Parenting styles and digital literacy: Uncovering their correlation among adolescents

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ABSTRACT

Background: The development process of digital literacy is gradual and significantly influenced by parenting style. How parents raise their children significantly impacts how well-trained adolescents are in media-related behaviour. **Purpose:** The study aims to examine the relationship between the digital literacy levels of adolescent - students at the Faculty of Communication Science, Universitas Islam Bandung - and the parenting styles they experience within their families. **Methods:** This research employed a quantitative approach within the positivistic paradigm. It involved a sample of 120 students. **Results:** This study revealed that adolescents from families with authoritative parenting styles exhibited higher levels of digital literacy than those from authoritarian, permissive and neglectful families. Meanwhile, adolescents from neglectful family backgrounds demonstrated the lowest degree of digital literacy. These findings provide a foundation for developing adolescent digital literacy and, consequently, promoting cyber wellness by achieving a balance between online and offline life. **Conclusion:** This research indicated no significant relationship between parenting style and students' digital literacy at the Faculty of Communication, Universitas Islam Bandung. **Implications:** Nevertheless, it is worth noting that students raised within a family with an authoritative parenting style tend to exhibit higher digital literacy abilities, although the difference is not statistically significant. This study also introduces a comparative theory, highlighting the contrast between students, who are digital natives, and their parents, who can be considered digital immigrants.

Keywords: Digital literacy; parenting styles; adolescent; digital natives; digital immigrants

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INTRODUCTION

The digital world presents unique challenges for individuals as they grow and develop. The heightened connectivity and interactivity of the media necessitate the ability to keep up with the rapid and abundant flow of information. Moreover, the internet plays a crucial role in the lives of people of all ages, especially children and teenagers, by accelerating and streamlining communication and access to information. By offering these services and opportunities, the internet serves various purposes globally for individuals across different disciplines (Özgür, 2016).

Extensive research has been conducted on the relationship between the internet and adolescents, encompassing various aspects, from its impact to the cognitive aspects of consumption. One notable study has revealed the psychological repercussions of negative online comments on children and adolescents. These consequences include an increased inclination toward insulting others, jealousy, a higher likelihood of experiencing depression, susceptibility to negative influences, and adopting impolite language (N. Pratiwi & Pritanova, 2017). Moreover, it was established that poor digital literacy can also affect adolescent mentality. Furthermore, a study examining the effect of digital literacy on internet usage behaviour with Islamic content among urban Muslim youth found a positive correlation. The higher the level of digital literacy among adolescents, the greater their engagement with internet content related to Islamic topics. It underscores the significant role of digital literacy in influencing internet behaviour within this demographic (Prihatini & Muhid, 2021).

The ubiquity of digital media encompasses nearly every aspect of human life. It enables seamless information sharing across various media formats, such as text, photos, videos, and audio. For instance, contemporary video games often combine traditional and social media, allowing users to immerse themselves in intricately designed virtual environments and engage with remote users. Moreover, participants in these games can collaborate to build virtual worlds jointly. Consequently, digital media provides an immersive experience customized to suit the preferences of young people (Chassiakos et al., 2016).

Individuals in Digital societies engage with digital media in various aspects of their daily lives, whether for information retrieval, gaming, or connecting through social media to build friendships. In this context, using the term 'digital literacy' is advisable. According to The American Library Association, "Digital literacy is the ability to use information technology and communication, the ability to make and communicate information, which requires cognitive and technical skills." Digital literacy encompasses more than just the basic skills of operating a digital device or utilizing software; it encompasses a wide range of intricate cognitive, physical, social, and emotional proficiencies essential for users to navigate digital settings (Eshet-Alkalai, 2004).

This research focuses on students who are adolescents. During adolescence, there is a tendency towards increased risk-taking and a desire for independence from parents, and these inclinations appear to be amplified by the possibilities presented by online interactions (Wisniewski, 2014). Digital literacy in adolescents, which is influenced by how parents communicate with their children regarding internet use, is paramount. Parents play a crucial role in accompanying and monitoring their children's use of digital media. To effectively fulfil this role, parents must possess the ability to communicate in various aspects, including building empathy, fostering a sense of belonging, and encouraging children to express their thoughts and feelings (Triwardhani, 2020).

Students in the Faculty of Communication Science at UNISBA are an integral part of Indonesia's digital society and are inevitably exposed to various activities involving digital media. Ideally, they should possess a high level of digital literacy, especially given that they have learned about digital literacy through media literacy courses. However, in reality, not all students interviewed in the preliminary research exhibit the same level of digital literacy skills. Digital literacy refers to the ability to comprehend and effectively use diverse information technologies from various sources to communicate information using digital devices (Kaeophanuek et al., 2018). Instead, they exhibit diversity in their abilities and approaches to interacting with digital media, encompassing aspects of accessing, understanding, analyzing, evaluating, and reproducing messages.

