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Child Protection in the Digital Age Through Education in the Islamic Educational Environment

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Informasi Artikel	Abstract
Received: 9 December 2023	<i>This study aimed to explore the efforts that Muslim families can take to prevent digital age risks and make education a tool of child protection in the digital age. This research used a literature research approach or literature study primarily on literature published within the last seven years. This research delineates six key findings: (1) the critical role of integrating Islamic values in education to navigate digital challenges, (2) the necessity of wise parental supervision in monitoring children's digital engagement, (3) the importance of educating children on digital security, (4) the challenges inherent in maintaining online safety for children, (5) the imperative of collaboration between parents and educators in digital age child protection, and (6) the centrality of education and digital literacy for both parents and children as foundational to child protection strategies in the digital landscape. The results are expected to guide Muslim families, educators, and other stakeholders on how education can be an effective protection tool for children in this digital age. By combining religious values, wise education, and the active role of parents, Muslim families can best protect their children in this rapidly evolving digital world.</i>
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Penelitian ini bertujuan untuk mengeksplorasi upaya yang dapat dilakukan keluarga Muslim untuk

mencegah risiko era digital dan menjadikan pendidikan sebagai alat perlindungan anak di era digital. Penelitian ini menggunakan pendekatan penelitian kepustakaan atau studi literatur terutama pada literatur yang diterbitkan dalam kurun waktu tujuh tahun terakhir. Penelitian ini menggambarkan enam temuan utama: (1) peran penting mengintegrasikan nilai-nilai Islam dalam pendidikan untuk menghadapi tantangan digital, (2) perlunya pengawasan orang tua yang bijaksana dalam memantau keterlibatan digital anak-anak, (3) pentingnya mendidik anak-anak tentang keamanan digital, (4) tantangan yang melekat dalam menjaga keamanan online bagi anak-anak, (5) pentingnya kolaborasi antara orang tua dan pendidik dalam perlindungan anak di era digital, dan (6) pentingnya pendidikan dan literasi digital bagi orang tua dan anak sebagai landasan untuk strategi perlindungan anak di lanskap digital. Hasil penelitian ini diharapkan dapat menjadi panduan bagi keluarga Muslim, pendidik, dan pemangku kepentingan lainnya tentang bagaimana pendidikan dapat menjadi alat perlindungan yang efektif bagi anak-anak di era digital ini. Dengan menggabungkan nilai-nilai agama, pendidikan yang bijaksana, dan peran aktif orang tua, keluarga Muslim dapat memberikan perlindungan terbaik bagi anak-anak mereka di dunia digital yang berkembang pesat ini.

I. INTRODUCTION

The family is one of the main institutions in shaping individuals' values, ethics, and character development (Pahlevi et al., 2022). In the context of the Muslim family, the education of children is not only an important task but also reflects the principles of the Islamic religion that encourage compassion, mercy, and protection of children. In this rapidly evolving digital age, new challenges arise in Muslim families' efforts to protect and educate their children.

The presence of internet media and social networks can show the digital era. Since the advent of the internet, there has been a major change in mass communication. The old mass media, such as newspapers, radio, and television, are no longer the only source of information. The presence of the internet is a new medium that offers diversity and freedom for users to access various

information without being bound by restrictions and censorship. Access to information media and technology is very easy and can be reached by various groups and ages. Even in general, children aged 5 to 12 years are the most users of information media and technology at this time (Yasin, 2018). A study conducted on children aged 6-12 years found that the first rank of respondents who use the internet the most is 8-year-olds (27%). Even more interesting is that some of its respondents have known the internet since they were toddlers (Maulidiyah, 2018).

Increasingly sophisticated digital technology has a major impact on changes in the world. Humans are facilitated in accessing information and can enjoy digital technology facilities freely. However, on the other hand, negative impacts also appear as threats, such as the emergence of various forms of crime, online games that can damage the mentality of the younger generation, pornography and copyright infringement are easy to do, and others (Nurhayati et al., 2021; Zahrotunnisa, 2023). Digital technologies, such as the internet, social media, and smart devices, have also changed the landscape of education and communication within Muslim families. Children now have wider access to the digital world, which opens up new opportunities while presenting potential risks. These risks include exposure to harmful content, online abuse, and digital security threats (Pambudi et al., 2023).

