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The Influence of Parenting Styles on Junior High School Students' Digital Literacy in Social Studies Learning

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ABSTRACT

The extent to which parents actively engage in overseeing and assisting their children with online pursuits is still not meeting the desired level. The advancement of digital technology demands that students' possess strong digital literacy skills to support the learning process, particularly in Social Studies. Differences in parenting styles, including authoritarian, permissive, and democratic styles, have been shown to influence how students use technology effectively, critically, and responsibly. Nevertheless, research specifically investigating the impact of parental approaches on the digital competencies of adolescents in junior secondary education, particularly within the domain of Social Studies instruction in Banjarmasin City, is not extensive. Unlike previous studies that examined parenting styles in general child development contexts, this investigation aims to quantify the effect of parenting styles on three distinct components of digital literacy as applied to Social Studies curricula for junior high school students', a domain with a scarcity of empirical evidence. The sample for this research comprised 381 students, chosen from a total student population of 7,820 junior high school students' in Banjarmasin City through the application of purposive and accidental sampling methodologies. Information was gathered utilizing surveys that underwent validation and reliability assessments (Cronbach's Alpha: X= 0.666; Y= 0.800), complemented by observational methods and document review. For data analysis, simple linear regression and a t-test were employed, with bootstrap analysis providing further support. The findings demonstrate that parental approaches exert a constructive and statistically significant impact on the digital literacy of students' (B= 0.488; t= 9.755; p <0.001). The coefficient of determination (R^2 = 0.201) suggests that parental styles account for 20.1% of the variance in students' digital literacy, with the remaining 79.9% being attributable to factors not included in this particular analysis.

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1. INTRODUCTION

According to data released by the Indonesian Internet Service Providers Association (APJII) in 2023, over 78% of Indonesia's populace now has internet access. This widespread connectivity signifies that digital engagement has become a fundamental aspect of everyday life, extending to students. While technological advancements provide advantages like enhanced creativity and extensive information availability, unsupervised digital environments can pose potential risks to child development (Hati et al., 2026).

Parental involvement in supporting children's digital activities remains very limited. Only 26.1% of parents actively support their children's digital literacy development, while 73.9% have not yet fulfilled this role optimally (Prahasti et al., 2025). This condition is further compounded by varying levels of parental understanding of parenting practices in Indonesia: 38% have a good understanding, 50% have a moderate understanding, and 12% have limited understanding (Lubis & Suryana, 2022). In fact, parents need to actively guide and direct their children in using technology, not just forbid them or leave them unsupervised.

Children's behavior in the digital space cannot be separated from the values and habits formed through parenting styles at home. Hurlock (1993) identified three primary parenting approaches: authoritarian, democratic, and permissive. These styles, each possessing unique consequences for a child's growth, are authoritarian, democratic, and permissive. Individuals employing a democratic parenting methodology typically exhibit active engagement and foster open dialogue, facilitating the establishment and joint discussion of technology usage guidelines with their offspring. A warm and participatory family environment has been shown to help children feel secure and think critically in the digital world (Livingstone, 2020). The effectiveness of parenting styles is reflected through indicators of warmth, control, communication, and role modeling in parent-child interactions (Climent-Galarza et al., 2022).

Digital literacy encompasses the proficiency in employing information and communication technologies for the effective retrieval, assessment, utilization, generation, and dissemination of information. This proficiency integrates cognitive, ethical, social, emotional, and technical competencies (Lindriany et al., 2022). In the context of social studies education, digital literacy is a crucial attribute, as students must be adept at locating and comprehending diverse information from digital platforms. The National Council for the Social Studies (NCSS, 2010) defines social studies learning as a synthesized exploration of social sciences and humanities intended to enhance civic capabilities. Furthermore, NCSS (2023) highlights the imperative for robust social studies instruction to cultivate critical media literacy among students. The field of social studies instruction is intricately connected to the cultivation of competencies essential for the 21st century. These include analytical reasoning, interpersonal abilities, and the capacity for resolving issues, all of which are fundamental to digital fluency (Mutiani & Faisal, 2019). When social studies are taught effectively, students can acquire the proficiencies necessary to navigate the complexities of the 21st century, with digital literacy being a crucial skill (Mutiani et al., 2021).

Parental involvement is a critical element in fostering children's proficiency in digital literacy (Damayanti et al., 2025). The adoption of digital technologies has a direct impact on how parents guide their children (Rahimah et al., 2025). Additionally, various parenting styles have been observed to affect the regulation of social media engagement among adolescents (Selfiana et al., 2026). In this context, digital literacy is defined as an essential skill set encompassing both technological adeptness and the capacity for critical assessment of information (Mujiono, 2024).

