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The Correlation Between Parental Awareness and Concern to The Early Childhoods' Digital Safety

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Digital Safety Awareness; Digital Safety Concerns; Parents of Early Childhood;

Abstract

This study aims to measure the level of parents' digital security awareness and the level of parents' concerns about early childhood digital security risks. The research method used was a cross-sectional survey design. The instrument used was a questionnaire distributed online. A total of 60 people, mostly mothers with children aged 4-6 years, were involved as respondents. Data obtained from the questionnaire were analyzed using descriptive statistics and Spearman Rank Correlation. The results showed that: 1) parents' level of digital security awareness is categorized as very high in terms of ergonomics of using digital technology (4.59), credibility of online information (4.82), online advertising (4.83), contact with strangers (4.85), use of passwords (4.9), and protection from viruses (4. 74); 2) parents have a very high level of concern in the aspects of cyberbullying risk (4.77), sexual content (4.89), data privacy (4.87), and interaction with strangers (4.75); 3) age and education level of parents are not predictors; 4) the relationship between the level of digital safety awareness and parental concern is strong and positive (0.664). This means that there is a strong relationship between parents' awareness and concern for children's digital security. The limitations of this study are the small sample size and gender bias.

Kata Kunci:

Abstrak

Penelitian ini bertujuan untuk mengukur tingkat kesadaran keamanan digital orang tua dan tingkat kekhawatiran orang

Kesadaran keamanan digital; Kekhawatiran keamanan digital; Orang tua anak usia dini;

tua terhadap risiko keamanan digital anak usia dini. Metode penelitian yang digunakan adalah desain survei cross-sectional. Instrumen yang digunakan adalah kuesioner yang disebarkan secara online. Sebanyak 60 orang dengan sebagian besar adalah ibu yang memiliki anak usia 4-6 tahun dilibatkan sebagai responden. Data yang diperoleh dari kuesioner dianalisis dengan menggunakan statistik deskriptif dan Korelasi Rank Spearman. Hasil penelitian menunjukkan bahwa: 1) tingkat kesadaran keamanan digital orang tua dikategorikan sangat tinggi dalam hal ergonomi penggunaan teknologi digital (4,59), kredibilitas informasi online (4,82), iklan online (4,83), kontak dengan orang asing (4,85), penggunaan kata sandi (4,9), dan perlindungan dari virus (4. 74); 2) orang tua memiliki tingkat kepedulian yang sangat tinggi pada aspek risiko cyberbullying (4.77), konten seksual (4.89), privasi data (4.87), dan interaksi dengan orang asing (4.75); 3) usia dan tingkat pendidikan orang tua tidak menjadi prediktor; 4) hubungan tingkat kesadaran keamanan digital dengan kepedulian orang tua kuat dan positif (0.664). Hal ini berarti terdapat hubungan yang kuat antara kesadaran dan kepedulian orang tua terhadap keamanan digital anak. Keterbatasan dari penelitian ini adalah jumlah sampel yang kecil dan adanya bias gender.

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1. Introduction

The term digital security is often used interchangeably with internet security, cybersecurity, online security (Jang & Ko, 2023), information security and data security. Some researchers in the field of early childhood education see the benefits of digital technology in supporting children's learning and social interactions, while others have concerns regarding its negative impact on children's health and development (Zabatiero et al., 2018; Zaini & Soenarto, 2019). Children who grow up in the digital age from an early age are exposed to digital technology and are shadowed by digital security threats. According to OECD (2021), digital safety risks in children can be divided into 4C (*concerning contact, content, conduct, and contract risks*). Children also have privacy risks, advanced technology risks, health and well-being risks. This often causes parental concern and tends to discourage children's use of technology (Cabello-Hutt et al., 2018; Dedkova et al., 2022; Dias et al., 2016; Dias & Brito, 2021; Livingstone et al., 2017; Yaman et al., 2019; Valentine & Holloway, 2001). The need to raise parents' awareness about the impact of digital devices on children's health and development is an important need and to ensure their safe use of the internet (Altun, 2019; Quayyum et al., 2021; Sadri, 2018).

Parents' readiness to deal with changes in the digital era affects parenting strategies in the context of children's use of social media

(Zhao et al., 2023). A multi-stakeholder and multi-level approach to online safety policy for children and young people is essential. Countries such as Australia, Canada and the UK, have adopted this approach by involving various stakeholders such as parents, educators, educational institutions, policy regulators, the information and communication technology (ICT) industry and interested children and young people (Jang & Ko, 2023).

