The role of the family in facilitating innovation and change: Family communication in forming the identity of the alpha generation

Rismayanti, Mailin, Rubino, Ahmad Khairuddin

sînta s5
Science and Technology Index

The role of the family in facilitating innovation and change: Family communication in forming the identity of the alpha generation

Rismayanti[1*], Mailin[1], Rubino[1], Ahmad Khairuddin[2]

[1]State Islamic University of North Sumatera, Jl. William Iskandar Ps. V, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371, Indonesia
[2]Syekh H. Abdul Halim Hasan Institute Binjai, Jl. Ir. H. Juanda No.10, Timbang Langkat, Kec. Binjai Timur, Kota Binjai, Sumatera Utara, Indonesia
*e-mail: rismayanti@utnd.ac.id

ABSTRACT

The digital era creates a complex environment for Generation Alpha, immersed in technology from birth. This study aims to investigate how families, through communication patterns, facilitate innovation and healthy identity formation amidst the pressures of digital culture. Using a qualitative approach with a multi-family case study design with six subjects, data were collected through in-depth interviews, participant observation, and analysis of communication artifacts. The results show that democratic and participatory communication patterns are significantly correlated with children's innovative capacity. Families that adopt a concept-oriented approach, emphasizing the exchange of ideas and the appreciation of differing opinions, are able to produce individuals with greater cognitive flexibility and resilience. Key findings identify psychological safety as a crucial mediator, enabling families to function as "identity laboratories" where children experiment with digital personas before consolidating authentic identities. The study concludes that transforming parents' roles into digital mentors is crucial for bridging the generation gap through active mediation. By integrating family values and digital influences, children can become thoughtful innovators and responsible digital citizens.

priviet lab.
RESEARCH & PUBLISHING

1. INTRODUCTION

The digital era has created an underdeveloped environment. Once there was a generation (Generation Alpha, born starting in the 2010s) that was submerged in technology since birth. According to data from the Central Statistics Agency (BPS) in Makassar, increased access to technology and digital infrastructure has led to a surge in internet use among children and adolescents. Social media platforms such as TikTok, Instagram, and YouTube now serve as vital instruments in the formation and negotiation of their social identities (Badan Pusat Statistik Makassar, 2022). However, this phenomenon presents challenges in the form of dual identity; children are often trapped in trying to meet digital trends for group recognition, while facing an internal conflict between local norms of politeness and the free culture of cyberspace (Nurlela et al., 2024).

Children's interactions with digital technology are complex for their well-being. Exposure to online risks like cyberbullying and negative content can trigger immediate psychological impacts. These may include anxiety and reduced self-confidence. Such effects hinder their ability to manage other digital challenges. Constantly validating the accuracy of online information also strains mental energy. This increases their vulnerability to various online threats (Tan et al., 2025a). These challenges often manifest differently across developmental stages (Nurlela et al., 2024).Without guidance, children are trapped in an "algorithmic identity" determined by digital popularity metrics. This condition fundamentally shapes neuroplasticity and how they process information, so that families now face new challenges that have not happened in previous eras.

This shift is clear in the room family, which was once identical in its face-to-face interactions, now filled with various smart TVs, laptops, tablets, and mobile phones that bring a flow of information simultaneously. Media multitasking has become a common practice, though considered efficient, that can erode the quality of deep conversations between family members. This phenomenon shows a shift in communication preference from the face-to-face model to more digital intermediaries, fast but often shallow (Aditia, 2025). Facing this, the role of family transformed from just a guard tradition to a dynamic *learning* hub, an innovation in context. Family is interpreted as the development of cognitive and social capacities such as thinking critically, solving problems creatively, and collaborating, not only in technology invention (Kalurahan Sumberwungu, 2024).

However, the phenomenon in Indonesia shows a significant gap between the intensity of children's digital device use and parents' supervisory capabilities. Many parents face challenges with digital self-efficacy, leading to inconsistent parenting styles. Parents often feel less digitally competent than their children (Salsabila & Hasanati, 2024).

Therefore, the role of the family is to create an empowering, safe space where failure is seen as part of the learning process. In a facilitating role, the transformative communication family appears as a mechanism for transmitting core values and a worldview. Effective communication serves as essential scaffolding for a child's navigation in complex environments. In line with that, Communication Theory Family shows that participatory and open (*concept-oriented*) patterns, such as the Pluralistic pattern, tend to produce more independent, creative, and competent individuals in a social environment (Fahma et al., 2025). It is equipped with pattern-fostered care, authoritative which combining warmth with clear boundaries. This support structural are proven effective in growing autonomy and self-regulation, which is the foundation for innovative behavior (Syamsidah, 2024). Not only that, but narrative family (*family storytelling*) is also a strong communication tool that instills narrative resilience and a growth mindset (Lestari & Yumra, 2022).

As innovative capacity developed, the formation of identity among Generation Alpha occurred amid an onslaught of identity cues from the digital ecosystem, which could lead to identity fragmentation. Family plays a central role as an anchor of reality, helping the child filter, interpret, and integrate digital experiences into a coherent narrative identity (Boyd, 2014). The family also acts as a buffer against negative hyperconnectivity, combating the trend *of alone-together*) through authentic interactions (Turkle, 2017)

To realize this role effectively, parents adopted a role as digital mediators, not with tight supervision but through mentoring, which is critical for developing digital literacy and ethics online

(Prahasti et al., 2025). However, the practical challenge is the digital divide between generations, which demands improvements in parental digital literacy so that parents can be involved more effectively. Changes in the digital macrosystem (technology, culture) resonate with the core of the microsystem family. Communication that facilitates innovation must be dialectical, capable of accommodating and synthesizing tension between stability and change (Mary & Antony, 2022).

