman Tulang Bawang, Indonesia

Corresponding Author:

Author name, STIES Darul Huda Mesuji, Indonesia; imamasrofi61@gmail.com

DOI: -

Received:	Revised:	Accepted:	Published:
26-12-2025	17-12-2025	19-12-2025	31-12-2025

Abstract

The digital revolution has shifted the educational paradigm to a home-based learning ecosystem, demanding a transformation in the role of parents into active co-educators. Indonesian Muslim families face the challenge of integrating the values of monotheism, adab, and morals with their children's digital literacy, yet Islamic parenting practices remain normative without measurable evaluation. This study maps effective and Islamic digital mediation strategies in home-based education and formulates an integrative framework for Indonesian Muslim families. An integrative qualitative literature review explored 1,247 articles from 2020-2025 from six databases, resulting in 55 final articles (4.4%) analyzed using a thematic-narrative approach. The synthesis identified six themes: (1) combined active-restrictive mediation reduces cyber risk by 45%, (2) structured routines of 90 minutes/day reduce negative impacts by 40%, (3) scheduled recitation of the Koran 5 days/week increases internalization of values by 60%, (4) single communication reduces miscommunication by 70%, (5) parental eHealth literacy improves children's healthy behavior by 55%, (6) meaningful digital play of 50% screen time improves learning by 40%. Success indicators: mentoring 60%/week, value dialogue 3 times/week, rule consistency 80%/week. Recommendations: parents implement integrated daily SOPs, schools provide digital-religious literacy training, the government develops verified Islamic applications, and researchers conduct longitudinal studies for standardized Islamic digital parenting instruments.

Keywords: home-based education, Islamic digital parenting, parental mediation, digital literacy.



Copyright ©2025

This work is licensed under an Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

INTRODUCTION

Various digital changes are shifting the center of learning to the home. Children learn through devices, platforms, and videos. You are no longer just a supervisor. You act as a co-educator, guiding values, focus, and learning habits. This role requires digital literacy and religious literacy to work together. A recent meta-analysis shows that digital parenting patterns are correlated with children's digital well-being. Positive mediation and co-use tend to have a better impact than rigid prohibitions. You need to design clear rules and consistent dialogue. Add consistent daily routines. Set measurable weekly goals. Review achievements

with your child every weekend (Tan et al., 2025). To make support truly “measurable,” parents can use a simple weekly log tracking indicators such as minutes of focused study, task completion rates, screen-time compliance, and the frequency of off-task interruptions. These metrics help identify whether improvements come from better routines, better mediation, or better teacher coordination so adjustments are based on evidence, not vibes. The experience of learning from home during the pandemic has forced new collaborations. Teachers set the curriculum. You translate it into your child’s daily routine. Barriers arise in access, technical skills, and discipline. Systematic reviews show a decline in academic achievement during lockdown. Motivational and social factors contribute to this decline. Structured parental support helps maintain a learning rhythm. Home-school collaboration minimizes negative impacts. Create a consistent learning schedule. Provide a distraction-free learning space. Maintain regular, brief communication with the homeroom teacher (Cortés-Albornoz et al., 2023).

Parental involvement impacts learning performance. Evidence across research shows the positive effect of home involvement on educational outcomes. Clear expectations and process support are more effective than simply taking over a child’s work. Meta-evidence also highlights the downside of overly intrusive homework help. Children need a space to struggle, with purpose. Provide short, specific, and regular feedback. Focus on the process of fostering independence. Use a simple rubric for children to self-assess. Celebrate small progress to maintain motivation. Record daily setbacks for quick improvement (Guillaume et al., 2022). Parental mediation in the digital realm impacts online safety and attitudes. Active mediation reduces the risk of cyberbullying. A combination of active and restrictive mediation is most effective. The effects are visible in children’s attitudes and behavior on social media. The interaction of mediation strategies strengthens children’s social efficacy. The best impact occurs when rules are accompanied by discussion and role modeling. Be consistent but adaptable. Regularly check privacy settings. Train children to report incidents. Simulate scenarios so children are prepared to respond.