Previous research on parental awareness and concerns regarding children's digital safety risks relates to three main topics. There are studies that focus on measuring parents' level of awareness about children's digital safety, such as the one conducted by (Tomczyk & Potyrała, 2021). The findings show that parents tend to have a high level of competence in the ergonomic use of digital media, but lack in technical security and malware protection. As the study Ktoridou et al. (2012), there is little awareness of technical measures such as screening programs and parental control tools in the family. Parents' awareness is shown by seeking information about the risks to their children (Davis, 2012; Dedkova et al., 2022) and pursuing various mediation strategies and regulations (Cabello-Hutt et al., 2018); Dias et al., 2016; Dias & Brito, 2021; Livingstone et al., 2017).

As for research on parental concerns, for example conducted by Martin et al. (2021). The results showed that parents are always worried if their children are exposed to sexual content and talking to strangers. This is in line with other studies, which show that parents worry about their children being exposed to pornography, contact with dangerous strangers, inappropriate content, sexual content, violent content, cyberbullying, identity theft, hacking, illegal data sharing, addiction, and privacy risks (Boyd & Hargittai, 2013; Davis, 2012; Greyson et al., 2023; Ktoridou et al., 2012; Yaman et al., 2019; Valentine & Holloway, 2001).

Some studies are also interested in factors that predict parents' level of awareness and concern. Sociodemographic factors such as age, gender, and education level are often predictor variables of parent’s digital safety awareness (Cabello-Hutt et al., 2018; Dodel & Mesch, 2019; Fatokun et al., 2019; Göldağ, 2021; Sapanca & Kanbul, 2022; Vélez et al., 2017). Digital literacy skill (Akman et al., 2023), parents' experience and knowledge, as well as the age of the child are also factors that influence parents' awareness and concerns (Dias et al., 2016; Greyson et al., 2023; Ktoridou et al., 2012; Yaman et al., 2019).

Parents who have higher levels of digital literacy tend to be better at setting competency boundaries regarding their children's use of digital media. In addition, parents who have low levels of competence tend to overestimate their digital literacy levels (Tomczyk & Potyrała, 2021). Parents who have good digital skills tend to have high security awareness and confidence in mediating children's digital security risks. Parents also tend to have concerns for younger children who do not have good digital literacy skills. This can provide valuable insights in developing education and training programs aimed at improving digital literacy and digital data security awareness among parents.

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There is currently little research describing the relationship between parental digital safety awareness and parental concerns about early childhood safety risks in the digital environment. Most research is conducted in European, Australian and American countries. In the Indonesian context, research on this topic is still rare. The existing research mostly explores the role of parents in digital parenting.

The status of digital safety awareness and parental concerns in Indonesia needs further research. Moreover, Indonesia is currently expanding the digital literacy movement, which makes digital safety skills very important for parents of young children. This study seeks to contribute knowledge by exploring the level of awareness and concerns of parents in Indonesia regarding children's digital safety. Through a cross-sectional survey, this study aims to determine the perspectives of parents in Indonesia in terms of awareness related to children's digital security and concerns related to children's digital security and how the relationship between the two. We will also describe parents' perspectives on children's digital safety based on parents' age and education level

2. Methods

This study applies a quantitative design with a cross-sectional survey approach, because researchers will collect data one at a time (Creswell, 2016). The research sample was determined using nonprobability sampling technique (not random), namely purposive sampling. According to Sugiyono (2019), this sampling technique is carried out with certain considerations. The criteria determined by the researcher are parents who have children aged 4-6 years. This research was conducted through distributing online questionnaires starting from December 8-12 2023 and obtained 60 respondents. Respondents consisted of 55 mothers and 5 fathers. The research instruments used in this study were adapted from previous research instruments that have been tested for validity and reliability. Therefore, validity and reliability tests were not conducted again in this study.

Research Procedure this research began with the preparation of a questionnaire based on existing instruments. The questionnaire was then distributed online to parents with children aged 4-6 years. Respondents were asked to fill out the questionnaire voluntarily. The data obtained from the questionnaire was then collected and analyzed.The data collected was analyzed using descriptive statistics to describe the level of parents' awareness and concerns about children's digital safety. In addition, Spearman's Rank Correlation analysis was used to examine the relationship between parents' awareness and concerns regarding children's digital safety.