The family is the smallest unit of society and supports the establishment of macrosociety, namely the ummah. In Islam, the family plays an important role in shaping the child's personality because the family is the first institution that interacts directly with the child, so whatever happens in the family will have an impact on the child (Fatmawati & Sholikin, 2019; Ratningsih et al., 2021; Sholihah & Nurhayati, 2022). Educating children in the millennial era requires extra effort when compared to the previous era. The development of the digital world not only provides convenience but can also create a gap between parents and children (Andriyani, 2018).

Several studies on parenting in families in the digital age have been conducted. One study concluded that parenting in the family needs to be adapted to the ever-evolving technological developments faced by children (Aslan, 2019).

Other research states that authoritative parenting is the right parenting style to educate children in this digital era (Fatmawati & Sholikin, 2019). Based on the research results from a mental health perspective, digital literacy needs to be given to children to increase their awareness and understanding of the risks of their activities in the digital world (Yuliana, 2022). From some of these studies, it seems that there needs to be a study on alternative solutions for children's education in families based on Islamic education values to protect children in the digital era.

The importance of protecting children from risks and ensuring they receive a balanced and meaningful education in the digital age is a priority. Therefore, this study aims to explore Muslim families' efforts to prevent these risks and make education a tool for child protection in the digital age. This study will examine education in Muslim families as a key factor in child protection in the digital age. The research will also investigate how Muslim families can blend religious, ethical, and educational values with the use of digital technology in their children's lives. In addition, this research will look at the challenges and obstacles that may be faced in facing this dynamic digital era. This research has significant relevance in the context of child protection and the development of digital technology. The results are expected to provide guidance and insight to Muslim families, educators, and other stakeholders on how education can be an effective protection tool for children in this digital age. By combining religious values, wise education, and the active role of parents, Muslim families can best protect their children in this rapidly evolving digital world.

II. METHODS

This research uses a library research or literature study approach. Literature studies allow this research to analyze, compile and synthesize relevant findings that have been published in various forms of literature, such as scientific journals, books, articles and research reports. The data sources in this research consist of literature relevant to the research topic in various academic databases such as the Scopus, DOAJ, and Google Scholar databases, digital libraries, and other sources related to Muslim family education and the use of digital technology. The selection

of data sources is carried out carefully based on the criteria of topic relevance, academic quality, contextual accuracy and up-to-dateness (Ikhwan, 2021).

The data collection process in this research was carried out through a series of structured steps. First, a systematic literature search. Conduct comprehensive searches in various academic databases and digital libraries using predetermined keywords related to Muslim family education and digital technology. Second, retrieval and downloading of documents. Download and compile these documents, which include peer-reviewed journal articles, books, and white papers. Third, cataloging and organizing. Each piece of literature is cataloged and arranged systematically to facilitate analysis.

Data analysis uses specific qualitative analysis techniques guided by existing methodologies in the field: Thematic analysis uses Braun and Clarke's thematic analysis approach to identify, analyze, and report patterns (themes) in the data (Byrne, 2022). Comparative Analysis: To understand variance and similarities, we compare findings from different sources. Literature Synthesis: We synthesize information from multiple sources to create a cohesive understanding of the topic.

III. FINDINGS AND DISCUSSION

Efforts to Protect Children in the Digital Era Through the Integration of Islamic Values

The first and foremost solution parents can do for their children in this digital age is to introduce children to their religion from an early age. As it is said that religion is a guide for mankind, the main strategy to answer various problems that occur is the cultivation of religious values in child care. From an early age, children must be taught the good values that exist in their religion, in this case, Islamic religious values, as their provision in facing the digital era that is full of challenges. This needs to be done because the formation of a child's identity and character is not something that can be obtained instantly but requires time and the right strategy from parents (Maulidiyah, 2018).

