



PARENTING PRACTICES ON SOCIAL MEDIA IN THE DIGITAL ERA: A SYSTEMATIC LITERATURE REVIEW

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Abstract: This study aims to analyse parenting styles and practices on social media in the digital era. The research focuses on how social media influences parent-child interactions, the forms of parenting practices that emerge, and the positive and negative impacts involved. The method used is a systematic literature review, examining 170 articles from Google Scholar published in the last five years. After selection based on thematic relevance, quality, and relation to the research topic, 45 articles were further analysed. The findings show that parenting practices have transformed alongside the widespread use of social media. Social media has become a space for communication and interaction between parents and children, for sharing experiences, receiving support, and engaging with parenting content. However, social media also brings challenges such as sharenting, mom shaming, child privacy violations, digital addiction, and cyberbullying among adolescents. On the other hand, parents' digital literacy, healthy interpersonal communication, and support for moral, religious, and community values are key factors in optimising parenting practices in the digital era. This study concludes that parenting on social media

is ambivalent. Opportunities for strengthening parenting, as well as risks to anticipate through adaptive, wise, and digital-literate parenting.

Keywords: *Parenting Style, Parenting Practices, Social Media, Digital Parenting, Digital Literacy*

A. Introduction

The development of social media has brought changes to various aspects of life, including parenting patterns and child-rearing practices (Lupton et al., 2016; Vossen et al., 2024). Initially developed as a means of communication and entertainment, social media has now evolved into a complex space for social interaction. Social media has become a part of the lives of children from an early age, adolescents, and young adults due to increased access to digital devices within families (Dwistia et al., 2024). This situation makes social media a factor influencing parenting dynamics in the modern era (Ghiță et al., 2019).

Traditionally, parenting styles were strongly influenced by cultural norms, religious values, and traditional practices (Bening & Diana, 2022; Prameswari & Susanti, 2021; Safitri et al., 2020). Parenting patterns are now transforming with the advent of social media (Livingstone & Blum-Ross, 2020; Livingstone & Sylwander, 2025). Parents play a role not only in directly supervising and educating their children in the real world, but also in guiding and supervising their children's interactions in digital spaces (Beyens et al., 2022; Kamilah & Achmad, 2024; Khiyaroh, 2024). Parenting challenges are increasingly complex because social media poses the risk of exposure to harmful content, cyberbullying, device addiction, and threats to children's privacy (Gunadi et al., 2022; Rahmatillah, 2025).

The parenting style applied by parents also shapes how children engage with social media (Muamar & Imtinan, 2022; Syafnita, 2023; Wulandari, 2023). Parents with a democratic parenting style tend to establish open communication with their children, making them more effective in providing guidance and control over social media use. Conversely, authoritarian or permissive parenting styles often result in negative relationships, resulting in children resisting

rules and a lack of supervision of their digital activities (Kusnandar & Pribadi, 2022; Widyaningsih et al., 2023). Therefore, parenting styles must be adaptive to technological developments and grounded in moral and religious values.

Social media has become a platform for parents to obtain information and knowledge, including on parenting (Raehana & Zain, 2020; Ratumakin et al., 2023). This phenomenon is known as the digital parenting community. This community of parents shares experiences, tips, and parenting strategies through digital platforms (Haslam et al., 2017; Nuraeni, 2020). Parenting content produced by influencers or parenting practitioners on social media serves as a reference for parents in carrying out their roles. Other phenomena, such as sharenting (parental oversharing), have also emerged, namely the practice of parents excessively sharing their children's activities on social media without considering the long-term impact on children's privacy (Anggraini et al., 2025; Charles & Rohmah, 2024). This phenomenon raises ethical dilemmas and challenges in parenting practices in the digital age.

Previous research has also revealed ambivalence regarding social media in the context of parenting. On the one hand, social media can be an effective means of building communication between parents and children, strengthening family bonds, and providing access to information relevant to children's development. However, on the other hand, social media also has the potential to weaken parental control, increase the risk of exposure to age-inappropriate content, and worsen children's mental health due to social pressure or cyberbullying (Puteri & Ernawati, 2022; Vossen et al., 2024). Therefore, parents' success in guiding their children on social media depends on their level of digital literacy (Hidayati et al., 2023; Suryani & Hazizah, 2023).

