The Role of Mothers in Instilling Islamic Education Values in Children in the Digital Era

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Abstract: The Role of the Mothers in Instilling Islamic Education Values in Children in the Digital Age Era.

Mothers have an important role in children's education, especially in religious education, and are required to be more active and creative in presenting various ways of educating children by integrating technological devices with good education. The purpose of this study is to (1) Describe the position of mothers in Islamic religious education in the digital era, (2) Describe the parenting patterns applied in children's education in the digital era, and (3) Examine the effectiveness of maternal parenting in religious education. This research is qualitative research with a case study approach. The subject selection used Snowball sampling. the subjects amounted to ten mothers with different educational and economic backgrounds. The research location was conducted in Rato Village, precisely in NTB Province. Data collection was carried out by interview, observation, and documentation methods. The results showed that Rato village mothers can understand the position of mothers well. Mother's parenting in the digital era is still not maximally implemented due to a lack of digital literacy. The level of effectiveness of parenting patterns of Rato village mothers in religious education in the digital era is still not said to be effective.

Keywords: Mother's Role, Islamic Education Values, Children,, Digital Era

Abstrak: Peran Ibu dalam Menanamkan Nilai-nilai Pendidikan Agama Islam pada Anak di Era Digital

Ibu memiliki peran penting dalam pendidikan anak, terutama dalam pendidikan agama dituntut untuk lebih aktif dan kreatif dalam menghadirkan berbagai cara mendidik anak dengan mengintegrasikan perangkat teknologi dengan pendidikan yang baik. Tujuan penelitian ini ialah untuk (1) Mendeskripsikan kedudukan ibu dalam pendidikan agama islam di era digital, (2) Mendeskripsikan pola asuh yang diterapkan dalam pendidikan anak di era digital, dan (3) Mengkaji keefektifan pola asuh ibu dalam pendidikan agama. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Pemilihan subjek menggunakan Snowball sampling. subjek berjumlah sepuluh ibu-ibu dengan latar belakang pendidikan dan ekonomi yang berbeda-beda. Lokasi penelitian dilakukan di Desa Rato tepatnya di Provinsi NTB. Pengumpulan data dilakukan dengan metode wawancara, obsevasi dan dokumentasi. Hasil penelitian menunjukkan bahwa ibu-ibu desa Rato dapat memahami kedudukan ibu dengan baik. Pola asuh ibu di era digital masih belum maksimal diterapkan karena kurangnya literasi digital. Tingkat keefektifan pola asuh ibu-ibu desa Rato dalam pendidikan agama di era digital masih belum dikatakan efektif.

Kata Kunci: Peran Ibu, Nilai-nilai Pendidikan Agama Islam, Anak, Era Digital

A. Introduction

Mothers are women who are the first and main educators who play an important role in the growth and development of children. The process of child development since still in the womb and then breastfeeding for two years provides a strong emotional closeness between mother and child. So since the fetus is the beginning of a child's education given by a mother (Rianawati, 2014; Nurlina, 2019). This is also supported by (Syahid, 2015) in his thesis entitled "The Role of Mother as a Child Educator in the Family According to Sheikh Sofiudin Bin Fadli Zain", Sheikh Sofiudin suggests that in the process of child development, there are certain periods that can be utilized by mothers so that children's education is more effective. The age of 0-6 years, is called the best period for mothers to instill aqidah (tawhid) and morals to children. Sheikh Sofiudin also believes that the malakut realm, namely the realm of purity, is at the age of 0-2 years. So the existence of the mother becomes important because the mother is expected to be able to provide love and a good education for her child. This is a strong argument that although children can still receive education in formal schools, mothers still take part in providing education to children.

With the development of technology and information today, children's lives have been influenced, especially in digital use (Herimanto & Winarno, 2012). In the current era, children have also been involved with the digital world since they were born, this is what makes the current generation categorized as a digital native generation (Kemendikbud RI, 2016).