Table 1. Characteristics of respondent

Characteristics		**Frecuency**	**Persentase (%)**
Age	24-27	7	11.7
	28-31	16	26.7
	32-35	21	35
	36-39	9	15

	40-43	4	6.7
	44-47	1	1.7
	48-51	2	3.3
	n	60	100
Education Level	Elementary school	3	5
	Junior high school	12	20
	Senior high school	21	35
	D3	5	8.3
	Bachelor's degree	16	26.7
	Master's degree	3	5
	n	60	100
Child's Age	4	13	21.7
	5	23	38.3
	6	24	40
	n	60	100

The questionnaire sheet consists of two parts. First, it presents information on respondent characteristics. The second part contains 16 items measuring self-perception of parents' awareness of digital security and 6 items of parents' concerns about children's digital security. The measurement scale used is a Likert scale with a score interval of 1-5. Score 1 means strongly disagree/very not worried, score 5 means strongly agree/very worried. The digital security awareness indicator consists of 6 aspects, namely ergonomics of using digital technology, credibility of online information, online advertising, contact with strangers, use of passwords, and protection from viruses. The indicator was adapted from research (Tomczyk & Potyrała, 2021). The indicators of parents' concerns about children's digital safety consist of 4 aspects, namely cyberbullying, sexual content, privacy data, and interaction with strangers. This indicator was adapted from the research of Martin et al. (2021).

Data collected from the questionnaire sheet will be analyzed using the Likert scale technique to determine the level of achievement of respondents. The relationship between respondent characteristics with the level of parental awareness and parental concerns will be analyzed using descriptive crosstabulation statistics. Meanwhile, to determine the relationship between parents' awareness of children's digital security and parents' concerns regarding children's digital security, it will be analyzed using Spearman's Ranks Correlation. Data calculation is done with the help of IBM SPSS Statistics 25 software and Microsoft Excel.

The following are the criteria for interpreting the correlation coefficient.

Table 2. Interpretation of the correlation coefficient

Coefficient Interval	Correlation Level
0,80 – 1,00	Very strong
0,60 – 0,79	Strong

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0,40 – 0,59	Medium/Moderate
0,20 – 0,39	Low
0,00 – 0,19	Very low

3. Result and Discussion

Parents' Awareness of Their Children's Digital Safety

This study obtained several findings, namely the level of parental awareness of their children's digital safety, the level of parental concern about children's digital security risks, digital security awareness and digital security concerns based on age and education level of parents, and the correlation between the level of digital security awareness and the level of parental concern.

Table 3. Parents' awareness of their children's digital safety

Statistic	Ergonomics of using digital technology	Credibility of online information	Online advertising	Contact with strangers	Use of Passwords	Protection from viruses
Mean	4.59	4.82	4.83	4.85	4.90	4.74
Std. Error of Mean	0.068	0.042	0.034	0.031	0.046	0.049
Std. Deviation	0.907	0.561	0.459	0.416	0.354	0.653
Min	1	1	3	3	3	1
Max	5	5	5	5	5	5
Sum	827	868	869	873	294	854
Category	Very high	Very high	Very high	Very high	Very high	Very high

The level of parental awareness related to children's digital security can be known from the average value of each aspect. In Table 3, all aspects obtained an average value between the continuum line of 4.3 to 5.0, meaning that the level of parental awareness is in all categories very high. The ergonomics aspect of using digital technology obtained the lowest average value among other aspects, namely 4.59. While other aspects obtained an average score of 4.82 for the credibility of online information, online advertising (4.83), contact with strangers (4.85), use of passwords (4.9), and protection from viruses (4.74).

Advances in information and communication technology always go hand in hand with security issues. This means that threats to security increase along with the development of digital technology innovation. The activities of a digital society that relies heavily on the internet are accompanied by various security threats such as fraud, cybergrooming, cyberbullying, the spread of false information or hoaxes (Kopecký et al., 2022), data and identity theft, data manipulation, system control takeover (de Bruijn & Janssen, 2017).

Increased exposure of children from an early age to digital technology brings digital security risks. Security risks can relate to

attacks on electronic devices and personal security such as, digital identity leaks, hacking of privacy information, poor digital footprints, unsafe communication in digital spaces, and cyberbullying behavior (Martin et al., 2021). This encourages parents' awareness of early childhood digital safety in the digital environment.