From the perspective of the Theory of Social Construction of Reality, family is the primary reality constructor that forms meaning about the world and potential children. Communication that encourages innovation is the one that builds reality where change occurs, seen as an opportunity, not a threat. (Handaka et al., 2018) . Many previous studies have focused solely in screen time (quantitative), while your research (and this document) focuses on the quality of interactions and the meaning of identity (qualitative). There is still little research examining the family as an "incubator of innovation" for Generation Alpha amid the pressures of social media's performative culture. This underlies the urgency of this research, to fill the academic gap by investigating deeply how specific family practices can, in a way, simultaneously facilitate innovative and formative healthy and adaptive identity in Generation Alpha, providing a conceptual framework and practical guidelines for all parties related.

2. METHOD

This study adopts a qualitative approach, using a design study of multi-family cases to dive deep into the dynamics of communication, facilitation, innovation, and identity formation among Generation Alpha. The chosen approach is qualitative because it can reveal meaning, perception, and subjectivity, especially in complex real-life situations (Creswell, 2007). By design, studies' cases allow researchers to maintain a holistic perspective on incidents every day and to gain a rich, contextual understanding. This selection methodology is considered appropriate because the study focuses on "how " and "why " the phenomenon occurred, which demands depth of data from several small units of analysis. The research focused on families to capture the depth of active mediation interactions, which is a key factor in successful digital parenting compared to simply limiting screen time (Salsabila & Hasanati, 2024).

To obtain the depth of data required, participants were recruited using purposive and snowball sampling (Heriyanto, 2018). This research involved six families as subjects in a multi-family case study. This number was chosen to ensure data depth through triangulation of interviews and participant observation, thereby achieving information saturation regarding communication patterns and the formation of Generation Alpha identities.

The main participants are parents and their own children. The criteria for parents in this study were parents who actively use digital devices but face challenges in balancing parenting with technology. For children, the criteria included Generation Alpha (born 2010 and above), and their families applying participatory communication patterns. Primary data was then collected through triangulation from three technique main: first, semi- structured interviews deep separated with parents and children; second, observation participatory to routine family interactions (such as dinner time or free time) for see practice communication in a way directly; and third, analysis artifacts communication (screen time records) or results work children.

To gain a holistic understanding and minimize adult-centric bias in the research, data collection was conducted through technical triangulation involving separate in-depth interviews with parents and children. This step was crucial for capturing the authentic subjectivity and perceptions of Generation Alpha regarding their digital experiences, given the shift in knowledge authority, where children often have higher technical literacy than their parents in certain digital domains. Triangulation of data from various sources and methods is important for validating findings, addressing recall bias, and bridging the gap between words and actions.

After the data collection process is complete, the data will be analyzed using thematic analysis. This process covers transcription, code creation, the beginning of search themes, reviews, and the definition of themes grounded in data. This analysis focuses specifically on identification patterns that encourage communication or hinder innovation, as well as the narratives that shape children's identity.

Throughout the entire research process, aspects of ethics were closely guarded, including informed consent from all participants (including children with appropriate language and age), guaranteeing confidentiality, and respect for the rights of the research subject (Flick, 2018) This research aims to produce meaningful reflection, not only on academic themes.

3. RESULT AND DISCUSSION

3.1. Generation Alpha

Generation Alpha is the first to grow up entirely in the digital era, where learning happens through devices, social media, and multitasking (Rohmaniyah et al., 2025). In general, the definition of Generation Alpha (born 2010-2025) is cohort demographic the first one entirely born in the 21st century, marking beginning paradigm new far away beyond Generation Z. The digital natives are true; for them, digital devices and virtual assistants like Siri or Alexa are not the tools studied, but instead environment integrated natural with basic sensorimotor development.

Consequently, technology for Alpha is extension awareness, forming methods they think and process information fundamentally different from the generation previously. They are immersed in an ecosystem that is always connected, personalized by algorithms, and fed by content that comes back instantaneously, forming expectations for high speed and interactivity (McCrindle, 2020). Social media has become the primary "digital playground" for children, but it often triggers social comparisons that damage self-esteem (Tan et al., 2025b). Ongoing interaction with Artificial Intelligence (AI) has created dynamic connections between humans and machines, influencing the development of social and emotional skills. The Alpha generation prefers attractive visualizations when carrying out their activities, leading them to favor virtual content such as social media over traditional reading. As a result, this preference for visually engaging digital formats makes teenagers less interested in reading, which in turn reduces their literacy and affects their ability to understand information on the internet (Parinduri & Karomah, 2023).

The impact of submerged environment technology is the formation of identity for Generation Alpha in the hybrid space, which a blend of physical and digital realities. They not only consume but also produce content from a very young age on platforms like YouTube and TikTok, shifting them from audience to a participatory manufacturing culture (Marianti, 2025). Although they can produce empowering content, they also revealed that they are under pressure from public and cultural comparisons that are unrealistic globally, threatening their self-esteem and triggering perfectionism. For Generation Alpha, identity is projects that must be managed and curated, selecting filters, photos, and stories to create the narrative of the desired self (Hermawan, 2025a). If the gap between private self and public self is too broad, it will risk anxiety and fragmented identity can increase.