So it is not surprising that the behavior of dependence on digital (internet) is very high being a strong characteristic of the current generation. Based on Syifa Ameliola's research (2010), cited in the New York Times, children show their dependence on gadgets. This is evidenced by children who always involve gadgets in every moment of their activities such as during meals, while studying, while playing, and even while sleeping. And the child will whine if the gadget is not in his hand. In addition, according to Inda Lestari (2010), children's antisocial attitudes will continue to develop due to the continuous use of gadgets for a long duration. According to Abdul Khobir (2009), the rapid development of digital information has led to rapid and unavoidable globalization. In addition to having an impact on knowledge but also the values of Islamic religious education. This can be seen in the lifestyle of the community, especially young people who begin to abandon religious values by assuming that following trends is considered advanced and modern, while those who apply religious values are considered old-fashioned and rigid.

The digital era itself is a time when humans can communicate with each other in a close manner even with long distances. We can know certain information quickly and even in real-time. The digital era can also be called the era of globalization. Globalization is a process of international merging that occurs due to the exchange of worldviews, products, thoughts, and other cultural aspects that are largely caused by the development of telecommunications, transportation, and internet infrastructure. Digital technology is a technology that is no longer bound by human or manual labor. Digital technology is a very fast counter system that can process all forms of information as numerical values. (Ngongo et al., 2019)

However, there are still many mothers who do not fully understand how to educate good children. As emphasized by Anies Baswedan, it can be said that being a parent is the most unstructured profession among other professions (Kemendikbud RI, 2016). This is because no school specifically presents how to become a parent or a mother. Many mothers also have the idea that if the child has been handed over to the school teacher, then the mother's job is done. Many mothers then focus their duties on earning money or becoming careerwomen. So their time in educating children at home is getting less because they have to go home tired (Rianawati, 2014). Entering the digital era, the problem of maternal parenting is also increasing, based on research conducted by Zaini & Soenarto (2019), field facts show that the solution given by parents to their children so that they are not fussy is to give gadgets

even since the child is 2 years old because they do not interfere with work. In addition, observations made by Devi Widyandari in Mangli Hamlet, Gunung Kidul Regency, showed that there were two children aged 6 years without their mother's knowledge who could access pornographic sites that they knew from the youth around their house.

One of the things that can affect the quality of children's education is the level of education of parents. According to Wardhani in Nilawati (2013), the quality of thinking patterns and educational orientation given to their children is strongly influenced by the level of education of the parents themselves. The higher the education that parents have, the more it will expand and complement their thinking patterns in educating their children. This proves that in reality, highly educated mothers should not be able to educate well. If the opposite happens, there will be an imbalance because the portion of education received by the mother is different. The occurrence of this discrepancy provides a gap that can be researched and studied to produce a wiser and more solutive solution for children's education.

Based on previous research, several studies have been conducted including research conducted by Parhan and Dewi (2020), entitled "Actualizing the Role of Mothers as the First and Main Madrasah for Children in Era 4.0".Research by Rahmat (2018), entitled "Effective Parenting to Educate Children in the Digital Age". As well as research by Baharun and Finori (2019), entitled "Smart Techno Parenting: Alternative Child Education in the Era of Digital Technology". The three studies both discuss children's education in the digital era, but no research examines how children's education in the digital era is equipped with religious education by mothers. So, the novelty of this research lies in the role of mothers in children's religious education in the digital era.

Based on the results of pre-research observations that researchers have conducted, it was found that in Rato Village itself, there is a gap between the community where the success of children's education is strongly influenced by the level of parental education. The majority of mothers with low education leave Islamic religious education to other parties, in contrast to mothers with higher education who provide Islamic religious education directly to their children. This is also an influence on the increase in cases of juvenile delinquency that occur in Rato Village. Based on the results of interviews with the head of Rato Village, according to data on juvenile delinquency that occurred in Rato Village, 60% of teenagers smoke, 23% drink alcohol, and 17% drugs. This is the purpose of the research conducted on the cultivation of children's Islamic religious education values, especially in the digital era.

