

EVALUATION OF DIGITAL LITERACY TRAINING PROGRAM INTENDED FOR PARENTAL DIGITAL SKILLS IMPROVEMENT IN REFERENCE TO CHILD UPBRINGING IN A RAPIDLY CHANGING DIGITAL ERA**Safuri Musa¹, Sri Nurhayat*², Yusuf Muhyiddin³ and Siswanto⁴**^{1,3,4}Universitas Singaperbangsa Karawang, Indonesia²Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia²nurhayatikip16@gmail.com**ABSTRACT**

This paper is based on the fact that the digital age has come to stay and it needs individuals to live continuously adopting and adapting to the rapid changes involved in its transformation from time to time. The most affected units of society are families, affecting mostly the children, hence calling for parental involvement from time to time to act as checks to those excesses brought about as a result of digital transformation. This research therefore, aimed to evaluate the achievement of the digital literacy training program for parents to improve their parenting capabilities by using CIPP evaluation model (Context, Input, Process, Product). The authors used a qualitative descriptive approach. Data collection techniques were conducted using interview, observation and documentation analysis. Data analysis was carried out using data reduction measures, data presentation, and making logical interpretations. The result of the evaluation of the Digital literacy training program for parents using the overall CIPP evaluation model is appropriate, however, there is still need for improvement in the organization and conducting of the training activities. It has also been established that parent's improvement of their digital skills contributes, ethical guidance of their children, who end up using digital technologies positively, hence contributed better child upbringing amidst the rapidly changing digital technologies.

Keywords: CIPP Model, Child Upbringing, Digital age, Digital literacy, Digital Learning, Digital Training, Evaluation, Information and Communication technologies and Parenting

INTRODUCTION

The utilization of computerized innovation today isn't just utilized by grown-ups but at the same time is broadly utilized by adolescents and even children (Patel, 2017; Vismara et al., 2017). Everyone can access the internet anytime and anywhere. The internet and social media for children and adolescents become inseparable because the use of the internet can be accessed easily through their mobile phones (de Calheiros Velozo & Stauder, 2018; MI & Meerasa, 2016).

This ease certainly has positive and negative impacts. Unnecessary utilization of the internet among young people can prompt undesirable cases (Barbieri et al., 2018; Salmela-Aro, Upadyaya, Hakkarainen, Lonka, & Alho, 2017; Stefany, ., & ., 2017) expresses that the contrary effect of internet-based life is conceivably experienced by teenagers.. Based on the records of the Child Protection Commission (KPI), in 2018 there were 679 cases of crimes affecting children due to uncontrolled use of social media. Crimes that occur in the media, ranging from hoax information dissemination, cyberbullying, to exposure to pornographic content and sexual violence (Dini Suciatingrum, 2019).

Many parents are not aware that their children are in danger when using the internet or social media (Arifin, Mokhtar, Hood, Tiun, & Jambari, 2019; Nicholl, Tracey, Begley, King, & Lynch, 2017). Parents supervise children more offline, whereas in the current era online child supervision is also needed, because of the vast and free network of children on social media. If parents do not know their children's activities on social media, how can parents prevent the occurrence of digital crime?

Parents are the first target in the development of digital literacy in the family, parents must be an example of literacy for children in using digital media (Greene, Copeland, Deekens, & Yu, 2018; Meyers et al., 2020). Digital skills are not just identified with specialized abilities in getting to the internet yet additionally the capacity to sift

through different data and diversion gave by the internet (Bornman, 2020). In this manner, proficiency has implied not just constrained to the youngster's procedure of interfacing with the internet yet in addition to how that connection has added to different parts of kids' development and advancement (Kurnia, Wendratama, Adiputra, & Poerwaningtias, 2019).

