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Digital Parenting and Children's Creativity among Dharma Wanita Persatuan BBIB Members

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Abstrak

Penelitian ini bertujuan untuk menganalisis pemanfaatan teknologi dalam pola pengasuhan anggota Dharma Wanita Persatuan (DWP) Balai Besar Inseminasi Buatan (BBIB) Kementerian Pertanian dalam mengembangkan kreativitas anak. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini melibatkan sepuluh ibu anggota DWP BBIB yang memiliki anak usia 5–12 tahun. Data diperoleh melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldaña (2018). Hasil penelitian menunjukkan bahwa teknologi dimanfaatkan tidak hanya sebagai sarana hiburan, tetapi juga sebagai media edukatif dan kreatif melalui aktivitas seperti menggambar digital, membuat video edukatif, serta eksperimen berbasis proyek. Para ibu berperan sebagai fasilitator ide, mediator moral, dan pengontrol waktu serta konten, menciptakan lingkungan pengasuhan otoritatif yang seimbang antara kebebasan bereksplorasi dan kedisiplinan. Pemanfaatan teknologi secara reflektif memperkuat hubungan emosional, meningkatkan kemampuan berpikir kritis, dan menumbuhkan ekspresi kreatif anak. Penelitian ini menegaskan bahwa pengasuhan digital yang cerdas dan berlandaskan nilai budaya serta spiritual mampu membentuk generasi kreatif dan adaptif terhadap perubahan teknologi.

Kata Kunci: *Pengasuhan Digital; Kreativitas Anak; Dharma Wanita Persatuan; Teknologi Edukatif; Parenting Otoritatif.*

Abstract

This study aims to analyse the utilisation of technology in the parenting practices of members of the Dharma Wanita Persatuan (DWP) of the Centre for Artificial Insemination (BBIB), Ministry of Agriculture, in fostering children's creativity. Employing a qualitative approach with a case study design, the research involved ten mothers who are DWP BBIB members and have children aged 5–12 years. Data were collected through in-depth interviews, participatory observation, and documentation, and were analysed using the Miles, Huberman, and Saldaña (2018) model. The findings reveal that technology is used not only as a means of entertainment but also as an educational and creative medium through activities such as digital drawing, creating

educational videos, and conducting project-based experiments. The mothers act as facilitators of ideas, moral mediators, and regulators of time and content, creating an authoritative parenting environment that balances freedom of exploration with discipline. Reflective use of technology strengthens emotional bonds, enhances critical thinking skills, and nurtures children's creative expression.This study affirms that intelligent digital parenting grounded in cultural and spiritual values can cultivate a generation that is creative and adaptive to technological change.

Keywords: *Digital Parenting; Child Creativity; Dharma Wanita Persatuan; Educational Technology; Authoritative Parenting*

INTRODUCTION

The rapid advancement of digital technology in recent decades has fundamentally transformed almost every aspect of human life, including parenting practices. Digital transformation has influenced not only education and communication systems but also the ways in which parents shape learning environments at home (Holloway et al., 2019) . From an early age, children today grow up within a digital ecosystem filled with interactive media and smart devices that directly or indirectly affect how they think, interact, and express creativity (Plowman et al., 2021). Within this context, parents play a crucial role in ensuring that technology functions not merely as passive entertainment, but as an educational and creative tool that encourages exploration and imaginative expression.

In Indonesia, the phenomenon of digital parenting has grown significantly alongside the increasing penetration of the internet. According to the 2023 survey by the Indonesian Internet Service Providers Association (APJII), 73.7% of children aged 5–12 years have accessed the internet via their own or their parents' devices. Among these, approximately 68% of parents reported using YouTube Kids or online learning applications to support their children's educational activities at home. However, the UNICEF Indonesia ((APJII), 2023) report revealed that only around 35% of parents actively guide their children to use technology for creative purposes, while the majority use it for consumptive activities such as passive video watching without supervision. This indicates a significant gap between the utilitarian use of technology in households and its creative, developmental potential in children's education.
(Radesky et al., 2020) .