Digital literacy is a crucial aspect of modern parenting practices. Parents with strong digital literacy skills can utilise social media as a means of educating, supervising, and protecting their children. Conversely, parents' limited understanding of technology makes it difficult for them to guide their children in the digital space effectively (Chasanah & Alamiyah, 2024; Saputri, 2023). This indicates a need to strengthen parents' capacity to deal with the dynamics of digital parenting, both through formal education, training, and community support (Merdekawati et al., 2021).

The COVID-19 pandemic served as a critical moment that underscored the role of social media in parenting practices. During this period, children spent significantly more time with digital devices for both online learning and entertainment. This situation required parents to intensify their supervision of children's social media use. Several studies note that the pandemic accelerated the adoption of digital technologies within families while simultaneously creating new challenges, including heightened risks of social media addiction and a decline in face-to-face family interactions (Drouin et al., 2020; Matang et al., 2022; Prihatiningsih & Jatniko, 2025; Zahara et al., 2021). These conditions highlight the importance of adaptive parenting strategies to balance digital and offline interactions.

Digital literacy, along with moral, religious, and cultural values, plays a vital role in parenting in the digital era. Prior research emphasises the importance of integrating ethical and religious values into parenting practices so that children grow not only as technologically competent individuals but also as individuals with strong character capable of navigating the challenges of social media (Amaruddin et al., 2020; Soaputty et al., 2023; Supriansyah & Hasan, 2024). Parenting in the social media era cannot solely focus on technological mastery but must also consider the holistic development of children's character.

Although numerous studies have addressed the issue of digital parenting, most of this research remains partial, focusing on both the impact of social media on children and parental practices in using it (Barnes & Potter, 2021; Hidayati et al., 2023; Lupton et al., 2016; Merdekawati et al., 2021; Modecki et al., 2022). A comprehensive synthesis that maps the interconnected dynamics of changing parenting styles, parental practices on platforms, and the moderating role of digital literacy is lacking. Therefore, this study seeks to identify how parenting patterns have transformed in the social media era, describe parenting practices carried out by parents through social media, analyse the positive and negative impacts of social media in the parenting context, and emphasise the role of digital literacy, moral values, religion, and community in optimising parenting in the digital age. This research is expected to provide theoretical contributions by enriching the study of digital parenting, particularly regarding

parenting patterns and practices on social media. This research also has practical contributions, providing insights for parents, educators, policymakers, and the broader community regarding relevant parenting strategies in the digital age. With a deeper understanding of both the challenges and opportunities that social media presents, parents can be better equipped to apply adaptive parenting approaches that balance digital and real-world interactions. This systematic review therefore seeks to: (1) Document the transformation of parenting styles in the social media era; (2) Analyse social media as a contested space for parenting practice and communication; and (3) Evaluate the dualistic impact of social media and the central role of digital literacy in shaping outcomes.

B. Method

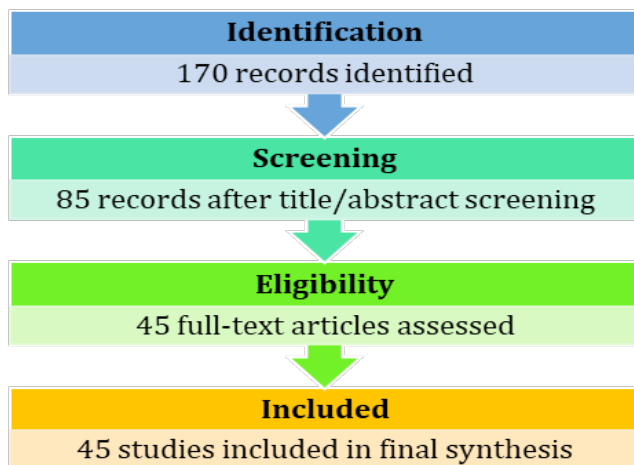
This study uses a systematic literature review approach to analyse parenting patterns and parenting practices on social media. This approach was chosen because it enables researchers to comprehensively identify, select, evaluate, and synthesise previous studies to obtain a comprehensive picture of the topic under study (Banić & Orehovački, 2024; Vossen et al., 2024). The primary database used was Google Scholar, which served as the primary source due to its wide coverage of peer-reviewed articles. However, reliance on Google Scholar is acknowledged as a methodological limitation, and future studies should expand the search to more comprehensive databases such as Scopus, Web of Science, and PsycINFO. The article search was conducted in the period 2019–2024 (the last five years) using a combination of the following keywords in Indonesian and English: “Parenting in the Social Media” OR “Guiding children on Social Media (*Membimbing anak di Media Sosial*)” OR “Parenting Children on Social Media (*Mengasuh Anak di Media Sosial*)” OR “Parenting Patterns on Social Media (*Pola Asuh Orang Tua di Media Sosial*)” OR “Parenting Practices on Social Media (*Praktik pengasuhan Orang Tua di Media Sosial*)”. Predefined eligibility criteria guided the selection of studies. The criteria are summarized in the table below:

