

Empower Parenting of Kutogirang Village Through the Socialization of the Google Family Link Application to Prevent Child Internet Abuse

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Abstract

This community service activity aims to enhance parents' digital literacy in monitoring and limiting children's gadget use during online learning periods. The program was conducted through a socialization and training session on the use of the Google Family Link application for members of the jama'ah tahlil community in Kutogirang Village, Ngoro District, Mojokerto Regency. The implementation methods included lectures, live demonstrations, and hands-on mentoring on each participant's device. The results showed that more than 80% of participants were able to install, configure, and operate key features of Google Family Link, such as screen time limits, app control, and digital activity tracking. The program also increased parents' awareness of the importance of accompanying children in the digital environment and fostered a culture of healthy digital supervision within families. Therefore, this activity contributes to strengthening the community's adaptive capacity toward online education challenges and responsible technology use

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INTRODUCTION

The development of information and communication technology has changed almost every aspect of human life. One of the most notable changes is the increasing dependence of society on digital devices, including among children. Gadgets are no longer just entertainment tools, but have become a means of learning, playing, and even social interaction for the younger generation. In the digital age, information is easily accessible at the touch of a finger. However, this convenience also poses new challenges for parents in terms of supervising and shaping their children's character. Children often adapt to technology more quickly than their parents, creating a digital divide between generations that can cause problems in supervising internet use (Setiawan, R., & Rachmawati, D. 2021).

The COVID-19 pandemic has accelerated the digitization of education through the implementation of online learning systems. On the other hand, the increased intensity of gadget use

during home learning has exposed children to screens and the internet for longer periods of time. This situation poses risks of gadget misuse, such as gaming addiction, consumption of negative content, and cyberbullying (Nasrullah, R. 2020). Several studies show that unlimited gadget use can reduce children's social skills, decrease their focus on learning, and cause aggressive behavior due to exposure to inappropriate content (Wulandari, S., & Firmansyah, H. 2021). Therefore, the role of the family is crucial in guiding children to use technology positively and productively.

Digital literacy is an important aspect that parents need to have in order to be able to play their role as their children's companions in this technological era. Digital literacy includes the ability to understand, assess, and use information technology wisely and safely. However, many parents in rural areas still lack these skills, making it difficult for them to control their children's digital activities (Rahman, A., & Yuliani, D. (2020). In rural communities such as Kutogirang Village, Ngoro District, Mojokerto Regency, limited understanding of technology is one of the main obstacles to monitoring children's gadget use. Many parents only limit their children's play time manually without utilizing the digital control features that are actually available on their devices (Nurhalimah, S., & Astuti, S. 2020).

One application designed to help parents with digital supervision is Google Family Link. This application provides features such as screen time settings, content age limits, and daily activity reports for children. With these features, parents can more easily supervise their children remotely without having to watch them directly all the time (Sutopo, 2021). The Google Family Link app also allows parents to block age-inappropriate apps and set bedtimes with the bedtime feature. Rural communities can take advantage of these conveniences if they are provided with practical and simple information and training (Rahmawati, A., & Nugraha, D. 2022).

This community service program aims to empower parents of tahlil congregations in understanding and utilizing the Google Family Link application as a means of monitoring and preventing internet abuse by children. This program is not only informative but also participatory as it involves hands-on practice on each participant's device (Fitria, H. (2021). The outreach activity was conducted in the form of interactive training, where participants were given the opportunity to download, install, and configure the Google Family Link application on their smartphones. Personalized assistance was provided so that each parent could apply the training results at home (Prasetyo, E., & Widodo, S. 2020). The results of such activities are expected to foster a culture of sustainable digital supervision within the family environment. Parents who understand technology will be better able to guide their children to use the internet responsibly and ethically (Handayani, R., & Syamsudin, A. 2021).

METHODE

After conducting an ABCD (Asset Based Community Development) approach, gathering information from Diya Sri Widiyanti, S.S., M.Hum, a community leader in Kutogirang Village, and the Village Secretary, Nerlin Dwi Mei Widayati, several problems were found in the field (among the Kutogirang Village community in general). a lack of knowledge among parents in utilizing Google Family Link to supervise and restrict their children's use of gadgets during online learning. Therefore, it is necessary to raise awareness among the community so that they can supervise and restrict their children's use of gadgets during online learning activities.