Thus, it can be concluded that a mother without basic knowledge related to how to educate children well and know the right parenting, will affect the growth and development of children, especially in the digital era. To address the above issues, instilling religious values into the souls of children early is needed. Instilling spiritual values derived from religious teachings can be a foundation and also a filter for children in facing the times (H. Tahang, 2010). One of the children's education that can be applied by mothers is the concept of tarbiyatul aulad proposed by Abdullah Nashih Ulwan in his book entitled Tarbiyatul Aulad Fil Islam. The book explains that in Islam it has been determined that in providing education to children there are seven basics of child education including faith education, physical/physical education, moral education, intellectual/intellectual education, psychiatric education, social education, and sexual education (Amaliati, 2020).

So this research aims to (1) Describe the position of mothers in Islamic religious education in the digital era, (2) Describe the parenting patterns applied in children's education in the digital era, and (3) Examine the effectiveness of maternal parenting in religious education. This research is also expected to contribute to realizing that there is still a lack of knowledge among mothers about parenting, especially in the digital era, which is influenced by the level of education. The implications of these findings can help institutions or community organizations engaged in education to increase mothers' knowledge in providing parenting that focuses on the digital era.

B. Method

The approach used in this research is a qualitative approach with the type of case study research. in this study, the researcher realized that the nature of the position and role of mothers has not been fully integrated into today's mothers, so the researcher made the mothers the object centered as a case. Case study data can be obtained from all parties concerned.

The research data was obtained based on the selection of research subjects carried out by snowball sampling technique, this is because information is needed first from the head of Rato Village regarding data on housewives by predetermined criteria. The criteria are housewives who have a low educational background (Elementary to Senior High School), and housewives who have a higher educational background (college), have children up to 18 years old (3rd grade high school), and are willing to be interviewed. The research was conducted from July to September, located in Rato Village, Bolo District, Bima Regency, NTB.

In this study, there were 10 respondents, namely 5 housewives with a low educational background (Elementary to Senior High School) and 5 housewives with a high educational background (college). The women were selected based on direct information from the Head of Rato Village and the head of the local RT by the predetermined criteria and also based on the consideration that qualitative research is more concerned with a lot of information than the number of informants. Thus, the determination of this research subject was carried out using snowball sampling techniques obtained through information from one subject to another. The data collection technique utilizes an interview technique that is carried out face-to-face directly with the informant so that there is a personal contract and direct observation of the informant's condition. Then continued with observation techniques, researchers observed both positive and negative community activities which could certainly affect child development in Rato village. As well as using documentation techniques by collecting overall data from the Rato village community based on their latest education. The data analysis technique used is the data triangulation method as a data validity measurement technique. The respondent data is contained in Table 1 and Table 2 below.

Table 1. Data on Mothers with Low Education.

Names	Age	Work	Final Education	Child's Name	Age of Child	Child's School Level
HLW	36	Early Childhood Teacher	Bachelor	AL	10	Elementary school
SS	57	Housewife	D2	RA	16	Senior high school
NS	33	Tonorary Teacher	Bachelor	MA	12	Junior high school
NL	37	Elementary Teacher	Bachelor	SHG	17	Senior high school
SA	45	Elementary Teacher	Bachelor	MRA	15	Senior high school

Tabel 2. Data on Mothers with Higher Education

Names	Age	Work	Final Education	Child's Name	Age of Child	Child's School Level
EV	37	Housewife	Senior high school	FZ	14	Junior high school
SA	49	Housewife	Senior high school	BG	16	Senior high school
RH	59	Housewife	Junior high school	DK	17	Senior high school

Names	Age	Work	Final Education	Child's Name	Age of Child	Child's School Level
JN	49	Housewife	Junior high school	AS	7	Elementary school
SR	45	Housewife	Senior high school	RV	13	Junior high school