Table 1. Inclusion and Exclusion Criteria

Category	Inclusion Criteria	Exclusion Criteria
Population	Parents of children aged 0–18	Studies focusing solely on children without parental factors
Concept	Parenting styles, parenting practices, parental digital literacy, social media use in parenting	Articles unrelated to parenting or social media
Context	Peer-reviewed journal articles published 2019–2024	Non-research items: editorials, opinion pieces, book reviews
Language	English and Indonesian	Non-English/Indonesian
Study Type	Empirical and review studies relevant to digital parenting	Studies with unclear methodology or insufficient data

Source: Research Results, 2025

The screening process followed four stages: identification of records through database searching, screening based on titles and abstracts, eligibility assessment through full-text review, and the final inclusion of studies that met all criteria. The detailed flow of this process is presented in the figure below.

**Figure 2.** Screening and Selection Process

Source: Research Results, 2025

The initial search resulted in 170 articles relevant to the topic. To ensure the quality and relevance of the articles, the following criteria were used: articles published in national and international scientific journals; discussing parenting patterns, parenting practices, or parenting related to social media; Article screening based on title and abstract, leaving 85 articles; Eligibility and Inclusion of article content according to the inclusion-exclusion criteria, a total of 45 articles were selected for in-depth analysis.

Data were analysed using a thematic synthesis approach. Selected articles were read in depth and then categorised into main themes relevant to the research focus, namely, the transformation of parenting patterns in the digital era (Aesong, 2023; Falah et al., 2024; Kusnandar & Pribadi, 2022; Rachmaniar, 2021; Safitri et al., 2020; Widyaningsih et al., 2023), parental digital literacy and children's education (Chasanah & Alamiyah, 2024; Fuadah, 2021; Hidayati et al., 2023; Merdekawati et al., 2021; Puteri & Ernawati, 2022; Saputri, 2023; Suryani & Hazizah, 2023; Syafnita, 2023; Yasin & Jannah, 2022), the impact of social media on children and adolescents (Dinda, 2022; Gunadi et al., 2022; Puteri & Ernawati, 2022; Raehana & Zain, 2020; Rahmatillah, 2025; Vossen et al., 2024; Wulandari, 2023), Parent-Child Communication on Social Media (Anggraini et al., 2025; Charles & Rohmah, 2024; Izza, 2023; Jannah et al., 2023; Ratumakin et al., 2023), Social Media as a Source of Parenting Support (Haslam et al., 2017; Kamilah & Achmad, 2024; Muamar & Imtinan, 2022; Nuraeni, 2020; Sari et al., 2020; Savira, 2020; Sugitanata & Aqila, 2024) Social, Religious, and Moral Aspects in Digital Parenting (Amaruddin et al., 2020; Bening & Diana, 2022; Khiyaroh, 2024; Soaputty et al., 2023; Supriansyah & Hasan, 2024), and Digital Parenting During the Pandemic (Drouin et al., 2020; Prameswari & Susanti, 2021; Prihatiningsih & Jatniko, 2025; Zahara et al., 2021). From the thematic synthesis process, three major themes emerged, which formed the basis for the results and discussion. These themes are then elaborated to illustrate the dynamics of parenting patterns and parenting practices on social media.