The parenting style is the most prominent part of their children's digital literacy level. Parents who lack digital literacy skills may make hasty assumptions about technology, either considering it to be completely negative (technophobe parenting style) or entirely positive (technophile parenting style), without thoroughly evaluating the benefits and potential hazards associated with its use (Rutledge & Hogg, 2020)

Based on a small survey conducted by researchers, it is suspected that several factors influence the level of digital literacy among students at Bandung Islamic University, especially those in the Faculty of Communication Sciences. There are critical thinking skills, the level of digital resilience of students, and parenting patterns applied by parents in the development process.

One of these factors is parents' parenting style in raising and educating their children from childhood through adolescence. Children who perceive their parents as more responsive tend to have higher levels of digital literacy compared to those who feel their parents exercise more control over their behaviour. Meanwhile, students who perceive their parents as having low responsiveness and control tend to exhibit lower levels of digital literacy. The parenting style of parents can help explain the intensity of gadget use among children (Purnama et al., 2022).

Parenting style exerts a lasting influence on

an individual's life, spanning from childhood through adolescence, into adulthood, and even into old age. The values instilled by parents or caregivers at one stage continue to manifest in daily behaviour, shaping habits and, ultimately, one's character (Nurlaela et al., 2020). A study involving a group of students has shown that parenting styles influence children's emotional maturity, and this, in turn, affects their ability to navigate challenges and disruptions stemming from gadget use (Bening & Diana, 2022).

Researchers widely utilize numerous theories on parenting styles, and there are six primary parenting styles employed by parents in raising their children: positive parenting, democratic parenting, negative parenting, authoritarian parenting, permissive parenting and neglectful parenting (Putra et al., 2022). Various studies demonstrate that certain parenting styles have positive impacts on children's development, including the cultivation of independence (Putra et al., 2022), emotional (Bening & Diana, 2022), character (Nurlaela et al., 2020) and the level of digital resilience (Rubyanti, 2022). Authoritarian, positive, and democratic parenting styles are commonly cited as supportive of child development.

Moreover, in the digital era, a specific parenting style has emerged (Supartiwi et al., 2020; Yusuf et al., 2020). This parenting style requires parents to possess an adequate understanding of digital literacy. Interestingly, this digital parenting style incorporates elements from the broader parenting styles,

encompassing democratic, authoritarian, and permissive approaches (Rubyanti, 2022).

Digital parenting has been the subject of extensive research concerning its impacts on children of various age groups in terms of their physical, social, and academic lives (Paguirigan & Paguirigan, 2022). Additionally, some studies refer to the concept of 'internet parenting' to describe parenting styles aimed at regulating adolescents' internet usage (Destari et al., 2022; Wulansari & Nida, 2020).

One of the factors influencing problem behaviour is parenting style. There are parenting styles that tend to have both negative and positive effects. Theoretically, parenting styles are divided into authoritative, authoritarian, and permissive categories. Authoritarian and permissive parenting styles tend to negatively affect children, while the authoritative parenting style has a positive effect. When parents employ authoritarian and permissive parenting styles more frequently, the levels of emotional and behavioural issues experienced by children tend to increase. Conversely, if parents use authoritarian and permissive parenting styles less often, their children's emotional and behavioural problems tend to decrease (Tyas & Sumargi, 2019). This is closely related to the influence of parenting style on the digital literacy of University students, as individuals' conditions during their teen years are strongly influenced by the parenting they have received since childhood.

Until today, experts have offered various definitions of digital literacy. Some consider

digital literacy to be a broad, essential skill necessary for survival in the digital world (Law, 2018). Others provide more detailed and comprehensive definitions tailored to the specific needs and disciplines they used (Nanda & Budimansyah, 2020). Furthermore, the term digital literacy was initially popularized by Paul Gilster in his book entitled 'Digital Literacy,' in which he defined it simply as the literacy required for the digital era (Donaldson & Alker, 2019). Meanwhile, in a more recent review, digital literacy is understood differently depending on the specific disciplines that employ it.