Tomczyk & Potyrała's (2021) study of parents of elementary school students in grades 1-3, found that interaction with strangers and login security were the most neglected aspects by parents, and ergonomics of electronic device use was the strongest. These findings are different from the results of this study. Table 2. shows that although all were categorized as very high, the ergonomics of using digital technology had the lowest mean score among the other aspects. Parents have the highest level of awareness in the aspects of password use and contact with strangers.

The ergonomics of digital technology use relates to the awareness of the importance of screen time restrictions, the negative health impacts of digital technology use, as well as the storage of ICT tools. Screen time restriction is one of the most frequently used child digital safety mediation strategies for parents (Cabello-Hutt et al., 2018; Dias et al., 2016; Dias & Brito, 2021; Yaman et al., 2019; Valentine & Holloway, 2001). Many studies suggest that high screen time can be detrimental to children. Research results by Oktavia et al. (2022) shows that high screen time activity can have a negative impact on children's social skills, such as gadget addiction, lack of socialization, and aggressive actions. Sumarni (2022) It was also noted that screen time duration of less than 30 minutes will bring benefits to children and too long screen time duration will affect children's concentration in activities. Most respondents in this study agreed that the maximum screen time for children aged 4-6 years should be less than 1 hour.

Most parents also realize that prolonged use of ICT can lead to health problems in children (Atmojo et al., 2021). As researched by Syahidah & Wijayanti (2017) which found that children with high screen time are at risk of obesity. Other studies have also noted the risks of ICT use on visual impairment, spinal injuries/slouching, muscle weakening due to lack of physical activity, and sleep disturbances (Cahyani & Atmaja, 2021; Chotimah & Harun, 2022; Miranti & Putri, 2021).

In addition to time restrictions, most parents realize the importance of storing ICT tools in a place that is out of reach of children. Parents usually place devices in public spaces (Rode, 2009). This is a form of limiting access to technology to reduce the risk of prolonged use of ICT tools, anticipating children accessing inappropriate content, and also the risk of digital technology addiction. If ICT tools are placed in a place that is accessible to children such as in the child's bedroom, it will certainly give children the opportunity to use ICT at any time and can access various content including inappropriate content.

According to Tomczyk (2019), security is not only about the ability to secure computer devices and programs, but also personal safety when using these technologies. Security in the digital space refers to the ability to secure digital identity, digital security and privacy, digital

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footprint, digital netiquette, and protection from cyberbullying (Martin et al., 2023a). Several studies have noted that parents have a role in controlling, monitoring, and assisting children's activities to ensure children are safe in the digital world (Atmojo et al., 2021; Hermawan, 2019; Chotimah & Harun, 2022; Miranti & Putri, 2021; Nugroho et al., 2022; Nurhayati, 2023; Stoilova et al., 2024). Parents should have the ability and awareness to explain the websites that can be accessed by their children (Asmawati, 2021), filtering ad-free content, mediating children's attitudes toward food and beverage advertising (Jusienė et al., 2019; Subardjo et al., 2013), provide education regarding interactions with strangers, familiarize children with passwords and parents use anti-virus on all devices (Rode, 2009; Tomczyk & Potyrała, 2021). Based on the results of the study, parents have a high awareness of the importance of the credibility of online information, controlling online advertising, supervising children's interactions with strangers, using passwords and anti-virus protection.

Parents' Digital Safety Concerns

Parents' concerns about children's digital safety consist of 4 aspects, namely cyberbullying, sexual content, data privacy, and interaction with strangers. Each aspect consists of 1-2 question items with a measurement scale score of 1-5. The following table presents a description of the results of respondents' achievements on each aspect asked.

Table 4. Parents' Concerns of Their Children's Digital Safety.

Statistics	Cyberbulling	Sexual content	Data privacy	Interaction with strangers
Mean	4.77	4.89	4.87	4.75
Std. Error of Mean	.099	.051	.077	.063
Std. Deviation	.767	.562	.596	.689
Minimum	1	1	1	1
Maximum	5	5	5	5
Sum	286	587	292	570
Category	Very high	Very high	Very high	Very high

Digital safety risks can be categorised into the 4 Cs (concerning contact, content, conduct, and contract risks) (OECD, 2021). The risk of contact with strangers relates to children's activities interacting with strangers and sharing their personal information. Content risks are exposure to harmful content such as pornography and violence. Behavioural risks are closely related to digital footprints and cyberbullying. And finally, contract risk relates to privacy data security (Jang & Ko, 2023; Martin et al., 2023). In Table 4, the statistical data shows that parents have very high concerns about aspects of cyberbullying (4.77), sexual content (4.89), data privacy (4.87), and interaction with strangers (4.75).