Various previous studies on parenting styles generally focus on character formation at the elementary school level (Puspita & Aryani, 2023 in Mabruri & Shanie, 2025). Dinarwati (2020) examined the relationship between parenting styles and motivation to learn Social Studies but did not address digital literacy, while Audrin & Audrin (2022) examined digital literacy through a systematic literature review without providing quantitative empirical evidence. This research quantifies the impact of parenting styles on three aspects of digital literacy among junior high school students within social studies

education. Utilizing primary data collected from 381 participants, this study addresses an area with a scarcity of empirical investigation, especially within the geographical scope of Banjarmasin City.

2. METHODS

This research utilized a quantitative methodology, incorporating a survey instrument to empirically investigate the influence of parenting styles on students' digital literacy in Social Studies learning. The quantitative approach enabled the researchers to use statistically tested and reliable research instruments (Sugiyono, 2023).

The individuals surveyed were students enrolled in public junior high schools located in Banjarmasin City who met certain criteria, including schools with digital learning support facilities and implementing technology-based learning in social studies. Based on data from the Banjarmasin City Education Office, there were 10 schools that met the criteria with a total population of 7,820 students (Education Office Data, 2026).

The research sample comprised 381 students from a total population of 7,820 students attending public junior high schools in Banjarmasin City, who satisfied the specified research prerequisites. The selection of schools was conducted through purposive sampling to ensure alignment with predefined criteria, whereas accidental sampling was employed to identify and include eligible students who were accessible during the data collection phase.

The product moment correlation coefficient (r table = 0.320; df = 36; α = 0.05) was employed to evaluate item validity. This analysis determined that 18 items were valid for Variable X and 18 items were valid for Variable Y. Subsequent reliability testing, utilizing Cronbach's alpha, produced an alpha value of 0.666 for Variable X and 0.800 for Variable Y. As both results surpassed the established minimum criterion of 0.60, it was concluded that the measurement instruments demonstrated adequate reliability (Ghozali, 2021).

The parenting styles variable (X) is measured through three indicators based on theory Hurlock (1993), namely authoritarian, democratic, and permissive parenting styles. The student digital literacy variable (Y) was measured based on the theory of Nancy Law et al. in Damayanti et al. (2025) which includes three dimensions: digital technical skills, digital cognitive abilities, and digital ethics and responsibility. Both variables were quantified utilizing a 5-point Likert scale, ranging from 1 to 5.

The study used a bootstrap method with 1,000 resamples to improve the robustness of the parameter estimates, considering The Kolmogorov–Smirnov test indicated deviations from normality ($p < 0.05$). Given the large sample size, the regression analysis was supplemented with bootstrap estimation to obtain more robust estimates (Cheung et al., 2023). The data was analyzed using simple linear regression accompanied by a t-test. Standard assumption verification involved tests for normality, linearity, and heteroscedasticity. Table 1 below provides a compilation of these standard assumption test outcomes.

Table 1. Results of Classical Assumption Tests for the Regression Model

Assumption Test	Results	Mark	Conclusion
Normality (KS)	Sig. X = 0.009; Sig. Y = 0.001	$p < 0.05$	Bootstrap supported (n=381, CLT)
Linearity	Linearity: $p < 0.001$	$p < 0.05$	Significant linear relationship
Heteroscedasticity	Random scatterplot	-	There is no heteroscedasticity

Source: Processed by researchers using SPSS version 27 (2026)

3. FINDINGS AND DISCUSSION

Data were collected by distributing questionnaires to 381 students from ten public junior high schools in Banjarmasin City. The analysis of descriptive statistics indicated that the parenting styles variable (X) exhibited a range from 48 to 88. The mean for this variable was determined to be 66.32,

with a standard deviation of 6.483. Concurrently, the digital literacy variable (Y) demonstrated a minimum score of 43 and a maximum score of 90. Its mean was calculated at 73.13, accompanied by a standard deviation of 7.057.

Table 2. Descriptive Statistics of Parenting Styles and Students' Digital Literacy

Variables	N	Min	Max	Mean	Std. Deviation
Parenting Styles (X)	381	48	88	66.32	6,483
Digital Literacy (Y)	381	43	90	73.13	7,057

Source: Processed by researchers using SPSS version 27 (2026)

The average student digital literacy score (73.13) exceeds the average parenting style (66.32), indicating that parenting style is not the sole determinant of students' digital literacy competency. Other contributing factors include the school environment, use of digital learning resources, peer influence, and the availability of technology access (Audrin & Audrin, 2022).

Based on the categorization analysis, authoritarian parenting was dominated by high levels (61.7%), democratic parenting was dominated by high levels (68.0%), and permissive parenting was in the moderate level (59.3%). This finding is consistent with research by Puspita & Aryani (2023), which found that 80% of parents in Indonesia apply democratic parenting as their primary approach to parenting.