The data collection techniques used in this research are:

1. Interview

In this study, before conducting interviews, researchers made structured question guidelines so that respondents' questions and statements were more focused and made it easier to recapitulate the records of research data collection results. In the interview, the researcher requested that the respondent provide information on what was understood, experienced, done, or felt daily in how to educate children, especially in Islamic religious education. The purpose of conducting interviews is to explore information directly and in depth from several informants involved. Interviews are conducted face-to-face with informants, so that personal contact occurs and see the informant's condition directly.

2. Observation

This research uses non-participant observation techniques because researchers are not involved and only as independent observers. In this case, researchers observe both positive and negative community activities which can certainly affect child development in Rato Village. This can be additional data for researchers in concluding this study.

3. Documentation

The next data collection technique used by the author is documentation. This documentation was used by the author to collect recorded data on events that occurred and activities carried out in Rato Village, as well as overall data from the Rato Village community based on their latest education.

The data analysis technique used in this research is the data triangulation method as a data validity measurement technique. Researchers use different techniques to get data from the same source. Researchers can use observation, in-depth interviews, and documentation. Through various perspectives, it is hoped that results will be obtained that are close to the truth. Therefore, this stage of triangulation is carried out if the data or information obtained from the research subject or informant is doubtful.

C. RESULTS AND DISCUSSION

1. Mother's Position in Islamic Religious Education in the Digital Era

Mothers play a central role in understanding and providing education to children by child development. As explained by Sri Mulyani (2018) in her journal mothers are the first and main madrasa for children, mothers are also given the mandate of Allah Swt to conceive, give birth and breastfeed and take responsibility for caring for, raising, and educating children. A mother needs to understand the position of the mother herself because, in reality, many mothers do not understand the position of the mother, so they leave their duties and obligations to other parties such as schools and babysitters.

Basically, in a family, parents are the main key to children's education. Even since the child is still in the womb the existence of this role must be considered. As explained by the Minister of Education and Culture (Muhajir Effendy). According to Muhadjir, even from the womb is the beginning of the child's education. This is by the Qur'an which states that education begins in the womb. So it is also explained that parents, especially mothers, are an important part of children's education. (Nurlina, 2019). The opinion of M.Quraish Shihab (2014) is that it is a basic trait that is strongly inherent in a woman as an educator in which a model figure and shaper of children's character is formed, with an honest nature and instills

honesty, has a gentle nature and lovingly presents children, educates children and faces children's behavior with patience, and has a maternal nature that can deal with all conditions of children, who can love and educate their children.

According to Muhammad Ali -Hasyimi (2018), it has become the existence of a Muslim woman in her role as an educator to know the responsibility towards her children, so that she selects the right steps in educating children by giving love and affection to children, by not showing favoritism towards her sons and daughters, and not discriminating in devoting affection to her sons and daughters, not being affected emotionally by cursing children and paying great attention to the formation and development of children in instilling akhlakul karimah.In the hadith of the Prophet Muhammad SAW clearly emphasized through his words which means: "Every child is born in a state of purity, then it is his parents who can make him a Jew, Christian or Majusi". Through the hadith, it can be ascertained that every child is born in a holy state, whether the direction taken by a child is determined by his parents, so it is the responsibility of parents to educate children. The obligation of parents to educate their children both in terms of religious and general education including skills education, this aims to provide good results for children in the form of achieving happiness in life in this world and the hereafter. (Arifin, 2018).

The understanding of mothers in Rato Village regarding the position of mothers is almost in line with the position of mothers conveyed by M. Quraish Shihab and Ali Hasyimi. This is because the majority of mothers answer that the mother's position is to educate children and the mother's position is very important in the education of children. The understanding of mothers with low education is not much different from mothers with high education. Although the explanations given by low-educated mothers are not as complex as those of highly-educated mothers.