In this study, the high awareness of parents about early childhood digital security is followed by high parental concerns regarding the risk of digital security threats that children may experience in the digital

environment. It can be seen in Table 4 that parents have very high concerns about aspects of cyberbullying, sexual content, data privacy, and interaction with strangers. Cyberbullying is usually related to behavior that aims to humiliate or intimidate. Redmond et al. (2018) defines cyberbullying as the repeated use of electronic devices with the aim of harming and causing emotional distress to other users. Cyberbullying behavior can be different into several types, namely, cyberstalking, defamation, exclusion, arson, harassment, impersonation, outing, and deceit (Redmond et al., 2020).

Social media is currently a means for parents to document children's activities, even many early childhoods can already use the features of their own social media applications. If children do not know about digital footprints and the concept of cyberbullying, then children who actively interact using digital media are at risk of cyberbullying threats (Miranti & Putri, 2021) either as a perpetrator, bystander, or victim. Children may not realize that the messages they send are cyberbullying and will be recorded in a digital footprint (Martin et al., 2023b).

In the digital world, children are at risk of finding sexual content on the internet or being sent sexual content by others. This indicator is included in the content risk. Indicators of interaction with strangers through messaging applications or online games are a form of contact risk. Meanwhile, the misuse of children's photos by others for bad purposes includes contract risk. The very high level of parental concern needs to be balanced with active parental mediation in digital parenting (Zhao et al., 2023). Chotimah & Harun (2022) concluded several strategies that parents can use to mitigate digital security risks, namely the use of the google family link application to control children's online activities, mentoring, activating restricted mode, and communication with children.

Crosstabulation of Respondent Characteristics

The following is a cross tabulation of data between respondents' characteristics and parents' perspectives. The characteristics of respondents described are parents' age and education level.

Table 5. Awareness of children's digital safety by parent age

Age (years old)	SD	D	LA	A	SA	n	Max score	Score	Mean	Category
24-27	1	0	0	2	109	112	560	554	4.95	Very high
28-31	1	0	14	29	212	256	1280	1219	4.76	Very high
32-35	3	1	4	52	276	336	1680	1605	4.78	Very high
36-39	2	2	3	23	114	144	720	677	4.70	Very high
40-43	3	1	5	2	53	64	320	293	4.58	Very high
44-47	0	0	0	0	16	16	80	80	5.00	Very high
48-51	0	0	1	1	30	32	160	157	4.91	Very high

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Table 6. Parents' concerns about their children's digital safety by parent age

Age (years old)	SD	D	LA	A	SA	n	Max score	Score	Mean	Category
24-27	1	0	0	0	6	7	35	31	4.43	Very high
28-31	0	0	0	2	21	23	115	113	4.91	Very high
32-35	1	0	0	4	39	44	220	212	4.82	Very high
36-39	1	0	0	2	50	53	265	259	4.89	Very high
40-43	1	0	0	3	53	57	285	278	4.88	Very high
44-47	1	0	2	1	54	58	290	281	4.84	Very high
48-51	1	0	2	4	46	53	265	253	4.77	Very high

Table 7. Awareness of children's digital safety by parents' education level

Education level	SD	D	LA	A	SA	n	Max score	Score	Mean	Category
Elementary school	1	0	1	8	41	51	255	241	4.73	Very high
Junior high school	3	0	2	12	186	203	1015	987	4.86	Very high
Senior high school	4	2	16	54	281	357	1785	1677	4.70	Very high
D3	0	0	3	12	70	85	425	407	4.79	Very high
Bachelor's degree	1	0	12	56	203	272	1360	1276	4.69	Very high
Master's degree	0	2	3	6	40	51	255	237	4.65	Very high

Table 8. Parents' concerns about their children's digital safety by education level

