JOURNAL LA EDUSCI

VOL. 07, ISSUE 03 (607-623), 2026
DOI: 10.37899/journallaedusci.v7i3.3089

Digital Community Synergy: Integrating Parents and Teachers to Build Children's Character and Language Skills

Arozatulo Bawamenewi[1], Arisman Telaumbanua[1], Riana[1]

[1]*Faculty of Teacher Training and Education, Universitas Nias, North Sumatra, Indonesia*

**Corresponding Author: Arozatulo Bawamenewi*
Email: arozatulobawamenewi@unias.ac.id

Article Info

Article history:
Received 3 February 2026
Received in revised form 9 March 2026
Accepted 5 May 2026

Keywords:
Digital Community Synergy
Parent-Teacher Collaboration
Character Building
Children's Language Skills

Abstract

This study examines a community-based digital education synergy model that integrates parents, teachers, and community support to strengthen children's character and language skills in Gunungsitoli City. Focusing on listening, speaking, reading, and writing, the research employed a mixed-methods design with a dominant qualitative descriptive approach. Data were collected through observation, in-depth interviews, questionnaires, documentation, and a short micro-intervention involving technology-assisted language tasks. Participants included teachers, parents, students, and community informants from two elementary schools in rural settings with limited internet access, device availability, and varying levels of digital literacy. The findings show that children's language development in the digital era is influenced not merely by technology use, but by the quality, consistency, and direction of adult guidance. Descriptive results indicate strong performance in gadget supervision (mean 3.58), literacy support (mean 3.57), and content mentoring and communication (mean 3.44), while parent-school collaboration showed the lowest score (mean 3.26), indicating the need for stronger two-way communication. The study formulates the 3P Cycle model Planning, Mentoring, and Assessment supported by four pillars: home-school communication, content curation and gadget governance, meaningful language practice, and community support. Girls tended to show stronger verbal expression and interpersonal communication, suggesting the importance of gender-sensitive mentoring strategies. The study concludes that technology becomes educationally effective when used wisely, consistently, and collaboratively. Strengthening home-school-community partnerships can foster children's language competence, prosocial behavior, digital ethics, and safer learning ecosystems in the digital era. Practical recommendations include digital parenting training, reflective feedback journals, and community literacy spaces for sustained support.

Introduction

The development of digital technology in the last decade has changed the way of learning and teaching at various levels of education, including student education (Zubizarreta et al., 2026; Martin et al., 2026; Regli et al., 2026). Children are now familiar with digital devices such as computers, tablets, and smartphones which are not only a means of entertainment, but also a learning resource that provides access to information, interactive educational content, and adaptive learning experiences. (Akman et al., 2023; Meng, 2026; Aggarwal et al., 2024). Various learning applications, educational games, and digital platforms can increase children's learning engagement, help visualize concepts, and expand independent learning opportunities. Technology also allows for wider collaboration and communication, both in the classroom and outside the classroom, so that learning is no longer limited to the physical space of the school. However, the use of technology in early childhood requires wise assistance so that the use of

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

gadgets remains balanced with non-digital activities and direct interactions that are important for the development of children's social, character, and language skills. (Winarti et al., 2022).

In the context of early childhood education, language development, including the ability to listen, speak, read, and write is an important foundation for successful learning in the next stage. At the same time, the digital era has created new challenges in the form of exposure to age-appropriate content, the tendency to use excessive gadgets, and communication patterns that have the potential to reduce the quality of children's interaction with the environment. (Novitasari & Fauziddin, 2022). This condition emphasizes that the use of technology cannot be separated from the formation of digital character and ethics from an early age. Therefore, an approach is needed that not only maximizes the benefits of technology, but also ensures that children are protected and continue to develop intact.

Collaboration between parents and teachers is the key to answering these challenges. Parents play the role of the main companions at home through screen time, content monitoring, exemplary use of gadgets, and positive communication habits. Meanwhile, teachers have a strategic role in integrating technology into targeted learning, instilling age-appropriate digital literacy, and strengthening language and character development in the school environment. Regular and open collaboration allows for the unification of visions, the alignment of rules between home and school, and the continuous monitoring of child development, (Chen & Rivera-Vernazza, 2023). However, practice in the field shows that parental involvement is often still a formality and has not been integrated into children's daily digital assistance. On the other hand, the digital literacy of parents and the readiness of some teachers in managing technology-based learning are also still diverse, so that strengthening the mentoring system is an urgent need.

In addition to families and schools, communities have great potential as a supporting ecosystem. Networks of parents, school committees, reading parks, libraries, citizen learning centers, and community leaders can help expand access to devices and secure internet, provide supervised learning spaces, and build child-friendly social norms in the use of technology. In the context of Gunungsitoli City, the acceleration of technology adoption has also shaped a learning ecosystem that involves homes, schools, and communities, so that digital mentoring requires wider synergy so that the use of technology remains balanced with direct interaction and habituation of polite language.

Although many studies on educational technology, digital literacy, and parent-teacher collaboration have been conducted, there are still some important research gaps. First, some studies emphasize the importance of parent-teacher collaboration, but not many offer a detailed operational model of how collaboration is carried out consistently across homes and schools in daily digital mentoring. (Tyas & Naibaho, 2020). Second, community is often discussed as an additional element, not yet placed as a structural component that strengthens social norms, supervision, and the provision of safe learning spaces. Third, the focus of digital literacy often stands alone (access, skills, security), so that its relationship with character formation and motor development of children's language has not been worked on in an integrated manner. Fourth, gender-sensitive studies generally stop at the findings of differences, without translating into digital mentoring strategies and technology-based language activities that suit the characteristics of boys and girls. (Chatzinikola, 2022). Fifth, research that specifically captures the practice of support network-based digital education in local contexts such as Gunungsitoli is still limited, even though socio-cultural factors and access to the learning ecosystem greatly affect the success of child mentoring.

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Departing from these needs, this study developed a Community-Based Digital Education Synergy Model that integrates the roles of parents, teachers, and the community to strengthen the character formation and language skills of students. The model is designed in the 3P Cycle (planning, mentoring, assessment) which is equipped with implementation tools in the form of gadget rule agreements, child-friendly content curation, daily language microtasks, simple rubrics, developmental portfolios/journals, and feedback mechanisms. In addition, this study includes the gender-sensitive dimension as the basis for adjusting mentoring strategies and technology-based language learning activities. Thus, the research is expected to make a theoretical and practical contribution to strengthening home, school, and community collaboration that is adaptive to the challenges of the digital era, especially in the context of Gunungsitoli City.

