

EDUCATION MANAGEMENT IN THE DIGITAL AGE: BUILDING THE ROLE OF TEACHER AND PARENTS IN IMPROVING STUDENT LEARNING MOTIVATION BASED ON TECHNOLOGY

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Abstract

Teachers and parents are now required to master digital literacy and the use of technology in all aspects, including education. This study aims to determine how teachers and parents develop technology-based learning to improve student motivation. The approach used is descriptive qualitative, with data collection techniques in the form of interviews, observations, and documentation. The collected data was then analyzed using the Miles and Hubberman method, namely data reduction, data presentation, and conclusion drawing. This study identifies four roles of teachers and parents in technology-based learning management as an effort to increase student motivation to learn, namely time management, management of the use of educational applications and games, management of the use of gadgets, and management of creative tasks. The novelty of this study lies in the policy of learning management using digital technology. This study highlights the impact of the roles of teachers and parents in providing space for the use and management of technology to students. With this study, it is hoped that teachers and parents will understand and implement appropriate policies in using technology, as an effort to increase student motivation to learn.

Keywords: teacher and parents, technology-based learning, digital literacy, student learning motivation.

Abstrak

Guru dan orang tua kini diharuskan menguasai literasi digital serta pemanfaatan teknologi dalam segala aspek, termasuk di bidang pendidikan. Penelitian ini bertujuan untuk mengidentifikasi bagaimana guru dan orang tua mengembangkan pembelajaran berbasis teknologi guna meningkatkan motivasi siswa. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Data yang terkumpul kemudian dianalisis menggunakan metode Miles dan Hubberman, yaitu

reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini mengidentifikasi empat peran guru dan orang tua dalam pengelolaan pembelajaran berbasis teknologi sebagai upaya untuk meningkatkan motivasi belajar siswa, yaitu manajemen waktu, pengelolaan penggunaan aplikasi dan permainan edukatif, pengelolaan penggunaan gadget, serta pengelolaan tugas kreatif. Kebaruan penelitian ini terletak pada kebijakan manajemen pembelajaran menggunakan teknologi digital. Penelitian ini menyoroti dampak peran guru dan orang tua dalam menyediakan ruang bagi penggunaan dan pengelolaan teknologi bagi siswa. Dengan penelitian ini, diharapkan guru dan orang tua dapat memahami dan menerapkan kebijakan yang tepat dalam menggunakan teknologi, sebagai upaya untuk meningkatkan motivasi belajar siswa

Kata Kunci: Guru dan orang tua, pembelajaran berbasis teknologi, literasi digital, motivasi belajar siswa.

A. Introduction

The rapid development of technology and information has influenced various aspects of human life, including education (Maritsa et al., 2021). Educational transformation in the era of digitalization requires fundamental changes in the learning process at schools. Technology is no longer just a complement but a necessity for effective, relevant, and adaptive learning processes that meet the needs of the 21st century (Walsh, 2010).

Digitalization is a logical consequence of changing times, so adapting to master science and technology is absolutely necessary today. In this case, the government has implemented policies related to the use of digitalization in schools and at home to support online learning activities. These policies emphasize the use of technology-based learning tools, such as mobile phones, e-learning, Zoom, Google Classroom, etc. As quoted by (Hasanuddin et al., 2022).

Zubaidah in her research describes that in facing the digital world, the aspect of digital literacy of teachers and parents is the main thing that must be mastered to accompany students as the future generation of leaders. However, digitalization can also increase exposure that causes negative reactions or behavior in students towards technology, especially the use of gadgets. When using gadgets, teachers and parents must provide strict and firm rules and supervision (Nurlianti, 2023), including rules regarding time, guidance, agreement on features that may be used, encouraging learning together, wise use of gadgets, etc. (Imron, 2017).

According to data from Bakti Komdigi in 2025, out of 143 million internet users in Indonesia, around 49.52% are young people and school-age teenagers who dominate gadget and internet usage, with an average age of 15-35 years. However, what is concerning is that parental and teacher guidance in digital literacy is still very limited and not yet optimal (Lestari et al., 2025). A study conducted to address the challenges of gadget use states that leadership from teachers and parents is needed to manage the use of technology in learning.