Capability means the same thing as competence, which is able. Be that as it may, the significance of capacities isn't restricted to having aptitudes yet more than that, which is all the more understanding in detail so they ace their capacities from the purpose of shortcoming to how to conquer. According to (Amir, 2011) capability is the ability to make good use of the resources and potential possessed within themselves and the organization to carry out certain activities. Capabilities can be obtained and developed through the process of learning and training. In this study, the capability in question is the ability of parents to educate and influence children (Hairston, 2017).

Digital Parenting is a guide to parenting in the digital age (Adelman & Adelman, 2018; Martínez, Murgui, Garcia, & Garcia, 2019). Digital parenting can help parents see the problems and opportunities that families can reach in the digital age and provide patterns of mentoring for children using digital media in various age groups (Brewer, 2018). According to (Palupi, 2015), there are several things parents must do for children in digital parenting, namely (1) increasing knowledge about the internet and gadgets, (2) always monitoring the use of the internet by children at home, (3) limiting the time of using gadgets and the internet, (4) provide understanding to children about the dangers of the internet and gadget, (5) strictly forbid if there is inappropriate to be seen and watched, (5) establish communication in both directions with children.

Digital literacy is a set of skills needed in understanding and using various digital technologies and media to improving knowledge (Baro, Obaro, & Aduba, 2019; CILIP, 2018). In this research, what is implied by digital literacy proficiency is the capacity and ability of parents in utilizing advanced instruments and the internet are restricted to the utilization of online life most generally utilized by kids and young people today, to be specific Facebook, WhatsApp, Instagram, YouTube, and Twitter. So that it can be used as a support for communication activities between parents and children in cyberspace.

Training, which is one of the strategies for developing human resources, requires an evaluation function to be able to know the success or failure of the training program that has been implemented. The assessment can be carried out starting from the planning stage to the final stage of training implementation (Widoyoko & Putro, 2012).

The research identified with the evaluation of literacy programs in educating children has been studied by (Sugiyono, Zulfika, & Widayanti, 2018), the assessment results show that preparation programs on training programs on digital literacy-based care can be completed appropriately and run easily by the plans that have been recently structured. The enthusiasm of the participants in carrying out the training was very good; this was evident in the answer session and the activeness of the participants in participating in the mentoring stage. In the final evaluation results are rated on a scale of 89.5 out of 100. This shows that the overall training program is going well.

Based on the description above, to improve the capabilities of parents in caring for children in the digital age, the researchers focused their research on evaluating digital literacy training programs to see the achievement and effectiveness of implementing digital literacy programs for parents (Ulum, 2016) shows program components such as context, input, process, and the product it is justifiable that most understudies concur somewhat about this component. Be that as it may, with respect to the course books of this program, the understudies generally don't care for it. Moreover, understudies express that the course time is excessively and they generally have a similar point in the course, just as alluded to the general test troubles indicated in the program.

Pang, Ling, & Tibok (2019) expressed that entrance to formal instruction was a troublesome and troublesome procedure for youngsters without any archives and citizenship by going into government schools frequently ruined by their status and winning national approaches and strategies. Elective instruction programs (AEP) are composed in light of the need to give some type of school to youngsters under this characterization. This

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examination researches understudies' accomplishments in the AEP educational plan at the Murni Elective Instruction Place (MAEC). A poll, which consolidates early age tests, gauges the accomplishment of pre- and post-investment of youngsters in MAEC learning among 136 ladies and 113 male understudies with a normal time of 10.17 years. The accomplishment of the planned outcomes from the MAEC educational plan is explored utilizing Rasch investigation.

The MAEC accomplishment appears in five educational program parts. In Proficiency and Numeracy, things of trouble perusing, talking, composing, and checking shows a critical decrease. In strict practice, a slight increment was found with students ready to peruse the Qur'an and perform Islamic commitments and demonstrations of love. For citizenship and citizenship, the expansion of mindfulness and valuation for Malaysian nationality is guaranteed by practically all kids distinguishing themselves as 'Malaysians'. Improvement in self-administration is additionally shown through expanded consciousness of cleanliness and individual prosperity aside from as far as natural safeguarding. Forever ability, the larger part presumed that MAEC learning furnishes them with the aptitudes to create pay. This knowledge into the MAEC taking in results from a student's viewpoint itself can fill in as a rule for any rebuilding of the AEP educational program in MAEC specifically, and Sabah when all is said in done.