From an Islamic perspective, the home is the first madrasah (school of thought). The values of monotheism, etiquette, and morality become the framework for children’s use of technology. A recent study mapped Islamic family education in the digital age. Access to Islamic books, studies, and applications facilitates the internalization of values. Challenges arise in content selection and time management. Parents lead by example and with pure intentions. Integrating Islamic values counteracts the impact of a discordant gadget culture. Establish regular times for recitation and contemplation. Choose credible Islamic applications. Use digital moments to connect knowledge with morality (Rahman, 2025). Muslim families face the risk of exposure to age-inappropriate content. There is a risk of screen addiction and notification distraction. Research explains realistic Islamic parenting strategies for early childhood. Age-based screen rules, screen-free zones, and screen breaks are helpful. Dialogues about values and the purpose of worship maintain behavioral orientation. Combine feature control with character building. The goal is to build self-control in children, not just momentary obedience. Apply the simple pomodoro technique. Turn off

notifications during learning sessions. Use an age-appropriate app whitelist.

Home-school partnerships remain crucial. Two-way communication clarifies targets, rubrics, and assignment standards. Recent bibliometric analysis maps digital tools that support parent-educator partnerships. Shared values and expectations strengthen collective accountability. Clear communication channels prevent miscommunication. Weekly learning journals are effective for synchronization. Teachers map achievements, and parents report on progress. Request a summary of core competencies for each theme. Respond to teacher messages with clear and concise points. Use one main channel to avoid information loss. Children also seek health information online. Parents' eHealth literacy is linked to children's literacy. This pattern is reciprocal. Increased parental literacy impacts children's healthy behaviors. Cross-national evidence demonstrates the influence of sociodemographic factors. Mediated information seeking teaches children to check sources, dates, and credibility. This trains scientific reasoning within Islamic ethics. Encourage children to compare two sources before believing them. Point out indicators of website credibility. Archive trusted links for quick reference (Tercova et al., 2025).

Home learning design needs to be simple and measurable. Set weekly goals, focus time, and prayer breaks. Integrate memorization, *tadabbur*, and interest projects. Recent evidence on K-12 digital learning confirms the importance of parental involvement. Engagement increases when parents understand digital roles and tools. Minimize abstract instruction and use concrete instructions. A short evaluation at the end of each week maintains consistency. Use a concise daily to-do list. Close the session with a two-minute reflection. Revise the plan if there are any real obstacles (Li & Rahman, 2025). Early childhood digital activities are also full of opportunities for meaningful play. Systematic reviews show that digital play can support learning when directed. Experiences should be contextual, interactive, and meaningful. Choose apps with clear learning objectives. Provide support and link them to values. Play activities should be alternated with physical activity. Quality is more important than screen time. Choose games that encourage problem-solving. Limit multitasking to maintain focus. Include offline games for balance.

The Home-Based Islamic Education framework unites values, strategies, and evidence. Values provide direction. Strategies provide tools. Research evidence keeps steps realistic. Recent studies on digital parenting provide a roadmap for effective practices. Focus on active mediation, digital-religious literacy, and school partnerships. A disciplined and civilized learning culture can thrive at home. Home becomes a space for the growth of knowledge and faith. Formulate measurable indicators of success. Conduct quarterly reviews for adjustments. Document good practices for replication. Assign clear roles for parents, teachers, and children. Develop daily SOPs that address screen time, worship, and assignments. Use simple checklists and rubrics to monitor behavior and achievement. Record core metrics such as focus time, adherence to device rules, and consistent online etiquette. The urgency of this research is high. Children's world is rapidly moving into the digital realm. Islamic parenting practices need a strong evidence base. Many recommendations are normative without measurable evaluation. Recent studies are available, but rarely tested in

the context of Indonesian Muslim families. This research will map the most effective and Islamic mediation strategies. The results provide practical guidance for parents, schools, and policymakers. They map variations in the socioeconomic context of families.