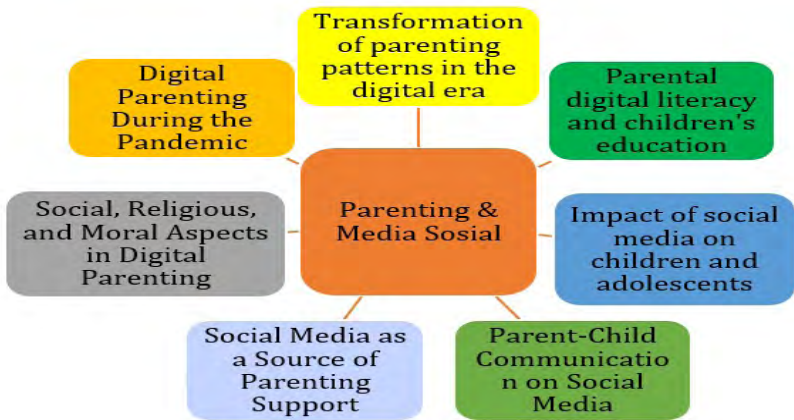


Figure 2. Thematic Chart of Literature Review: Parenting & Social Media
Source: Research Results, 2025

C. Result and Discussion

Transformation of Parenting in the Digital Era

Parenting practices vary across countries, influenced by culture, religion, and family values. Parents serve as authority figures, educating and instilling moral values in their family members (Rachmaniar, 2021). The advent of digital technology has transformed these parenting patterns. Research by Dwistia et al. (2024) highlighted the phenomenon of the “alpha generation,” where children born in the digital era are familiar with gadgets and social media from an early age. Parents of this generation, mostly millennials, no longer rely solely on conventional parenting methods but must develop parenting styles that are more adaptive to technology. Aesong (2023) added that a dilemma characterises current parenting patterns: parents want to limit their children’s digital exposure, yet technology has become an integral part of their social and educational lives. There has been a shift in parents’ roles from mere supervisors to facilitators. Parents no longer limit, prohibit, or control their children, but are also required to guide their children in using social media productively.

The millennial generation, as a group of parents, is quite familiar with technology, making it easier to accept social media in their daily lives. Fuadah (2021) found that millennial parents often combine a democratic parenting approach with digital

technology. They use social media to seek parenting information, engage in discussions in online forums, and follow educational content from influencers or parenting experts (Fajrur & Febriana, 2022). However, not all millennial parents can manage technology effectively. Kusnandar & Pribadi (2022) emphasized the disparity in digital literacy among parents. Some can balance social media use with family values, while others struggle to deal with negative impacts such as device addiction, decreased face-to-face interaction, or decreased child discipline. In other words, the current generation of parents is in a transitional period. They are no longer completely traditional but also not yet fully ready to become ideal “digital parents.”

Three main challenges arise in transforming parenting in the digital era: first, the digital literacy gap. Parents do not yet understand the intricacies of social media, algorithms, or digital security risks. As a result, they struggle to guide their children in navigating new phenomena such as cyberbullying, exposure to harmful content, or excessive sharenting (Chasanah & Alamiyah, 2024; Rachmaniar, 2021). Second, changing values and norms. Social media brings new values such as viral culture, digital popularity, and social recognition based on “likes” (Sugitanata & Aqila, 2024). These values clash with parents’ norms, triggering generational conflict. Third, technological dependency. Research by Falah et al. (2024) shows that digital addiction is experienced not only by children but also by parents. When parents themselves are preoccupied with social media, they lose quality interactions with their children. This creates emotionally inconsistent parenting patterns.

In response to the challenges mentioned earlier, several studies have proposed the concept of adaptive parenting. Aesong (2023) proposes a parenting approach that balances freedom and control. Parents cannot completely prohibit social media use, but they can set time limits, choose appropriate platforms, and accompany children in their digital exploration. Furthermore, Dwistia et al. (2024) emphasize the importance of digital literacy education within the family. Parents who understand technology will be better able to explain to their children the risks and opportunities inherent in social media. Another proposal that emerged is collaborative digital parenting. According to Suryani

& Hazizah (2023), parenting is not solely the responsibility of parents; it also involves schools, communities, and even social media platforms, which are responsible for their content. Thus, the transformation of parenting styles is ecosystem-based rather than just individual.

