

Fatmawati, 2026. Analisis *Digital Parenting* terhadap Literasi Baca-Tulis Awal Anak Usia 5-6 Tahun di TK Pertiwi 1 Pelang. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura.

Pembimbing: Eka Oktavianingsih, S.Pd., M.Pd.

ABSTRAK

Meningkatnya penggunaan media digital pada anak usia dini menuntut orang tua menerapkan *digital parenting* agar penggunaan teknologi memberikan dampak positif bagi perkembangan anak. Penelitian ini bertujuan mendeskripsikan karakteristik *digital parenting* serta dampaknya terhadap literasi baca-tulis awal anak usia 5–6 tahun di TK Pertiwi 1 Pelang. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap tiga orang tua yang memiliki anak usia 5–6 tahun. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa karakteristik *digital parenting* yang diterapkan oleh orang tua meliputi pengawasan penggunaan media digital, pemberian contoh, pendampingan dalam aktivitas digital, serta pemilihan konten yang edukatif dan aman. Meskipun terdapat perbedaan dalam penerapannya, seluruh orang tua menunjukkan keterlibatan aktif dalam mengarahkan penggunaan media digital pada anak. Literasi baca-tulis awal anak berkembang pada aspek membaca, menulis, berbicara, dan menyimak. Anak mampu mengenali, menyebutkan, dan membedakan huruf, menulis nama sendiri dan kata sederhana, mengungkapkan gagasan secara verbal, memperkaya kosakata, serta memahami dan menceritakan kembali informasi yang diperoleh. Temuan penelitian menunjukkan bahwa praktik *digital parenting* yang dilakukan secara tepat dan konsisten berkontribusi dalam mendukung perkembangan literasi baca-tulis awal anak usia 5–6 tahun.

Kata Kunci: Anak Usia Dini, *Digital Parenting*, Literasi Baca-Tulis Awal, Media Digital

Fatmawati, 2026. *An Analysis of Digital Parenting in Relation to Early Literacy Skills of Children Aged 5–6 Years at TK Pertiwi 1 Pelang*. Undergraduate Thesis, Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, University of Trunojoyo Madura.

Supervisor: Eka Oktavianingsih, S.Pd., M.Pd.

ABSTRACT

The increasing use of digital media in early childhood requires parents to implement digital parenting so that the use of technology has a positive impact on children's development. This study aims to describe the characteristics of digital parenting and its impact on the early literacy of children aged 5–6 years at Pertiwi 1 Pelang Kindergarten. The research uses a qualitative approach with a case study type. Data were collected through interviews, observations, and documentation of three parents who had children aged 5–6 years. Data analysis uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. The results of the study show that the characteristics of digital parenting applied by parents include supervision of the use of digital media, setting examples, mentoring in digital activities, and selecting educational and safe content. Despite differences in its implementation, all parents showed active involvement in directing the use of digital media in children. Children's early literacy develops in the aspects of reading, writing, speaking, and listening. Children are able to recognize, pronounce, and distinguish letters, write their own names and simple words, express ideas verbally, enrich vocabulary, and understand and retell the information obtained. The findings of the study show that digital parenting practices that are carried out appropriately and consistently contribute to supporting the development of early literacy of children aged 5–6 years.

Keywords: *Early Childhood, Digital Parenting, Early Literacy, Digital Media*