Darma (2019) expressed that the execution of the showing program in the PNB Department of Mechanical Engineering was seen from the linkages of CIPP components in a genuinely viable classification. Also, the constraints encountered in implementing teaching programs are encountered in context components and products. The biggest obstacles found in process variables and products related to the evaluation of non-academic learning achievements.

Aziz, Mahmood, & Rehman (2018), The findings in his research show that this welfare school group focuses on quality education using a variety of ways, for example, advanced technology, compelling correspondence, applicable courses, and instructing learning systems; In any case, it is discovered that instructors center more around hypothetical and remembrance work, which offers strain to understudies and damages their scholarly capacities. Likewise, there is an absence of better than average space, a viable domain, and schools situated in the leased structure.

According to W & Florentinus (2018) clarifies that: The reason for the instructive planning of the character is all around organized, yet less for the part of school approach, adequate supporting assets, in any case, it is essential instructors to help understudies with uncommon cases, the usage of character training is still less assessed in any of its exercises, for the accomplishment of character training, understudies are less competent as a rule, this investigation is valuable for schools, educators, guardians, governments, and specialists to make developments in actualizing and making strategies on character instruction programs, particularly for strictly based schools.

The results showed that the context, input, output (product), and process components in the evaluation model of the training course used in the succession planning were at a favorable level (Tootian, 2019). His findings show that children are drowning in a variety of multimedia, multimodal practices involving widespread involvement with other family members who are presenting their learning and are pleased with the technological capabilities of children (Marsh, Hannon, Lewis, & Ritchie, 2015). This article suggests that, given the socio-cultural developments in the new media era, it is necessary to change the focus of 'family literacy' into 'digital family literation.

Research facilitated by multinational technology providers, the convergence of mobile network technologies (tablets) used throughout schools and homes, the improved community 'third space technology' provides workshops for students aged 6 – 9 years with their parents/guardians (McDougall, Readman, & Wilkinson, 2018). The taken approach avoids the functional instrumental measurements of digital literacy competence, but rather negotiates the nuanced and complex understanding of the 'use of literacy' from Hoggart, R. 1957. *Use literacy*. London: Pelican in a digital context and in a very deep and specific local location. Working with our findings, we then put the concept of capability Amartya SenSen, A. K. 2005. "Human rights and abilities." *Journal of Human Development* 6 (2): 151 – 166; Sen, A. K. 2008. "Ability and welfare." In *The Philosophy of Economics*, altered by D. M. Hausman, third ed., 270-293. Cambridge: Cambridge University Press to take a shot at our information to give a conversation of how the advanced proficiency network may recognize computerized ability as the 'use' of these skills for a more extensive scope of capacities.

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A critical review of methodological issues in the assessment of Adult proficiency training programs in the United States (Shi & Tsang, 2008). It examines the primary research questions: what are the fitting strategies to assess these projects in specific situations. It distinguishes 15 assessment contemplates speaking to different settings of grown-up proficiency at different degrees of assessment; and inspects each investigation on assessment structure, information source, understudy evaluation devices, and program viability pointers. This sums up the methodological exercises found out about grown-up proficiency instruction assessment and distinguishes regions for additional examination.

It has been stated that early childhood development could not be separated from healthcare, parental education, and childcare services (Wang, Henderson, & Harniman, 2013). Empirical Data was collected in this study of 131 children at the age of 3 to assess the side effect of a specific service area in 21 preschool communities throughout Kern County, CA. While muscle and bone development happen on a high and substantial scale to help expanded engine abilities, progressively emotional improvements have been found all through correspondence, critical thinking, and individual social aptitudes in the wide set of natural connections that are in any case imperceptible from a disconnected examination of solitary assistance. To look at the improvement of an exhaustive youth in a district of the territory of New Jersey, setting, Input, far-reaching procedures, and item models are utilized to recognize the comparing factors of the momentum examine writing and reconfirm the relationship through experimental information investigation. The outcomes propose extra needs to incorporate the way of life subordinate factors for future examination.