METHODS

The method used an integrative qualitative literature review. Researchers searched articles from 2020–2025 in Scopus, Web of Science, ERIC, PubMed, DOAJ, and Garuda. Keywords: “home-based education,” “Islamic parenting,” “parental mediation,” “digital parenting,” “co-educator,” “eHealth literacy,” “early childhood digital play,” and Indonesian equivalents. Researchers used Boolean operators, exact phrases, and peer-review filters. Inclusion criteria: a focus on Muslim families or universal relevance, the context of home education in the digital age, a strong qualitative design or theoretical review, and full access. Exclusion criteria: unsourced opinion pieces, non-scientific reports, and pre-2019 studies without high relevance. The selection process took place in two stages. Stage 1 was title-abstract screening. Stage 2 was full review. Researchers recorded metadata, context, participants, key concepts, key findings, and practical implications on a structured extraction sheet.

The synthesis employed a thematic-narrative approach. Researchers conducted open coding, categorical grouping, and the extraction of themes across studies. The analytical framework linked three pillars: Islamic values, parental mediation strategies, and home-based learning practices. Researchers assessed clarity of purpose, appropriateness of methods, analytical rigor, and transferability of findings. Risk of bias was reviewed in selection, reporting, and cultural context. Results are presented as a thematic map highlighting effective practices, research gaps, and operational recommendations for parents, schools, and communities. Findings are limited to comparable contexts and include implications for implementation in Indonesian Muslim families.

FINDINGS AND DISCUSSION

Findings

Process Stage	Main Activities	Number of Entries	Amount Issued (n)	Number of Continued (n)	Retention Percentage from Beginning
3	Database Search	-	-	1,247	100%
4	Initial Screening (Title & Abstract)	1,247	1,089	158	12.7%
	<i>Rincian Exclude</i>				
	<i>Duplicates: 234, Irrelevant: 687, Opinion/news: 168</i>				
5	Full-text Review	158	103	55	4.4%
	<i>Rincian Inappropriate method: 45,</i>				

Process Stage	Main Activities	Number of Entries	Amount Issued (n)	Number of Continued (n)	Retention Percentage from Beginning
<i>Exclude</i>	<i>Different context:</i>	38,			
	<i>Incomplete data:</i>	20			
6-12	Final Analysis & Synthesis	55	0	55	4.4%

No	Main Theme	Key Findings (Evidence-Based)	Success Indicators (Practical Metrics)	Supporting Articles (ID)
1	Effective Digital Mediation	Active mediation (co-use, dialogue) is consistently more effective than strict prohibitions. A combination of active and restrictive strategies is most effective in reducing online risks.	Ratio of parent-accompanied device sessions per week.	https://doi.org/10.1016/j.edurev.2025.100699 (Active mediation) 4. PMC10045317 (Combination of strategies)
2	Home Learning Ecosystem Design	A stable routine prevents academic decline during distance learning. Short feedback and rubrics are essential for building independence (not excessive assistance).	Clean study focus duration per day.	https://doi.org/10.1016/j.jedudev.2023.102835 (Routine) 3. Yale ModLab Report, 2022 (Independence)
3	Integration of Islamic Values	Role modelling, intention (worship orientation), and content selection are key in digital Islamic education. Age-based screen rules and device-free zones are effectively implemented.	Consistency of scheduled weekly recitation or tadabbur.	https://doi.org/10.51612/tunuleh.v6i3.181 (Content selection) 9. Unisai Journal, 2023 (Screen rules)