Education level	SD	D	LA	A	SA	n	Max score	Score	Mean	Category
Elementary school	c	0	0	2	16	18	90	88	4.89	Very high
Junior high school	6	0	0	0	66	72	360	336	4.67	Very high
Senior high school	0	0	5	12	109	126	630	608	4.83	Very high
D3	0	0	0	2	28	30	150	148	4.93	Very high
Bachelor's degree	1	0	2	7	86	96	480	465	4.84	Very high

Master's degree	0	0	0	0	18	18	90	90	5.00	Very high

Several studies on sociodemographic factors on digital security awareness have found that age and education level are among the factors that influence the level of digital security awareness. Durak & Kaygin (2020) found that parents' digital security awareness is associated with socioeconomic status, age, and education level. Research by Akman et al. (2023) also showed the same thing, the level of digital security awareness in parents with a bachelor's degree and above was higher than parents who had the last education level of high school and below. Parents who are more than 35 years old and above score higher than parents who are 34 years old and below. However, in this study shows different results. The crosstabulation analysis showed that age and education level were not associated with parents' perspectives on parental awareness and concerns regarding children's digital safety.

Correlation Test

Hypothesis testing was carried out using the Spearman's Rank Correlation test. Calculations using SPSS version 25.0 with a significance level of 0.01. The decision-making criteria are, if the Sig. (2-tailed) >0.01, then accept Ho, and if the Sig value. (2-tailed) <0.01, then accept Ha. The hypotheses tested are:

H_o: There is no significant relationship between parents' awareness of children's digital security and parents' concerns regarding children's digital security.

H_a: There is a significant relationship between parents' awareness of children's digital security and parents' concerns about children's digital security.

The following are the results of the Pearson Product Moment Correlation test.

Table 9. Correlation digital safety awareness with parental concerns.

			Awareness	Concerns
Spearman's rho	Awareness	Correlation Coefficient	1.000	.664**
		Sig. (2-tailed)	.	.000
		N	60	60
	Concerns	Correlation Coefficient	.664**	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation calculation, it is known that the significance value is less than 0.01, namely 0.000, meaning that there is a significant relationship or Ha is accepted. The strength of the relationship is seen from the Spearman's value, which is 0.664. Based

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on Table 2, the strength of the correlation coefficient relationship of 0.664is in the moderate category. So, it can be concluded that there is a significant relationship between parents' awareness of children's digital security and parents' concerns regarding children's digital security. The strength of the relationship is in the strong category.

In this study, the authors analyzed the relationship between the level of awareness and the level of parental concern. The results showed a strong and positive relationship. This study reveals that the higher the parents' awareness of children's digital security, the higher the parents' concerns about children's digital security. However, in another study it was mentioned that parents who have high internet literacy (Ktoridou et al., 2012), have experience and high confidence in their ability to protect their children (Dias et al., 2016) tend to have lower levels of concern. Respondents' high level of concern in this study could be due to their lack of confidence in their children's abilities and their ability to mediate their children's digital safety. When parents have a lot of knowledge about digital security risks, then parents will realise the importance of increasing digital security knowledge and skills. Parents need to have a deeper understanding of digital literacy so that they can design inclusive strategies to facilitate and mediate their children's use of digital technology (Ahmad et al., 2024).

4. Conclusion

Digital safety is an important consideration in early childhood care. This study found that parents who were respondents had a very high level of awareness and concern regarding children's digital safety. These results were not influenced by the age and education level of the parents. The relationship between parents' level of awareness and concern needs to be further investigated because there are several factors that influence it.

Children in this age range are therefore susceptible to a variety of online hazards, such as exposure to unsuitable material, communication with strangers, and excessive usage of electronic devices that may hinder their growth. In order to solve this, cooperation between the government, academic institutions, and technological service providers is required to give parents thorough instruction on digital safety. Parents are also encouraged to utilize parental control software, actively monitor their kids' online activity, and start educating their kids internet safety at a young age. By implementing a comprehensive strategy and raising consciousness, it is possible to enhance children's digital safety and establish a more secure and nurturing atmosphere for their growth.

Some recommendations to increase parents' awareness and skills about early childhood digital security such as the government needs to develop socialization and education programs about early childhood digital security. This program can be carried out through various media, such as television, radio, social media, and schools. Formal and non-formal educational institutions need to include material on early childhood digital security in the curriculum. This material can be provided to parents, teachers and young children. By increasing parents' awareness and skills about early childhood digital safety, we can help

protect children from various digital safety risks. The limitations of this study are the small sample size and gender bias.

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