The method of implementation uses a participatory and andragogical approach, emphasizing the principles of adult learning. The stages of the activity consist of (a) socialization and interactive lectures on the importance of digital supervision of children, (b) technical training on the installation and use of the main features of Google Family Link, and (c) individual assistance in configuring each participant's device. This participatory approach allows participants to actively discuss, ask questions, and try things out directly under the guidance of the service team.

To ensure the effectiveness of the activity, an evaluation was conducted through questionnaires and brief interviews after the activity was completed. The evaluation covered aspects of

understanding, skills, and behavioral changes in conducting digital supervision of children. The evaluation results showed a significant increase in participants' ability to use the supervision features, as well as an increase in awareness of the importance of balancing digital control and emotional communication with children. In addition, a follow-up activity in the form of establishing a digital communication group for the tahlil congregation through a WhatsApp Group was carried out to maintain sustainability and share experiences among parents.

RESULTS

The participants of this socialization activity are all members of the Kutogirang Village women's tahlil congregation in Ngoro District, Mojokerto Regency, with a total of 1,453 family heads. Kutogirang is divided into 6 hamlets, each of which has 1 tahlil congregation group, namely Mendek Hamlet, Gadon Hamlet, Kutogirang Hamlet, Krapyak Hamlet, Jetak Hamlet, and Oro-Oro Ombo Hamlet. The Mendek Hamlet tahlil congregation was selected as a sample, assuming that it had the highest number of members with school-age children who had participated in online learning activities, namely 52 people. This would enable the skills in operating Google Family Link to be quickly disseminated to tahlil congregations in other hamlets. This socialization was held on Tuesday, June 29, 2021, at the home of one of the members of the Mendek Hamlet tahlil congregation. Of the tahlil congregation members who attended, only 5 people brought smartphones, which was 50% of the desired target.

The series of outreach activities is divided into three sessions. The first session is a presentation, the second session demonstrates/practices the technical use of the Google Family Link application, and the third session is a question and answer session.

Stage 1 Presentation

During the presentation session, the author presented the material through animated print media that was packaged as attractively as possible with the aim of attracting the audience's attention. This made it easier for the audience to understand Google Family Link. The material was duplicated and distributed to the tahlil congregation who attended. The material contained technical explanations on installing the Google Family Link app download site, installing the Google Family Link app for both children's and parents' accounts, how to connect children's and parents' cell phones, the features of the Google Family Link app, and several technical aspects of monitoring and limiting children's gadget use. The following is a preview of the material in the session:



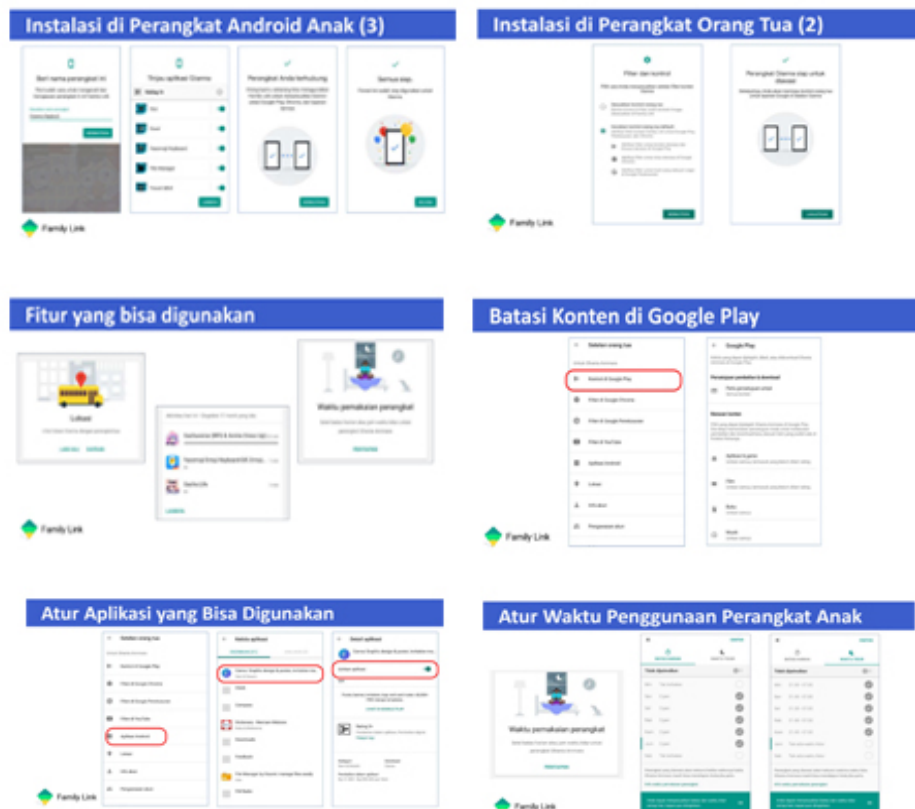


Figure 2. Presentation Materials

Stage 2: Demonstration

The demonstration session consists of implementing/practicing the material presented in the previous session. Here, the author demonstrates the material that has been presented from start to finish. Participants are asked to use the Google Family Link app that they downloaded earlier, with some participants acting as parents and others acting as children. See Figure 2.



Figure 2. Google Family Link Application Configuration Demonstration

The material presented was quite interesting and generated enthusiasm among the participants, as evidenced by the many questions they asked. Participants said that the GFL application was very useful in monitoring children, and they hoped that this activity could be disseminated to elementary schools.

DISCUSSION

This community service activity was carried out among the tahlil congregation in Kutogirang Village, Ngoro District, Mojokerto Regency, which consists mainly of elderly people aged 30–55 years. The socialization was carried out face-to-face at the home of one of the community leaders, while still observing community meeting etiquette. A total of 25 participants enthusiastically joined the activity, most of whom were unfamiliar with the Google Family Link application prior to the event. This indicates the low level of digital literacy among rural communities, particularly in the area of child supervision (Sutopo, H. (2021).

The activity began with a presentation on the phenomenon of gadget and internet abuse among children. The presenter explained various negative impacts such as addiction, decreased academic performance, eye health problems, and exposure to inappropriate content. Empirical data from the Obsesi Journal shows that 72% of elementary school children use gadgets for more than 4 hours per day without parental supervision (Setiawan, R., & Rachmawati, D. (2021). This presentation served as an important basis for raising awareness that digital guidance is an urgent need.

After the discussion session, participants were introduced to the main features of the Google Family Link app through a live demonstration. Participants were guided step by step to install the app on their phones and connect their children's devices through their Google accounts. Some of the features taught included: screen time settings, age-based app restrictions, device location tracking, and child activity reports. From the quick evaluation results, 21 out of 25 participants were able to use these features independently after the assistance session (Rahmawati, A., & Nugraha, D. 2022).

The use of Google Family Link provides a practical solution for parents in controlling gadget use without having to completely forbid their children from using them. This approach is in line with the principles of positive parenting, which emphasizes guidance and supervision based on trust and communication (Hurlock, E. (2020). Participants acknowledged that this application helped them understand their children's activity patterns and encouraged new dialogue between parents and children regarding internet ethics.

One of the important findings from this activity was the increased awareness of parents regarding the importance of digital literacy. Before the socialization, most participants believed that supervising children was sufficient with advice or prohibitions. After the training, their views changed: technology can actually be an effective tool if used correctly. This reinforces the findings of Nurhalimah & Astuti (2020) that an increase in digital literacy among parents is directly proportional to the effectiveness of monitoring children's gadget use (Nurhalimah, S., & Astuti, S. 2020). The success of this activity was also supported by a community-based approach involving the tahlil congregation. Activities associated with religious and social values are more easily accepted by rural communities. Through an atmosphere of togetherness and openness, participants shared their experiences in educating children in the digital age. This approach is in line with Fitria's (2021) findings, which state that the integration of religious values in digital literacy can strengthen the moral resilience of families amid the tide of globalization (Fitria, H. 2021).