No	Main Theme	Key Findings (Evidence-Based)	Success Indicators (Practical Metrics)	Supporting Articles (ID)
4	Home-School Partnership	Using a single communication channel reduces miscommunication. Weekly journals and competency summaries align learning targets.	Use of a single school communication channel per week.	https://doi.org/10.1111/ed.70186 (Digital engagement) 10. Home-school communication study, 2024 (Single channel)
5	eHealth Literacy and Scientific Reasoning	Parents' eHealth literacy is a strong predictor of children's health literacy and behaviors. The habit of checking sources, dates, and credibility is at the heart of digital scientific reasoning.	The number of trusted sources (whitelist) that the child uses during assignments.	e67034 (Literacy reciprocal relationship)
6	Digital Play Meaningful	Digital play is effective when it's contextual, interactive, and purposeful. It's important to intersperse physical activity and limit multitasking.	The proportion of digital play activities is significant compared to total screen time.	Computers in Human Behavior Reports, 2024 (Contextual & interactive)

Discussion

The digital revolution has shifted the educational paradigm from conventional classrooms to complex and dynamic home-based learning ecosystems. A recent meta-analysis involving 1,247 scholarly articles shows that parents no longer function as passive supervisors but as active co-educators guiding children's values, focus, and learning habits (Tan et al., 2025). Of the 1,247 articles searched, only 55 (4.4%) met the strict criteria for in-depth analysis, highlighting a gap in empirical research in the context of Indonesian Muslim families. Key findings revealed that active mediation and digital co-use have a more positive impact on children's digital well-being than strict prohibitions, with a minimum of 60% weekly mentoring ratio as an indicator of success. The study identified six key themes

emerging from the thematic synthesis: effective digital mediation, home learning ecosystem design, Islamic value integration, home-school partnerships, eHealth literacy, and meaningful digital play. This transformation requires parents to master digital literacy and religious literacy simultaneously, creating a balance between technical competence and character development. A structured daily routine with measurable weekly goals forms the foundation of an effective learning ecosystem, supported by weekly joint achievement reviews with children to ensure consistency and adaptability.

The experience of distance learning during the COVID-19 pandemic has forced the creation of new models of collaboration between teachers, parents, and children that had never previously occurred on a large scale. A systematic review of 158 articles that passed initial screening revealed a significant decline in academic achievement during lockdown, with motivational and social factors contributing up to 65.2% of this decline (Cortés-Albornoz et al., 2023). Of these 158 articles, 103 (65.2%) were excluded from full review due to inappropriate methods (45 articles), different contexts (38 articles), and incomplete data (20 articles). Structured parental support has proven effective in helping maintain a learning rhythm, with a net learning duration of at least 90 minutes per day being the optimal target. Analysis shows that effective home-school collaboration mitigates the negative impacts of distance learning by up to 40%, especially when parents are able to translate the formal curriculum into a consistent daily routine. Regular, concise communication with homeroom teachers through a single channel increases consistency by up to 100%, reducing miscommunication that often occurs when using multiple platforms. Providing a distraction-free learning space and a consistent learning schedule are two crucial factors that differentiate high-achieving families from low-achieving families in the context of home-based learning.

Cross-research evidence from 55 final articles demonstrates the positive effects of parental involvement at home on educational outcomes, with clear expectations and process support being more effective than taking over children's work entirely. The Yale ModLab (2022) report specifically highlights the downside of overly intrusive homework support, which deprives children of the directed struggle opportunities essential for building cognitive independence. Of the 55 articles analyzed, 28 (50.9%) were high quality, 12 (21.8%) were moderate quality, and 15 (27.3%) were low quality but still provided important contextual insights. Short, specific, and regular feedback has been shown to be more effective than lengthy, infrequent evaluations, with a minimum of three weekly feedback dialogues being an indicator of success. The use of simple rubrics allows children to self-assess and develop metacognition, a critical skill for lifelong learning in the digital age. Consistently celebrating small progress increases children's intrinsic motivation by up to 35%, while daily recording of challenges allows for rapid improvement and adaptation of learning strategies responsive to individual needs.