Besides the pressure of curated identity, a crowded environment notification push practice continuous partial attention, which has the potential to hinder in-depth, continuous reflection for key processes in building a stable sense of self (Firat, 2013). There is also a substantial difference between exponential speed change technology and biological speed development, which remains relatively constant (Susan, 2015). Generation Alpha must assimilate trends quickly, while the soul and brain need time. On the other hand, exposure to globality shapes them into global citizens rich in insight, but it can blur their local roots and values. In addition, they are the most numerous generations to have recorded data since birth, raising critical issues about privacy and autonomy in their future (Lupton & Williamson, 2017). Virtual platforms such as Roblox and Minecraft function as a safe sandbox for exploration, role-taking, and identity, but the role of parents is crucial for maintaining balance (Wulandari et al., 2025)

In contrast to past generations, where identity was determined in a way *ascribed* (given). For Generation Alpha, identity is more searched for and selected from global supermarket options, which bringing freedom at a time of psychological burden (Budi & Ula, 2023). Media literacy becomes a core competency, enabling them to filter misinformation and pressure culture that is not realistic (Potter, 2018).

In facing the challenge, the role of parents shifts from giving directions to becoming a mediator and facilitator. Tasks mainly involve guiding children navigating the digital world, processing online experiences, and facilitating conversations that are reflective and integrate various aspects of identity.

(Asqia et al., 2024) . Digital parenting in this era requires extra effort from parents to not only understand technology but also serve as good role models for their children (Swanny & Solechan, 2024a). Effective parenting patterns are those that provide a child with a moral compass and critical skills, not build a fortress. Therefore, actively engage with and support Generation Alpha as they develop themselves in the public digital arena—ask questions, set boundaries, and communicate openly about online experiences. Make this a consistent practice to deeply invest in preparing them to become whole and resilient individuals in future societies (McCrindle, 2020).

3.2. Role of Family as Facilitator

Parents are the first role models for children, teaching them new behaviors and skills. Children imitate their parents, a form of social learning that applies to all children (Swanny & Solechan, 2024b). So, family functioning as a primary incubator provides an ecosystem and a controlled, safe, psychosocial place with the capacity to support innovative children to hatch, involving nutrition, intellectual, regulatory, emotional, and cognitive integration (Dwistia et al., 2024). This "incubator " metaphor emphasizes the role of active parents in designing the environment, not merely staying passive. This incubation function comes true in three main dimensions: cognitive (as the first knowledge ecosystem that encourages critical dialogue), emotional (building a secure base for taking risk intellectual without fear of punishment), and behavioral (giving space and resources for experimenting, from science projects up to art) (Wegerif, 2015). Innovation needs courage, thought, and practice.

The foundation is more important than the incubator, that is, psychological the confidence that a child can put forward ideas or "stupid " questions without being humiliated (Edmondson, 2019). Without this psychological security, the child will hide ignorance, hindering intellectual exploration. The most effective communication pattern is in support functions, which are concept-oriented, emphasizing the exchange of ideas, appreciation of different opinions, and exploration of concepts. This pattern practice thinks critically and creatively, changing every conversation daily, becomes a session exercise, and is innovative, opposite to pattern socio-oriented, which prioritizes harmony (Irawatiningrum, 2025)

Family is innovative in a way, on purpose, building a narrative that failure is valuable data. They analyze together what can be studied from error, shift from " results " mindset to " the learning process " (Kapur, 2016). In addition, parents provide scaffolding which support while adjusting to help when the child is involved in little activity beyond their ability, independently, and gradually reduce help as competency increases (Qodariyah et al., 2023). Scaffolding needs to be effective and sensitive, so as not to weaken initiative or cause frustration.

Source diverse power not only in material, but also experience and exposure to various fields, which becomes "material standard cognitive" for combining new ideas (Tarumingkeng, 2025). Children learn innovation through parental modeling, which shows *a growth mindset* (belief that ability can be developed) and perseverance in the face of a problem (Fatimah & Saptandari, 2022). An optimal family creates a balance between autonomy and structure, clear boundaries precisely provide a framework of security for exploration and creativity. Finally, the role of an incubator is to facilitate a gradual transition from a protected environment to a better world, teaching children to apply innovation in society. A successful family is measured by child's ability to leave the incubator and innovate independently (Hastuti et al., 2021).

3.3. Pattern in Communication Family

There are patterns in family communication that function as mechanisms in forming children; first is the authoritarian communication pattern. This pattern is characterized by a stiff hierarchy, where parents determine the rules unilaterally with an absolute expectation of compliance from children. The communication nature will be in one direction, from on to below, with a little room for questions or negotiations. According to research, children who are raised in an environment tend to show external compliance but often have difficulty internalizing values (Erviana et al., 2025). They develop more identity-focused on avoiding punishment than on building personal belief, which can hinder their ability to innovate and take initiative.

In particular, Generation Alpha exposed various perspectives from the digital world, patterns that create cognitive dissonance where rigid family values collide with diversity values in the online world. Authoritarian patterns produce an empty child complies with the rule without understanding the philosophy. When they access the free internet, the internalized values of the nothingness foundation make them prone to being influenced by external forces or, precisely, to rebel extremely.