The literature analyzed shows that Muslim families tend to integrate Islamic values into their children's education in the digital age. Education centred on religious values, such as ethics, morals, and spirituality, is an integral part of child

protection efforts (Muslimin & Ruswandi, 2022). Integrating Islamic values in education is one of the most common approaches to child protection in the digital age. It reflects the importance of religion in Muslim family life and how values such as ethics, morals, and spirituality become integral parts of children's education. This integration includes an understanding of religion and the application of those values in the use of digital technology. This creates a more meaningful educational environment and helps children understand the moral implications of their online actions.

The integration of Islamic values in education, including the education of children in the family, has strategic significance in education in general and Islamic education in particular. In the context of the religious structure of Indonesian society, Islamic education has an important role in shaping the character and character of the nation. The strategic role of Islamic religious education cannot be separated from its distinctive characteristics, namely that Islamic religious education contains certain learning messages. Those messages, in addition to building an inner force in the form of the robustness of creed and spiritual depth, also strengthen the character of individuals with Islamic religious knowledge actualized in the form of charity in daily life in every aspect of their lives (Heri & Ruswandi, 2022).

Among the Islamic values that can be applied in the education of Muslim families is that parents, as educators, should understand the importance of educating and nurturing children in the family. Parents must also carry out care for children wholeheartedly, especially in terms of worship and moral formation, so that children avoid unwanted things. In addition, parents also need to find an environment and educators who are able to teach and provide good direction, and have good ethics. This is so that children have a good attitude, are responsible for themselves, carry out their obligations in the right way based on Islamic teachings, and always feel supervised by God in every activity. The responsibilities of parents towards their children include the responsibilities of faith education, moral education, physical education, intellectual education, psychiatric education (mental), social education, and sex education (Maulidiyah, 2018).

Child Protection Efforts Through Wise Parental Supervision

Risks that children may face in the online environment and that parents should be aware of include disclosure of children's personal information, children sharing posts unconsciously, resulting in them being exposed to various attacks, or themselves bullying their peers; meet and talk to malicious strangers in an online environment and share photos, videos, etc., without worrying about privacy; and clinical and psychological disorders caused by online gaming, as well as game addiction. Ways that parents can address these risks are by limiting their children's use of digital media, implementing various prohibitions and rules, monitoring their children's online behaviour using various software, raising their children's awareness of online risks, mentoring their children, and using media together with their children (Fidan & Sadi, 2020).

To anticipate this, parents in the digital age need to do the following: a) establish healthy communication with children; b) be aware that prohibitions and restrictions will not be sufficient to eliminate online risks or protect children in the online environment; c) be a good role model for children in using digital media and online behavior; d) be more knowledgeable about the online environment, so they should participate in various training sessions on the topic; e) ensure a strong trusting relationship with their child, so as to ensure an environment of relationship where the child can comfortably come and share his or her experiences with parents; f) avoid behavior that violates their child's privacy; g) allocate sufficient time to their children and use the online environment together if necessary; h) knowing that their child is more competent than themselves and taking appropriate precautions (Heryanti & Nurhayati, 2023; Pitriyani & Widjayatri, 2022).

As in most families, parents in Muslim families have an important role to play in supervising their children's online activities. The literature stresses the importance of judicious supervision of children's use of digital technology to prevent exposure to harmful content and online risks (Mazdalifah & Moulita, 2021; Pitriyani & Widjayatri, 2022; Widyaningsih et al., 2023; Wulandari et al., 2021). Prudent parental supervision is one of the main layers of protection in the Muslim

family context. This involves actively monitoring children's online activities, understanding the online platforms used, and open communication with children. Effective supervision helps protect children from the risk of exposure to harmful content and teaches them how to deal with potentially harmful online situations.