The transformation of parenting styles in the digital era has implications for child development and family dynamics. Digital parenting can enrich children's experiences, open access to new learning, and strengthen family relationships through technology-based communication. When parents integrate technology into their parenting styles wisely, they indirectly support optimal child growth and development in the digital age.

Social Media as a Space for Parenting Practice and Communication

The development of social media has not only changed general patterns of social interaction but has also had a direct impact on parenting practices within families. While interactions between parents and children previously occurred primarily through face-to-face communication, social media has now become a space that influences parenting dynamics. This new form of communication is faster, more flexible, and technology-based. Parents can utilise applications like WhatsApp, Instagram, TikTok, or other social media platforms to build close relationships with their children. For example, family groups on WhatsApp are often used as a space for sharing information, providing advice, and even monitoring children's activities. Mekonen et al. (2024) found that adolescents use TikTok and WhatsApp as indirect channels of communication with their parents. This indicates a hybrid communication pattern in which direct interaction is combined with digital communication. For some children, social media makes it easier to express thoughts that are difficult to express face-to-face. However, the effectiveness of this communication depends on the parents' digital maturity. Kusnandar & Pribadi (2022) noted that overly controlling parents of their children's digital communication can actually trigger conflict. Conversely, more egalitarian and open communication can increase trust and strengthen emotional bonds.

Besides being a communication tool with children, parents also use social media as a learning space. Many parents seek parenting

tips, child health information, and even educational strategies through platforms like Instagram, TikTok, Facebook, and YouTube. This phenomenon demonstrates that social media functions as a form of edutainment, a medium that provides both entertainment and education. Fuadah (2021) found that millennial parents often follow popular parenting accounts or family influencers who share their personal experiences in raising children. However, there is a risk that requires vigilance, namely the flood of information, not all of which is valid. Rachmaniar (2021) emphasized the importance of critical thinking skills in sorting information because much of the parenting content on social media is not based on scientific research or even contains certain cultural biases. In other words, social media opens up opportunities for parents to broaden their horizons, but also demands increased digital literacy to distinguish between accurate and misleading information.

As a means of communication and information, social media also serves as a space for parenting practices. Parents express their role through digital activities, for example, by uploading photos of their children, sharing developmental stories, or managing their children's interactions on specific platforms. The phenomenon of "sharenting" (sharing + parenting) is a concrete example of parenting practices on social media (Savira, 2020). Chasanah & Alamiyah (2024) noted that parents use sharenting to express pride, document their children's development, or establish a digital family identity. Social media also allows parents to monitor their children's behaviour indirectly. Through the friend or following feature, parents can monitor their children's activities, the content they consume, and even their digital social circles. However, research by Sugitanata & Aqila (2024) highlighted that excessive supervision is often perceived by adolescents as a violation of privacy, ultimately leading to emotional distance. Adolescents frequently feel that parents don't understand their "digital language" or are overly intrusive in their personal space on social media. Falah et al. (2024) found that differing perceptions about the boundaries of digital privacy are a source of family conflict in the digital age. Thus, social media functions as both a bridge and a barrier in family communication. Its effectiveness depends on how parents manage their role as digital companions.

The Impact of Social Media and the Role of Digital Literacy in Parenting

Social media has a complex impact on parenting, with both positive and negative aspects. On the positive side, social media provides extensive access to information on parenting practices, allows children to learn through educational content, and strengthens family communication. Research by Amaruddin et al. (2020) found that social media can help develop polite character in children if its use is guided correctly. Similarly, Izza (2023) showed that social media can be used to train children's awareness of self-protection from the negative impacts of cyberspace.