Referring to several studies that have been conducted, the notion of digital literacy is converging more towards media literacy, which includes the ability to find, use, and disseminate information in the digital world (Caled & Silva, 2021; Ferrari, 2013; Ford, 2018; Law, 2018; Leaning, 2019). Thus, digital literacy combines individuals' awareness, attitude, and competence to effectively utilize digital tools and resources for various purposes, such as identifying, accessing, managing, integrating, evaluating, analyzing, and synthesizing digital content. This also includes the ability to construct new knowledge, create media expressions, and communicate with others through digital means in specific life situations, thereby facilitating constructive social action. Additionally, digital literacy involves reflecting upon the process of digital engagement and its impact (Rodríguez-De-dios et al., 2016).

Some scholars from North Carolina State University grouped various intellectual processes related to digital literacy into three categories (BOLAJI & JOLSELT, 2019): (1) Finding and consuming digital content: This involves important skills related to finding and consuming digital content, including knowledge in various domains, proficiency in using search engines, basic literacy skills, and general awareness of available online resources (2) Creating digital content: This pertains to the ability to create digital content in written, image, audio, and audiovisual formats (3) Communicating or sharing digital content: This involves the ability to use various social media platforms and other digital media formats to communicate. Meanwhile, the definitions of digital literacy chosen by UNESCO in the Global Framework Digital Literacies Competencies (Martínez-Bravo et al., 2022) are as follows: Digital literacy refers to the capacity to securely and appropriately access, manage, comprehend, integrate, communicate, evaluate, and generate information using digital technologies for employment, securing decent jobs, and entrepreneurship. This encompasses a range of competencies that are commonly referred to as computer literacy, ICT literacy, information literacy, and media literacy.

Digital literacy encompasses skills that are not only technical but also related to critical thinking skills and ethics in a person. Digital literacy encompasses skills that are not only technical but also related to critical thinking skills and ethics in a person.

Individuals are considered to have a high

level of digital literacy if they have a number of abilities and skills, both hard and soft.

Within this framework, digital literacy is categorized into several key competencies encompass applied competencies. First, the aspect of information and data literacy can be used to assess one's competence in exploring, searching for, and filtering data, information and digital content. Additionally, it involves evaluating and managing data, information and digital content. Second, the aspects of communication and collaboration gauge an individual's ability to interact, share, engage in citizenship, and collaborate using digital technology. This aspect also includes understanding netiquette and managing digital identities. Third, the creation of digital content includes the ability to develop, integrate and reconsider digital content, as well as an understanding of copyright and licenses. At a more advanced level, this aspect also includes digital media programming. Fourth, the security aspects involve the ability to safeguard devices or tools, personal data and privacy, health and well-being, and the environment. Fifth, problem-solving aspects cover the ability to address technical issues, identify technological needs and solutions, creatively use digital technology and identify gaps in digital competency.

Another aspect considered by researchers to examine the relationship between parenting styles and the level of digital literacy in students at the Faculty of Communication, Universitas Islam Bandung, was the presence of media literacy courses. All second or first-semester students have been given these courses for the past three years. Therefore, there is now one generation that has received media literacy courses in the classroom. The researchers selected these students as the study population to control for other factors that might affect the students' digital literacy level. This research aims to analyze the relationship between college students' digital literacy and the parenting they receive from their parents. The results of this study can be valuable for educators, digital literacy advocates, and researchers in the field of communication psychology, as they consider parenting styles as determinants of adolescents' digital literacy levels.

RESEARCH METHOD

This research employed a quantitative approach within a positivistic paradigm. The study participants were students of the Faculty of Communication Sciences at Universitas Islam Bandung who had recently completed digital literacy learning as part of their media literacy courses. The aim was to control for other factors that influenced students' digital literacy levels and parenting styles. The sample size was initially taken from a population of 483 students, resulting in 117 students being selected; however, the researcher rounded it up to 120 students. The selection of respondents for this study was intentionally limited in scale due to the specific issues found within the study population. Data about students' digital literacy levels and their perceptions of parenting styles were analyzed following the principles of

quantitative descriptive research.

Descriptive statistical analysis is a method used to analyze data by describing the collected data as it is, without the intention of drawing general or generalized conclusions. This analysis entails the presentation of basic information in a mathematical form, with no emphasis on seeking or explaining relationships, testing hypotheses, making predictions, or drawing conclusions. Descriptive analysis is typically employed in exploratory research, which aims to uncover and describe the results of its investigations. The statistical technique used was descriptive statistics (Sugiyono, 2020).

This study used quantitative descriptive analysis to explore the relationship between parenting styles and students' digital literacy. This research employed a cross-sectional analytic approach (Arikunto, 2013). Data analysis in this study used bivariate analysis with the Chi-Square test to examine the relationship between parenting style variables and students' digital literacy levels. Parenting style was measured using the Scale of Parenting Style (Abdul Gafoor & Kurukkan, 2014), which consisted of 38 question items. This scale included 19 items related to parental responsiveness (aspects of warmth and support, giving reason, and democratic engagement) and 19 items related to parental control(aspects of physical violence, verbal violence, and punishment).