Table 1. Trends in Technology Use in Childcare in Indonesia

Aspect of Technology Use	Percentage of Parents (%)	Main Positive Impact	Potential Risk
Playing educational videos on YouTube Kids	68	Improves vocabulary and general knowledge	Screen addiction
Using interactive learning applications	55	Increases motivation to learn	Technology dependency
Online communication with teachers or peers	47	Strengthens social connection	Exposure to inappropriate content

Monitoring activities via parental control apps	34	Improves digital safety	Strains parent–child relationship
Using technology for creative activities	35	Stimulates imagination and creative expression	Lack of parental guidance

Source: Adapted from APJII Survey (2023) and UNICEF Indonesia

One of Indonesia's most influential social groups in promoting value-based and education-oriented parenting is the Dharma Wanita Persatuan (DWP) an organisation of civil servants' wives that actively contributes to family welfare and child education. Within the Centre for Artificial Insemination (BBIB) under the Ministry of Agriculture, DWP members generally have moderate to high educational backgrounds and a good level of digital literacy, positioning them as a potentially transformative group in practising reflective and creative digital parenting. Despite this, empirical research on technology-based parenting among women in civil service communities remains limited. Previous studies have primarily focused on the use of technology within formal educational settings (Neumann, 2022), overlooking the role of community-based organisations such as DWP that combine family, spiritual, and professional values (Sari & Mulyani, 2022). This constitutes a clear research gap, as such groups are uniquely positioned to act as agents of digital family literacy, transforming domestic technology use into creative, value-driven learning processes.

This study departs from the recognition that effective parenting in the digital era involves not only supervision of screen use but also the integration of family values, spirituality, and technology to cultivate children's creativity. Drawing on (Baumrind, 2013) concept of authoritative parenting which combines emotional warmth with rational control the DWP BBIB context is particularly noteworthy, as it represents the intersection between domestic responsibilities, social engagement, and technological adaptation within civil servant families. Therefore, this research aims to explore how members of the DWP BBIB of the Ministry of Agriculture utilise technology in their parenting practices to nurture children's creativity. The study offers a theoretical contribution by expanding the conceptual framework of value-based digital parenting, and a practical contribution by providing insights for family empowerment institutions and women's organisations on developing creative and culturally grounded digital literacy programmes for parents in Indonesia.

METHODS

This study utilises a qualitative approach with a case study design. This approach was chosen because it is able to explore in depth the subjective experiences of mothers who are members of the Dharma Wanita Persatuan (DWP) BBIB Ministry of Agriculture in utilising technology as part of a parenting pattern to develop children's creativity. According to (Creswell & Poth, 2018) , the qualitative approach allows researchers to understand the meanings constructed by individuals in specific social contexts. Case studies were chosen to enable in-depth analysis of specific phenomena in a real context, namely technology-based parenting practices in the environment of civil servant families.

The research location was set at the Ministry of Agriculture's Artificial Insemination Centre (BBIB) in Singosari, Malang, because this institution has an active Dharma Wanita Persatuan community consisting of mothers with higher education backgrounds and access to digital devices. The selection of this location was based on purposive sampling criteria, namely

the selection of participants who were considered most relevant and had real experience with the phenomenon being studied (Patton, 2002). The participants consisted of 10 members of the DWP BBIB who had children aged 5–12 years. They were selected based on their level of involvement in the use of digital technology, such as the use of gadgets, online learning platforms, educational social media, and creative applications for children.

Data was collected through in-depth interviews, participatory observation, and documentation. Interviews were conducted in a semi-structured manner so that researchers could obtain targeted information while remaining open to new perspectives from participants (Nam & Bai, 2023). Observations were conducted to observe the interactions between mothers and children in technology-based activities, such as creating educational content, digital drawing, or watching educational programmes that encourage creativity. Meanwhile, documentation was used to supplement the data in the form of photos of activities, children's work, and notes on DWP activities related to digital parenting.

The data analysis process used the Miles and Huberman model (Saldana, 2014) , which consists of three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and organising the interview results and field notes to identify the main themes. The data is then presented in the form of narratives and thematic matrices so that the relationships between variables can be clearly seen. Conclusions are drawn inductively based on recurring empirical findings and supported by theories of parenting, creativity, and the use of digital technology in the family.

To ensure data validity, this study applied a strategy of triangulation of sources and techniques, as well as member checking. Triangulation was carried out by comparing the results of interviews between participants and matching them with the results of field observations, while member checking was carried out by asking participants to review the interview transcripts to ensure accuracy of meaning. According to (Lincoln & Guba, 1985) , this step is important to ensure credibility and validity in qualitative research.