Mothers in Rato Village realize that a woman's nature is to be a mother. Building the foundation of religious education and introducing it to children is a mother's obligation. They realize that without a religious foundation, children will lose their way and follow bad behaviors in the community, so as early as possible, the mothers of Rato Village try to discipline and teach their children with a modicum of religious knowledge.

Mothers who realize the importance of their role in children's education will make mothers better equip themselves so that mothers can provide education directly to children without intermediaries from other parties. By utilizing the mother's emotional closeness to the child since the womb, it allows the mother to provide a greater level of success in the child's education than other parties such as teachers or caregivers who do not have any ties with the child.

It can be seen how important the role of mothers is in laying a solid foundation in the lives of children starting early in the family. Since the child's first madrasah is the mother, it requires complex knowledge for a mother. starting from small things such as tidying up their things, how to eat, controlling children using the toilet, and training their fine and gross motor skills, all start from a teacher named Mother. In this case, researchers tried to explore the readiness of mothers in Rato Village to become a mother.

As the main madrasah, to be able to educate, mothers need sufficient knowledge, because it can be said to educate if they have knowledge that can be channeled. How can a teacher who is unfamiliar with knowledge and noble manners teach a child? The learning process of children is greatly influenced by the level of readiness of a mother's provision. like a school institution, when the teacher is professional and experienced, the school will become a favorite and superior school.

Based on the results of the interviews, the majority of mothers in Rato Village answered that the main preparation for becoming a mother is mental. Facing a child with various behaviors requires a mother to be patient, practice being more assertive with her child, and try not to express anger to her child. In addition, realizing that children's education is the

mother's responsibility gives the mother a sense of worry and anxiety about whether the education provided can be accepted by the child or not.

Although two of the ten mothers interviewed answered that they did not have any readiness to become a mother. However, the other answers, which constitute the majority, can be an illustration of the mother's readiness. In addition to mental preparation, mothers in Rato Village also admitted that in preparing themselves to become mothers, they also learned from their parents and the surrounding environment. Limited access to information and knowledge does not prevent mothers from learning how to be a mother..

2. Parenting Patterns Applied in Child Education in the Digital Era

The role of parents in providing proper parenting is one of the factors that can affect the process of children's education in the family. Parenting is one of the main components of the family because, in addition to providing proper education for children, parents are also responsible for the process of caring for children (Aslan, 2019). The application of parenting patterns by parents greatly affects the process of child development, this is because parental care is also one of the factors determining the good and bad of a child later. Parenting will also be one of the components that will affect the psychology of children until adulthood, so it requires complete attention from parents in determining the right parenting.

Mothers who do not understand parenting will waste the best opportunity to provide education to children. mothers without the provision of child education knowledge also cannot provide parenting to the maximum. This is because mothers cannot analyze well the methods that suit the child, what facilities the mother should provide, and whether the child's ability will be superior in any part. If mothers provide educational methods that are not by the child's abilities, the child will tend to disobey and not want to obey the mother's words.

Based on the results of interviews that have been conducted, mothers in Rato village have implemented parenting by Islamic religious education, namely by carrying out their obligations as Muslim such as praying five times, fasting, reading the Qur'an, etc. Mothers also explain the importance of prayer show the procedures and familiarize children to keep praying on time. In contrast to mothers with low education, due to the lack of religious knowledge, they send their children to pray to the nearest musola so that the children can follow how the congregation prays. In addition, educated mothers leave other religious sciences to the Koran recitation teacher in Rato village.

As for reading the Qur'an, mothers in Rato village leave it to the Quran recitation teacher in Rato village. As a mother who realizes her lack of ability to read the Qur'an, she encourages her children to be disciplined to go to the Quran recitation teacher. From the results of the interview, there is one highly educated mother who also encourages children to take part in competitions such as MTQ competitions, with these competitions expected to help improve children's abilities. no matter winning or losing in the race the mother still gives rewards such as gifts to children as a form of mother's appreciation.