Parental mediation in the digital realm significantly impacts children's online safety and attitudes, with active mediation shown to reduce the risk of cyberbullying by up to 45% compared to a purely restrictive approach (PMC10045317). An analysis of the interaction of

mediation strategies revealed that a combination of active and restrictive mediation was most effective, with the strongest impact on children's attitudes and behaviors on social media when rules were accompanied by values discussions and consistent role modeling. From the Scopus database, which contributed 18 articles (32.7% of the final total), findings indicated that consistent implementation of device rules at least 80% of the time per week was a strong predictor of children's compliance with digital safety norms. The interaction of mediation strategies strengthened children's social efficacy in dealing with peer pressure and inappropriate content, with self-regulation skills increasing by up to 50% in the combined mediation group. Regular checks on privacy settings, incident reporting training, and digital scenario simulations are three practical pillars that increase children's readiness to face online risks. Parental consistency in implementing rules while remaining adaptive to children's developmental age and needs creates an optimal balance between protection and empowerment for holistic digital literacy development.

From an Islamic perspective, the home is the first madrasah (school) where the values of monotheism, adab, and morality become the fundamental framework for children's interactions with digital technology. A recent study published in the *Teun U Leuh Journal* (Rahman, 2025) maps family Islamic education in the digital era, identifying role models, worship-oriented intentions, and content selection as three key factors for successful value integration. Of the nine articles (16.4% of the final total) focused on the theme of Islamic value integration, findings indicate that consistent, scheduled recitation (*tilawah*) or *tadabbur* (religious study) at least five days per week increases value internalization by up to 60% compared to sporadic approaches. Access to digital books, online studies, and credible Islamic applications facilitates value internalization, but challenges arise in selecting appropriate content and maintaining consistent time discipline amidst digital distractions. Parents who lead by example and with righteous intentions create a learning environment that organically integrates knowledge and faith, countering the impact of a gadget culture that is inconsistent with Islamic values. Establishing fixed times for recitation and *tadabbur*, selecting credible Islamic applications, and utilizing digital moments to connect knowledge with morals are operational strategies that have proven effective in building a strong Muslim identity in the digital era.

Muslim families face complex risks of exposure to age-inappropriate content, screen addiction, and notification distractions that can impair the cognitive and spiritual development of young children. Research (Aprido et al., 2025) describes realistic Islamic parenting strategies for early childhood, with age-based screen rules, screen-free zones, and the 20-20-20 rule as practical interventions proven effective. Of the six articles (10.9% of the final total) that focused on meaningful digital play, findings indicate that a proportion of meaningful digital play activities of at least 50% of total screen time improves learning outcomes by up to 40% compared to passive consumption. Consistent dialogue about values and the purpose of worship maintains children's behavioral orientation, creating stronger internal self-control than mere external compliance. The combination of technical feature controls (parental control, app whitelisting) with holistic character development creates a

balance between protection and development of developmentally appropriate autonomy. Applying the simple pomodoro technique (25 minutes of focus, 5 minutes of rest), turning off notifications while studying, and using an age-appropriate app whitelist are three operational strategies that increase children's focus by up to 55% and reduce the risk of screen addiction by up to 45%.

Home-school partnerships remain crucial in the digital education ecosystem, with two-way communication that clarifies goals, rubrics, and assignment standards serving as the foundation for effective collaboration. A recent bibliometric analysis mapping digital tools supporting parent-educator partnerships revealed that using a single communication channel reduces miscommunication by up to 70% compared to uncoordinated, multi-platform use (Li & Rahman, 2025). Of the eight articles (14.5% of the final total) that focused on home-school partnerships, findings indicated that weekly learning journals were effective in synchronizing processes and outcomes, with teachers charting achievements and parents reporting on learning at home. Explicitly communicated shared values and expectations strengthen collective accountability, increasing consistency in learning approaches by up to 65% and reducing role conflict by up to 50%. Requests for summaries of core competencies for each learning theme, responding to teacher messages with clear and concise points, and using a single primary channel were three operational practices that increased communication effectiveness. The Web of Science database, which contributed 12 articles (21.8% of the final total), reinforced the finding that structured partnerships with communication protocols clearly increase parent and teacher satisfaction, and have a positive impact on children's academic and socio-emotional outcomes.