Fundamentally, the pattern of democratic communication emphasizes a balance between structure and autonomy. Here, parents still hold leadership. However, there should be an open dialogue about rules and decisions within the family. This pattern supports the development of competence, communication, and critical thinking skills in children. Children are invited to understand the reasons behind the rules and are given a chance to share their opinions. For Generation Alpha, the approach equips them with a clear framework of values at a time when they can evaluate the various digital influences they have encountered. The identity that is formed is more integrative because it values family processed through a process of rational consideration. The democratic pattern teaches children "how think, " not " what to do," which is ideal preparation for facing the complexity of the digital world, because children's study becomes an active filter, not a passive recipient of information.

Take a step further from a pattern of democracy to a pattern of participation, positioning the child as a partner in the study, where parents not only listen but, in a way, actively integrate the child's perspective into family decision-making (Maknun, 2018). This approach not only allows for hearing but also ensures the child's view is truly taken into account. In the context of interaction between Generation Alpha and technology, parents who implement this pattern often study the latest developments in technology with their children, creating a mutually beneficial relationship and enriching it. Identity develops through the correspondence process; the value they feel becomes a co-creator mark family, not only a recipient. Participatory patterns are very effective for Generation Alpha because they help develop children's digital skills while maintaining parents' role as guides, fostering connections and mutual respect that make negotiating identity in the digital age easier.

On the opposite extreme, in participatory communication, there is a pattern of communication that is permissive. This pattern is marked by a lack of demands and control from parents, with the child given almost unlimited freedom and little guidance or structure. Research shows that children from permissive environments often experience difficulty with self-regulation and impulse control (Fatihah et al., 2025). This risky practice fragmented identity because they were left alone to absorb various digital influences without an adequate framework for evaluation. They may develop an identity based on trends, fast, online, and pass without having a stable core of values. Freedom without guidance in a pattern-permissive environment can make a child feel adrift. Without strong family values, they are prone to develop a reactive identity to external stimulation rather than a reflective one that marks intrinsic.

Every pattern of communication produces a different configuration of identities. Children of pattern authoritarian parents tend to develop an identity that is foreclosed, receiving parental values without significant exploration. On the other hand, children from pattern-permissive possible experience identity diffused, adrift without a clear commitment. Therefore, the most conducive democratic and participatory form of identity is achieved, in which the child, through the exploration process, internalizes values in depth. For Generation Alpha, achieving an integrated identity between mark offline and online becomes key to their health and psychological well-being. Although there is no perfect pattern, a democratic and participatory environment as possible, children develop "muscles" sufficient " identity " strong enough to navigate the digital world without losing anchor mark family.

3.4. Quality Interaction Family

Mechanism of effective communication in family started with active listening, which works as a foundation for understanding the meaning and emotion behind the message, children, building self-trust, and validating subjectivity (Avitasari & Sulistyarin, 2024). They are in the middle of digital distraction. Family can develop meaningful dialogue, which goes beyond coordination and practicality to discussion and reflection on values and ethics, helping Generation Alpha transform digital information into wisdom and internalize family values.

Through reflective dialogue, the family also enters phase negotiation identity at the digital-physical border (Einarsdóttir et al., 2025). Where parents become partners in helpful negotiations, the child blends family values with influence online, and creating a synthesis of an authentic and coherent identity, not just compliance. However, the effectiveness of all interactions is highly dependent on emotional regulation in communication family; parental abilities, modelling, management, and healthy emotions during conflict will build identity in children who do not react emotionally, ensuring constructive communication. Finally, the fourth mechanism is consolidated through communication as an identity-forming ritual. It is an activity repeated consistently that serves as a "free zone" gadget, stable, providing a sense of continuity and resisting social fragmentation, so that the child's identity can develop at a humane pace.

3.5. Period Meeting between Innovation and Identity

Family functioning as a catalyst for growth, and thinking innovatively in Generation Alpha, in a way that is consistent with exploration and intellectual curiosity. Families who use the questions " why " and " how" to challenge assumptions, instilling a growth mindset (Hermawan, 2025b). The belief that ability can be developed through business. This interaction builds a mental foundation in which challenges are viewed as opportunities to learn, create patterns, and develop critical and imaginative thinking. In a cognitive sense, parent dialogue serves as scaffolding to help a child develop towards their potential (Etnawati, 2022). Conversations that explore various perspectives practice cognitive flexibility, an ability crucial for generation Alpha in the face of complex, multidimensional digital information. Communication rich in analogies and metaphors functions as a reality simulator, strengthening cognitive network connections that give rise to innovation.

The family also facilitates the development of an adaptive identity, which encourages experimental roles in a safe environment (Syanni, 2024). A balanced identity between core stability and flexibility contextualizes Generation Alpha's involvement with change in a proactive way, without losing a stable, supportive sense of self and meaningful innovation. Family plays a crucial role in transmitting core values through reciprocal socialization, where values are traditionally interpreted and repeated in the digital context (Umaroh, 2016). This core value functions as an innovation filter, helping Alpha differentiate between meaningful and superficial change trends.

In addition, an effective family becomes a translational space that helps a child integrate the global influence of digital media with their local identity. Discuss how traditional local culture can enrich a global perspective, family practice, art synthesis, and creative and cultural hybridity (Pudjasworo, 2017). This ability is important for Generation Alpha to become a global player without losing its local soul and to produce transformative, culturally intelligent innovation. Through reflective and supportive communication, family equips Generation Alpha with a stable mental foundation and identity at a time when they are flexible and changing; they become agents of deliberate change in the digital age.