The study seeks to assess oneself investigation of educational programs of a kindergarten in Saudi Arabia by executing the specific situation, input, process item (CIPP,) model (Al-Shanawani, 2019). For this reason, the examination utilized the blended technique structure, where instructors (N = 420) had been chosen and reviewed haphazardly, and school bosses (N = 15) had been met. Also, the content investigation has been led to examine educational plan content dependent on the development of CIPP models. The discoveries uncover that the motivation behind the educational program is being corresponded with the settings, info, procedures, and items is additionally very adding to the Saudi people group and instruction needs. Be that as it may, the educational plan neglects to address the issues and network of kindergarten understudies in giving an assortment of information sources, showing skills, and preparing openings. This examination prescribed the need to build up a kindergarten educational plan dependent on youngsters' instructive needs and network advancement needs. This proposes future investigations are led in different parts of young training for preschool, progressing and exhaustive assessment, and the improvement of the kindergarten educational plan.

Gaines-Montgomery (2017) in his study provides an extensive assessment of school educators and school educators (TCRWP) and their effect on academic achievement of the underprivileged, by examining the achievement of substitute students. The TCRWP is held at two high-poverty schools (more than 80% of students who are financially attenuated) in southeastern North Carolina. Stufflebeam changed the CIPP valuation model used to assess the program in conjunction with the merger's combined strategic plan. Investigation of the information revealed that the TCRWP and the school's vital plans were in line with the needs of the schools surveyed. Moreover, investigations show that the implementation of the TCRWP is in line with the underlying school use plan. The investigation used a two-by-two sample t-test between all fourth and fifth graders who scored and related real scores after execution to decide whether there was a measurable critical contrast. The two study areas had a critically measurable contrast between surrogate expectations and original reading scores after the primary year of use. In addition, the two research areas have significant contrasts in fifth grade but no factual critical differences in fourth grade after the second year of use. Despite the fact that the findings of this examination recommend that the TCRWP demonstrate trust with students experiencing monetary difficulties, the information inquiry recognizes the reasoning and progress of experts to work with surrogate subgroups as a possible area of improvement. Likewise, differences in instructors and administration and preparation for newly recruited employees should be considered during the period of setting up the use of the TCRWP. The invention can be used by pioneers of instruction in program setting, vital regulation, and implementation of the TCRWP and other skills education structures.

In the document, he discusses five questions relating to the family and general literacy programs and multilingual families listed in the program (Weinstein-Shr, 1992). Weinstein-Shr (1992) first discusses the subtitle differences between the family and the literacy program generation by explaining that the first term focuses mainly on parents and children while the second term is broader for other adults. She identifies aims at this program to promote parental involvement; Improve skills, attitudes, grades, and behaviors related to reading; Increase the social significance of literacy, and handles the unique family issue of the relocated (Weinstein-Shr, 1992). The author suggests that the program is built on the strengths of the family, emphasizes collaboration, and understands both the original culture of the participant and the new culture. In addition, he suggests continuing ethnographic research because the function and use of language and literacy in certain communities are

becoming increasingly important.

His declaration that the field of family literacy struggled to determine its purpose and practice and that the single description of family literacy was unlikely to do because the individual program had to adjust its goals and services (Debruin-Parecki, A., Paris, S. G., & Siedenburg, 1997). Target populace to address these issues, the point of the investigation was to look at the expansive inclusion of family proficiency programs all through Michigan. Of the 700 projects of education that are reached, just 50 projects meet the measures picked by the creator as a Family Proficiency program, and 11 projects are chosen for additional examination. Data on program forms are accumulated through class perception, meetings, and studies. This article diagrams two contextual analyses to show how the procedure of family education programs is actualized under various conditions. This article winds up with four significant elements for the plan of a successful Family Proficiency program: Access to cooperation, educational program with importance in member life, staff and organization coordinated effort with different foundations, and stable subsidizing.