Research ethics were also an important aspect that was maintained throughout the research process. Each participant was given an explanation of the research objectives, assurances of confidentiality, and the right to withdraw at any time without consequences. All data was collected with official permission from the DWP BBIB management and stored in a secure system to maintain participant privacy.

To clarify the research process, the following is an illustration of the stages of qualitative research applied:

Table 2. Qualitative Research Process in the Study of Technology-Based Parenting Patterns

Stages	Main Activities	Expected Outcomes
Determination of Research Focus	Identification of technology-based parenting phenomena in the DWP BBIB environment	Research questions and objectives
Data Collection	Interviews, observation, and documentation	Empirical data on parenting practices and technology use
Data Analysis	Data reduction, categorisation, and interpretation	Main themes and patterns of relationships between concepts
Data validation	Triangulation of sources and member checking	Credibility and validity of results

Drawing conclusions	Formulation of findings narrative and theoretical interpretation	Conceptual model of technology-based parenting

Through this method, the study aims to provide an in-depth description of how digital parenting practices are carried out by mothers who are members of the DWP BBIB, as well as how technology plays a role in developing children's creativity amidst the dynamics of civil servant families who are adaptive to technological changes.

RESULT

The results of this study describe how members of the Dharma Wanita Persatuan (DWP) BBIB Ministry of Agriculture utilise digital technology in child-rearing patterns to develop creativity, focusing on three main themes: (1) integration of technology in daily parenting activities; (2) strategies for stimulating children's creativity through digital media; and (3) challenges and values upheld in technology-based parenting.

Integration of Technology in Daily Parenting Activities

The first finding shows that mothers who are members of DWP BBIB do not merely use technology as a means of entertainment, but have integrated it into various educational parenting activities. Most participants stated that the use of digital devices such as tablets, laptops, and smartphones has become part of their routine with their children. Technology is used to aid the learning process, introduce new concepts, and strengthen emotional interactions between mothers and children.

One participant, Mrs S (37 years old), revealed:

"If my child likes to draw, I guide them to use a digital drawing application. So it's not just playing games, but they can be creative with colours and shapes. Sometimes I help, so the activity also becomes bonding time."

This statement shows that technology can be a medium that facilitates shared activities between mothers and children, where emotional bonding is maintained even though the activity is done through a digital screen. This phenomenon shows a form of co-engagement parenting as described by (Livingstone & Blum-Ross, 2020) , that parental involvement in children's digital activities actually strengthens two-way communication and encourages collaborative values.

Most respondents also stated that they try to control and direct the use of technology so that it is not passive. Technology is used to explore new ideas and skills, for example by watching educational videos, listening to digital stories, or participating in online competitions that build children's confidence. According to Mrs R (40 years old):

"Nowadays, there are many creative online competitions. My child once participated in a competition to make a short video about the environment. I helped edit it, but the ideas were his own. From that, I saw that he became more confident in expressing his opinions."

These findings show that technology serves as a new space for expression that encourages children's active participation, while strengthening their social-emotional bonds with their parents.

Strategies for Stimulating Children's Creativity through Digital Media

The second theme reveals various strategies applied by DWP BBIB mothers in stimulating children's creativity through technology. Based on observations and interviews, most mothers play an active role as facilitators of children's creative ideas, rather than as strict controllers. They provide access to digital media that is interactive and challenges the imagination.

One notable strategy is the use of project-based learning digital platforms. Several participants shared how they helped their children design small projects, such as creating video content, assembling miniatures, or conducting simple experiments based on online tutorials. Mrs T (35) said:

"I encourage my child to look for ideas on YouTube Kids, but he has to tell me about them first. For example, yesterday he made a 'volcano experiment' using baking soda and vinegar. I just helped him prepare the tools."

The quote shows a constructive parenting approach, in which mothers act as reflective companions. Children are given space to take initiative, while parents provide guidance and supervision. This pattern is in line with the principle of parental scaffolding (Wood, Bruner & Ross, 1976), in which parental support gradually guides children towards independence in thinking and creativity.

