

GEN Z MOTHERS' PERSPECTIVES ON EARLY CHILDHOOD DIGITAL CONTENT FOR LEARNING

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ABSTRACT

The rapid growth of digital platforms has transformed how parents access information and support their children's development. This study explores the perspectives of Generation Z mothers on the role of digital content in early childhood learning. As digital natives, Gen Z mothers have been immersed in technology since childhood, making their approaches to parenting and digital resource use distinct from earlier generations. Using a qualitative descriptive design, data were collected through semi-structured interviews with two Gen Z mothers of young children. The responses were analyzed thematically to capture their experiences, perceived benefits, challenges, and expectations regarding digital parenting resources. The findings reveal that TikTok was the most frequently used platform, chosen for its immediacy, clarity, and accessibility, while YouTube was occasionally accessed for more detailed tutorials. The mothers highlighted practical benefits, such as gaining new ideas for complementary feeding (MPASI), and emotional reassurance, especially when facing stressful situations like a child's illness. At the same time, they demonstrated caution through strategies of cross-checking information and prioritizing expert-led content. Despite these efforts, risks remain as algorithm-driven platforms may reinforce bias or provide one-sided information. Importantly, the mothers also expressed forward-looking expectations for content that is both culturally inclusive and professionally credible. These insights show that Gen Z mothers are active, discerning users of digital content, underscoring the need for resources that are not only engaging and accessible but also trustworthy, culturally relevant, and supportive of early childhood learning.

Keywords: Generation Z mothers, early childhood, digital content, learning

BACKGROUND

The integration of digital content into early childhood learning has become increasingly prevalent across diverse socio-cultural contexts. In Indonesia, the proliferation of smartphones, affordable data packages, and algorithm-driven platforms such as TikTok, YouTube, and Instagram has reshaped how parents, especially mothers, access information and support their children's development (Ulfah, 2020). For Generation Z mothers, who grew up immersed in digital environments, the use of screen-based media is not merely a convenience but a natural extension of their parenting identity (Livingstone & Blum-Ross, 2020).

Generation Z, often defined as those born between 1995 and 2010, is the first cohort to have been raised in a fully digital era, characterized by constant connectivity, familiarity with social media platforms, and reliance on mobile technologies in daily life (Dimock, 2019). This background shapes not only their communication styles but also their approach to parenting, making them more inclined to

integrate digital content into child-rearing practices. Compared to Millennial parents, who experienced a transition from analog to digital and often had to adapt to technological change in adulthood, Gen Z parents are digital natives who have never known a world without the internet. This distinction makes them quicker to adopt new platforms, more confident in navigating online environments, and more likely to trust digital resources as part of their everyday parenting toolkit.

Digital content for young children spans a wide spectrum—from interactive educational apps and animated storytelling to health tutorials and feeding guides. Mothers often turn to these resources to address practical concerns such as complementary feeding (MPASI), developmental milestones, emotional regulation, and sleep routines (Rideout & Robb, 2020). The immediacy and accessibility of digital platforms allow them to seek guidance in real time, often during moments of uncertainty or stress, mobile media use among parents is driven by both informational and emotional needs (Wolfers, 2021).

However, the educational value of digital content is not always straightforward. While some apps and videos are designed with clear pedagogical goals, others prioritize entertainment or commercial engagement. Research emphasizes that high-quality digital media for early learners should be active, engaging, meaningful, and socially interactive (Maureen et al., 2020). Content that encourages joint attention, prompts dialogue, and connects to children's lived experiences tends to support deeper learning. Yet, many Gen Z mothers must navigate a digital landscape where such quality is uneven and often obscured by algorithmic recommendations or monetization strategies.

The concept of parental mediation becomes central in this context. Studies categorize mediation into three main types: restrictive (setting limits), active (discussing content), and co-use (sharing media experiences) (Ramírez-García et al., 2023). Gen Z mothers, with their digital fluency, often blend these strategies—setting screen time boundaries while also engaging with content alongside their children. This hybrid approach reflects a nuanced understanding of both the benefits and risks of digital media. For example, co-viewing has been shown to enhance vocabulary acquisition and emotional comprehension in toddlers (Canelo, 2024).