Teachers need to integrate technology into student learning wisely, thereby creating a learning environment that utilizes technology without sacrificing student focus and concentration. In addition, teachers also need to develop strategies to reduce students' dependence on gadgets by providing attractive and useful alternatives for students (Moh. Ali & Al Ghazali, 2024).

An effective approach to increasing student motivation to learn does not only involve the application of technology, but the role of teachers and parents is also important and requires an understanding of digital literacy for students, so that they are not only users, but also innovators and motivators for students to increase their desire to learn.

Digital literacy encompasses the ability to access, evaluate, and use information wisely and ethically (Asari et al., 2019; Martin, 2006 in Restianty, 2018). There are eight important elements needed to develop digital literacy: cultural, cognitive, communicative, self-confidence, creative, critical, and responsible (Douglas A.J Belshaw, 2012; in Safitri, 2022). Therefore, the roles of teachers and parents require several dimensions: teachers need to understand and identify students' learning needs, teachers must be able to design and implement relevant and engaging learning strategies, and teachers must set a good example in applying policies on the use of technology in daily life.

Therefore, the use of technology in increasing student motivation can have a positive impact in the form of increasing knowledge (Damayanti, Ahmad, & Bara, 2020), expanding friendship networks, expanding communication networks because technology is something sophisticated so that everyone can easily communicate with others, and training creativity in students (Pujilestari, 2020).

It is hoped that the development of digitalization and technology can increase students' interest and motivation to learn. In addition, introducing digital literacy skills to students so that they become a generation that is competent and utilizes digital technology with a positive and creative mindset can increase their motivation to learn new and useful things (Safitri et al., 2020). Thus, digital literacy needs to be taught by teachers and parents as the parties who lay the foundation of knowledge (Wati & Sari, 2021), as well as being responsible for supervising and teaching the communication process (Miftahul & Elok, 2023), determining the appropriate time to make optimal use of technology, and being more aware of the use and utilization of digital technology (Swandhina & Maulana, 2022).

At SD Negeri 2 Susukan, Sumbang, Banyumas, parents receive information about the importance of digital literacy for students through MPLS activities at the beginning of the school year. In addition, teachers also provide guidance through WhatsApp Groups (WAG) on how to develop and use technology at home. The role of the school in this matter shows that the program indicates the awareness of teachers and parents regarding the provision of technology education to students.

Previous studies have presented data on the introduction of digital literacy to students in general, while studies focusing on the role of teachers and parents in increasing student motivation to learn using technology have not been widely conducted. Therefore, this study aims to determine the role of teachers and parents in developing technology as an effort to increase student motivation to learn using technology.

Through this study, it is hoped that teachers and parents will gain a deeper understanding of the importance of playing an active role in educating children in the era of digitalization, as an effort to increase student learning motivation. Not only that, this study is intended to increase the understanding of teachers and parents in determining policies on the use of technology both at school and at home to support the learning process of students to be more effective and beneficial, in preparing the competencies of students needed in the modern world, as well as supporting the development of students' learning, psychological, and social motivation.

B. Research Method

The approach used in this study is a qualitative descriptive approach. The research was conducted at SD Negeri 2 Susukan, Sumbang, Banyumas. In this study, the subjects consisted of 10 parents and 4 teachers. Data collection was carried out through interviews, observation, and documentation studies. In a qualitative approach, the researcher acts as the main instrument that is directly involved in the data collection process (Susanto et al., 2023). Therefore, the researcher is responsible for interpreting the collected data and ensuring that the findings are valid in the context of the study. This study was conducted based on permission obtained from the school through the principal and parents as research subjects. All informants who provided explanations and information about the objectives and procedures of this study were given the freedom to participate without coercion. The researcher also maintained and kept the informants' identities confidential (Kaharuddin, 2021). Data collection in this study took the form of observation, interview guidelines, and documentation.

Analisis Data analysis includes three activity streams in the procedure described by Miles and Hubberman (in Saragih et al., 2024), which covers three main steps: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers analyze interview conversations, observation results, and documentation, then extract the main ideas conveyed by informants. Next, interviews are analyzed with a focus on teacher and parent management in the use of technology as a learning tool. The second stage, data presentation, involves describing information in narrative form tailored to the research objectives. Finally, the conclusion drawing stage in this study was verified based on the interpretation of findings obtained directly from the field through interviews, observations, and documentation to obtain a more comprehensive understanding. The results of the analysis will then be synthesized in a journal article covering the introduction, methodology, results and discussion, and conclusions. Thus, this study is expected to provide useful guidance for education practitioners, parents, and policymakers to optimize their roles in supporting technology-based learning as an effort to increase student learning motivation.