In addition, mothers also develop the habit of digital discussion a reflective practice after children use digital devices. These discussions are conducted to evaluate the content accessed by children, foster critical thinking skills, and instil moral values. Mother N (38 years old) explains:

"Every time my child watches something on YouTube, I ask him to recount the content. If there are inappropriate scenes, I use them as discussion material. This way, my child knows what is appropriate and what is not."

This approach emphasises the integration of character education values in the use of technology. Parents do not only function as supervisors, but also as moral and cultural mediators who interpret the values of digital media within the family context.

Challenges and Values Maintained in Technology-Based Parenting

Although most participants demonstrated positive use of technology, the results of the study also revealed a number of challenges faced in the practice of digital parenting. The main challenges were time management and content supervision. Some mothers admitted to having difficulty balancing work demands, household responsibilities, and supervising their children's use of technology.

Mother D (41 years old) shared:

"When I have a lot of work to do, my child sometimes plays with gadgets for a long time. But I set time limits, for example, a maximum of one hour after school. If they exceed that, I tell them to stop."

In addition to time issues, there are also concerns about negative content and digital addiction. However, most mothers overcome this by combining an authoritative approach setting clear boundaries but still providing warmth and communication. This approach has proven effective in creating a balance between freedom of exploration and discipline for children. According to Baumrind (2013), authoritative parenting provides opportunities for children to develop creatively because they feel secure while also being given space to be independent.

In addition to technical obstacles, several mothers also highlighted the importance of preserving family values and spirituality in digital parenting. They realised that technology can blur the boundaries between the virtual world and traditional values, requiring conscious efforts to maintain balance. Mother F (39 years old) said:

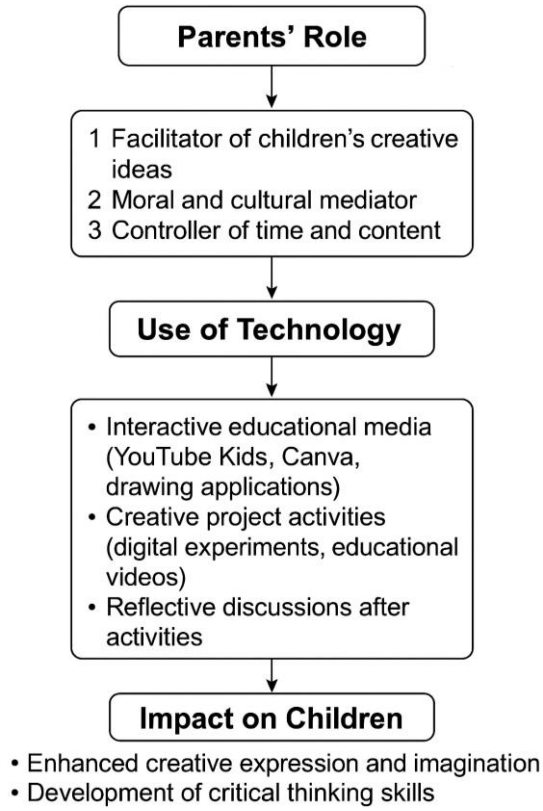
"Children can learn using technology, but it must always begin with prayer. I teach them that all creativity comes from God. So technology is a tool, not the goal."

This quote emphasises the spiritual dimension of digital parenting practices, which is characteristic of the DWP BBIB mothers' community within a government institution based on religious values and work ethics.

Visualisation of Field Findings

To clarify the findings, the following visualisation shows the relationship between parental roles, technology utilisation, and children's creativity development identified in this study:

Figure 2. Model of Technology Utilisation in the Parenting Patterns of DWP BBIB Members



The image illustrates the conceptual flow of technology utilisation in the parenting patterns of members of the Dharma Wanita Persatuan (DWP) BBIB. This diagram shows the interrelationship between three main components: the role of parents, technology utilisation, and the impact on children. At the top, *the Role of Parents* is the central element that functions as the main guide in the digital parenting process. Parents have three important roles, namely as facilitators of children's creative ideas, moral and cultural mediators, and controllers of time and content. This means that parents not only supervise, but also stimulate and direct children's digital activities so that they remain educational and in line with family norms.

The second section, *Utilisation of Technology*, describes concrete forms of parental involvement in guiding children's use of digital media. Some forms of utilisation include the use of interactive educational media such as YouTube Kids, Canva, or drawing applications; the implementation of creative project activities such as digital experiments and the creation of educational videos; and reflective discussions after activities to instil values and build children's critical awareness. This stage shows that technology is used not only for entertainment, but also as a medium for learning and developing children's creative potential.