Each item offered five answer choices: Never (score 1), Rarely (score 2), Sometimes (score 3), Very Often (score 4), and Always (score 5). Meanwhile, students' digital literacy

was measured using a digital skills measuring instrument comprising 26 question items, covering five operational skills items, five information navigation skills items, eight social skills items, five creative skills items, and three mobile skills items. Each item provided three answer choices: Able (score 3), Fair (score 2), and Unable (score 1), which determined the level of digital literacy. Furthermore, the questionnaire instrument underwent validity and reliability testing first.

After respondents answer questions through a questionnaire, the data entered will be obtained through coding by making a coding sheet and coding book. Data analysis techniques included descriptive analysis, prerequisite testing, and hypothesis testing. The results were presented in a table that described students' perception of parenting style, indicating whether it showed a high or low level of responsiveness and control. Regression analysis, a statistical tool used to investigate relationships between variables (O. Sykes, 2000), was conducted. Furthermore, regression analysis was carried out to identify the factors predicting the level of digital literacy among students at the Faculty of Communication Sciences, Universitas Islam Bandung.

RESULTS AND DISCUSSION

Based on those findings, it is determined that most students have high digital literacy skills. When examined according to the type of ability possessed, the data reveals that 73% of students have high operational abilities,

Table 1 Students Digital Literacy Skills

No	Skills	High	Moderate	Low
1	Operational skills	73%	22%	5%
2	Information Navigation	63%	29%	8%
3	Social	85%	9%	6%
4	Creative	67%	30%	3%
5	Mobile	76%	15%	9%

Source: Research Finding, 2022

22% have moderate abilities, and 5% have low abilities. High informational navigation abilities are owned by 63% of students, while 29% are at a moderate level, and 8% are at a low level. Furthermore, regarding social and digital literacy skills, it is found that 85% of students have a high literacy level, 9% at a moderate level, and 8% at a low level. Regarding creative abilities related to digital literacy, 67% of students are at a high level, 30% are at a moderate level, and only 3% have a low level of literacy. Meanwhile, for mobile digital literacy skills, it is known that 76% of students have high abilities, 15% have moderate abilities, and the remaining 9% have low abilities related to mobile skills (Table 1).

An interesting finding is found in some of the digital literacy abilities that students possess. In operational capabilities, some students did not know how to use shortcuts for simple operations (26%). In addition, the skills to manage privacy among students can be considered relatively low (21%). It may not necessarily be due to ignorance of how to regulate privacy but rather their awareness of the importance of safeguarding their account privacy in the digital world. Further qualitative studies are needed to gain a deeper understanding of the reasons behind this phenomenon. In information navigation capabilities, using keywords to find desired information is the most mastered skill among students (89%). On the other hand, the ability to verify information, data and other digital content is a skill possessed by only a few students (19%). Investigating the causes of this state requires further research to explore qualitative data from the respondents.

Furthermore, in social ability, which occupies the highest position in digital literacy measurement, students claim expertise in sorting information to be shared online (78%) and determining when that information can be shared (86%). They also stated that they were always cautious in giving comments or behaving online (88%). In the creative domain, which includes creating digital content in various forms, students claim to be able to modify the content they find online (87%). However, only some students possess skills in website design (22%) and the ability to understand the types of licenses used in digital content found online (24%).

The findings in mobile capabilities, which are also capabilities possessed by most students, show that students claim to be able to install applications on their mobile devices (84%) and download the applications they need on a mobile device (86%). They also stated that they could regulate the amount of expenditure they used for their internet usage needs (97%). The

Table 2 Students' Digital Literacy Level

No	Level	Frequency	Percentage
1	High	88	72.8%
2	Moderate	25	21%
3	Low	7	6.2%

Source: Research findings, 2022

regression analysis results indicate the positive impact of the authoritative parenting style on the level of digital literacy among students in the Faculty of Communication Science at Universitas Islam Bandung. In other words, authoritative parenting is one of the influencing factors.

This research found that most students have a high level of digital literacy. It is known that 72.8% of students have high digital literacy skills, 21% have a moderate level, and 6.2% have a low level. It shows that most espondents have a high level of digital literacy (Table 2).