In Indonesia, cultural and linguistic factors further shape how mothers evaluate and use digital content. Many families prefer materials in Bahasa Indonesia and seek content that aligns with local values, religious teachings, and community norms (Hasan et al., 2023). The role of extended family, PAUD teachers, and religious leaders often influences content choices, creating a multi-layered decision-making process. Moreover, the COVID-19 pandemic accelerated the normalization of screen-based learning, embedding digital routines into daily caregiving even after schools reopened (Nzuza, 2025).

Despite these trends, there remains a gap in understanding how Gen Z mothers specifically define and assess educational digital content. Existing studies often focus on screen time metrics or general parental attitudes, overlooking the criteria mothers use to judge quality and relevance. For instance, mothers may evaluate content based on clarity of learning goals, language accessibility, interactivity, and the presence of professional credentials (Betancur et al., 2025). They may also rely on peer recommendations, social media influencers, or community endorsements to validate their choices.

This study is focused on exploring the perspectives of Generation Z mothers on the role of digital content in early childhood learning. It examines how these mothers access and utilize digital resources, the criteria they apply to judge educational value, and their perceptions of the impact such content has on their children's development. The study also investigates the mediation strategies they adopt, including practices such as co-viewing, setting screen-time boundaries, and filtering content to ensure its appropriateness and safety. In addition, it considers the contextual factors that shape these practices, such as family routines, caregiving responsibilities, access to devices, and cultural expectations. By centering the voices of Gen Z mothers, this research aims to illuminate the lived realities of digital parenting and to provide insights that can guide the creation of credible, developmentally appropriate digital resources as well as inform policy frameworks that support families in the digital era.

Importantly, Gen Z mothers are not passive consumers of digital media. They actively curate content, cross-check sources, and adapt usage based on their children's needs and developmental stages. This aligns with the Technology Acceptance by Proxy model, which suggests that parents adopt digital tools based on perceived usefulness, ease of use, and social endorsement (Park, B., Chang & Park, 2019). In practice, this means mothers may favor apps with intuitive interfaces, clear feedback mechanisms, and culturally resonant narratives.

The implications of this research extend beyond the level of individual families. For developers, the findings offer guidance in creating digital content that is both credible and responsive to parental expectations while also grounded in principles of early childhood learning. Educators and early childhood institutions (PAUD) can draw on these insights to curate, evaluate, and recommend materials that are age-appropriate and developmentally supportive. Policymakers, in turn, may utilize the findings to inform regulations concerning advertising, data privacy, and the design of child-friendly digital platforms. By deepening the understanding of how Generation Z mothers interpret, evaluate, and manage digital content, this study highlights ways in which multiple stakeholders can work together to strengthen early childhood learning in today's media-saturated environment.

In sum, this background establishes the foundation for a qualitative exploration of Generation Z mothers' perspectives on early childhood digital content for learning. It situates the study within broader theoretical frameworks such as sociocultural learning, parental mediation, and ecological systems, while also underscoring the practical significance of mothers' judgments and strategies. The subsequent sections outline the research methodology, present the findings, and discuss their implications for digital content design, early childhood education, and policy development.

RESEARCH METHOD

This study employed a qualitative descriptive approach, focused on exploring the perspectives of Generation Z mothers on the role of digital content in early childhood learning. The qualitative descriptive design was chosen because it enables a detailed capture of participants' voices, emphasizing their perceptions, attitudes, and strategies in engaging with digital platforms as part of their parenting practices. Such an approach is particularly suitable for documenting lived experiences and practical understandings rather than testing hypotheses or generating statistical generalizations (Braun & Clarke, 2019).