Furthermore, the last arrow pointing to *the Impact on Children* section shows the results of balanced and reflective digital parenting practices. The impacts include increased creative

expression and imagination in children, the growth of critical thinking skills, and the strengthening of emotional bonds between children and parents. This diagram emphasises that when parents play an active and conscious role in the use of technology, technology can be a transformative tool for child development, rather than a threat. Thus, the image represents the synergy between parental engagement, digital literacy, and creative growth in the context of modern families in the DWP BBIB environment of the Ministry of Agriculture.

DISCUSSION

The findings of this study reveal that the use of digital technology in the parenting practices of members of the *Dharma Wanita Persatuan* (DWP) BBIB, Ministry of Agriculture, is not merely functional but transformative shifting from a medium of control into an interactive and value-based learning environment for children's creativity. The discussion is structured around three main themes identified in the results: (1) the integration of technology in daily parenting activities, (2) strategies for stimulating children's creativity through digital media, and (3) challenges and values in digital parenting. These themes are then related to the conceptual model of technology-based parenting (Figure 2), which positions *authoritative parenting*, *technological mediation*, and *social-cultural context* as interdependent elements influencing children's creativity development.

Integration of Technology in Daily Parenting: Co-engagement as a Form of Authoritative Mediation

The study shows that mothers in DWP BBIB have integrated digital tools into their daily parenting routines in ways that strengthen both cognitive and emotional bonds with their children. This finding aligns with (Livingstone & Blum-Ross, 2020), who argue that *co-engagement parenting* where parents and children jointly use digital media enhances two-way communication and mutual understanding. Rather than positioning technology as a source of distraction, these mothers utilised digital drawing apps, YouTube Kids, and educational games to create shared learning experiences. This collaborative use reflects *active mediation*, a process identified by (Konok et al., 2020) as essential for maintaining children's focus and guiding their moral and creative development.

Furthermore, this integration exemplifies the *authoritative parenting model* (Baumrind, 2013), in which parents balance warmth and structured guidance. By setting time limits while engaging in shared activities, DWP mothers create a digital environment that promotes both discipline and autonomy. Within the conceptual model, this stage represents the first component parental role which acts as the foundation of the technology-based creative ecosystem. Parents function simultaneously as facilitators, emotional anchors, and moderators of digital experience, ensuring that the introduction of technology supports rather than replaces interpersonal connection.

Stimulating Children's Creativity through Digital Media: From Scaffolding to Reflective Co-Creation

The second major finding illustrates how DWP mothers actively scaffold their children's creative experiences through project-based and reflective digital engagement. Activities such as designing short environmental videos, conducting simple experiments from online tutorials, and creating digital artwork illustrate a shift from *consumptive* to *constructive* use of technology. This aligns with (Kucirkova & Littleton, 2020), who introduced the concept of *digital parenting for creative learning*, emphasising that technology becomes a catalyst for creativity when parents co-create and reflect with their children.

The reflective dialogue observed in this study where mothers discuss video content or values portrayed in online media demonstrates *parental scaffolding* (Wood et al., 1976) in digital contexts. Such guided participation supports what (Amabile, 1996) terms the *componential model of creativity*, where intrinsic motivation and supportive environments interact to foster original thinking. Through these digital projects, children not only learn technical skills but also develop *agency* the ability to make creative decisions within guided boundaries (Gottschalk, 2022).

In the conceptual model, this theme represents the second component technology utilisation which mediates the relationship between parenting style and creativity outcomes. When authoritative guidance interacts with reflective digital scaffolding, children's cognitive flexibility and imaginative exploration are amplified. The parental role thus transitions from supervisor to co-creator, reinforcing the dynamic feedback loop between family interaction, technological engagement, and creative expression.

Challenges and Values in Digital Parenting: Balancing Regulation, Autonomy, and Spiritual Integrity

Despite positive outcomes, the study highlights several challenges: time management, screen addiction, and exposure to inappropriate content. These challenges mirror those identified by (Lauricella et al., 2021), who note that modern parents require advanced *media literacy* to navigate digital risks effectively. However, DWP mothers addressed these challenges through family-based digital rules, clear communication, and the integration of moral-spiritual routines such as prayer before digital learning demonstrating *value-based digital regulation*.