Table 3 Parenting Styles

No	Styles	Frequency	Percentage
1	Authoritative	76	63%
2	Authoritarian	44	37%
3	Permissive	-	0%
4	Neglectful	-	0%

Source: Research findings, 2022

The following variable is parenting styles. In this research, the findings regarding students' perceptions of the parenting style they received showed that many students perceived their parents as employing high responsiveness (authoritative). In contrast, very few students perceived their parents as employing slow responsiveness but high control (authoritarian) (Table 3).

Findings regarding the relationship between parenting style and students' digital literacy levels are presented in Table 4.

Based on the results of the bivariate analysis shown in Table 4, the P-value obtained is equal to 0.33, which is greater than the alpha value (α) of 0.05. Therefore, it can be concluded that there is no statistically significant relationship between parenting style and student digital literacy.

Digital literacy is not a static concept. It continues to evolve due to ongoing development in information Con. Consequently, the definition of digital literacy must also adapt to ensure individuals can develop and apply skills in new technologies. These skills are essential for information discovery, transfer, analysis,

Table 4 Correlation between Parenting Style and Students Digital Literacy Level

Parenting Styles	Digital Literacy level						Sum		P Value
	High		Moderate		Low				
	f	%	f	%	f	%	f	%	
Authoritative	48	63	22	29	6	8	76	100	0.33
Authoritarian	23	52	20	45	1	2	44	100	
Total	71	58	42	37	7	5	120	100	

Source: Research Finding, 2022

review and communication. Simplified limitations or definitions of digital literacy are often summarized in various sources, such as the American Library Association and The Media Literacy Task Force. For instance, according to the American Library Association, "digital literacy is the ability to use information technology and communication, evaluate, create, and communicate information, which requires cognitive and technical skills" (Law, 2018). One recurring theme across these diverse literatures is the core idea of digital literacy, encompassing the ability to access, manage, understand, integrate, communicate, evaluate, and create.

The understanding of digital literacy provided by the experts mentioned above is still conceptual and challenging to apply in practice. Consequently, directly measuring a person's level of digital literacy can be difficult. Van Deursen, Helsper & Eynon, in their work titled 'Measuring Digital Skills: From Digital Skills to Tangible Outcomes,' have developed a measurement tool to access an individual's digital literacy level through more practical and applicable questions (Van Deursen & Van Dijk, 2014). The proposed measuring instrument introduces a series of new steps to evaluate abilities or skills related to internet usage. It recognizes that proficiency in using the internet is a crucial aspect of digital inclusion. These steps have been developed to assess skills within a broader framework, establishing theoretical connections between individual skills, types of engagement with online services and activities,

and tangible results achieved from these activities.

This holistic approach focuses on the development of instruments to measure an individual's digital literacy skills, their relationship to certain types of online engagement, and how these skills subsequently impact various aspects of daily life. These steps are crucial for precisely identifying individuals with digital literacy capabilities and those without. This assessment is essential for evaluating the effectiveness of interventions aimed at promoting digital inclusion and for creating a more comprehensive model of the relationship between skills, engagement, and observable outcomes. In the conceptualization of measurement instruments used in this study, digital literacy places a strong emphasis on internet-related skills. The measurement tools employed in this study have undergone a rigorous process of conceptualizing internet skills. This effort aims to address the challenges presented by the digital era and considers the broader role of skills within digital inclusion models. The study also tested the proposed scale for reliability and validity.

From another perspective, (Ferrari, 2013) posits that digital competence comprises a combination of information skills, communication skills, content creation skills, safety skills, and problem-solving skills. Many existing frameworks for digital competence primarily revolve around skill development and the acquisition of proficiency in using specific tools or applications. Nevertheless,

the definition provided above emphasizes that skills represent only one component of the broader learning domains encompassed by digital competence. Moreover, the ability to use particular tools or applications constitutes just one facet of the various competency areas that users must cultivate to operate effectively in a digital environment.

At present, it is widely understood and recognized that internet skills have become an increasingly complex concept. While some studies break down internet skills into more specific components, most interpretations remain confined to skills related to information seeking and technical aspects of use. In addition, although this is a valuable point for the concept of internet skills itself, some experts emphasize the necessity of incorporating measures that encompass communication and social-emotional skills required for the use of social media. Furthermore, skills related to content creation and creativity represent important additions to the concept of internet skills (Park et al., 2021).

Digital literacy, as an essential skill in this digital era, is influenced by several factors. The purpose of this study is to examine how the digital literacy of the students in the Faculty of Communication Sciences at Universitas Islam Bandung is influenced by parenting style. This research is part of a larger-scale study aimed at assessing the role of parenting style as a predictor of students' digital literacy levels and identifying other potential influencing factors.