Fuadah (2021) found that millennial parents use social media to obtain information about child development, health, and educational strategies. Popular parenting accounts on Instagram or YouTube channels often serve as resources for young parents in navigating daily parenting challenges. Furthermore, social media allows for the development of support communities. Haslam et al. (2017) showed that many parents find emotional support through Facebook groups, WhatsApp forums, or other online communities. The presence of these communities makes parents feel less alone, especially when facing parenting stress. For some families, social media also serves as a monitoring tool. Through the friend feature, parents can monitor their children's digital activities and prevent them from being exposed to harmful content. Dinda (2022) emphasized that parental supervision of children's social media use plays a crucial role in limiting access to age-inappropriate content.

The negative side of social media cannot be ignored either. Research by Gunadi et al. (2022) linked permissive parenting styles to increased aggressive behaviour among adolescents on the streets, triggered by exposure to social media content. Puteri & Ernawati (2022) also highlighted the link between parental parenting styles and increased cyberbullying during the pandemic. Furthermore, the literature shows a correlation between excessive social media use, digital addiction, and a decline in the quality of children's social interactions (Rahmatillah, 2025; Vossen et al., 2024). These impacts demonstrate the importance of parental digital literacy.

Chasanah & Alamiyah (2024) emphasized that parents'

digital literacy skills, especially among millennials, significantly influence healthy sharenting practices on social media. Parents with good digital literacy are more cautious about sharing content about their children and can provide better guidance. Meanwhile, research by Suryani & Hazizah (2023) showed that parenting involving digital literacy education can help children develop critical thinking skills in using social media.

In addition to digital literacy, moral, religious, and community factors also play a role in parenting patterns (Yasin & Jannah, 2022). Supriansyah & Hasan (2024) found that religious values serve as the primary guideline for managing the digital world, thus maintaining parenting principles. Nuraeni (2020) added that online communities such as WhatsApp parenting groups help improve parenting quality through social media-based training. Thus, the role of digital literacy cannot be separated from parenting practices in the social media era. Digital literacy is not just about technical skills but also encompasses critical, ethical, and reflective skills in using social media to support children's development. Parents with good digital literacy will be better prepared to anticipate the negative impacts of social media while optimising its positive benefits in parenting.

Social, religious, and cultural factors influence parenting practices on social media. Suryani & Hazizah (2023) noted that social media functions as a space for the reproduction of religious and cultural values. Many parents use digital platforms to instil moral and religious values in their children, for example, by sharing religious quotes or encouraging them to engage with digital Islamic content. Social media also serves as a channel for the influx of global values, which sometimes conflict with norms. This creates a tension between norms and modernity in parenting practices. For social media to truly become a positive parenting space, healthy digital communication patterns between parents and children are necessary.

D. Conclusion

This review demonstrates that a fundamental paradox characterises parenting in the age of social media: it is both a resource and a risk. The synthesis of 45 selected studies reveals that digital-era parenting no longer operates under traditional

frameworks but has shifted into more adaptive, fluid, and digitally mediated forms. Social media has reshaped parent-child interactions by providing access to information, emotional support, and shared learning experiences, while simultaneously introducing new vulnerabilities related to privacy, behavioural risks, and intergenerational tensions.

Theoretically, this review contributes a synthesised model of digital parenting that integrates parenting styles, digital practices, and parental digital literacy. This integrated perspective clarifies how parents negotiate between guidance, supervision, autonomy, and ethical responsibility in a technologically saturated environment. It also highlights the ambivalent nature of social-media-based parenting practices, where supportive content, online communities, and shared experiences coexist with risks such as overexposure, misinformation, and harmful social comparison.

Practically, the review provides an evidence-based framework for strengthening digital literacy programs for parents. The findings emphasise the importance of equipping parents with not only technical competencies but also critical, ethical, and communicative skills. These competencies enable parents to model healthy digital behaviour, protect children's privacy, and make informed decisions about content consumption, online engagement, and family digital routines.

However, this review has limitations. Its heavy reliance on Google Scholar and its substantial inclusion of Indonesian literature may limit the breadth and generalizability of its conclusions. The predominance of descriptive studies also constrains the depth of theoretical development. Future research should expand the database coverage, adopt cross-cultural perspectives, and employ more empirical and longitudinal designs to deepen the understanding of digital parenting trajectories.

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