Literature Review

Digital technology in early childhood education

Digital technology has become an integral part of modern educational practices, including at the early childhood level. Devices such as tablets, laptops, and smartphones allow children to access information quickly and interact with more interesting learning materials, (Kailani et al., 2021). Various learning platforms, educational games, videos, simulations, and gamification features can increase children's engagement and motivation to learn, as they offer a multimodal learning experience (visual, audio, and interactive), (Pratiwi & Riyana, 2023). In addition, adaptive technology allows learning materials to be adjusted to the child's speed and needs, thus supporting student-centered learning, (Noya et al., 2022). In the post-pandemic context, the use of technology is also increasingly widespread through distance learning and blended learning, which encourages schools and families to reorganize their child-learning assistance strategies.

Opportunities and risks of using technology in children

While technology offers benefits, a number of literature emphasizes the need for balance and supervision. Untargeted use of technology can pose risks such as gadget addiction, sleep disturbances, decreased physical activity, and exposure to age-inappropriate content, (Seran & Mardawani, 2021). On the other hand, the use of structured and accompanied technology can help children develop creativity, enrich vocabulary, and expand the learning experience, (Sundahry et al., 2023). Therefore, the literature emphasizes the importance of a "wise utilization" approach that balances digital activities with non-digital activities such as reading books, playing, and direct social interaction for the overall development of children. (Umam et al., 2023).

Digital literacy: from technical skills to ethics and security

The concept of digital literacy in children's education is not only related to the technical ability to use devices, but also includes the ability to choose information, understand digital ethics, and maintain security while in the digital space. In the family context, parental digital literacy is an important factor because parents play the role of the initial "guardian" who regulates screen duration, supervises content, and builds healthy digital habits. (Hafiza Hamzah et al., 2021). The challenges of digital literacy are increasingly prominent in areas where access to information is limited or where parents are not familiar with security features and content curation. Therefore, the literature encourages schools to be involved in parental digital literacy education through digital parenting training or modules that are integrated with school programs, (Youpika et al., 2024).

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

The role of parents: digital parenting and role models

Research on digital parenting places parents as key figures in shaping children's character in the digital era. Parents are required to be role models in the use of gadgets, strengthen positive values, and practice mentoring patterns that not only prohibit, but also direct (Nurjanah & Nur, 2022). The literature also emphasizes the importance of supervision accompanied by dialogue so that children learn to understand the reasons behind the rules, not just obey. Practices such as limiting screen time, accompanying children when using the internet, and encouraging physical and social activities are referred to as strategies to maintain a balance in children's development (Elvi Rahmi, M. Yemmardotillah, 2022). Parental role models are important because children tend to imitate digital habits at home; Therefore, the quality of family interaction and the consistency of the rules also determine the direction of use, (Kuusimäki et al., 2019).

The role of teachers: technology integration and character-language reinforcement

Teachers play the role of facilitators who bridge technology with learning goals. The literature explains that technology can make learning more engaging through multimedia, simulations, and interactive applications, while making it easier to monitor learning progress through a digital evaluation system (Kusumastiwi, 2021). However, the success of technology integration in the classroom depends on teachers' readiness both in digital competencies and pedagogical abilities to ensure that the use of technology remains meaningful and age-appropriate. (Tyas & Naibaho, 2020). In the midst of a very diverse flow of digital content, teachers also play an important role in instilling ethics, building character, and directing the use of technology to be productive. (Saviki et al., 2025). Thus, teachers not only "use technology", but also manage learning experiences that still emphasize interaction, communication, and language habituation.

Parent-teacher partnership: communication, coordination, and alignment of rules

The partnership of the home with the school is an important foundation in character education and child development. The literature shows that active parental involvement (not just a formality) correlates with more consistent child learning support, including in monitoring digital activity (Winarti et al., 2022). Regular and open communication helps parents and teachers unify a vision, develop harmonious rules for the use of gadgets, and share information about the challenges experienced by children (Mertala, 2019). This coordination is important because children learn through repetitive experiences; If the rules of the house and school are conflicting, children tend to be confused and mentoring becomes less effective. Therefore, literature encourages the existence of structured communication mechanisms, such as periodic consultations, development journals, or ethically managed digital communication media.

Community as a supporting ecosystem: access, social norms, and safe spaces

A community-based approach places the surrounding environment as a factor that can strengthen or weaken family and school educational practices. In the context of technology, communities can contribute through the provision of public facilities (reading parks, libraries, citizens' learning centers), support for device and internet access, and the formation of child-friendly social norms. The literature states that inequality of access to devices and networks is a serious challenge, especially in non-urban areas, so that the support of local ecosystems can help create more inclusive learning, (Purba & Saragih, 2023). Communities also have the potential to become "social control spaces" that reinforce healthy habits, such as digital ethics campaigns, digital parenting classes, or citizen forums related to child safety in digital spaces.

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Language development and character formation in a digital context

Early childhood language development includes listening, speaking, reading, and writing as basic skills that are greatly influenced by the quality of social interaction. Technology can support language development when used as a means of meaningful training, for example through audio stories, educational videos, vocabulary games, and targeted digital literacy activities. (Mulyatno & Pradana, 2022). However, the literature also emphasizes that technology should not replace human interaction; Character formation and language politeness still requires examples, habituation, and real communication practices at home and school. Thus, the most recommended approach is the use of technology as an "auxiliary tool" combined with dialogue, guidance, and non-digital literacy activities.

Gender sensitivity in language development and mentoring strategies

A number of studies show that there are variations in language development and communication patterns based on gender, which are influenced by socio-cultural factors, types of activities, and family communication styles. In the context of technology-based learning, gender sensitivity is needed so that mentoring strategies are not uniform, but rather adjust to children's interests, needs, and characteristics. (Novalina et al., 2024). The literature emphasizes that these differences should not be understood as a label of ability, but as a basis for devising a variety of strategies: more play-based interaction activities for children who need different stimulation, as well as reinforcement of interpersonal communication for children who need support in aspects of verbal expression.