Data were collected through semi-structured interviews with mothers from Generation Z (born between 1997 and 2005) who currently have children in early childhood (aged 0–6 years). The semi-structured format allowed participants to share their views freely while allowing the researcher to ask follow-up questions when new topics emerged. The guiding questions focused on several dimensions, including the frequency of digital content use, preferred platforms and resources, perceived benefits and challenges of digital content, strategies for evaluating credibility, and the influence of online information on parenting decisions. In addition, mothers were invited to share their expectations for the future of digital parenting resources, ensuring that the data reflected both present practices and forward-looking perspectives.

Each interview was conducted individually and lasted approximately 20–45 minutes. To ensure comfort and clarity, the interviews were carried out in the participants' preferred language (Indonesian). With informed consent, all interviews were audio-recorded, transcribed verbatim, and subsequently translated into English for analysis. This process preserved the authenticity of the mothers' narratives while ensuring accuracy for reporting. The semi-structured format offered consistency across interviews while allowing space for participants to elaborate on unique experiences (Naz, N., Gulab & Aslam, 2022).

Participants were selected using purposive sampling, ensuring that only mothers who met the study's criteria as members of Generation Z with young children were included. This sampling strategy allowed the researcher to reach individuals whose experiences were most relevant to the research objectives

(Campbell et al., 2020). Although the sample size was relatively small, in line with qualitative research principles, the depth and richness of the narratives provided meaningful insights into how Gen Z mothers evaluate and utilize digital parenting practices.

Data analysis followed thematic analysis, guided by Braun and Clarke's (2019) six-phase framework: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Thematic analysis was selected because of its flexibility and its capacity to reveal patterns across participants' narratives. Through systematic coding and categorization, recurring themes were identified, including the perceived usefulness of digital content, strategies for assessing credibility, challenges related to misinformation and screen time, and expectations for future parenting resources. This analytic approach provided a nuanced understanding of the mothers' perspectives, consistent with recommendations for educational and psychological research.

To ensure trustworthiness, several strategies were implemented. Credibility was maintained through member checking, where participants reviewed summaries of their responses for accuracy. Transferability was supported by providing thick descriptions of participant characteristics and research context. Dependability was strengthened through a clear audit trail documenting methodological decisions, and confirmability was ensured by keeping reflexive notes to minimize researcher bias. These strategies reflect established standards of rigor in qualitative research (O'Connor & Joffe, 2020).

Finally, ethical principles guided all stages of the research. Participants were fully informed about the purpose of the study, their rights, and the voluntary nature of their involvement. Written informed consent was obtained before participation, and pseudonyms were used in transcripts and reports to safeguard confidentiality. All recordings and transcripts were securely stored and accessible only to the research team. These measures ensured that the research complied with ethical standards for studies involving human participants.

RESEARCH FINDINGS

The qualitative analysis of interview responses from two Generation Z mothers provided valuable insights into their everyday use of digital content in parenting and early childhood learning. The mothers described not only the frequency and platforms through which they accessed information but also the types of content they consumed, the benefits they experienced, and the strategies they applied to filter reliable information. Their narratives further revealed how digital resources influenced parenting decisions, the ways they balanced opportunities with potential risks, and their expectations for future parenting content. Together, these insights illustrate the complex and dynamic ways in which digital media shapes their parenting practices and decision-making in raising young children.

Frequency and Platform Preference

Both mothers described themselves as frequent users of digital platforms in their daily parenting activities. One mother shared, "*Lumayan sering dan biasanya lewat aplikasi TikTok*" (Quite often, and usually through TikTok). The other emphasized, "*Sangat sering, setiap ada perkembangan yang terjadi pada anak*" (Very often, every time there is a development happening with my child). These accounts indicate that digital resources are not occasional references but have become routine supports whenever they face parenting challenges.

TikTok was consistently mentioned as the most preferred platform. One mother explained, "*TikTok, karna ada banyak konten yg bermanfaat dan cepat ditangkap*" (TikTok, because there is a lot of useful content and it is easy to understand quickly). Similarly, the second respondent stated, "*TikTok, karna video-nya pendek jadi langsung tersampaikan intinya*" (TikTok, because the videos are short, so the main message is delivered straight away). These quotes highlight how the short-form video format is considered efficient and practical for Gen Z mothers who need quick and clear information.