The use of internet by teenagers can be influenced in many ways, one of which is the style of early childhood care by parents. Parenting style reflects how parents interact with their children and respond to their behaviour. In the 1960s, developmental psychologist Baumrind (1967) conducted a study on preschool children to understand how parents interacted with their children. He identified three different parenting styles: authoritarian, authoritative, and permissive. Furthermore, building upon Baumrind's findings, research carried out in the 1980s added a fourth of parenting styles, known as negligent care (Maccoby & Martin, 1983). These four parenting styles differ in two specific aspects of parenting behaviour: (1) parental warmth or responsiveness and (2) parental demands or controls. There are four main forms of parenting style summarized by researchers as follows: (1) Authoritarian: Characterized by high demands and low warmth or responsiveness; (2) Authoritative: Described as parents who balance high demands with warmth; (3) Permissive. Characterized by being responsive but not demanding; (4) Indulgent/ negligent/ neglectful: Characterized by parents who are indifferent, lack warmth, are unresponsive, and are also not demanding. Parents who practice this parenting style are usually not involved in their children's lives (Santrock, 2009, p.78-80).

The measuring instrument used in this study was adapted from the Parenting Style Scale developed by Gafoor and Kurukkan (2014). Parental responsiveness, in this context, encompasses warmth, support, and acceptance,
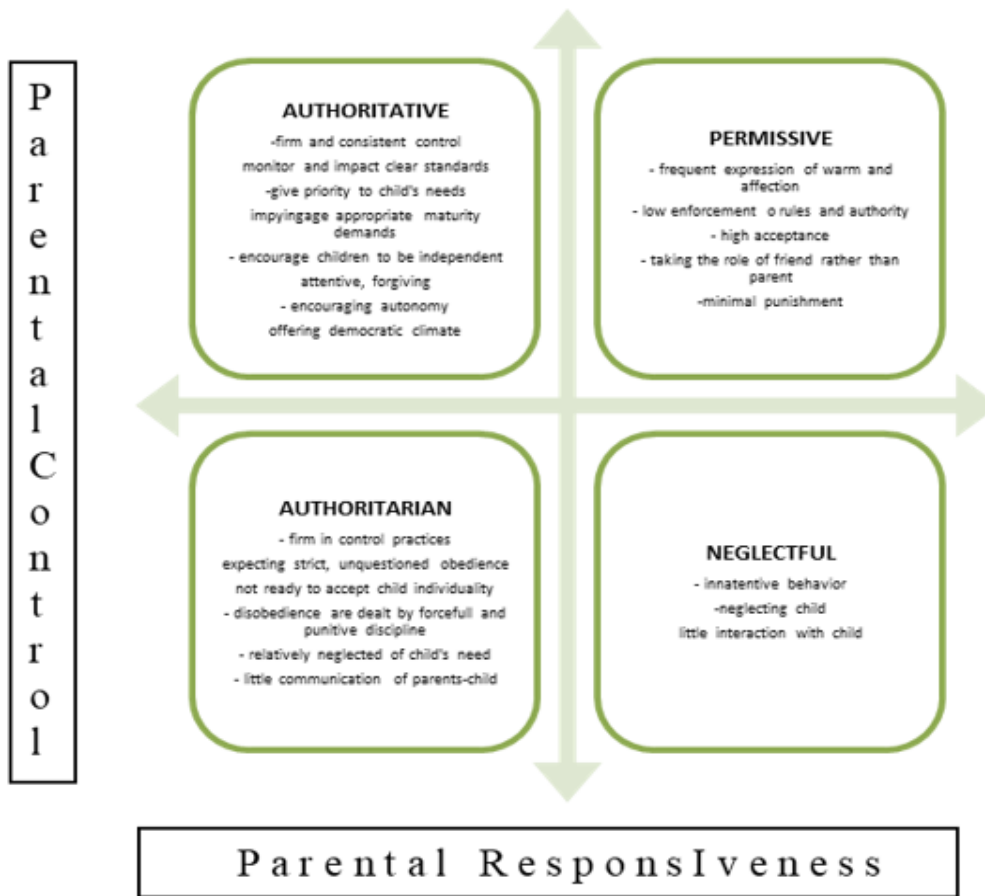
Sources: Gafoor & Kurukkan, 2014
Figure 1 Parenting Styles

referring to how parents intentionally nurture their children's personality, self-regulation, and self-affirmation by maintaining harmony, offering support, and meeting the needs and requests of their children. On the other hand, parental demands are referred to as behavioural control. This includes parental directives that encourage children to become integrated within the family, fostering their maturity, overseeing their activities, applying disciplinary measures, and being prepared to address non-compliant behaviour. This categorization of parenting practices, based on the level of warmth and demands, results in four distinct parenting styles, as explained previously. Each parenting

style is characterized by different parental values, practices, and behavioural patterns that naturally emerge, reflecting a balance between warmth and varying degrees of demands. A detailed description of parental behaviours characterizing the four parenting styles is provided in Figure 1.