Synthesis: research direction and operational model needs

In general, the literature suggests that digital technologies have great potential to enrich early childhood learning, but demand consistent supervision and mentoring. A prominent gap is the need for an operational and scalable collaboration model, which not only places parents and teachers as partners, but also includes communities as norm reinforcers, access, and safe learning spaces, (Sobri, 2022). In addition, the connection between digital literacy and character formation and language motor development needs to be designed in one integrated framework, and applied in a gender-sensitive manner so that mentoring is more responsive to children's needs. This literature is the basis for the development of a Community-Based Digital Education Synergy Model with the 3P Cycle as an implementive framework in this study.

Methods

This study uses a mixed methods approach with a dominant qualitative descriptive design. This approach was chosen because the research not only aims to understand in depth the practice of digital mentoring, communication patterns, children's learning culture, and home-school–community synergy in a natural context, but also requires simple quantitative data to show the tendency of mentoring patterns, intensity of engagement, and perception of children's language development. (Rachmadani & Suyono, 2023). Thus, qualitative data is the main source in building conceptual models, while quantitative data functions as a reinforcement, comparator, and complement interpretation.

The research was carried out in Gunungsitoli City with a focus on the children's education ecosystem involving homes, schools, and supporting communities. The research location includes schools, students' family environments, as well as relevant community interaction spaces, such as literacy corners, parenting groups, school committees, or community literacy activities that support the use of digital technology in children's learning. The selection of locations is carried out deliberately by considering the dynamics of the use of digital technology, the availability of device access, communication patterns between schools and

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

families, and the socio-cultural characteristics of the community that affect the practice of child assistance. (Lubis & Pusparani, 2022).

The research participants consisted of parents/guardians of students, teachers, students, and supporting informants from the community, such as school committee administrators, literacy corner managers, or facilitators of digital parenting activities. Participants were selected using purposive sampling combined with maximum variation sampling to represent variations in parents' education levels, socio-economic backgrounds, digital technology access, type of school, and intensity of community involvement. (Alifia et al., 2022). Participant inclusion criteria include experience in assisting or engaging in the use of digital technology for children's learning, willingness to participate in observations, interviews, questionnaires, and documentation, as well as representation of variations in social contexts and levels of collaboration between actors, (Rasmitadila et al., 2020).

Data collection is carried out through five main techniques. First, participatory and non-participatory observation of children's learning activities in the classroom, home learning assistance practices, and relevant community activities. Observations were directed to capture the form of inter-actor interaction, rules for the use of gadgets, children's responses to digital media, and support patterns in daily practice. Second, in-depth interviews were conducted with parents, teachers, and community informants to explore digital mentoring strategies, home-school communication patterns, collaboration experiences, obstacles faced, and expectations for children's language development. Third, questionnaires were used to obtain descriptive data on gadget usage habits, frequency of mentoring, forms of communication between teachers and parents, and perceptions of children's language development. Fourth, documentation is collected in the form of school activity records, children's journals or portfolios, examples of early literacy work, assignment recordings, minutes of student guardian meetings, and evidence of collaborative interaction while maintaining the confidentiality of participants' identities. Fifth, a limited micro-intervention of 1-2 weeks was used in the form of technology-assisted language micro-tasks, such as listening to audio stories and answering questions, guided dialogue based on images, digital picture reading, or simple initial writing exercises. This activity is not intended as a formal experiment, but as a strategy to observe mentoring patterns, children's responses, and forms of synergy between actors in a more structured situation. (Grotkamp et al., 2020); (Magdalena et al., 2020).

Data analysis is carried out in stages and in an integrated manner. Qualitative data from interviews, observations, documentation, and micro-intervention notes were analyzed using thematic analysis through the stages of transcription, repeated reading, identification of units of meaning, open coding, grouping of codes into categories, and preparation of themes and subthemes. (Harjaya & Idawati, 2022). From this process, a conceptual model of home-school-community synergy was developed by tracing the pattern of consistent relationships between actors, the form of contribution of each party, communication mechanisms, as well as recurring supporting and inhibiting factors. The synergy model is only built from themes that appear consistently across more than one data source and supported by more than one group of participants, so it has a strong analytical foundation. Alternative patterns that do not fully fit the main model remain analyzed as contextual variations, (Sitanggang, 2021).

Quantitative data from the questionnaire were analyzed using descriptive statistics, such as frequency, percentage, average, and simple cross-tabulation. This analysis is used to show general trends, such as the frequency of use of gadgets for learning, the intensity of parental assistance, the form of teacher-family communication, and the perception of children's language skills. The results of the questionnaire are not used to test hypotheses, but rather to

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

reinforce thematic results. Data integration is carried out at the interpretation stage through convergent triangulation, namely comparing interview findings, observations, documentation, micro-intervention results, and questionnaire data. (Hafiza Hamzah et al., 2021).

The validity of the data is maintained through triangulation of sources and methods, limited member checking, peer discussions, and trail audits. Ethically, the research is carried out after obtaining approval from the school and informed consent from parents. (Sumiyati, 2020). The identities of all participants were disguised, children's documentation was used to a limited extent for academic purposes, and all research activities were designed to be safe, not burdensome to children, and not to interfere with the main learning process. Micro-interventions are also carried out in the form of light activities that are appropriate for age and are accompanied by adults.

Results and Discussion

Overview of Children's Language Communication Patterns in the Digital Era

This research was carried out in two basic education units in Gunungsitoli City, namely UPTD SD Sifalaete and UPTD SD Hilinaa, with a total of 41 parents/guardian respondents. Both schools are located in the context of a rural area with real digital infrastructure challenges, such as unstable internet connections, limited devices, and variations in teachers' and parents' ICT skills. This condition is important as a background for reading the results of research on digital education and children's language development.

The results of the study show that advances in digital technology have changed children's lifestyles and communication patterns. Children tend to interact more often through digital devices, such as gadgets, video content, games, and messaging features, than intense face-to-face communication. This condition has an impact on children's language development, both oral and written, so the use of appropriate, consistent, and polite language increasingly requires consistent assistance from the child's immediate environment.

Field findings confirm that the quality of children's language development is not only determined by the frequency of technology use, but especially by the quality of mentoring. Language examples from parents, habituation of direct communication at home, and supervision of the content accessed by children are very decisive factors. In a community-based context, social support such as shared learning habits, learning spaces, public Wi-Fi access, and positive social control help strengthen good language habits in the digital space.