One study concluded that, in general, parental supervision of children's digital media use is mostly passive. Operationally, passive supervision is carried out by limiting time and supervising sites accessed by children. Such passive supervision is much easier to do than conducting active supervision, such as teaching, directing children in using digital media (internet), and accompanying children in using the internet. Such forms of active supervision require the active involvement of parents in teaching, directing and using the internet together. This form of supervision requires knowledge, skills, and a strong parental will because it requires careful preparation and expertise. Therefore, parents need to improve their capacity to improve knowledge and skills related to digital media (Mazdalifah & Moulita, 2021).

Excessive use of digital media in children and adolescents can have serious negative impacts, such as impaired child growth and development, addiction to digital technology, and physical and mental health problems. Thoughtful parenting and parental supervision are essential in overcoming these issues, such as setting screen time limits, providing useful play alternatives, choosing the right content, being a good example, communicating and actively engaging with children, creating family rules, and providing social support and education about the risks of gadget use. With the right parenting, it is hoped that children can grow up healthier and wiser in using technology in today's digital era. By applying wise parenting and prioritizing parental supervision and attention, it is hoped that the negative impact of excessive use of digital media can be minimized. Children can grow up healthier, develop well, and be wiser in using technology in the ever-evolving digital age (Widyaningsih et al., 2023).

Child Protection Efforts in The Digital Age Through Education about Digital Security

Education about digital safety is also a key aspect of protecting children in this digital age. The literature notes that Muslim families tend to provide training and understanding to their children on how to use digital technology safely and responsibly (Hasanah & Sukri, 2023; Manan, 2023). Education about digital safety is a proactive step in protecting children. This includes training children to recognize online risks, understand how to avoid threats and act responsibly in the use of digital technology. This kind of education helps children develop critical skills in assessing the information they get online and identifying potential hazards. The program that several media activists have launched shows how the level of urgency of education in media literacy must continue to be socialized. It takes a longer time and process for this achievement and requires relays from various parties so that it can transmit this program in the community. This effort is expected to save the community so as to avoid the threat of using unwise internet media (Yulista, 2021).

Among the negative impacts of digital media are: 1) disrupting eye health; 2) irregular bedtime; 3) impaired concentration; 4) decreased learning achievement; 5) impaired physical development due to lack of physical activity; 6) impaired social development because the child prefers to be alone and selfish because he is not used to interacting with others; 7) impaired brain development and relationships with digital media use; 8) stunted language development, especially for children under two years of age (Pitriyani & Widjayatri, 2022).

Parents today are in a dilemmatic position. On the one hand, parents should encourage and support children in using digital media for educational and social purposes. On the other hand, parents must be able to control and minimize the negative impact of digital media use on children because they do not have a mature attitude and are still quite vulnerable to the adverse effects of digital media. For this reason, the role of parents in guiding children when using digital media is crucial. How important is the role of parents in supervising children when children use digital media (Wulandari et al., 2021).

The existence and advancement of information technology must be supported, both in the use of these media in solving problems arising from internet media with a wise attitude. The level of knowledge of internet media users themselves influences a person's policy in using the media. A person's ability to use the internet is seen not only from his expertise in using it alone but also from how internet media can contribute to human benefit and safety. This wise attitude is also an effort to avoid someone from being trapped as a perpetrator of crime or avoid the position of being a victim of evildoers (Yulista, 2021). Wise parents will teach the right things about the use of digital media so that digital media will positively impact parents and children, such as media approaches to learning together. However, suppose parents just provide these facilities by ignoring the negative effects that arise. In that case, children will be carried away to negative impacts, such as anti-social behaviour, indifference to the surrounding environment, and, most severely, addiction to pornography, sex, and violence (Yasin, 2018).

Challenges in Maintaining Online Safety for Children in the Digital Age

Digital literacy is considered one way to anticipate various unexpected, negative, and detrimental consequences faced by internet users (online risk) and optimize opportunities and benefits for their utilization (online opportunity). Digital literacy positively impacts online opportunities, but unfortunately, it does not negatively impact online risks. In addition, online opportunities have a positive effect on online risk. In short, that doesn't mean those who benefit from more opportunities will be more steeped in online risk (Luthfia et al., 2021).