This integration of moral and spiritual values is consistent with (Yusof et al., 2023), who argue that *Islamic-oriented digital parenting* can harmonise technological engagement with character education. Such practices align with (Bronfenbrenner, 1994) ecological systems theory, in which the family microsystem interacts with the broader digital exosystem under the influence of cultural and institutional values. In the DWP context, this means that technology use is embedded within a *moral ecology* that preserves familial discipline and social responsibility.

In relation to the conceptual model, this theme corresponds to the third component—the socio-cultural environment of DWP BBIB, which contextualises technology-based parenting within institutional, cultural, and moral frameworks. The synergy between parental authority, technological mediation, and DWP's value system generates a *holistic ecosystem* for creative child development where digital competence coexists with emotional and spiritual balance.

Linking Themes to the Conceptual Model: A Synergistic Framework of Digital Parenting

Collectively, the three themes empirically validate the conceptual model proposed in this study (Figure 2), which posits that children's creativity develops through the interaction between authoritative parenting style, constructive technology use, and supportive social context. The DWP BBIB mothers exemplify this synergy through their dual role as facilitators and regulators embodying what Livingstone and Blum-Ross (2020) describe as *digitally engaged authority*. The integration of these roles leads to a recursive process: parental warmth encourages collaborative technology use, which in turn enhances children's intrinsic motivation and creativity, further reinforcing family cohesion.

This integrated framework supports Amabile's (1996) assertion that creativity flourishes when environmental and motivational factors are aligned. It also expands the digital parenting discourse by illustrating how *collective identity* in this case, membership in a value-driven

organisation like DWP strengthens the coherence between digital literacy, moral education, and creative exploration. Therefore, the study contributes to theory by refining the *inclusive digital parenting model*, and to practice by offering insights into designing culturally grounded parenting programmes that sustain creativity within the digital era.

Table 3. Summary of Theoretical Implications

Model Element	Empirical Evidence (This Study)	Supported by Literature
Authoritative parenting style	Warmth, rational control, co-engagement	(Baumrind, 2012); (Livingstone & Blum-Ross, 2020)
Constructive use of technology	Digital drawing, project-based learning, reflective discussion	(Konok et al., 2020); (Kucirkova & Littleton, 2020)
Socio-cultural context (DWP values)	Integration of discipline, spirituality, and community support	(Bronfenbrenner, 1994); (Yusof et al., 2023)

In conclusion, the discussion underscores that the digital parenting practices of DWP BBIB members represent a hybrid model of *authoritative–reflective–value-based* parenting. By harmonising structured guidance, emotional warmth, and creative digital engagement, these mothers have transformed technology into an educational space that promotes cognitive innovation and moral growth. This reinforces the central premise of the conceptual model: children's creativity flourishes when authoritative parenting and constructive technology use operate within a culturally supportive environment.

CONCLUSION

This study concludes that the use of technology in the parenting patterns of members of the Dharma Wanita Persatuan BBIB Ministry of Agriculture plays a significant role in developing children's creativity through targeted, reflective, and educational digital interactions. Parents who act as facilitators of creative ideas, moral mediators, and content controllers are able to create a parenting environment that is in tune with the times without abandoning cultural and religious values. Technology is no longer positioned as a threat to children, but rather as an innovative tool that expands the space for exploration, enhances critical thinking skills, and strengthens the emotional bond between children and parents. Thus, smart and adaptive digital parenting patterns have proven to be the key to fostering a creative and character-building generation in the technological era.

The implications of this study cover two main aspects. First, for parenting practices, these results emphasise the importance of digital literacy for parents so that they are able to select content and guide their children towards digital activities that support cognitive and emotional development. Technology-based parenting training programmes need to be designed by institutions such as the Dharma Wanita Persatuan and related agencies so that members can optimise the function of technology in family education. Second, for education and social policy, this research provides a basis for policymakers to encourage synergy between formal education and families in instilling 21st-century skills. *The government* can develop *digital family empowerment-based* policies that integrate local cultural values with technological skills. Thus, this research emphasises that the success of digital parenting depends not only on access to technology but also on the quality of interaction and values built within it.

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