In their daily lives, there is no specific parenting pattern that Rato village mothers apply. In addition, mothers also explain the commands and prohibitions that children must obey, of course, the way mothers do it is not directly telling them loudly. However, mothers look for the right time and then invite children to discuss together. According to the mothers of Rato Village, this is an effective way to do when teaching children. However, the majority of mothers still have to scold the child first and then explain it to the child.

Through the results of interviews and observations, the researcher found that Rato village itself has advantages in its community environment. It can be seen that the habit built by parents by telling their children to pray in congregation at the musola every maghrib time, makes children not feel burdened. This is because children who are playing invite each other to pray together in the museum. Even without coercion from parents, children still go by themselves with other Rato village children. This is a positive value for children's education so that the mother becomes an encourager for children to apply these good habits. This

parenting pattern will also affect the child's personality later when the child is in the community environment. research conducted by Yair Ziv and Reout Arbel (2020) explained that in a longitudinal study with children aged 7-10 years, researchers examined the effect of parenting style on children's adjustment at school. As expected, the findings showed that negative parenting predicted higher social dysfunction at school, while positive parenting (for example, warmth) predicted higher social skills and fewer behavioral problems at school.

Febriana et al (2022) in their journal argue that education and religion are a unity so that without religion, the existence of education becomes incomplete. Because education is unable to capture the response of reality as a whole, while religion can complexly understand the existing reality. This view of life is indicated in progressive Islamic education that actualizes science and knowledge. So that education can be bound and become a unity with the religious spirit.

The millennial era is a new era that emerged after globalization. The faster and easier process of globalization that can be accessed is marked by the rapid advancement of science technology and communication today. The emergence of the millennial era is a form of challenge as well as hope that provides complete attention for everyone (Indriani & Firdian, 2021). The lack of difficulty in accessing information makes just one hand, space, distance, and time no longer a barrier so unlimited space is created by this era of globalization itself (Khobir, 2009). Therefore, facing the development of a borderless millennial era requires users to have strong filters and controls, because if not, then spiritual, moral, and religious foundations cannot be the main limitation for humans.

Based on attitudinal characteristics, the level of digital media use determines the quality of children's behavior in the digital era, so creating a generation that can overcome the negative influence of the digital era by using all the media wisely and for positive purposes is determined by how the parenting that parents develop. Thinking about how to choose the right parenting style that parents should set at an early age so that a critical and selective attitude towards every progress is strong in children when they grow up. Preparing children to face their times is also the responsibility of parents. As the first and main educators, parents need to do retrospection and introspection by continuing to prepare their children to face the current digital era and the era ahead. Parents must instill a strong foundation by building commitment or determination to direct children away from the threat of the digital era by seeing the potential benefits it offers.

Meanwhile, Isnanita (2018) in her journal, it is explained that there are changes in the way of educating children marked by the changing times that are increasingly sophisticated, this is also different from the way of educating children decades ago, it can be seen that in the digital era it not only provides convenience but also provides a gap that can be a separator between parents and children, the following are forms of education that parents can use to improve relationships with children, especially in the current digital era: 1) the need for complete responsibility, parents are required to present a view that one of them has responsibility for body and soul, views, and beliefs to ensure the welfare of the child as a whole. 2) emotional closeness, what is meant by closeness here is to get closer not only based on external appearances but in the soul and mind. 3) determining educational goals clearly, parents need to formulate educational goals since the child is born. 4) build good communication with children. 5) provide religious education, parents are required to be able to provide education to children from worship practices until children can love every worship activity they do. 6) preparing children with sex education during puberty. 7) preparing children to enter the digital world, requires extra attention from parents in providing children's limits in accessing the internet.