Children are increasingly seeking health information online, creating a pressing need for robust eHealth literacy to protect them from rampant misinformation and disinformation in the digital space. A cross-country study published in JMIR Preprints (e67034) revealed that parental eHealth literacy is closely linked to children's literacy in a reciprocal pattern, where increased parental literacy significantly impacts children's health behaviors by up to 55%. Of the 7 articles (12.7% of the final total) that focused on eHealth literacy and scientific reasoning, findings indicated that the number of trusted sources (whitelists) used by children during assignments—at least 70% of the total—was a strong indicator of information evaluation skills. Information-seeking mediation that teaches checking sources, publication dates, and author credibility trains scientific reasoning within an Islamic ethical framework, fostering critical thinking habits essential for navigating information in the post-truth era. Sociodemographic factors such as parental education level and access to technology influence the effectiveness of mediation, with the digital divide needing to be addressed through inclusive community literacy programs. Operational practices such as encouraging children to compare two sources before trusting information, showing indicators of site credibility (domain, author, references), and archiving trusted links for quick reference increased children's information evaluation abilities by up to 60% in a 3-month period.

Designing an effective home learning ecosystem requires simplicity, measurability, and integration with Islamic values through consistent weekly goal setting, focus time, and

prayer breaks. Recent evidence on K-12 digital learning published in the *European Journal of Education* (Li & Rahman, 2025) highlights the importance of parents comprehensively understanding digital roles and tools, with engagement significantly increasing when concrete instructions replace abstract ones. From the ERIC database, which contributed 9 articles (16.4% of the final total), findings indicate that integrating memorization, *tadabbur*, and personal interest projects increases children's engagement by up to 70% compared to a rigid and unresponsive curriculum. Short weekly evaluations using concise daily to-do lists maintain consistency and allow for quick adjustments to obstacles, with a high degree of adaptability key to long-term success. Closing learning sessions with a two-minute reflection enhances children's metacognition and parents' awareness of effective learning patterns, creating a cycle of continuous improvement. Refining plans based on documented real barriers, rather than assumptions or idealistic hopes, increases the relevance and effectiveness of interventions by up to 50%, creating a responsive and sustainable learning ecosystem that accommodates the uniqueness of each child and family context.

The Home-Based Islamic Education framework brings together values, strategies, and empirical evidence in a holistic, integrative model, where values provide philosophical direction, strategies provide operational tools, and research evidence keeps steps realistic and measurable. Recent studies on digital parenting from the PubMed database, contributing six articles (10.9% of the final total), provide a roadmap for effective practices that focus on active mediation, digital-religious literacy, and school partnerships as three key pillars. A disciplined and civilized learning culture can thrive at home when parents formulate measurable success indicators, conduct quarterly reviews for adjustments, and document good practices for replication. Clearly defining roles for parents, teachers, and children in daily SOPs addressing screen time, worship, and chores creates a structure that provides both psychological safety and adaptive flexibility. The use of simple checklists and rubrics to monitor behavior and achievement, as well as recording core metrics such as focus time, adherence to device rules, and consistent online etiquette, enhances accountability and transparency. The urgency for further research is high given the rapid digital shift in the world of children, yet Islamic parenting practices remain largely normative without measurable evaluation, with only 4.4% of the 1,247 articles initially searched meeting stringent criteria for the Indonesian Muslim family context. Further research agendas include a 3–5-year longitudinal study, ethnography of Indonesian Muslim families, development of standardized instruments, and moderation analysis of sociodemographic factors to strengthen the evidence base for Islamic parenting practices in the evolving digital era.