This tendency is in line with descriptive results which show that the dimension of gadget rules and supervision is in the very high category with a total mean of 3.58, while the dimension of digital content assistance and communication is also in the very high category with a mean of 3.44. However, the aspect of reflective assistance is not completely evenly distributed, as can be seen from item Q12 which has a mean of 3.17. Thus, these results show that the main challenge is no longer just to provide digital access, but to ensure that the use of technology is still accompanied in an educational, communicative, and ethical manner.

Table 1. Summary of Average by Digital Dimension of Parenting and Digital Literacy

Dimensions	Red	Categories	The meaning of the research results
Gadget rules and supervision	3,58	Very high	Shows a strong protective tendency in limiting the risk of using gadgets and exposure to less polite digital language.

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Content mentoring and communication	3,44	Very high	Mentoring is strong, but the aspects of dialogue and reflection with children are not evenly distributed; Q12 became the lowest item (mean 3.17).
Alternative literacy activities and support	3,57	Very high	It is an important capital to strengthen listening, speaking, reading, and writing skills through literacy activities at home.
Exemplary and digital privacy	3,49	Height	It shows that there is a fairly good example of digital ethics, although there are still variations between families.
Parent-school collaboration	3,26	High yet lowest	It is the main strengthening point because two-way communication and equalization of the role of parents and teachers have not taken place optimally.

Source: Research data (processed by the author), 2026.

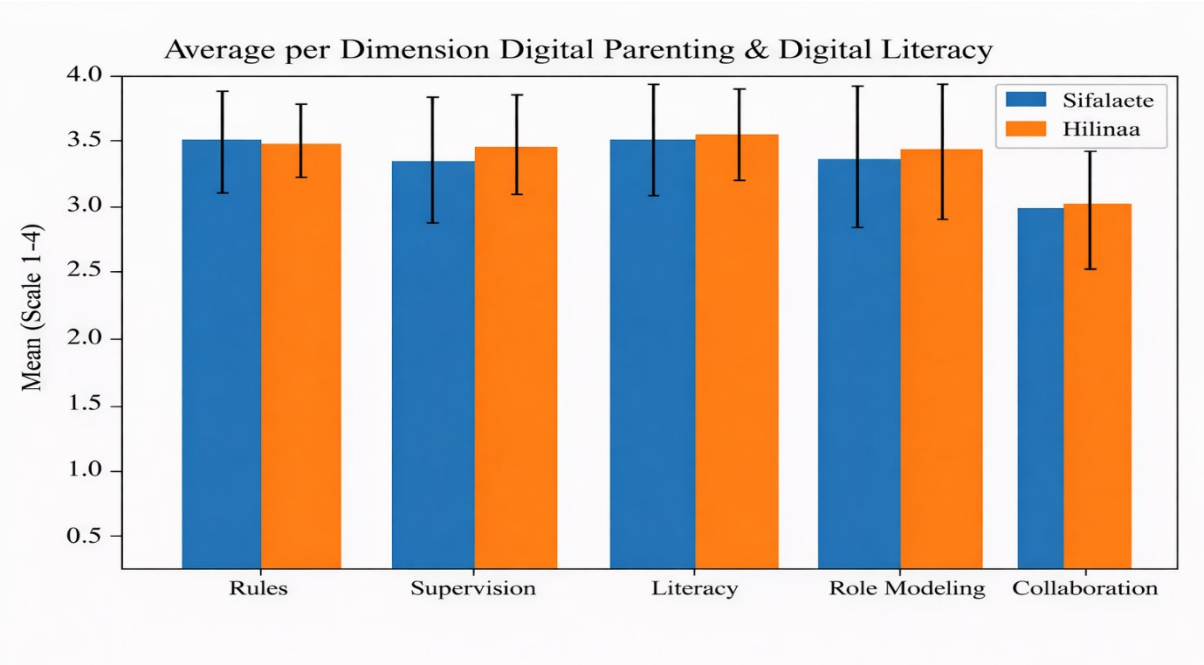

Figure 1. Average per Digital Parenting and Digital Literacy Dimension per School (Mean ± Elementary)

Source: Research data (processed by the author), 2026.

This graph compares the average scores of Sifalaete and Hilinaa across five dimensions of digital parenting and digital literacy: Rules, Supervision, Literacy, Role Modeling, and Collaboration. Overall, both groups show relatively similar patterns, with mean scores mostly ranging from about 3.0 to 3.6 on a 1–4 scale, indicating generally positive levels across all dimensions. Among the five dimensions, Literacy and Rules show the highest average scores in both groups, suggesting that these aspects are the strongest components of digital parenting and literacy practices. In contrast, Collaboration has the lowest mean score for both Sifalaete and Hilinaa, which indicates that cooperation among relevant parties may still need

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

improvement. The graph also shows that Hilinaa is slightly higher than Sifalaete in Supervision, Literacy, Role Modeling, and Collaboration, while Sifalaete is only slightly higher in Rules.

The error bars indicate the variability of responses in each dimension. Because the error bars of the two groups overlap considerably, the differences between Sifalaete and Hilinaa appear to be relatively small. In general, the figure suggests that the two groups have comparable digital parenting and digital literacy profiles, with only minor differences across dimensions.

Home-School-Community Synergy Model in Digital Education

The main result of this research is the formulation of a Community-Based Synergy Model between parents and teachers in shaping children's language characters in the digital era. This model places technological transformation, limited access (internet, electricity, devices), and community support as starting points that shape the need for collaboration that is broader than just school and family relationships.