Table 3. Distribution of Students by Parenting Style Category

Indicator	Dominant Category	Frequency	Percentage
Authoritarian Parenting Style	High	235	61.7%
Democratic Parenting Style	High	259	68.0%
Permissive Parenting Style	Medium	226	59.3%
Total Students	-	381	100%

Source: Processed by researchers using SPSS version 27 (2026)

The distribution of digital literacy variable categorizations shows that all indicators are in the high category. Digital technical skills (59.6%), digital cognitive skills (88.2%), and digital ethics and responsibility (97.1%) are all predominantly in the high category. The results suggest that junior high school students in Banjarmasin City possess a commendable level of digital literacy. This observation aligns with the research by Bayu et al. (2023) which noted that students in the post-pandemic period have become more proficient in employing digital technology for educational purposes.

Table 4. Distribution of Students by Digital Literacy Category

Indicator	Dominant Category	Frequency	Percentage
Digital Technical Skills	High	227	59.6%
Digital Cognitive Ability	High	336	88.2%
Digital Ethics and Responsibility	High	370	97.1%
Total Students	-	381	100%

Source: Processed by researchers using SPSS version 27 (2026)

The SPSS analysis results indicated that the Kolmogorov-Smirnov normality test produced a significance value of 0.009 for variable X and 0.001 for variable Y. Since both values are below the 0.05 threshold, the data is not statistically normally distributed. However, given a substantial sample size of n=381, the Central Limit Theorem suggests that the data distribution can be regarded as approximately normal (Kwak & Kim, 2017). Consequently, parametric analysis remains feasible, supported by bootstrapping. The linearity assessment demonstrated a significance value of $p < 0.001$ for the linearity component, which signifies a notable linear association between parenting styles and digital literacy. The deviation from linearity value ($p = 0.014$) does not present a significant practical

issue. Furthermore, the heteroscedasticity test, conducted via a scatterplot, revealed a random dispersion of data points, thereby confirming the absence of heteroscedasticity within the model.

A simple linear regression analysis supported by 1,000 bootstrap iterations yielded a regression equation $\hat{Y} = 41.784 + 0.488X$. This equation indicates that every one-unit increase in parenting styles will be followed by an increase in students' digital literacy by 0.488 units. The F test produced an F value of 95.150, with a significance level less than 0.001. This outcome suggests that the employed regression model possesses statistical significance and is appropriate for forecasting students' digital literacy levels.

Table 5. Simple Linear Regression Results for Parenting Styles and Students' Digital Literacy

Variables	B	Sig.	Lower (95%)	Upper (95%)	Information
Constant	41,784	<0.001	38,501	45,144	-
Parenting Styles (X)	0.488	<0.001	0.371	0.599	Significant

Source: Processed by researchers using SPSS version 27 (2026)

Bootstrap validation shows a confidence interval (95% CI) between 0.371 (lower bound) and 0.599 (upper bound), where the zero value is excluded, strengthening the statistical significance and stability of the effect (Cheung et al., 2023).

Table 6. Regression Results for the Dimensions of Students' Digital Literacy

Y Variable Indicator	t count	Sig.	CI 95%
Digital Technical Skills	7,563	<0.001	0.149–0.254
Digital Cognitive Ability	7,154	<0.001	0.103–0.211
Digital Ethics and Responsibility	6,276	<0.001	0.082–0.186

Source: Processed by researchers using SPSS version 27 (2026)

Table 7. Explained Variance in Students' Digital Literacy by Parenting Styles

Dependent Variable	R Square	Contribution (%)
Digital Literacy (Total)	0.201	20.1%
Digital Technical Skills	0.131	13.1%
Digital Cognitive Ability	0.119	11.9%
Digital Ethics and Responsibility	0.094	9.4%

Source: Processed by researchers using SPSS version 27 (2026)

Research findings suggest that the approaches adopted by parents exert a beneficial and meaningful impact on learners' proficiency with digital tools within the context of Social Studies education ($B= 0.488$; $t= 9.755$; $p<0.001$). Therefore, the alternative hypothesis (Ha) was supported. This finding is in line with Livingstone (2020) that parental participation in monitoring children's digital activities has a significant impact on children's digital behavior, including ethics in interacting on media and the ability to filter information, Rahimah et al. (2025) also found that digital technology directly influences parenting styles, so that the two are closely related in shaping students' digital competencies.