It is this new age of family proficiency projects and approaches that I need to concentrate on in this article. I sense that the very achievement of the Family Proficiency development and its boundless reception of the talk of qualities contain new perils (Auerbach, 1995). I would like to show that the counter shortage talk has become so unavoidable that it veils essentials basic contrasts in values, objectives, ideological directions, and instructive methodologies. Despite clear concurrence on the need to battle shortage systems, the post deficiency age of family education approaches is in no way, shape, or form solid. Truth be told, I will contend that disclaimers, in any case, a critical propensity inside the present age of family proficiency approaches may, actually, speak to a net shortage philosophy and that the talk of qualities may, wittingly or accidentally, serve the capacity of legitimating that belief system. A significant undertaking as family proficiency picks up authority inside the instructive change development is to deconstruct this talk and to get past surface divisions.

Accordingly, the motivation behind this paper is to investigate different propensities inside the present age of approaches at what portrays each, and what separates them from one another. I will comprehensively aggregate these inclinations into three classifications: the intercession counteraction way to deal with family education, the different skill levels approach, and the social change approach. In doing as such, my aim isn't to introduce arrangements or remedies, but instead to pose inquiries and to entangle the conversation. From the various dissertation and journals that the authors have been searching for no one has researched criteria about the evaluation of the Digital literacy training Program for parents in improving child care capability in the Digital Age.

RESEARCH METHOD

This research uses field research by conducting research on the intended object to obtain correct and reliable data. The Data collected is not generally the numbers but is a description in the form of descriptions and images of digital literacy training programs for parents. Research subjects are trainees, program, and training instructors. Data is collected through direct observation techniques, in-depth interviews with interviewees, and data collection through documentation studies and notes. Data analysis techniques are conducted through a data reduction process, data presentation, and drawing conclusions.

The method used in this study is a qualitative method. Qualitative research is research that will be examined on clear research and will in general use investigation. The procedure and importance (subject viewpoint) are additionally featured in subjective research. Establishment hypothesis used as a manual for center the examination as per the realities on the field. The establishment of the hypothesis is additionally gainful to give a general image of the examination foundation and as an issue of conversation of research results.

The kind of research utilized is evaluative research with the CIPP assessment model (Context, Input, Process, Product). This model was created by (D. L. Stufflebeam, 1983) which has the appraisal that the assessment has a significant reason that isn't just to demonstrate or pass judgment however the consequences of assessment expect to improve.

Table 1: Aspects of Evaluation

No	Aspect	Indicator
1.	Context	Needs analysis, training objectives,
2.	Input	Participant characteristics, instructor criteria, training materials, training facilities, funding source
3.	Process	Schedule, learning activities, participant activities, instructor performance
4.	Product	Mastery of matter, change of attitude and skill of parents.

FINDINGS**Context Evaluation Results**

The implementation of digital literacy training for parents was conducted at Yayasan Nurul Islam Al Husna. The training program was conducted because of the use of gadgets in children who already use gadgets and social media, but the ability of parents in using digital technology is still very lacking. So many parents do not do supervision on the child in online media. Thus, the purpose of training is to provide knowledge and skills for parents to be able to understand and use digital technology including social media to improve the supervision of children in using gadgets.

Based on interviews with participants showed that the implementation of digital literacy training for parents is appropriate to their needs. Some parents reveal that their children have been addicted to gadgets and they are confused as to how to prevent them. Furthermore, there are parents who do not know at all children's activities in using the Internet and social media so that they feel worried about what the child does in cyberspace. This proves that the digital literacy training program is suitable for the needs of the community, especially the parents.