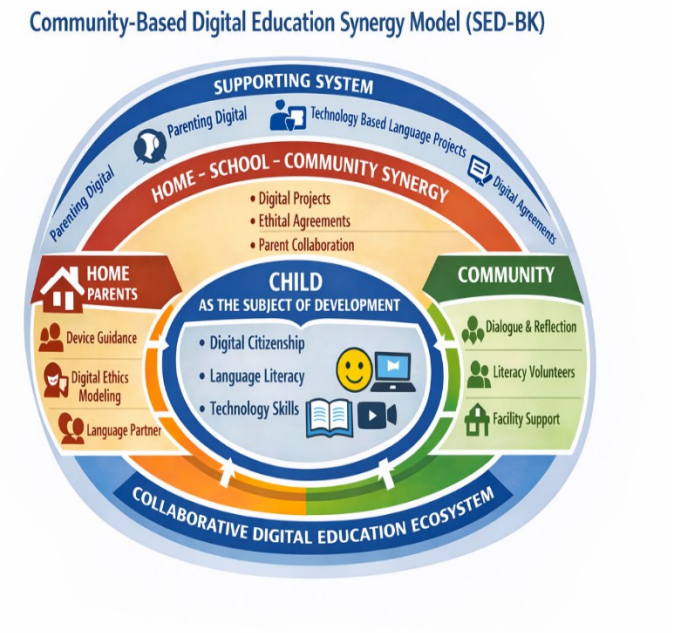

Figure 2. Community-Based Digital Education Synergy Model (SED-BK)

Source: Results of processing research findings, 2026.

At the input stage, this model contains changes in the learning environment due to digitalization, socio-technological conditions in rural areas, as well as the existence of community support such as learning spaces, public Wi-Fi, shared devices, or accompanying volunteers. At the process stage, synergy is realized through communication between parents and teachers through classes, community forums, light communication groups, regular meetings, and assistance in the use of technology both at home and at school. At the output stage, this model is directed at the development of listening, speaking, reading, and writing skills, strengthening polite communication habits, increasing digital literacy, and forming a collaborative learning culture.

In terms of discussion, this model emphasizes that effective synergy does not stop at home and school coordination, but is strengthened by the community as a space for social practice that maintains the consistency of children's digital norms, values, and ethics. With the existence of

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

a community, language training does not take place individually, but is expanded through literacy activities, polite communication habits, and more natural and meaningful interaction opportunities for children.

This figure presents the Community-Based Digital Education Synergy Model (SED-BK). It places the child at the center as the main subject of development, focusing on digital citizenship, language literacy, and technology skills. The model shows that these outcomes are supported by the synergy between home, school, and community, with parents providing guidance and digital ethics modeling, the community offering reflection, volunteers, and facility support, and the broader supporting system strengthening collaboration through digital parenting, technology-based language projects, and digital agreements. Overall, the figure illustrates a collaborative digital education ecosystem that promotes children's development in an integrated way.

Findings on Children's Language Development Based on Gender

In general, the data show a tendency that the indicator scores in the group of girls are higher than in boys. This tendency can be seen in the aspects of communication and coordination, understanding of roles and responsibilities, and the integration of technology in language learning. These results indicate the need for a more contextual mentoring strategy to strengthen the formation of boys' language characters, without ignoring the uniqueness of each child's development.

In the discussion, differences in communication patterns in the family environment also explain the variation in language development. Girls tend to be more verbal and expressive, especially when interacting with mothers, while boys tend to convey information in a more concise and instructional way. In communication with fathers, girls show openness more often, while boys are more formal; But activity-based interactions are often an effective means of enriching boys' vocabulary.

Family environment coordination also shows a variety of activities that have an impact on language practice. Girls tend to engage in role-playing or domestic activities that encourage more complex use of language, while boys develop more language through physical activity with shorter expressions. These differences demonstrate the need for gender-sensitive learning and mentoring strategies, especially through community support as a space for role-sharing, commitment, and sharing of good practices.

These findings emphasize the importance of adjusting approaches. Boys' language experiences can be enriched by inviting discussion during physical activity, short interest-based projects, or games that demand verbal interaction. Instead, girls still need to be encouraged to express their opinions in a targeted way at school and in the social environment. In general, these findings are descriptive tendencies, so each child still needs to be understood according to his or her individual characteristics. A summary of such tendencies is presented in the following table:

Table 2. Summary of Children's Language Development Findings Based on Parent-Teacher Collaboration Indicators

No.	Indicator	Key Findings	Compelling qualitative evidence	Implications for community-based strategies
1	Parent-teacher communication	Girls tend to be higher than boys on	Differences in family communication	Communication strategies need to

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

	and coordination	communication and coordination indicators; Parent-teacher collaboration appears to be more effective in girls' groups.	patterns can be seen in mother-child interactions (girls are more verbal and expressive), as well as father-child interactions that enrich boys' vocabulary through activities.	be designed more contextually according to the interests of girls and boys through diverse community activities.
2	Understanding the roles and responsibilities of parents	Girls tend to be taller; Understanding the role and responsibility of parents and teachers is considered better in the group of girls.	The pattern of daily activities is different: girls are often involved in role-playing or domestic activities that encourage more complex language, while boys are more involved in physical activity with short phrases.	Community forums can be a space to agree on roles, build commitments, and share good practices in children's language mentoring.
3	Integration of technology in language learning	More intensive efforts are needed to improve the integration of technology in language learning, especially for boys through teacher competence, parental involvement, and strategy adjustment.	Community support can help overcome resource limitations and expand the variety of language activities, for example through shared devices or accompanying volunteers.	Home-school collaboration needs to be strengthened by the community so that technology integration is more equitable and language activities become more inclusive.

Source: Research data (processed by the author) 2026.

Implementation of Synergy for Technology-Based Language Motor Strengthening

The results of the discussion show that one of the main challenges is balancing the use of technology, especially HP, in language learning. Without proper guidance, the use of cellphones has the potential to hinder language development; Therefore, a collaborative strategy is needed so that digital devices become a means of strengthening the motor skills of listening, speaking, reading, and writing effectively. In this case, the alternative dimension of literacy activities and support which has a mean of 3.57 is a strong capital for families and schools to develop more structured language learning practices.

In the aspect of listening, collaborative practice can be carried out through recommendations for educational fairy tale content by teachers, parental assistance at home through light discussions, and then reinforcement at school through audio story listening sessions and questions and answers. These activities can be expanded through community activities such as shared fairy tales or educational storytelling screenings in child-friendly public spaces,

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

(Woodhouse et al., 2024). In the aspect of speaking, children can be trained through video recording tasks telling experiences, with parental support when recording and appreciation from teachers in class, (Adriyanti, 2021).

In the writing aspect, collaboration can be done through the task of copying words from the writing application on a cellphone which is then manually rewritten in an exercise book with the help of parents; The results are documented and sent to teachers for feedback. The practice can be extended to community activities such as making greeting cards, simple posters, or writing shared activity experiences to re-discuss in class. Thus, technology is not only positioned as a medium of access to information, but also as a bridge to participatory language learning, (Fareeha Javed, 2024).