The measuring instrument used in this study is based on the conceptualization mentioned earlier, consisting of 38 items presented in the form of a Likert scale. Respondents were asked to indicate their attitudes towards statements related to their perceptions of the parenting style they experienced. These statements were used to measure the parenting styles perceived

by the students in this study. Furthermore, researchers made adjustments to the original instrument. Respondents were asked to provide an assessment of their perceptions of parenting style in general, considering both parents, i.e., both the father and mother. In the original measuring instrument, the assessment was carried out separately for the father and mother.

This study indicates that, statistically, there is no significant relationship between parenting styles and the digital literacy of students at the Faculty of Communication Science, Universitas Islam Bandung. In line with the research on adolescents as digital natives, it is evident that numerous factors influence students' digital literacy. Further studies have revealed that adolescents from families with an authoritative parenting style tend to exhibit higher levels of digital literacy compared to those from authoritarian families. This difference is particularly noticeable in their operational, social and mobile skills. Conversely, adolescents from families with neglected parenting styles exhibit the lowest levels of digital literacy.

According to Hurlock (2011), adolescence typically spans from 16 to 24 years, encompassing the age range of students. Besides being adolescents, students are also classified as digital natives. However, who exactly are the digital natives? According to Marc Prensky in his work "Digital Natives, Digital Immigrants," today's students have undergone a radical transformation. This transformation has been spurred by the rapid and. widespread integration of information

technology, which has significantly altered their media consumption habits. This includes how they access information, listen to music, watch television, play video games, and even learn new values and skills (Prensky, 2001). These students have spent the majority of their lives surrounded by computers, video games, digital music players, video cameras, cell phones, and various other gadgets and tools from the digital age.

Digital native's behaviour also changes the way students think and process information, as suggested by Perry (1999), who argues that different types of experiences lead to different brain structures. The current generation of students can be described as a new breed, with some referring to them as the N-Gen or D-Gen (Net Generation or Digital Generation). However, the most widely recognized term used to refer to them is Digital Natives. This label acknowledges that our present-day students are innately fluent in the digital language of computers, video games, and the internet, akin to being "native speakers." (Prensky, 2001).

What actually happened was driven by the enthusiasm for discovering new technology. However, despite the territorial controversy, young people are inevitably born into and surrounded by digital media. For these young individuals, emerging digital technologies such as computers and cell phones serve as primary tools for human-to-human interactions. These technologies have created an unbroken network that integrates human and technical elements to an unprecedented degree. This integration is

fundamentally reshaping the nature of human relationships (Gallo et al., 2016).

Furthermore, according to Akcayir, a digital native is a generation born after 1980 and raised in an environment surrounded by technology, skilled in using technology compared to previous generations (Taku Neno et al., 2022). The findings indicate that age or birth year alone can not determine whether a person is referred to as a digital native. He concluded that not all people born after 1980 are digital natives. This means that even if they were born after 1980, they are not considered digital native if they did not have access to technology during their growth and development period or spent very little time with digital technology.

As digital natives, students were born and raised alongside the development of digital technology. Parenting style does not play a significant role in students' ability to engage in digital activities. Limitations in sampling and the use of measurement instruments should be considered by other researchers interested in examining the same variable. 'Digital Parenting' can be a more precise choice of measurement tools or variables.

What is digital parenting? In today's digital age, technology has fundamentally altered the way we live, learn and work. Children are growing and developing in an environment vastly different from the one we experienced when we were young. Technology offers easy and quick access to the internet, which brings numerous benefits. However, the negative impact of technology on children is a serious concern for parents and the general public.

In the current digital era, digital devices are constantly being improved and upgraded. Many of these devices no longer require cables and have become more compact and user-friendly. The development of digital technology has led to various innovations, such as computers, the internet, mobile phones, social networking sites, and games. Technological advancements have had a significant impact on human life, with both positive and negative consequences for various civilizations and cultures. One of the positive effects of technology is its ability to simplify human life and serve as a source of information (Rahimah, 2021)

Digital parenting refers to the actions taken by parents to guide, control and encourage their children's use of technology in the digital world (Benedetto, Loreana; Ingrassia, 2021). To effectively implement various digital parenting techniques, parents should initially focus on improving their smartphone usage habits because children tend to observe their parents as role models, even when it comes to using smartphones. Children are more likely to request the use of smartphones if they frequently observe their parents using smartphones in their presence (H. Pratiwi et al., 2022).