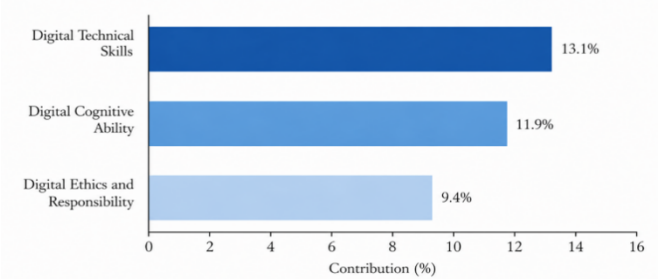
Among the three parenting styles, democratic parenting had the highest proportion of students classified in the high category. Baumrind in Kuppens & Ceulemans (2019) states that democratic parenting is the most ideal because it balances warmth and control equally. Children raised democratically are not only given instructions but also encouraged to discuss and understand the reasons behind rules. This process fosters critical thinking skills, a key component of digital literacy, particularly the cognitive aspect. These results align with the theoretical framework proposed by Hurlock (1993) and are corroborated by the research of Yusra et al. (2024). Their study indicated that a democratic parenting style significantly contributes to the development of children who exhibit independence and self-assurance.

Table 8. Regression Coefficients and Explained Variance by Digital Literacy Dimension

Indicator	B=	Percent %
Digital Technical Skills	0.202	13.1%
Digital Cognitive Ability	0.154	11.9%
Digital Ethics and Responsibility	0.132	9.4%

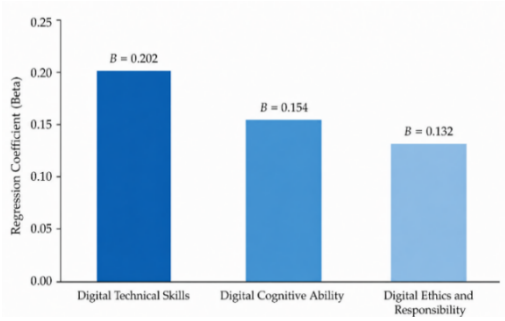
Source: Processed by researchers using SPSS version 27 (2026)

Figure 1. Regression Coefficients for Parenting Styles Across Digital Literacy Dimensions



Source: Processed by researchers using SPSS version 27 (2026)

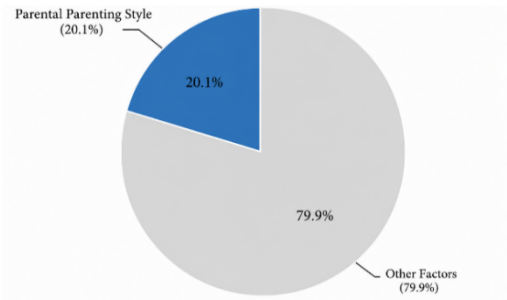
Figure 2. Explained Variance in Digital Literacy Dimensions by Parenting Styles



Source: Processed by researchers using SPSS version 27 (2026)

The analysis of each digital literacy dimension showed that parenting styles had the strongest association with digital technical skills (B= 0.202; 13.1%), followed by digital cognitive skills (B= 0.154; 11.9%), and digital ethics and responsibility (B= 0.132; 9.4%). The dominant influence on technical aspects can be explained through the perspective ofLivingstone (2020) that parents more often intervene directly in technical aspects such as managing screen time and selecting applications compared to ethical aspects which require a long-term internalization process. Selfiana et al. (2026) strengthens these findings by showing that parenting styles have a significant influence on control of digital media use in adolescents.

Figure 3. The Proportion of parenting styles contribution to students digital literacy



Source: Processed by researchers using SPSS version 27 (2026)

The 20.1% contribution of parenting styles indicates that, while significant, 79.9% of other factors influence students' digital literacy. These factors likely include the quality of learning at school, the role of teachers, peers, and access to technological infrastructure. This finding aligns with Audrin & Audrin (2022) that digital literacy is the result of the interaction of various factors, as well as Damayanti et al. (2025) which states that digital literacy must be developed holistically by involving the roles of parents, teachers, and the social environment as an ecosystem for forming students' digital competence.

In the context of social studies learning, NCSS (2023) emphasizes that powerful social studies learning must develop critical media literacy in students. Therefore, the role of parents through appropriate parenting styles is an integral part of the ecosystem supporting successful social studies learning. Similarly, Mutiani (2023) In developing a social capital-based learning model, it is emphasized that students' interpersonal skills, including the ability to interact with digital information sources critically and responsibly, can only be developed optimally through the support of an ecosystem involving family, school, and social environment. Mukhlisin et al. (2022) added that effective social studies learning requires students to actively participate in finding, examining, and solving social problems, skills supported by digital literacy. Simbolon et al. (2024) emphasized that social studies learning in the digital era acts as a bridge between character education and strengthening digital literacy.

4. CONCLUSION

This study found that parenting styles have a positive and significant influence on students' digital literacy in Social Studies learning at junior high schools in Banjarmasin City. The findings indicate that the way parents guide, supervise, communicate with, and model digital behavior may contribute to the development of students' digital literacy. However, parenting styles are not the only factor associated with students' digital literacy, indicating the importance of support from schools, teachers, peers, and the broader digital learning environment. Therefore, strengthening students' digital literacy should involve collaboration between families and schools, particularly through supportive parenting practices and learning activities that foster critical, responsible, and effective use of digital technology.

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