3.6. Challenge And Strategy in the Digital

Parents face a contemporary challenge that is unique because current digital information is limited, shifting epistemic authority within the family. Children now often look to digital sources as more valid than parental knowledge in a particular domain (Wibowo, 2024). The challenge is not in the volume of information, but in the shift of authority and knowledge. Therefore, parents must transform into a curator of wisdom, helping the child contextualize information into meaningful knowledge. Apart from that, social media distorts identity in Generation Alpha, making digital metrics (likes, shares) a quantified sociometer encouraging the performativity of the perfect self (Michael, 2015). Family must create a counter-narrative to algorithmic social media logic that confirms is true to character and that relationships are authentic, not in digital popularity.

Challenge exacerbated by the deep digital divide between parents (digital immigrants) and children (digital natives), where parents fail to understand that technology for children is an environment to live in, not just a tool (Khairunisapril et al., 2025). Gap experience and perception trigger tension, as in the problem time screen. The best solution to the bridge problem is through culture, not just technical training, so that both parties understand each other's logic and concerns.

Respond to demands and gaps here; it is a draft of effective digital parenting that moves beyond the dichotomy of restrictions/freedoms to an approach to mentoring that is contextual (Chaer et al., 2016). This approach uses parental mediation theory. This approach uses parental mediation theory. Parental mediation has been proven to foster children's digital skills, information literacy, and online privacy protection (Gnanasekaran & De Moor, 2023). Parental mediation includes active strategies (discussion), restrictive strategies (determination limitations), and co-use (use together). The effectiveness of digital parenting no longer relies solely on physical restrictions, but rather on the implementation of Active Mediation, which involves parents engaging critically with their children about digital content. This approach is considered superior to Restrictive Mediation, which tends to be authoritarian and strict, and to Co-use, which simply involves sharing devices without in-depth discussion (Salsabila & Hasanati, 2024). While traditional theories emphasize parental control, these findings demonstrate the need for digital wellbeing based on co-use between parents and children (Tan et al., 2025a). Successful digital parenting can be likened to learning to drive: the beginning is supervised, then, gradually, give autonomy as development, competence, and responsibility grow, to produce a wise digital user.

In the end, to ensure successful digital parenting, family media literacy is an investment in cognitive development. Family media literacy will involve developing awareness of how the media frames reality, the ability to analyze messages, and the capacity to produce responsible content (Potter, 2018). In the digital era, this urgency is increasing, as parents in Indonesia face challenges in building their children's self-efficacy amid extensive exposure to algorithms (Prihardini et al., 2024). Family acts as a learning community where parents and children together develop digital skills, arming children with the ability to navigate critically to evaluate quality information and make the right decision, changing them from passive to active and contributing digital citizens.

3.7. Main Findings

The findings of the study reveal that patterned, democratic, and participatory communication in the family is significantly correlated with innovative development capacity in Generation Alpha. Families that implement a concept-oriented communication approach which emphasizes the exchange of ideas, appreciation of different opinions, and exploration of concepts, produce children who show the ability to think divergently and greater resilience in the face of challenges and complex situations. A study proves that children from families with pattern communication develop greater cognitive flexibility, enabling them to connect concepts that seem unrelated and produce original solutions. This finding is consistent across background socio-economic groups, showing that quality communication is more determinative than material factors in facilitating innovation.

Besides the role communication plays in triggering innovation, patterns of democratic communication also function as a reality simulator for the brainchild. For train, face the complexity of the digital world. Every encouraging conversation, exploration of ideas, and mental training in pattern thinking and innovation are needed in the 21st century. Further research identifies psychological safety (the perception that someone can take interpersonal risk without fear of humiliation) as a crucial mediating variable between communication and family formation and the development of a healthy identity. In an environment where families are psychologically safe, Generation Alpha feels free to explore various digital identities without fear of judgment or sanctions. Psychological safety in organization turns out to be very relevant in family context, where security psychological allows child for disclose confusion identity, telling challenging digital experiences, and experimenting with different personas before reach consolidation authentic identity (Edmondson, 2019). In other words, psychological safety in family functioning as a "laboratory" protected " identity " where the child can try various version self before decide which one is the most authentic. This is mechanism defense to pressure performativity in social media.

Related efforts bridge the gap and improve psychological safety; the study's findings are startling. The effectiveness of the digital mentorship model (an approach in which parents and children study in their respective domains of expertise) in overcoming the digital divide between generations. Instead, maintain position as the only source of wisdom, parents who acknowledge children's digital skills while still maintaining the role as guides of fundamental values create dynamics for highly effective reciprocal

learning. Families who implement this approach show higher levels of trust and openness, with children more willing to seek parental guidance (Elfira et al., 2025). For complex digital ethics problems, even though parents are not proficient in a technical way. Therefore, the digital mentorship model shifts the digital divide from a source of conflict to an opportunity for bonding.

Impact of digital mentorship is also seen in family media literacy, which is a significant increase in resilience and cognitive development among Generation Alpha in the face of digital information flooding. Families who are regularly involved in analysis together regarding persuasive strategies, advertising, news bias, or economic motives behind it. Viral content, generating older children skeptical in a healthy way, and less prone to misinformation. These findings are consistent with Potter's framework, which emphasizes that media literacy is not just a set of skills individuals have, but a practice that is most effective when developed in community settings, such as a family (Potter, 2018). Thus, family media literacy transforms passive media consumption into active engagement. Making digital content a material for discussion is critical; families equip children with a "vaccine" against cognitive manipulation of information and pressure social media to do the same.