Input Evaluation Results

Based on the observation result strengthened by an interview with the organizer, it can be noted that the average of trainees is parents who have school-age children. The parental profile in the use of digital technology is also diverse. There are parents who already use digital technology and social media, and there are also parents who are not able to use digital technology at all. The enrollment of the participants was completed straightforwardly by inviting parents to take part in the training.

Next on the instructor indicator is a competent person and expert in the field of digital literacy. The instructors come from academics and parenting practitioners. Based on the results of interviews with participants uncovered that the educator has a decent character, seen from his inviting mentality, well-mannered and gracious. Instructors are also able to teach systematically ranging from the introduction to the final stage of the Evaluation. The submission of material by the educator is finished by approach and how simple members comprehend. In addition, any questions provided by participants are able to be answered appropriately and accordingly.

The training material gave by and large is likewise evaluated by the participants. Based on interviews with participants revealed that the training material suits their needs. Aside from digital technologies, social media, tips, and tricks of parenting in the digital age, participants are also instantly given examples to be practiced directly regarding the use of social media. The instructors also demonstrate that they are trying to give the material in theory and a balanced basis. However, because participants are parents, sometimes they are more than happy to practice directly. In any case, the material is a hypothesis and the idea additionally should be educated.

Facilities and infrastructures as supporting training are quite good. Such as training rooms, projectors for the delivery of materials through power points, and stationery. Training equipment is available before the training begins. In any case, there are inadequacies of this training facility, which is the accessibility of WiFi still not maximum. Because of the implementation of the practice, there are still participants who do not have an Internet data plan or there are obstacles to the signal interference so that the use of WiFi is needed. Learning Media is also assessed participants are still less varied, because the material is only delivered in the form of readings through PowerPoint. The funding for the Digital Literacy Training Program held by Yayasan Nurul Islam Al Husna comes from the foundation's personal funds. It is one of the strengths of the implementation of this program because it is given for free to the local community.

Process Evaluation Results

In the schedule of implementation, indicators are in accordance with the workshop program. The training was held for 8 times meeting with 6 meetings and 2 times online mentoring. The overall learning activity went pretty well. Starting from the introduction, the instructor began training by providing motivation for learning at each participant through ice-breaking activities. Next in the subject matter, the instructor uses lecture methods and questions and answers with the participants. The implementation of training in practice sessions does not work smoothly, it is because there are obstacles in the facilities available. The lack of facilitators who accompany each participant is also an obstacle to the implementation of practice activities.

Participants' activities based on researchers' observations and interviews with training instructors revealed that the trainees' activities were good. It is seen from the enthusiastic participant in the training. Participants with respect to any submission of the material provided, other than that the participant is also actively providing

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questions about the material that is not yet understood. Based on the results of interviews with participants in general performance instructors can be well said. Instructors have provided teaching materials and training modules. The material is clearly communicated to the participants. In addition, the instructor provides an opportunity for the participants to communicate questions.

Product Evaluation Results

Understand the training material and change of attitudes and skills that participants have. Based on the results of interviews with instructors and participants explained that the average participant has understood and understood about the foster pattern for children in today's digital age. They understand that parenting today is not enough only with direct supervision, but supervision also needs to be done in the online world. Consciously parents are not able to utilize technology and digital media to supervise and control the association of children.

Be that as it may, on the act of utilizing social media, a few parents have not had the option to rehearse aptitudes increased in the wake of training. This is because some parents do not use digital technology that supports it.

DISCUSSION

The results of the research are presented in four components evaluation, namely context, input, process, and product. In the first part, data on the context component shows that the digital literacy training program is one of the efforts undertaken to educate parents in order to increase the capacity and ability in educating children. This training was organized by Yasan Nurul Islam Alhusna. This training was prioritized to parents who had children aged 7 to 16. Organizing digital literacy training based on community needs. Today, parents need to add knowledge and skills to use digital technology. The evaluation shows that the community needs for this training is quite high. The reason for this is: parents have not worried about the activities of children in cyberspace, many parents are confused over the child who is already addicted to gadgets, adding knowledge about digital parenting, as well as adding skills to be able to use digital technology and social media to supervise children. According to the findings (Marsh et al., 2015) that nowadays children have drowned in various multimedia, so it needs to be designed new learning models using technology to improve the child's ability. Therefore, it is necessary to change the focus of family literacy from family literation into family digital literacy.