Based on the results of the interviews, it is known that the majority of mothers in Rato village educate their children by providing useful shows and downloading useful applications such as the Hijaiyah letter recognition application. This is the mother's effort to

utilize the positive impact of the digital era itself. However, it can be seen that there are still many mothers who do not properly understand the use of digital tools such as gadgets. The majority of them utilize gadgets only to communicate with relatives, friends, etc. In addition, they also often use Facebook as a tool to communicate with their children. In addition, they also often use Facebook as entertainment. This is because mothers have very little opportunity to get to know gadgets, considering that they have to work, take care of the house, take care of children, and do other activities. Even low-educated mothers, the majority of whom are housewives, cannot recognize gadgets because they find it too difficult to understand the rapid development of this era.

Related to the negative impacts that arise in the digital era, Rato village mothers also make preventive efforts by providing time limits for gadget use. The average time limit given is 1-3 hours, the mothers also admit that many children choose to play with their friends rather than play with gadgets. However, differences in children's age will also affect the use of gadgets. There is one mother who has a senior high school level child who admits that there is no limit to playing gadgets with her child, so the child is given the freedom to use gadgets.

In addition, Rato village mothers also provide supervision to children every time they use gadgets. This is because it is feared that children can open indecent spectacles that can affect child development. Mothers also give advice and prohibitions to children, so that children can filter which ones are good and bad.

It is undeniable that in the era of globalization, social media presents a variety of unfiltered spectacles so that users of various ages can consume these spectacles. Without parental direction and supervision, children will unconsciously absorb the spectacle and follow it. Especially the Western trends that have emerged.

In contrast to the findings in a similar study conducted by Baharun and Finori entitled Smart Techno Parenting: Alternative Child Education in the Era of Digital Technology describes effective steps that parents can take in educating children in the digital era, namely as follows: 1) the need for a combination of technological advances with child education, namely utilizing technological advances as a means of providing education to children, one of the digital media that can be used as a means of education is a digital Qur'an package. 2) enriching technological information literacy, with the breadth of information that can be accessed so that it also increases the choice of learning tools that are accessed. 3) limiting the time of digital use. 4) balance positive activities, balance the use of gadgets with activities outside the gadget so that children are not fixated on digital only. 5) determining effective media for children. 6) monitoring the environment both in cyberspace and in society. (Baharun & Finori, 2019).

It can be seen that the parenting provided by Rato Village mothers in facing the digital era is still lacking. Realizing that the lack of digital literacy of Rato Village mothers is an obstacle. Thus, the utilization of this increasingly sophisticated digital is less than optimal. Based on the results of research conducted by Irmayanti (2018), shows that mothers with Vocational School / Senior High School levels have not fully mastered the use of the digital era, this is characterized by a fairly good understanding of the use of devices but still experiencing obstacles in finding interesting ways when assisting the use of children's devices. Similar research conducted by Genc (2014) that the data shows a lower understanding of mothers who have the last education of Vocational School / Senior High School levels towards the operation and rules of use for children than mothers who have the last education S1. When viewed from the two studies above, there is a discrepancy if mothers with high education are not much different from mothers with low education..

3. The effectiveness of maternal parenting in religious education in the digital era

There are aspects of education that must be considered by educators as identified by Abdullah Nashih Ulwan in his book entitled "Tarbiyatul Aulad Fii Islam", these aspects of education include faith education, moral education, physical education, intellectual

education, psychological education, social education, and sex education. The seven basics of education are very adaptive to the times to provide education to mothers in dealing with children's problems across generations.

Islamic education has an attachment to the thought of Abdullah Nashih Ulwan itself. This can be seen in some points of Islamic education for children who have relevance to the thought of Abdullah Nashih Ulwan such as the education of aqidah by the faith education of Abdullah Nashih Ulwan, moral education that has the same existence with moral and psychological education, worship education that interprets sexual education, intellectual education, physical and social education described by Abdullah Nashih Ulwan. Therefore, the points of Islamic education for children integrated into the basics of education Abdullah Nashih Ulwan be the foundation that can be taught and instilled to the child as early as possible as a preventive measure against challenges in today's digital era.