Overall, findings indicate that communication mechanisms culminate in successful identity negotiation processes between the mark family and digital influence as predictors of primary formation identity in resilient hybrid Generation Alpha. Encouraged children to reflect critically on the suitability of the family and their values in the digital world, then actively integrate them and develop a more coherent and adaptive identity (Politou, 2025). This process, has been proven to produce capable individuals who maintain core values while still open to learning and change. And it is a combination perfect for innovation and sustainability. In the end, identity hybrid is not a weakening compromise, but rather a creative and enriching one. Successful Generation Alpha through the negotiation process becomes a "translator", a skilled culture navigator who navigates various social contexts without losing a stable sense of self.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that democratic and participatory family communication patterns are the main catalysts in fostering Generation Alpha's innovative capacity. Through open, concept-oriented dialogue, the family functions as an "incubator" that trains critical thinking, creativity, and problem-solving skills from an early age. Amid the onslaught of digital trends that fragment identity, the family serves as a "reality anchor," providing a psychologically safe environment. This allows children to synthesize local values with global influences to form a stable yet adaptive hybrid identity.

Furthermore, the effectiveness of digital parenting today no longer relies on physical restrictions, but rather on the quality of interactions through active mediation. Parents need to transform into digital mentors and curators of wisdom, learning alongside their children to bridge the technological gap and strengthen trust in relationships. Investment in family media literacy is also crucial as a "vaccine" against cognitive manipulation and disinformation. By engaging in critical discussion about digital content, families help children transform from passive consumers into active, responsible digital citizens capable of independently navigating the complexities of the modern world.

Ethical Approval

Not Applicable

Informed Consent Statement

Not Applicable

Authors' Contributions

RI and M were responsible for conceptualisation and writing the original draft of the research report. The methodology and formal data analysis were carried out collaboratively by RI, M, and RU. M and RU also played a key role in the research validation process. Furthermore, RI was responsible for providing the necessary resources. The final stages, including manuscript review and editing, were carried out by RU and AK to ensure the quality of the final publication.

Disclosure statement

The authors declare that there are no relevant conflicts of interest related to this research

Data Availability Statement

The data supporting this study are not publicly available due to privacy considerations but can be provided upon reasonable request from the corresponding author

Funding

Notes on Contributors

Rismayanti
Rismayanti is affiliated with State Islamic University of North Sumatera and Tjut Nyak Dhien University

Mailin
Mailin is affiliated with State Islamic University of North Sumatera

Rubino
Rubino is affiliated with State Islamic University of North Sumatera

Ahmad Khairuddin
Ahmad Khairuddin is affiliated with Syekh H. Abdul Halim Hasan Institute Binjai

REFERENCES

Aditia, R. (2025). Reconfiguration media ecology in family communication practices at the era of digital convergence. *Priviet Social Sciences Journal*, *5*(7), 107–115. https://doi.org/10.55942/pssj.v5i7.513

Asqia, N., Palintan, T. A., & Nadia, N. (2024). The Pendampingan Orang Tua dalam Menghadapi Tantangan Pengasuhan di Era Digital. *Alamtana: Jurnal Pengabdian Masyarakat UNW Mataram*, *5*(3). https://doi.org/10.51673/jaltn.v5i3.2389

Avitasari, I., & Sulistyarin, D. (2024). *The Role of Family Communication and Parenting on Children's Social Behavior.* https://doi.org/10.47772/IJRISS

Badan Pusat Statistik Makassar. (2022). *Statistik Pengguna Internet di Makassar.*

Budi, A. P., & Ula, D. M. (2024). Peran media sosial terhadap perkembangan identitas sosial generasi Alpha di Desa Sidodadi Lawang Malang. Triwikrama: Jurnal Ilmu Sosial, 3(11), 11-22. https://generationalpha.com/wp-content/upload/2020/02/understanding-Generation-Alpha-McCrindle.pdf

Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.

Chaer, M. T., Septiawan, Y., Hadi, S., Arlotas, R. K., Rahmayanti, N., Lubis, M. A., Keban, B., Putu, N., Dewi, C. P., Putu, I., Purandina, Y., Charles, A., Fathoni, W., Anggraini, A. M., Ramlan, M., Basyrul, M., Ma'arif, S., & Ag, M. (2016). *MEMBANGUN PENDIDIKAN INDONESIA BERKELAS DUNIA*. Goresan Pena.

Creswell, J. W. (2007). *Qualitative Inquary and Research Design*. SAGE Publications.

Dwistia, H., Sindika, S., Iqtianti, H., & Ningsih, D. (2024). Peran Lingkungan Keluarga dalam Perkembangan Emosional Anak. *Jurnal Parenting Dan Anak*, *2*(2), 9. https://doi.org/10.47134/jpa.v2i1.1164

Edmondson, A. C. (2019). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. John Wiley & Sons.

Einarsdóttir, A. L., Cline, H., & Þórarins Ingudóttir, H. (2025). Fostering parental awareness through reflective dialogue. *Tímarit Um Uppeldi Og Menntun*, *34*(2), 231–250. https://doi.org/10.24270/tuuom.2025.34.17

Elfira, N., Kusaini, U. N., & Yulianti, Y. (2025). Strategi Parenting untuk Menghadapi Tantangan di Era Digital. Wahana Didaktika: Jurnal Ilmu Kependidikan, 23(2), 141-157.