Collaboration Challenges and Community-Based Solutions Strategy

The results of the analysis showed that there were challenges in parent-teacher collaboration, especially differences in understanding and expectations related to the use of technology in language learning. Some parents are more concerned about the negative impact of technology, while teachers see the potential of technology to enrich the learning experience. In addition, limitations in time, devices, internet networks, and variations in digital literacy capacity are also important obstacles in more targeted technology integration.

Descriptively, the collaboration dimension was the lowest dimension with a mean of 3.26, while items Q13 and Q14 were among the lowest score groups. These findings show that digital parenting practices at home are still often run alone, not fully supported by a stable two-way communication system between home and school. As a result, reflective assistance for children's language is not evenly distributed and the dominant approach is still controlled.

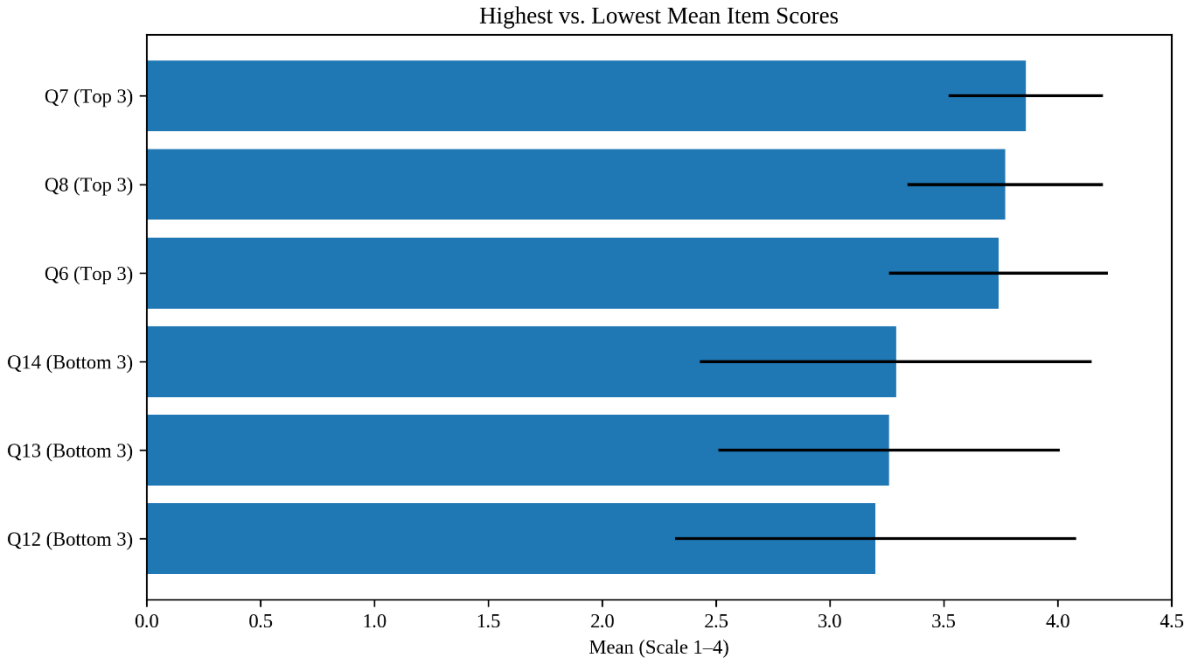

Figure 3. Average Highest and Lowest Items

Source: Research data (processed by the author), 2026.

As a solution, collaboration needs to be strengthened through open communication, equalization of role perceptions, and the preparation of realistic mentoring plans for rural contexts. Strategies that can be implemented include scheduled digital parenting programs,

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

SOPs for school-parent communication based on lightweight platforms such as WhatsApp, simple reports on screen time and content types, as well as community forums that can equalize the rules for using gadgets, share learning resources, and expand social support for families. (Rasmitadila et al., 2020).

Synthesis of Findings: The Role of Community as a Reinforcement of Consistency in Language Character Formation

Overall, the findings of the study confirm that effective collaboration between parents and teachers is able to turn the digital divide into opportunities to strengthen children's language education. Children gain a richer language experience when the use of cellphones is accompanied wisely, consistently, and in a targeted manner. (Fandir, 2024). In the framework of community-based synergy, the community serves as a space of social practice that enriches the child's language experience, while parents and teachers ensure that the direction, boundaries, and values instilled remain aligned, (Ilma Sari et al., 2024).

The findings also show that families already have a strong foundation in protective and supportive aspects, but still need to move towards the participatory-collaborative stage. This is especially evident in the need to strengthen reflective dialogue, exemplary digital ethics, and consistency in children's privacy and safety in the digital space. Therefore, the formation of children's language characters in the digital era cannot be imposed on schools alone, but must be supported jointly by homes, schools, and communities.

Conclusion

Children's character development and language skills in the digital era are strongest when parents and teachers work as a team. Consistent collaboration helps children develop listening, speaking, reading, and writing skills gradually. Parents' example in the use of gadgets reduces the risk of impulsive behavior and exposure to inappropriate content, while strengthening teachers through targeted classroom activities makes children interpret technology as a means of learning, not just entertainment. Synchronizing the rules of the house with the school (screen duration, free time of gadgets, safe use locations, and list of educational applications) makes children feel safe and understand the limits. In the context of the community, the support of neighbors, the parent network, and the learning spaces around the school reinforce the social control that protects the child. The findings of gender differences show that girls tend to be more fluent in expressing language and communicating interpersonally, while boys need more intensive, varied, and interest-based mentoring; Therefore, learning strategies need to be gender-sensitive without giving negative labels. The suggested model is the Home-School-Community Synergy based on the 3P Cycle: Planning, Mentoring, and Assessment. At the planning stage, parents and teachers set a simple, measurable weekly language target, and agreed on guidelines for the use of gadgets and content curation. In the mentoring stage, parents implement co-viewing, dialogue, and vocabulary strengthening at home, teachers strengthen digital literacy in schools through storytelling, picture reading, project-based initial writing, while the community provides literacy corners, language play classes, and supervised learning spaces. At the Assessment stage, progress is recorded through home-school journals and portfolios of work, accompanied by short, positive, process-focused feedback; cycles are repeated periodically for continuous improvement. Daily interventions are enough in the form of micro tasks of 10–15 minutes (listening to stories and then answering, imitating sentences, reading keywords, copying letters), especially for boys can be enriched with games, movements, role plays, and short challenges. Key recommendations include strengthening regular communication, digital parenting training for parents, improving teacher competence,

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

child data protection policies, reflection-based collaborative evaluation, as well as community activation and local government support for secure device and internet access.