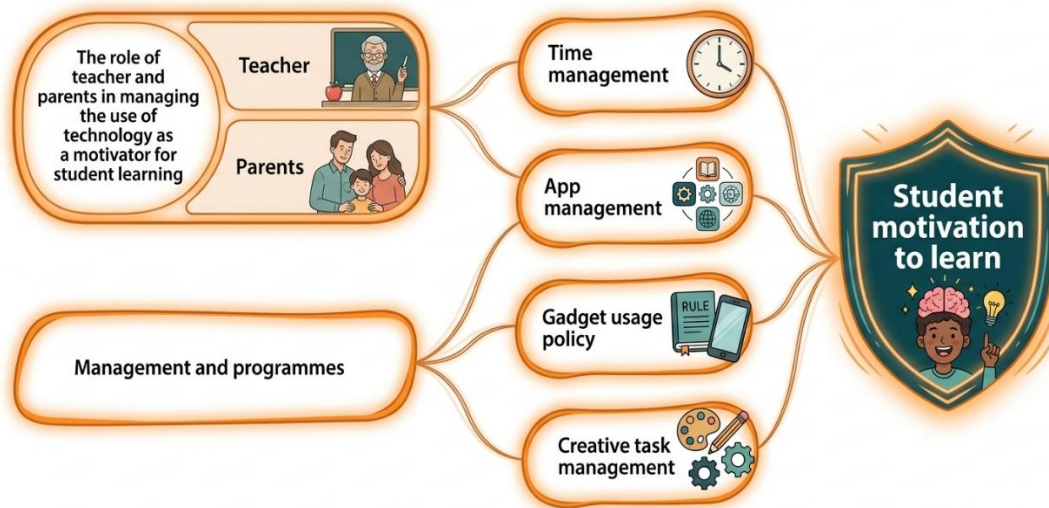


Figure 1: Research Focus Flow

NO	Focus Achieved	Context of The Question	Informan
1	Teachers' and parents' understanding of the world of digitalization and technological advances for students.	Understanding, objectives, benefits, and efforts of teachers and parents towards the digital world and technological advancement.	Teacher and Parents
2	Teachers' and parents' understanding of technology-based learning development.	The development of technology as a learning tool.	Teacher and Parents
3	The role of teachers and parents in managing students' use of technology.	The role of teachers and parents in managing, teaching, and understanding technological capabilities.	Teacher and Parents
4	The role of teachers and parents in motivating student learning with the help of technology.	Things teachers and parents need to do to motivate children to learn through technology.	Teacher and Parents

Table 1: Interview Guidelines

C. Discussion

The digital and technological era demands significant changes in various aspects of life, including education. This study shows that the roles of teachers and parents are

becoming increasingly crucial in this context. Teachers must be able to integrate technology into their teaching methods without compromising their focus and concentration on learning, and even make it a source of motivation for learning. Parents, on the other hand, are not only responsible for supervising their children's use of technology, but also ensuring that technology is used to support their learning process at home.

Teachers and parents are expected to actively supervise the use of technology rather than simply allowing children to play without supervision (Kusumawardhani et al., 2024). teachers and parents should research and review the media to be used (Asmawati, 2021), as well as educate children about what they are doing through digital media so that children obtain detailed and in-depth information (Halapa & Djuranovic, 2021).

In addition, the involvement of teachers and parents in building positive relationships with students is also a key factor in increasing learning motivation. By providing emotional support, establishing good communication, and creating a comfortable and inspiring learning environment, students are more motivated to take an active role in the learning process (Rahmah, 2025).

In an effort to educate teachers and parents about the use of technology as a basis for student learning, SD Negeri 2 Susukan held an information session on the importance of technology-based digital literacy in education, through the initial MPLS activity shown in Figure 1.1. In addition, teachers and parents also provided guidance through a WhatsApp Group (WAG) related to mentoring and monitoring students in terms of technology use. This is the first step taken by teachers and parents to monitor their children. Through this program, teachers and parents can work together and communicate to achieve common goals to help children's development (Anjani & Mashudi, 2024).