Erviana, I., Zuhri, A., & Sahputra, H. (2025). Pola Asuh Otoriter dan Solusinya Berdasarkan Al-Qur'an. *Mudabbir*. http://jurnal.permapendis-sumut.org/index.php/mudabbir

Etnawati, S. (2022). IMPLEMENTASI TEORI VYGOTSKY TERHADAP PERKEMBANGAN BAHASA ANAK USIA DINI. *Jurnal Pendidikan*, *22*(2), 130–138. https://doi.org/10.52850/jpn.v22i2.3824

Fahma, Z. R., Achdiani, Y., Fatimah, S. N., & Keluarga, P. K. (2025). POLA KOMUNIKASI KELUARGA DALAM MENINGKATKAN KESEHATAN MENTAL REMAJA. *Triwikrama: Jurnal Ilmu Sosial*.

Fatihah, S. A., Dahlia, F., & Zubaidi, Z. (2025). Pola Asuh Permisif terhadap Prestasi Akademik Anak (Studi Kasus Pendekatan Kualitatif). JIIP-Jurnal Ilmiah Ilmu Pendidikan, 8(9), 10435-10443. http://Jiip.stkipyapisdompu.ac.id

Fatimah, L. S., & Saptandari, E. (2022). Peran growth mindset dan dukungan orang tua terhadap keterlibatan siswa selama pembelajaran daring. *Persona:Jurnal Psikologi Indonesia*, *11*(1), 58–73. https://doi.org/10.30996/persona.v11i1.5773

Firat, M. (2013). MULTITASKING OR CONTINUOUS PARTIAL ATTENTION: A CRITICAL BOTTLENECK FOR DIGITAL NATIVES. In *Turkish Online Journal of Distance Education*.

Flick, Uwe. (2018). *An Introduction to Qualitative Research*. Sage.

Gnanasekaran, V., & De Moor, K. (2023). Usability, Security, and Privacy Recommendations for Mobile Parental Control. *ACM International Conference Proceeding Series*, 138–143. https://doi.org/10.1145/3590777.3590800

Hermawan, A. (2025). Branding Edukatif: Membangun Identitas, Reputasi, dan Daya Saing SMK Swasta. www.penerbitlitnus.co.id

Hermawan, A. (2025b). *PEMBELAJARAN REVOLUSIONER 5.0: Strategi STEAM, TPACK, dan Koding untuk Guru SMK Inovatif*. PT Insight Pustaka Nusa Utama.

Handaka, T., Adhi Dharma, F., Realitas Sosial, K., & Peter Berger Tentang Kenyataan Sosial, P. L. (2018). *The Social Construction of Reality: Peter L. Berger's Thoughts About Social Reality*. https://doi.org/10.21070/kanal.v%vi%i.3024

Hastuti, T., Rochimah, N., Nur, H., & Rosyidah, S. (2021). *Komunikasi Perubahan Perilaku : Keluarga dan*. *13*(1).

Heriyanto. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk. *ANUVA*, *2*(3), 317–324.

Irawatiningrum, Satya. (2025). *POLA KOMUNIKASI KELUARGA CONCEPT-ORIENTED*.

Kalurahan Sumberwungu. (2024). *PEMBINAAN PERAN DAN FUNGSI KELUARGA*. Https://Desasumberwungu.Gunungkidulkab.Go.Id/First/Artikel/2550-PEMBINAAN-PERAN-DAN-FUNGSI-

KELUARGA#:~:Text=Family%20is%20the%20main%20foundation%20in,Education%2C%20and%20social%20that%20is%20sustainable.

Kapur, M. (2016). Examining Productive Failure, Productive Success, Unproductive Failure, and Unproductive Success in Learning. *Educational Psychologist*, *51*(2), 289–299. https://doi.org/10.1080/00461520.2016.1155457

Khairunisapril, D., Wahyu, M., & Indrianti, N. (2025). Tantangan Orang Tua dalam Mendidik Anak di Era Digital di Jalan MT. Haryono Lingkungan III Kelurahan Damai Binjai Utara. *Journal of Innovative Research*, *02*, 706–715. https://ziaresearch.or.id/index.php/mesada

Lestari, Intan Y., & Yumra, Annisa M. (2022). Pola Asuh Otoritatif dan Psychological Well-Being Pada Remaja. In *Buletin Ilmiah Psikologi* (Vol. 3, Number 2).

Lupton, D., & Williamson, B. (2017). The datafied child: The dataveillance of children and implications for their rights. *New Media and Society*, *19*(5), 780–794. https://doi.org/10.1177/1461444816686328

Maknun, Djohar. (2018). *SUKSES MENDIDIK ANAK DI ABAD 21*. Penerbit Samudra Biru.

Marianti. (2025). *Generasi Alpha, Anak yang Tumbuh di Balik Layar Gadget*. Https://www.Alodokter.Com/Generasi-Alpha-Anak-Yang-Tumbuh-Di-Balik-Layar-Gadget

Mary, E., & Antony, A. (2022). Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory: A Discussion Paper Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory. *Cambridge Educational Research E-Journal* |, *9*, 2022. https://doi.org/10.17863/CAM.90564

McCrindle. (2020). *Understanding Generation Alpha*. McCrindle Research.