In the second part, the input context consists of the characteristic treating data of participants, the characteristics of the instructor, training materials, facilities, and training infrastructure, funding source training. The trainees must match the theme and objectives of the training program. Participants of the literate literacy have been in accordance with the criteria set by the parents who have school-age children. The instructor's criteria for digital literacy training are competent and skilled in the field of digital literacy. What's more, comprehension of the idea of child-rearing has additionally been possessed by educators. The personality of a good instructor is also able to build a fun learning atmosphere. The material is in accordance with the needs of the participants that is about digital literacy and child foster pattern in the digital age. However, participants prefer the material presented in the form of direct practice of the theories. (Davis et al., 1994) states that the educational material for parents should be writable or described at a lower reading level than middle school. This shows that material that is theoretical or concepts to train parents needs to be packaged in a simpler form or language so that parents can understand it easily. One method of delivering effective material is used in the training of parents using visual media, such as research results (Webster-Stratton, 1994) that reported long-term success with parental training using video recording modeling. Based on the results of the research shows the facilities and infrastructures in digital literacy training are good enough, but still, there are shortcomings in some facilities such as the unavailability of WiFi. The funding of the Digital literacy training Program held by Yayasan Nurul Islam Al Husna comes from personal funds. This training is also implemented free of charge for participants.

According to (D. Stufflebeam, 2001) The conformity of the implementation schedule must conform to the planning. At that point, the training time ought to be as per the timetable that has been built up together by the coordinator with participants. On the implementation of digital literacy training, the time of implementation has been in accordance with the specified money schedule. The training was carried out well. At that point, the training time ought to be as per the timetable that has been built up together by the coordinator with participants. Performance instructors, in general, can be said well. The instructor can clear the material clearly so that the training implementation can run well. As disclosed by (Hamalik, 2003) that the instructor's ability to convey and explain the material is a crucial factor in the success of the training.

In part four, the product component of the evaluation was analyzed through the ability of participants in understanding the training material quite well. They are able to capture all the material and practice given during training. There is a change of attitudes and skills that participants have after attending digital literacy training and child foster patterns in the digital age.

CONCLUSION

The implementation of the digital literacy training program for parents in Yayasan Nurul Islam Alhusna goes well in accordance with the objectives of the training that can be reviewed in terms of: context (context) indicates that the training has compliance with the needs of the parents in the digital age and the purpose of implementing digital literacy is to improve the knowledge and skills of parents in the use of digital technology. Inputs can be concluded is good, because the organizers play a good role, the speakers are competent according to the field, the acceptance of participants according to the criteria, the material provided as needed, facilities and infrastructure, and funding support training activities. A process consisting of schedule indicators, learning activities, participant activity, and instructor performance are also well-done. Training according to a pre-defined schedule, active learning activities, high participant enthusiasm, and good instructor performance. Product (product) is good because participants can understand the material and have new knowledge and skills in seeking the care of digital-based children at home. The success of the training program can also be seen from the changing attitudes and knowledge of parents in educating the child in the digital era. Parents' skills in using digital technology can be beneficial to supervise children on social media.

Based on the conclusions and findings generated in this study, there are several research recommendations as follows: for the education, Office is to encourage every school to carry out digital literacy training activities for parents. This can be done by conducting socialization and training for parents, to all parents who are given guidelines and other instruments relating to digital literacy.

The principal is to cooperate with the entire assembly of teachers to socialize the importance and objectives of the implementation of digital literacy training for parents. For parents are seeking the implementation of digital literacy in parenting and educating children at home, once this excitement is closely related to the development of the age of course with the Fourth Industrial Revolution.

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