Digital technology has its own logic and ideology based on the 'rationality' of big data, algorithms, and so on. Whether we realize it or not, this digital rationality will influence human behaviour and ethical considerations. The initial process of entering digital logic into the human mind can be seen in human behaviour today, which is wanting to see, know, and do things instantly so that instant culture becomes part of human identity today. Today, a person loses the spirit to enjoy and appreciate the process, understand, or do something, including the process of

learning about faith and religion. One of the effects of instant learning in religion appears to be the emergence of intolerance and extremism (Syamsiyatun, 2020).

In addition, the literature also notes some of the challenges faced by Muslim families (Rahmawati, 2023). These include the difficulty of constantly monitoring children's online activities and the risk of exposure to complex online environments. Despite safeguards, the literature also highlights some of the challenges Muslim families may face. Rapid technological changes and children's ability to access various online platforms can make supervision and education a difficult task. In addition, the risks of children's exposure to complex online environments, including risks of abuse and cyberbullying, remain a real challenge.

The problems that occur in this digital era also affect the quality of children's intelligence. For this reason, the role of parents in educating children in this digital era is very important and needs to be considered, especially in the transformative parenting aspect. The purpose of transformative parenting is that parental supervision and assistance to children need to be carried out regularly so that control over negative content in the digital world can be avoided, both at home, school, and other community environments, by involving relevant stakeholders. In addition, parents also need to explore the knowledge of psychology so that various (negative) psychological impacts from excessive use of digital devices can be avoided or minimized. This mitigation aims to keep children in good mental health with an effective portion of technology use (Atmojo et al., 2021).

The Importance of Cooperation between Parents and Educators in Protecting Children in The Digital Age

Cooperation between parents and educators in protecting children in the digital age is also emphasized in the literature (Daulay et al., 2023; Fatmawati & Sholikin, 2019). Islamic schools and educational institutions play an important role in supporting parents' efforts to provide a balanced education. The importance of cooperation between parents and educators in protecting children in the digital age is also emphasized in various literatures. Islamic schools and educational institutions can play an important role in supporting parents' efforts by providing

additional guidance and education on digital safety. This kind of cooperation creates a more holistic environment to protect children.

Parents need to collaborate with educators in schools to supervise children's use of digital media so that supervision can run well and thoroughly. As a follow-up to the cooperation between parents and teachers (educators), the government, through the education office, needs to include digital media literacy materials in the curriculum in schools. It is intended that children can use digital media wisely, both in using, understanding, analyzing, selecting, and packaging messages wisely (Mazdalifah & Moulita, 2021).

As the smallest environment, the family is expected to play a role in keeping family members from improper internet use. This is done by equipping family members with religious values so that their behaviour is in accordance with religious guidance. Likewise, in the educational environment, it is necessary to remind educators to save students. In summary, all parties must be concerned about saving the nation's next generation in today's digital era (Yulista, 2021).

Many parents believe that digital technology makes parenting more difficult and negatively impacts healthy habits. For that, parents need to set a positive example for their children and evaluate technology's positive and negative impacts. Educators in schools are also aware of the negative impact of excessive technology use and encourage outdoor activities. Although technology has made life easier, it is important not to neglect human values and encourage children to be more active and creative. These findings suggest that although many parents are aware of the benefits of technology for their children's education and entertainment, they also feel that digital devices can have a negative impact on family relationships and child development. Parents adopt a variety of strategies to manage their children's use of technology, including setting boundaries and modelling healthy technology habits for themselves. In general, the research contributes to ongoing discussions about technology use and parenting and provides insights for parents, educators, and policymakers on how to encourage healthy technology habits and foster positive family relationships in the digital age (Abraham & Selvan, 2022).