Figure 2: *Student Digital Literacy Sosialization*

The research data obtained through observation, interviews, and documentation were then analyzed following the steps outlined by Miles and Hubberman (in Saragih et al., 2024). The data analysis yielded the following findings:

Teachers' and parents' understanding of digitization and technology-based learning

Rapid technological developments can make human life easier. This phenomenon serves as a reference for teachers, parents, and educational institutions in preparing the next generation. Students need to be introduced to technology in order to support their readiness in responding to developments resulting from technological innovation. In this regard, teachers and parents need to familiarize themselves with teaching and implementing education that is in line with the developmental stages of children (Mashudi et al., 2025), especially in terms of children's digital literacy skills.

To support this effort to increase children's motivation to learn, teachers and parents must be able to apply models and strategies in facing the era of digitalization, such as. To improve the digital literacy of students, teachers and parents need to provide students with an understanding of how to sort relevant information and avoid distractions from excessive use of technology, implementing technology-based learning models and using methods such as the flipped classroom and gamification can make the learning process more interesting and increase student engagement, using emotional connections with students, a good relationship between teachers or parents and students can increase comfort in learning and encourage students to be more active in learning, to develop adaptive learning methods, teachers must be able to tailor teaching strategies to the needs

and characteristics of students. More flexible approaches, such as project-based or collaborative learning, can increase student engagement in the learning process.

Based on observations and interviews, it is known that teachers and parents at SD Negeri 2 Susukan already understand technology and technology-based learning, to the extent that the use of technology has become important in supporting the learning process of students (Diah & Siti, 2020). Digital technology has become an important element in educational innovation, improving the quality, effectiveness, and flexibility of learning. Integrated and strategic use can help students face educational challenges in the digital age, provided that it is supported by adequate policies, infrastructure, and digital literacy (Sitaman, 2023).

Interviews with teachers and parents at SD Negeri 2 Susukan indicate that understanding of digitization and technology-based learning development is quite good. Teachers and parents understand and are knowledgeable about the use and application of technology, raising awareness and playing an active role in guiding children in the use of technology such as gadgets, laptops, smartphones, etc. Teachers and parents also demonstrate a good understanding of the importance of choosing educational content and applying supervision and control in children's use of gadgets. This helps teachers and parents manage students' use of technology by providing mechanisms to filter content, control time spent online, and monitor activities (Oshodi et al., 2024).

In addition, teachers also explained that the use of LCDs as a technology-based learning medium also allows them to display learning materials visually in a clearer and more interesting way. With the help of LCDs, teachers can show pictures, diagrams, or videos that support the teaching material, thereby helping students understand the concepts better (Rahmalia et al., 2022). Therefore, it can be concluded that teachers and parents have understood the positive impact of utilizing technology as a basis for learning to increase student motivation. This is achieved through the use of LCDs, e-learning, laptops, videos, etc. However, efforts are still needed to overcome technical errors to ensure that all students can benefit from the use of technology in learning.

The role of teachers and parents in improving student motivation through technology

The data in this study was obtained from interviews and observations. Based on the results of research conducted at SD Negeri 2 Susukan, it was found that the roles of teachers and parents are very important in increasing student motivation to learn through technology. In this case, teachers and parents act as facilitators, not only providing digital devices, but also playing an active role in time management, application management, gadget usage management, and creative assignment management.

Even though the facilities are complete, teachers and parents strive to ensure that students continue to use technology wisely and in a controlled manner (Bakhtiyar, 2021). The role of teachers and parents as mentors is a major factor in shaping the foundation of digital literacy in students, in using technology as a means of exploration and problem solving, not just for entertainment (Hendriawan et al., 2019).

Based on the results of the following interviews, several efforts to increase student motivation to learn using technology, teachers and parents implemented management practices both at school and at home, in the form of: Time Management, teachers and parents allow children to use gadgets when they have difficulty completing tasks assigned by teachers during class. Limit children to only using gadgets for 1 hour and 30 minutes.