Although YouTube was occasionally used for more detailed tutorials such as preparing complementary food (MPASI) or understanding child health issues, TikTok remained dominant. This shows that immediacy and simplicity are highly valued in their parenting practices.

Perceived Benefits and Positive Experiences

Both participants described digital content as highly beneficial in supporting them as mothers of young children. One explained, “*Sangat bermanfaat untuk saya seorang ibu rumah tangga*” (Very useful for me as a housewife). The other agreed, “*Sangat amat membantu dan bermanfaat, terlebih saat menghadapi perkembangan baru pada anak*” (Extremely helpful and useful, especially when facing new developments with my child).

They also gave concrete examples of positive experiences. The first mother said, “*Contoh positif yg saya dapat salah satunya ada banyak ide MPASI*” (One positive example I got was many new ideas for baby food recipes). The second described, “*Ketika anak saya sakit, saya tidak pernah panik karena saya sudah lihat konten dokter dan orang tua lain*” (When my child was sick, I did not panic because I had already watched content from doctors and other parents).

These examples show that digital content provides not only practical guidance for daily routines, such as feeding and health care, but also emotional reassurance that helps mothers remain calm and confident in moments of stress.

Challenges and Strategies for Evaluating Content

Neither mother reported direct negative experiences with online content. One said, “*Sejauh ini belum ada pengalaman negatif dari konten yang saya lihat*” (So far, I have not had negative experiences from the content I watch). The other echoed this, “*Sejauh ini tidak pernah, karna saya selalu saring informasi yang masuk*” (So far never, because I always filter the information I receive).

Despite the absence of negative experiences, both mothers described strategies to filter information and ensure credibility. One mother explained, “*Biasanya ketika mendapat informasi dari satu kreator, saya akan cari lagi konten yang sama dari orang lain*” (Usually when I get information from one creator, I will look for the same content from others). This shows her approach of cross-checking multiple sources. The second highlighted her preference for professional authority: “*Saya akan percaya jika konten tersebut dokter atau ahli yang menjelaskan*” (I will trust the content if it is explained by a doctor or an expert).

These responses demonstrate that Gen Z mothers are cautious and selective in their digital engagement. They do not accept information passively but evaluate it carefully before applying it in their parenting.

Expectations for Future Digital Content

Both mothers shared clear expectations for the future of digital parenting content. One hoped for more diversity of representation: “*Semoga semakin banyak konten kreator dari berbagai daerah di Indonesia*” (I hope there will be more content creators from different regions in Indonesia). The other expected stronger professional involvement: “*Semoga terus berkembang konten kreator dengan latar belakang dokter atau ahli*” (I hope content creators with backgrounds as doctors or experts will continue to grow).

They also mentioned specific needs. One wanted more practical tutorials, saying, “*Konten tentang bagaimana cara menggendong anak dengan benar*” (Content about how to carry a baby properly). The other requested interview-style resources, “*Parenting dan konten wawancara seperti konten dokter dan ahli*” (Parenting and interview-style content with doctors and experts).

These expectations highlight that mothers value content that is practical, trustworthy, and culturally relevant, helping them with both everyday routines and broader parenting decisions.

Summary of Findings

Table 1 Summary of Gen Z Mothers’ Responses

Respondent	Frequency /Platform	Positive Experiences	Strategies	Expectations
A (25y, child 1y)	Often uses TikTok; sometimes YouTube	Ideas for MPASI (baby food)	Cross-checks info from multiple creators	Wants practical tutorials (e.g., carrying baby); more local creators
N (22y, child 1y)	Very frequent use, mainly TikTok	Remained calm during child’s illness thanks to expert content	Trusts content from doctors/experts	Wants expert-led content, interviews with doctors/parents

The table above summarizes the responses from two Generation Z mothers. Respondent A (25 years old, mother of a one-year-old) reported that she often used TikTok, and occasionally YouTube, to access parenting information. For her, digital content was particularly useful in providing creative ideas for complementary feeding (MPASI). She also explained that she usually cross-checked information from several creators before applying it in practice, showing a cautious approach to online resources. Her expectation for the future was to have more practical tutorials, such as guidance on how to carry a baby properly, and content created by mothers from different regions in Indonesia.