Education and Digital Literacy for Parents and Children as the Key to Child Protection in The Digital Age

This research underscores the importance of education as a key to child protection in the digital age. In the context of Muslim families, education based on religious values helps children understand both safe and unsafe online behaviour. It also helps them appreciate values such as compassion, grace, and concern for others. Child protection efforts through education can be extracted from the concept of child protection from an Islamic perspective. In the Islamic concept, education in the family is the key to child protection, including in today's digital era (Sholihah, 2018).

Family, especially parents, plays an important role in children's education (Lismayanti et al., 2021). The family is the first and foremost social institution in educating children and plays a further and more effective role in the moral and character education of children than other institutions, such as schools. A child is born, grows, and lives in a family, even into adulthood. In Muslim families, education has a central role because their righteous children can cause happiness or sorrow not only in the world, but also in the Hereafter. Therefore, the Islamic family should be empowered to educate good and faithful believers. From the Islamic point of view, the ultimate goal of family formation is inner peace (*sakinah*), kindness and compassion (*Mawaddah Rahmah*), the possibility of generational survival, moral and social constructions, as well as the strengthening of faith and monotheism. In short, forming a family aims to generate peace and establish a safe haven for perfect happiness in the world and the hereafter (Al-Hawary et al., 2023).

Muslim family education in the digital age plays a very important role, including preventing negative influences, teaching about internet ethics, taking an interactive approach, facing technological challenges, and strengthening Muslim identity and character. With the digital era and technology that is increasingly developing, Muslim family education has a very crucial role in forming a generation of Muslims who have the strength of faith, morals, and ethics. Parents and families must actively understand and face the challenges and opportunities

offered by the digital era to guide children to become individuals who are pious, have noble morals, and are responsible for utilizing technology. Education in the Muslim family covers various aspects, such as religious education, worship and rituals, morals and ethics, family education, tolerance and acceptance, and self-control. Muslim family education in the digital age is the process of educating and guiding family members, especially children, in understanding and practising Islamic teachings by utilizing technology and digital resources. Some aspects that need to be considered in Muslim family education in the digital age include online religious education, quality Islamic content, access restrictions and supervision, building digital awareness, discussion and reflection, online community support, Islamic skill development, and parental example (Zahrotunnisa, 2023).

Education and digital literacy for parents and children as the key to child protection in the digital age emphasizes the importance of parental digital literacy in protecting children online, which was evident in many studies. Several sources highlight the need for parents to cultivate their own digital literacy to ensure their children's online safety (Barnes & Potter, 2021; Cao & Li, 2023; Terras & Ramsay, 2016). Additionally, the influence of parents' digital literacy on children's digital well-being is underscored, emphasizing the role of parents in supporting and mediating young children's digital usage. Furthermore, the engagement of parents in digital literacy education is advocated to create a holistic approach to digital citizenship and ensure that youth become ethical, safe, and responsible digital citizens (Tran et al., 2020; Yue et al., 2019). The responsibility for protecting children in the digital environment is also perceived to lie with parents, who are provided with guidelines for sharing and enhancing their digital literacy (Barnes & Potter, 2021). Overall, the literature emphasizes the pivotal role of parental digital literacy in safeguarding children in the digital age and calls for collaborative strategies to promote confident and ethical digital citizenship. The diagram that could effectively represent the strategies and efforts discussed in this study is presented in Figure 1 below.



Figure 1. Child protection efforts in the digital age diagram

IV. CONCLUSION

The study underscores the importance of integrating Islamic values with digital safety measures to protect children in Muslim families amidst the challenges of the digital age. It emphasizes the need for education rooted in Islamic principles, combined with vigilant supervision and understanding of digital safety practices. By bridging traditional Islamic teachings with modern digital realities, this research offers valuable insights into effective child protection strategies. It demonstrates the relevance and adaptability of Islamic education in addressing contemporary challenges, particularly in navigating the complexities of the online world. These findings are crucial for Muslim families, educators, and stakeholders in Islamic education, providing a framework for nurturing digitally competent children while upholding Islamic values.

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