In the current technological era, digital parenting has become increasingly vital due to the early exposure of children to technology. According to research conducted by Common Sense Media, as many as 38 per cent of children under the age of two regularly use technological devices such as tablets or smartphones (Rideout

et al., 2022).

Digital parenting can help parents ensure their children avoid the negative impact of technology. With proper digital parenting, parents can limit their children's screen time, control their access to the internet, and ensure that the content they access is appropriate for their age. In addition, digital parenting also helps children develop positive and productive digital skills, such as good online communication skills, digital literacy and problem-solving skills.

Despite these challenges, the concept of digital parenting is becoming increasingly important in today's world as young people spend more and more time online. Parents must strike a delicate balance between being vigilant and supportive while also empowering their children to make their own decisions and take responsibility for their actions. By adopting a digital parenting approach that emphasizes communication, trust, and mutual respect, parents can help their children navigate the digital landscape safely and successfully (Wall, 2022).

In today's digital age, young people have grown up surrounded by technology and are often referred to as digital natives. This term means they are proficient in using digital devices and platforms and are comfortable with the internet, social media, and other online tools. However, despite their natural affinity for technology, digital natives still benefit from guidance and support from parents to navigate the digital world safely and responsibly.

CONCLUSION

This research aims to investigate the relationship between parenting style and students' digital literacy at the Faculty of Communication, Universitas Islam Bandung. The findings of the study suggest that there is no significant relationship between parenting style and students' digital literacy. However, it is worth noting that students raised with an authoritative parenting style tend to have slightly higher digital literacy abilities, although this difference is not statistically significant.

The results reveal that there are no significant correlations between authoritative, permissive, authoritarian and neglectful parenting styles and adolescent digital literacy. Specifically, the authoritative parenting style showed no significant contribution to adolescents' digital literacy, similar to the neglected and permissive parenting styles.

In this study, we explore the concept of students as digital natives and their parents as digital immigrants. The comparative theory of digital natives and digital immigrants suggests that students may independently acquire digital literacy skills through their exposure to technology rather than relying solely on their parents' parenting style. This highlights the significance of taking into account the distinct characteristics and experiences of digital natives when assessing the influence of parenting styles on their digital literacy development.

From a practical standpoint, conducting qualitative studies is essential to gain a

comprehensive understanding of the parenting style that exerts the most influence on students' digital literacy levels. In addition, it is of paramount importance to conduct a broader study in this field to offer valuable insights to parents and educators regarding the impact of parenting styles on student digital literacy levels.

The findings of this study emphasize the necessity for further research to delve into the actual identification of parental internet literacy and its influence on students' digital literacy levels. It is also recommended to utilize parenting style measurement tools customized for digital media usage to obtain more precise results, allowing us to offer recommendations on the most effective parenting styles for enhancing student digital literacy.

Moreover, it is recommended to undertake broader studies to achieve a more comprehensive understanding of the parenting styles that exert the most influence on students' digital literacy levels. These studies could delve into specific behaviours, attitudes, and strategies employed by parents that contribute to the development of digital literacy in their children. Such insights would offer valuable information for parents and educators, enabling them to support students' digital literacy skills better.

Moreover, it is essential to expand research efforts in this field by incorporating a broader sample size and diverse contexts. Conducting a more extensive study would enable researchers to gather a wider range of data and uncover any underlying factors that could influence the

relationship between parenting style and digital literacy.

Furthermore, exploring the internet literacy of parents and its influence on students' digital literacy levels could offer additional insights into this relationship. Gaining an understanding of how parents' digital literacy skills and practices interact with their children's digital literacy development is crucial for designing effective interventions and educational programs.

This study employed measurement tools to enhance future research designed explicitly for assessing parenting styles in the context of digital media use. Utilizing such tools would enable researchers to obtain more precise results and offer targeted recommendations for enhancing student digital literacy.

In summary, while this study did not find a statistically significant relationship between parenting style and students' digital literacy, it did suggest a potential influence of an authoritative parenting style on digital literacy abilities. However, this influence was not statistically significant.

Finally, Future research should employ qualitative methodologies, broaden the scope of the study, explore parents' internet literacy, and utilize specialized measurement tools. The findings of such research endeavours would provide valuable insights for parents, educators, and policymakers, ultimately contributing to the enhancement of students' digital literacy skills in the ever-evolving digital age.

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