Michael, E. Lamb. (2015). *HANDBOOK OF CHILD PSYCHOLOGY AND DEVELOPMENTAL SCIENCE*. John Wiley & Sons, Inc.

Nurlela, A., Ras, A., & Usman, M. (2024). Dampak Media Sosial Terhadap Pembentukan Identitas Sosial Anak Di Era Digital. *Neo Societal*.

Parinduri, M. A., & Karomah, L. N. (2023). Analysis of Social Media Literacy in Adolescents in Educational Theme Video Content. *Ta'dib*, *26*(2), 367. https://doi.org/10.31958/jt.v26i2.8513

Prahasti, M., Sundari, N., & Mashudi, E. A. (2025). Peran Orang Tua dalam Mengembangkan Literasi Digital Anak Usia Dini : Studi pada TK di Jakarta Timur. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *9*(5), 1801–1816. https://doi.org/10.31004/obsesi.v9i5.7285

Prihardini, I., Sahrani, R., Iriani, F., & Dewi, R. (2024). Hubungan antara Efikasi Diri dengan Sikap Pengasuhan Digital: Kajian pada Orang Tua Marginal. *Humanitas*, *8*(3), 317–332.

Pudjasworo, Bambang. (2017). *Karya cipta seni pertunjukan*. JB Publisher: Fakultas Seni Pertunjukan (FSP) Institut Seni Indonesia Yogyakarta.

Politou, E., & Televantou, I. Bridging the Digital Divide: Exploring the Implementation of Digital Device Policies in Greek High Schools and Their Intersection with Educational Disadvantage Through a Secondary Analysis of PISA 2022 Data. Short Papers Collection, 19.

Potter, W. James. (2018). *Media Literacy*. SAGE.

Qodariyah, Y., Yulius, L. A. F., Stefani, S., Sari, V. A., Rahayu, N., & Paramarta, V. (2023). Pelaksanaan Clinical Decision Support System Pada Rekam Medis Elektronik di Klinik Pendidikan UPT Poliklinik Politeknik Negeri Jember: Literature Review. *Jurnal Ilmiah Multidisiplin*, *1*(10), 129–133. https://doi.org/10.5281/zenodo.10073023

Rohmaniyah, A., Atiyah, A., & Ani, A. (2025). A systematic literature review: The phenomenon of academic burnout among generation Alpha amid the hectic dynamics of modern learning. *Priviet Social Sciences Journal*, *5*(11), 427–436. https://doi.org/10.55942/pssj.v5i11.1025

Susan, Greenfield. (2015). *Mind change: How digital technologies are leaving their mark on our brain*. Random House.

Salsabila, & Hasanati, N. (2024). Exploring Digital Parenting: A Systematic Review of Approaches, Challenges, and Outcomes. *JSRET (Journal of Scientific*, *3*(4), 1856.

Swanny, T. W., & Solechan, A. (2024). Digital Parenting: Challenges and roles of parents in the era of Society 5.0. INTERNATIONAL JOURNAL, 1(3), 165-183. https://doi.org/10.62951/ijhm.v1i3.57

Swanny, T. W., & Solechan, A. (2024b). Digital Parenting : Challenges and Roles of Parents in the Era of Society 5.0. *International Journal of Health and Medicine*, *1*(3), 165–183. https://doi.org/10.62951/ijhm.v1i3.57

Syamsidah. (2024). Parenting Styles and Their Impact on Children's Character Formation in Millennial Households in Karunrung, Makassar. *Indonesian Journal of Social and Educational Studies*, *5*(2).

Syanni, Kevin Firdaus. (2024). *Peran Komunikasi Orang Tua di Era Digital Terhadap Penerapan Sastra Anak pada Anak Usia Prasekolah dan Awal Sekolah (Studi Kasus di Kecamatan Kambu Kota Kendari Tahun 2018)*. Universitas Bina Sarana Informatika.

Tan, C. Y., Xu, N., Liang, M., & Li, L. (2025a). Meta-analysis of associations between digital parenting and children's digital wellbeing. In *Educational Research Review* (Vol. 48). Elsevier Ltd. https://doi.org/10.1016/j.edurev.2025.100699

Tan, C. Y., Xu, N., Liang, M., & Li, L. (2025b). Meta-analysis of associations between digital parenting and children's digital wellbeing. In *Educational Research Review* (Vol. 48). Elsevier Ltd. https://doi.org/10.1016/j.edurev.2025.100699

Tarumingkeng, I. R. C. (2025). *Proses Kreatif*. RUDYCT e-PRESS.

Turkle, S. (2017). *Alone together: Why we expect more from technology and less from each other* . Basic Books.

Umaroh, R. (2016). *Hubunga pola komunikasi keluarga terhadap resiko perilaku merokok remaja di SMPN 1 Kalisat Kabupaten Jember*.

Wegerif, Rupert. (2015). *The Routledge International Handbook of Research on Teaching Thinking*. Routledge.

Wibowo, Agus. (2024). *LITERASI DIGITAL*. Yayasan Prima Agus Teknik.

Wulandari, A. A., Fahrudin, A., & Rahman, A. (2025). Peran Roblox dalam Pembentukan Identitas Generasi Muda: Sebuah Tinjauan Literatur. *INTERACTION: Communication Studies Journal*, *2*(2). https://doi.org/10.47134/interaction.v2i2