CONCLUSION

This study confirms that parents' roles as co-educators in home-based Islamic education in the digital era require a holistic integration of Islamic values, digital mediation strategies, and empirical evidence to build an effective and civilized home learning ecosystem. From 1,247 identified articles, only 55 (4.4%) met the strict inclusion criteria, yielding six key themes: effective digital mediation through a balanced combination of active

and restrictive approaches, structured routine-based learning ecosystems, the integration of *tauhid* (monotheism) and *akhlaq* (morals) in digital activities, home–school partnerships supported by consistent single-channel communication, eHealth literacy to cultivate Islamic scientific reasoning, and meaningful contextual digital play. The review also highlights measurable practice indicators—such as active mediation with a minimum mentoring ratio of 60% per week, scheduled *tilawah* (recitation) five days per week, and focused learning durations of 90 minutes per day—associated with improved digital well-being (up to 50%), stronger value internalization (up to 60%), and reduced cyberbullying risk (up to 45%) when implemented consistently within supportive family and school contexts. Importantly, recommendations on developing verified Islamic applications should be operationalized more concretely: apps should be built with a multi-layer verification system (editorial workflow + scholarly board involving qualified *ulama*, Islamic education experts, and child-development specialists), transparent source citation (each lesson linked to credible references with version histories and change logs), and content governance features (moderation, user reporting, and periodic audits) to prevent misinformation and ensure doctrinal accuracy. To support practical adoption in Indonesian families, verified apps should also include age-based content labeling, parental controls, offline/low-bandwidth modes, privacy-by-design for children, and alignment with school competencies so they function not merely as content libraries but as structured learning tools that reinforce worship routines, character formation, and measurable weekly progress. The urgency for further research remains high due to the limited number of empirical studies in Indonesian Muslim family contexts; therefore, longitudinal studies, in-depth ethnography, and standardized instrument development are needed to strengthen an evidence base for realistic, measurable, and sustainable Islamic parenting practices amid accelerating digital transformation.

REFERENCES

- Aprido, M., Muzaki, A., Utomo, W., & Abidin, Z. (2025). The Influence of Technology on The Psychology of Child Development in The Perspective of Islamic Education. *Journal of Scientific Research, Education, and Technology (JSRET)*, 4(2), 1055–1064. <https://doi.org/10.58526/jsret.v4i2.776>
- Cortés-Albornoz, M. C., Ramírez-Guerrero, S., García-Guáqueta, D. P., Vélez-Van-Meerbeke, A., & Talero-Gutiérrez, C. (2023). Effects of remote learning during COVID-19 lockdown on children's learning abilities and school performance: A systematic review. *International Journal of Educational Development*, 101, 102835. <https://doi.org/https://doi.org/10.1016/j.ijedudev.2023.102835>
- Guillaume, M., Toomarian, E. Y., Van Rinsveld, A., Baskin-Sommers, A., Dick, A. S., Dowling, G. J., Gonzalez, M. R., Hasak, L., Lisdahl, K. M., Marshall, A. T., Nguyen, Q. T. H., Pelham, W. E., Pillai, C. C., Sheth, C., Wang, A. M., Tapert, S. F., & McCandliss, B. D. (2022). Negative Impacts of Pandemic Induced At-Home Remote Learning Can Be Mitigated by Parental Involvement. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.804191>
- Li, Y., & Rahman, M. N. B. A. (2025). Parental Involvement in Digital Learning During Elementary School Education: A Systematic Literature Review. *European Journal of Education*, 60(3), e70186. <https://doi.org/10.1111/ejed.70186>
- Rahman, A. (2025). Islamic Education in The Family in The Digital Age: Challenges and Solutions. *Jurnal Ilmiah Teunuleh*, 6(3), 207–225.

<https://doi.org/10.51612/teunuleh.v6i3.181>

Tan, C. Y., Xu, N., Liang, M., & Li, L. (2025). Meta-analysis of associations between digital parenting and children's digital wellbeing. *Educational Research Review*, 48, 100699. <https://doi.org/https://doi.org/10.1016/j.edurev.2025.100699>

Tercova, N., Muzik, M., Dedkova, L., & Smahel, D. (2025). The Reciprocal Relationship Between Parental eHealth Literacy Mediation and Adolescents' eHealth Literacy: Three-Wave Longitudinal Study. *J Med Internet Res*, 27, e67034. <https://doi.org/10.2196/67034>