Management of educational application and game usage, The use of educational games and applications, such as Quizziz, Canva AI, Articulate Storyline, and augmented reality, has had a positive impact on increasing student motivation and understanding of learning materials. Teachers, in particular, have noted that educational games attract students' interest and provide an enjoyable learning experience. With interactive elements, technology-based learning through games has successfully created a healthy competitive atmosphere in the classroom, encouraging active participation from all students (Ardiansyah, 2021). The use of educational games such as this has had a positive impact on student motivation to learn, with many students responding favorably to this technology-based learning innovation.

Gadget usage management, the policies implemented by teachers and parents regarding gadget use are based on interview and observation analyses, which provide an in-depth picture of teachers' policies on gadget use. This has a significant impact on

creating a conducive learning environment. Teachers and parents must consistently warn students not to use gadgets and prohibit their use during certain hours or learning processes that require no gadget use. This must also be followed by a policy that gadgets will be confiscated if students violate this rule, and to get them back, students must bring their parents to school. This policy is designed to reduce the disruption and distraction caused by gadgets during the learning process (Raharjo, 2023).

Observations show that this policy has had a positive impact on students' focus and concentration during the learning process. Students appear to be more engaged in learning and less distracted by text messages, social media, or other activities. However, efforts are still needed to address challenges that may arise with the implementation of this policy, as well as to ensure that the rules are applied consistently and fairly in all classes, so that the desired learning outcomes can be achieved and students can reach their full learning potential.

Creative task management, assigning creative tasks to students that involve the use of technology is an effective strategy for enhancing students' creativity and understanding of learning materials. In interviews, teachers and parents stated that this successfully sparked students' interest and motivation to learn, as it gave them the opportunity to express their ideas in creative and interesting ways (Harisuddin, 2019).

The results of the observation also show that students respond positively to creative assignments that involve the use of technology. They appear to be actively involved in the process of making videos or PowerPoint presentations to demonstrate their creativity in developing concepts and ideas in arranging images and selecting themes. This process not only enriches their learning experience but also improves their understanding of the learning material, as they must first understand the concepts and framework to be created.

Creative assignments that involve the use of technology have been proven to effectively increase students' creativity and motivation to learn. However, to maximize the benefits of this strategy, efforts must be made to overcome any challenges that may arise and ensure that students receive sufficient support and guidance in the learning process.

The role of teachers and parents is not limited to delivering and providing material, but also motivating and inspiring students to learn. The management of teachers and

parents in guiding, accompanying, and facilitating is an important factor in creating learning that motivates students. (Muh. Judrah, 2024). First, teachers explain the material by giving concrete examples to students in their daily lives. Second, they apply educational sanctions as a form of punishment for students who violate the rules. Third, giving rewards to students who excel is an effective strategy in increasing student motivation to learn.

In order to increase student motivation, teachers should implement innovative and creative strategies using technology as a basis for learning, thereby creating good communication and positive emotions between teachers and students in the learning process, which can increase student motivation. The following is a table analyzing the roles of teachers and parents in increasing student motivation based on technology:

NO	Management of the roles of teachers and parents	Result
1	Time Management	- Implementation of time limits for students to use technology more regularly.
		- Does not interfere with children's growth and development
2	Management of educational application and game usage	- Use of educational games
		- Quizziz, articulate storyline, canva AI
3	Gadget usage management	- Implementation of gadget usage policy
		- Be consistent in enforcing the rules
4	Creative task management	- Assignment of creative tasks in the form of drama videos and PPT creation
		- Enhancing creativity and new ideas from students

Table 2: *Findings Analysis Result*

D. Conclusion

This study adds to our understanding of how the roles of teachers and parents are essential in improving technology-based student learning motivation. The contribution of this study successfully identified four roles of teachers and parents, namely time management that limits students' use of technology to prevent exposure to radiation that can cause poor child development, management of educational applications and games to stimulate students' interest in motivating their learning, gadget management as an effort to implement controlled policies in daily use, and creative task management to trigger

students' innovation and creativity in coming up with ideas and concepts when given assignments. These four roles are considered to have a positive impact on increasing student motivation to learn using technology. However, it should be emphasized that teachers and parents must be able to supervise and assist students in their use of technology so that they can realize their extraordinary potential.

It can be concluded that the success of increasing student learning motivation based on technology requires synergy between teachers and parents. Where both must be educated and actively involved, they will be able to help children face the digital era with greater readiness and intelligence.

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