Acknowledgment

The researcher expressed his gratitude to the University of Nias, teachers, parents, students, and lecturers who have supported providing opportunities in collecting data on this research to find out the activeness of children using technology as the times develop. Gratitude was also conveyed to the school committee and the parent community in Gunungsitoli City who helped the process of coordinating and strengthening digital literacy.

References

Adriyanti, K. Y. (2021). The Implementation of Character Education in Teaching English for Young Learners (A Literature Review).

Aggarwal, D., Sharma, D., & Saxena, A. B. (2024). Smart education: an emerging teaching pedagogy for interactive and adaptive learning methods. Journal of Learning and Educational Policy, 44, 1-9.

Akman, E., İDiL, Ö., & Çakir, R. (2023). An Investigation into the Levels of Digital Parenting, Digital Literacy, and Digital Data Security Awareness among Parents and Teachers in Early Childhood Education. Participatory Educational Research, 10(5), 248–263. https://doi.org/10.17275/per.23.85.10.5

Alifia, A., Ratnawati, S., & Prasetijowati, T. (2022). SYNERGY BETWEEN PARENTS AND TEACHERS IN MOTIVATING CHILDREN'S LEARNING DURING THE COVID-19 PANDEMIC. Journal of Social Media: Journal of Social Sciences and State Administration, 6(2), 203. https://doi.org/10.30737/mediasosian.v6i2.3199

Chatzinikola, M. (2022). Communication Management of Parent Participation in Education Process: Practices of Communication between Teachers and Parents. European Journal of Education and Pedagogy, 3(3), 1–6. https://doi.org/10.24018/ejedu.2022.3.3.312

Chen, J. J., & Rivera-Vernazza, D. E. (2023). Communicating Digitally: Building Preschool Teacher-Parent Partnerships Via Digital Technologies During COVID-19. Early Childhood Education Journal, 51(7), 1189–1203. https://doi.org/10.1007/s10643-022-01366-7

Elvi Rahmi, M. Yemmardotillah, A. I. (2022). Educational collaboration through teacher and parent meetings. Continuous Education: Journal of Science and Research, 2(3), 30–47. https://doi.org/10.51178/ce.v2i3.356

Fandir, A. (2024). Transformation of Islamic Education: Implementation of Technological Innovation in Education Management. Scientific Journal of Mandala Education, 10(1), 187. https://doi.org/10.58258/jime.v10i1.6625

Fareeha Javed. (2024). Transformative Learning Strategies for Effective Teaching and Learning in Digitized Higher Education. Journal of Education, 25(1), 14–19. https://doi.org/10.33830/jp.v25i1.7330.2024

Grotkamp, L., Schaumann, J. M., & Riehm, P. (2020). MILLENNIAL LEADERS' DISPLAY OF GENERATIONAL COHORT STEREOTYPES: A QUALITATIVE RESEARCH APPROACH. Journal of Leadership in Organizations, 2(2). https://doi.org/10.22146/jlo.57406

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Hafiza Hamzah, N., Khalid M. Nasir, M., & Abdul Wahab, J. (2021). The Effects of Principals' Digital Leadership on Teachers' Digital Teaching during the Covid-19 Pandemic in Malaysia. Journal of Education and E-Learning Research, 8(2), 216–221. https://doi.org/10.20448/journal.509.2021.82.216.221

Harjaya, S., & Idawati, L. (2022). Professional Learning Community (PLC) as a Leadership Strategy in Shaping a School Collaboration Culture at Mangunan Experimental Kindergarten Yogyakarta. JIIP - Scientific Journal of Educational Sciences, 5(8), 3179–3193. https://doi.org/10.54371/jiip.v5i8.821

Ilma Sari, Fazlia, J., Wiwin Agus Salim, Baiq Sri Wahyuni, & Djafar, L. M. B. (2024). Community-based literacy program to improve literacy and numeracy skills at SD Negeri 2 Sapit. ALPATIH: Journal of Community Service Innovation, 2(1), 23–33. https://doi.org/10.70115/alpatih.v2i1.195

Kailani, R., Susilana, R., & Rusman, R. (2021). Digital Literacy Curriculum in Elementary School. Technology, 19(2), 90. https://doi.org/10.20961/teknodika.v19i2.51784

Kusumastiwi, T. (2021). PARENTING TRAINING TO ASSIST CHILDREN LEARNING IN THE DIGITAL ERA. Proceedings of the National Seminar on Community Service Program. https://doi.org/10.18196/ppm.34.281

Kuusimäki, A.-M., Uusitalo-Malmivaara, L., & Tirri, K. (2019). Parents' and Teachers' Views on Digital Communication in Finland. Education Research International, 2019, 1–7. https://doi.org/10.1155/2019/8236786

Lubis, R. L., & Pusparani, A. (2022). What Do University Students Know About SDG4 Quality Education? A Case Study of Business Management Education at Telkom University Indonesia. Indonesian Journal of Management, 22(1), 103. https://doi.org/10.25124/jmi.v22i1.3930

Magdalena, I., Fatharani, J., Oktavia, S. A., & Amini, Q. (2020). The Role of Teachers in Developing Students' Talents. Sec. 2.

Martin, F., Ceviker, E., & Gezer, T. (2026). From digital divide to digital equity: Systematic review of two decades of research on educational digital divide factors, dimensions, and interventions. Journal of Research on Technology in Education, 58(2), 396-421. https://doi.org/10.1080/15391523.2024.2425442

Meng, H. (2026). Exploration of Using an Artificial Intelligence-Assisted Adaptive Learning Platform to Enhance the Effect of Interactive Teaching in College English Classrooms. International Journal of Computer Information Systems and Industrial Management Applications, 18, 18-18. https://doi.org/10.70917/ijcisim-2026-0235

Mertala, P. (2019). Teachers' beliefs about technology integration in early childhood education: A meta-ethnographical synthesis of qualitative research. Computers in Human Behavior, 101, 334–349. https://doi.org/10.1016/j.chb.2019.08.003

Mulyatno, C. B., & Pradana, A. W. (2022). Dialogical Communication between Teachers and Parents in Accompanying Distance Learning during the Covid-19 Pandemic. 4(1).