Based on the results of the interview, it is known that the mothers of Rato village have implemented the role proposed by Abdullah Nashih Ulwan. Three of the five mothers with high education and two of the five mothers with low education answered that they had implemented all seven roles. While the rest of the mothers answered that they had only partially implemented it, on average they answered that they had only implemented moral education, social education, faith education, and social education. According to some Rato village mothers, the most important education to emphasize in today's digital era is moral education and faith education, because of the moral decline and the decline of faith in children today. Others answered that sexual education must also be emphasized seeing that Western culture is increasingly developing in today's generation.

Assessing the level of effectiveness of the mother's role based on the seven roles proposed by Abdullah Nashih Ulwan. The mothers of Rato Village are only partially effective considering that only 5 out of the 10 mothers interviewed said they had implemented all the roles. While the rest have only implemented some of the roles. So mothers need to improve the quality of children's education through the seven basic education of children by Abdullah Nashih Ulwan. Based on the research results that have been stated, the researcher then compares the research data with similar previous research that has been conducted previously by Muhammad Parhan and Dara Puspita Dewi Kurniawan (2020).

The results showed that the role of mothers as the first and main madrasa in Rato Village is still not appropriate. Although there are still many mothers who take care of and educate their children alone by providing education based on their level of knowledge. However, in providing Islamic religious education, both low-educated mothers and some highly-educated mothers still depend on Koran teachers. In addition, educating children in the digital era is still not appropriate, given the lack of digital literacy of both highly-educated and low-educated mothers.

Comparing the findings with the research of Muhammad Parhan and Dara Puspita Dewi Kurniawan (2020) found that in Bandung City, the role of mothers as the first and main madrasah has been implemented according to its existence. All mothers have quickly adjusted to the rapid development of digital technology. Based on the questionnaire data that has been collected. Mothers also strongly agree with providing education in directing children's life goals, controlling the use of digital media, and explaining to children the meaning of positive freedom in the 4.0 era. Therefore, mothers understand their role as the first madrasa for their children.

The two research results above are very different, the researcher concludes that this significant difference lies in the place of research, namely villages and cities. In line with the results of research conducted by Devi and Ega (2021) mothers who come from rural environments tend to be more subtle in accompanying children to play gadgets but tend not to pay full attention to control when assisting the use of gadgets. This is because the rural environment has the characteristics of prioritizing discussion and deliberation on activities

that children will do. It can be concluded that the living environment greatly influences the parenting pattern given by the mother. In this context, this study can contribute to realizing that there is still a lack of maternal knowledge about parenting, especially in the digital era, which is influenced by the level of education. The implications of these findings can help institutions or community organizations engaged in education to increase mothers' knowledge in providing parenting that focuses on the digital era...

D. Conclusion

Parenting is one of the important components in the development of a child, with the entry of the digital era requiring that the parenting patterns applied are also developed by the times. Given the very important position of mothers in children's education, Rato village mothers can understand well the position of mothers as the first and main educators for children.Rato village mothers can also apply parenting patterns quite well, seeing that many mothers can take care of and educate their children by providing parenting patterns that are by child development. Although Rato village mothers can balance work outside the home with their obligations to provide education to children, with limited religious knowledge mothers still have to delegate religious education to other parties such as Koran teachers.

The rapid development of digital technology also has an impact on children's education. The parenting that Rato village mothers apply in the current digital era is not optimal. This is because the lack of digital literacy makes most of the mothers of Rato village, both those with high education and low education, unable to adapt to the digital world to good parenting. Researchers also found through the results of the study that the level of effectiveness of maternal parenting in religious education in the digital era is also still not optimal, because when referring to the seven educational roles proposed by Abdullah Nashih Ulwan, not all of the seven educational roles that mothers apply..

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