In practice, several technical obstacles were encountered, such as differences in mobile phone types and operating system versions that were incompatible with the application. However, these obstacles were overcome through personal assistance from the implementation team. Another challenge is the habit of some parents who are not yet accustomed to using email or Google accounts. Through hands-on training, participants are taught how to create new accounts and understand their function as a gateway to digital supervision. This process fosters new confidence in participants in using technology (Handayani, R., & Syamsudin, A. 2021).

In general, this activity has succeeded in forming a collective awareness that monitoring children's use of gadgets is not only an individual responsibility but also a social and religious responsibility. Parents of the tahlil congregation have begun to see the importance of educating children about digital ethics, such as honesty when online, respecting privacy, and avoiding negative content. This awareness is a form of moral literacy combined with digital literacy, as explained by

Wahyuni (2022) that the synergy of religious values and digital parenting creates a balanced parenting pattern (Wahyuni, I. 2022).

With these results, this activity has had a positive impact not only on the direct participants, but also on the surrounding community. Some participants continued to independently socialize with other family members and neighbors, demonstrating the multiplier effect of this community service activity. Therefore, community-based religious socialization models such as tahlil congregations can be used as examples of effective strategies in expanding digital literacy among rural communities. This activity also proves that strengthening technological capacity can go hand in hand with preserving religious values (local Hidayah, N. 2023).

The community, in this case the head of the tahlil congregation and the women members of the tahlil congregation, provided support and responded positively. They enthusiastically participated in the activities. The head of the tahlil congregation also welcomed this activity and even supported the implementation of the Google Family Link application for parental supervision of their children's gadget use. Parents, especially those in attendance, tend to allow their children to use gadgets without direct supervision or monitoring through an application. Every child is provided with a gadget or similar device, but do parents know the impact of gadget use without direct parental supervision? Without parental supervision, children will use gadgets as they please, which will have negative effects such as dependence, emotional instability, obesity, hearing disorders, and social interaction disorders.

Through this outreach activity, the author sought to provide technical training and guidance to the Kutogirang Village tahlil congregation to play an active role in monitoring children's gadget use, either through direct supervision or with the help of parenting control apps. Currently, there are many parenting control apps that can be downloaded for free from the PlayStore, one of which is Google Family Link, which consists of two versions for parents and children. In the first step, the parent's Gmail account will be set as the family manager, with the next process involving a randomly generated installation code from the Family Link for Parents application. Then, parents enter the installation code in the Family Link for Children & Teens application. Once the installation process is complete, parents can moderate internet content on their children's Android smartphones. Some of the main features of Family Link include monitoring the apps used and the total duration of use, monitoring app downloads on the PlayStore, setting limits on smartphone usage time, and monitoring the child's location via GPS sensors. Through the Google Family Link app, parents have full control over their children's gadgets because the parents' and children's gadgets are connected and cannot be disconnected unilaterally.

CONCLUSION

Community service activities focused on promoting the use of the Google Family Link app to parents of tahlil congregations in Kutogirang Village have successfully improved digital literacy and awareness of monitoring children's online activities. Through a religious community-based approach, participants gained practical knowledge and skills in setting limits on gadget use, filtering digital content, and monitoring children's online activities. These results indicate that technology education packaged in the form of religious-based empowerment is more easily accepted and applied by rural communities.

This empowerment approach proves that digital literacy can go hand in hand with strengthening religious and social values. Socialization carried out through tahlil gatherings is able to create a collaborative and spiritually rich learning environment, where participants share their experiences in raising children in the digital age. The combination of technology education and moral values coaching has proven effective in building a new awareness that digital supervision is part of the spiritual and social responsibility of families. In general, this activity makes a real contribution to efforts to prevent child internet abuse and strengthen family resilience in the digital age. The success of this activity can serve as a model for community-based empowerment in religious villages that can be replicated in other areas with similar characteristics. Moving forward, there is a need for

ongoing support and synergy between educational institutions, religious leaders, and village governments to ensure that digital monitoring efforts are carried out systematically and sustainably, thereby fostering a digitally savvy, morally upright, and character-driven younger generation.

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