Novalina, S., Anwar, K., Maharani, R., Suryani, D., Sari, D., & Hariandi, R. (2024). Language Development and Building Character Early Children through Role Playing Method. Bulletin of Science Education, 4(1), 16. https://doi.org/10.51278/bse.v4i1.820

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Novitasari, Y., & Fauziddin, M. (2022). Analysis of Digital Literacy of Educators in Early Childhood Education. Journal of Obsession: Journal of Early Childhood Education, 6(4), 3570–3577. https://doi.org/10.31004/obsesi.v6i4.2333

Noya, A., Pattikawa, W. N. Z., & Risakotta, F. (2022). SMART PARENTING EDUCATION FOR PARENTS IN SHAPING CHILDREN'S CHARACTER IN THE MILLENNIAL ERA. Journal of Artificial Intelligence, 9(1), 123–133. https://doi.org/10.29303/abdiinsani.v9i1.478

Nurjanah, S., & Nur, I. (2022). Gender Fiqh: Mobilization of Gender-Responsive Movement on Social Media. Ijtihad: Journal of Islamic Law and Humanitarian Discourse, 22(1), 1–18. https://doi.org/10.18326/ijtihad.v22i1.1-18

Pratiwi, M. C., & Riyana, C. (2023). Educator as the Key for Digital Transformation in Curriculum and Learning. DWIJA CENDEKIA: Journal of Pedagogical Research, 7(1), 117. https://doi.org/10.20961/jdc.v7i1.69364

Purba, A., & Saragih, A. (2023). The Role of Technology in the Transformation of Indonesian Language Education in the Digital Era. All Fields of Science Journal Liaison Academia and Society, 3(3), 43–52. https://doi.org/10.58939/afosj-las.v3i3.619

Rachmadani, D. P., & Suyono, H. (2023). Description and Factors of Schadenfreude in Politicians: A Phenomenological Study. Psychology: Journal of Psychological Thought and Research, 28(1), 55–80. https://doi.org/10.20885/psikologika.vol28.iss1.art5

Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. Journal of Ethnic and Cultural Studies, 90–109. https://doi.org/10.29333/ejecs/388

Regli, A., Antonopoulou, H., Beligiannis, G. N., Asimakopoulos, G., & Halkiopoulos, C. (2026). Beyond Digital Natives: A System-Level Analysis of Institutional Barriers and Teacher Experience in Secondary School ICT Integration. Sustainability, 18(2), 1108. https://doi.org/10.3390/su18021108

Seran, E. Y., & Mardawani, M. (2021). STRENGTHENING STUDENTS' CHARACTER VALUES IN TEACHING AND LEARNING ACTIVITIES DURING THE PANDEMIC IN ELEMENTARY SCHOOLS. Pedagogy: Journal of Educational Research, 8(1). https://doi.org/10.25134/pedagogi.v8i1.4142

Sitanggang, R. (2021). The Role of Guidance and Counseling Teachers in Increasing Student Learning Motivation in the COVID-19 Era (Literature Study). EDUCATIVE: JOURNAL OF EDUCATIONAL SCIENCES, 3(6), 5101–5108. https://doi.org/10.31004/edukatif.v3i6.1647

Sobri, M. (2022). EDUCATIONAL DIGITAL LITERACY-BASED RELIGIOUS TEACHER TRAINING AT THE PRIVATE TSANAWIYAH MADRASAH AL-IHSANIYAH BIRD'S NEST MUARO JAMBI. Sec. 2.

Sumiyati, S. (2020). THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN THE FORMATION OF STUDENT CHARACTER AT AL KAUTSAR JUNIOR HIGH SCHOOL BANDAR LAMPUNG. Proceedings of the National Seminar on Research and Community Service, 1(1), 249–258. https://doi.org/10.24967/psn.v1i1.830

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Sundahry, S., Muslim, F., & Kusmana, A. (2023). THE INFLUENCE OF DIGITAL TECHNOLOGY ON THE FORMATION OF STUDENTS' CHARACTER IN ELEMENTARY SCHOOL. Journal of Muara Education, 8(2), 410–418. https://doi.org/10.52060/mp.v8i2.1534

Tyas, E. H., & Naibaho, L. (2020). BUILDING A CULTURE OF TOLERANCE SINCE EARLY CHILDHOOD. International Journal of Research, 8(8), 244–249. https://doi.org/10.29121/granthaalayah.v8.i8.2020.999

Umam, M. S. K., Nasyor, H. S., Arifin, M. Z., & Syafi'i, I. (2023). PAI Learning Innovation in Instilling Character Education in the Digital Native Generation. Tarbawy : Journal of Islamic Education, 10(1), 59–67. https://doi.org/10.32923/tarbawy.v10i1.3517

Winarti, W., Nurhayati, S., Rukanda, N., Musa, S., Jabar, R., & Rohaeti, E. E. (2022). Analysis of the Digital Competency of Early Childhood Teachers in Managing Early Childhood Online Learning. Journal of Obsession: Journal of Early Childhood Education, 6(6), 5621–5629. https://doi.org/10.31004/obsesi.v6i6.3111

Woodhouse, H., Passey, D., & Anderson, J. (2024). Using Digital Technologies to Build Connections between Families and Schools as Children Transition to School. Education Sciences, 14(5), 520. https://doi.org/10.3390/educsci14050520

Youpika, F., Sumiyadi, S., Permadi, T., Sunendar, D., & Yandryati, J. (2024). The Endangered Central Malay Folklore: A Medium for Internalizing Character Values in Indonesian Language and Literature. International Journal of Language Education, 8(1). https://doi.org/10.26858/ijole.v8i1.60908

Zubizarreta Pagaldai, A., Imaz Agirre, A., & Marín, V. I. (2026). Teachers' digital competence in basic vocational education training in the Basque Autonomous Community: the impact of personal and context-related factors. Technology, Pedagogy and Education, 1-24. https://doi.org/10.1080/1475939X.2026.2622351

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)