Respondent N (22 years old, mother of a one-year-old) described herself as a very frequent user of TikTok. She shared that digital parenting content helped her remain calm during her child’s illness because she had already watched explanations from doctors and other experienced parents. Unlike A, she emphasized that credibility for her is grounded in professional expertise, saying that she trusts content only if it is delivered by doctors or experts. Her hope for the future was the development of more expert-led parenting content, including interview-style discussions with professionals and parents.

Taken together, the table shows that both respondents use TikTok as their main platform for parenting information, but they emphasized slightly different benefits and expectations. While A valued creativity and diversity of local content, N focused more on professional authority and expert-led resources. Both, however, demonstrated active and selective strategies in evaluating digital content, reflecting a critical engagement with online parenting resources.

DISCUSSION

The findings of this study provide valuable insights into how Generation Z mothers engage with digital parenting content. In this section, the results are interpreted in relation to existing literature, highlighting points of convergence and divergence, as well as their broader implications for parenting practices in the digital age. Beyond simply presenting the voices of the respondents, this discussion seeks to unpack

the underlying meanings of their experiences, connect them to wider theoretical perspectives, and reflect on the opportunities and risks that digital media presents for contemporary parenting.

Frequency and Platform Preference

The findings revealed that both respondents frequently relied on TikTok as their primary source of parenting information, with occasional use of YouTube for more detailed tutorials. This preference highlights the growing role of short-form video platforms in shaping parenting practices. While previous studies have noted parents' reliance on digital media (Livingstone & Blum-Ross, 2020), the predominance of TikTok among Gen Z mothers illustrates a generational shift toward immediacy and brevity.

Recent research supports this trend. A 2023 study in *Computers in Human Behavior* found that short-form video apps have become central to how young adults consume information because they deliver concise, emotionally engaging, and easily shareable content (Chen, Y., Li et al., 2023). For parenting, this immediacy is particularly attractive, since mothers often need "just-in-time" information while caring for young children. Imade (2022) also noted that TikTok's rapid delivery format is particularly appealing to the Gen Z cohort, especially during the Covid-19 pandemic, when digital platforms became central to information-seeking and everyday interaction. For many young users, short-form videos provided not only immediacy and convenience but also a sense of authenticity and relatability that was often lacking in longer or more formal information sources.

This helps explain why Gen Z mothers in the present study expressed a preference for TikTok over other platforms such as YouTube, as the quick and direct communication style matched their daily parenting needs and limited time availability. The findings suggest that, for this generation of parents, efficiency is a determining factor in their information-seeking behavior. The preference for TikTok is not simply a matter of convenience but a reflection of broader lifestyle realities: the competing demands of household responsibilities, childcare, and in some cases professional work leave limited time for prolonged engagement with lengthy materials.

Thus, the respondents' reliance on TikTok is not an isolated phenomenon but part of a broader digital habit where speed and clarity outweigh depth. However, this preference also raises concerns about over-reliance on algorithmically curated content, which may prioritize popularity over accuracy. Reliance on platforms such as TikTok may still carry the risk of parents interpreting content in ways that reflect their own perspectives or preferences, which could lead to a more limited or one-sided understanding of parenting information (McWilliams & Goodman, 2019). Therefore, while TikTok meets immediate informational needs, it also reinforces the necessity of critical evaluation and complementary use of more authoritative sources like YouTube or health portals. This dynamic highlights a tension between accessibility and reliability that is likely to continue shaping digital parenting practices.

Perceived Benefits and Positive Experiences

The respondents highlighted two key benefits of digital parenting content: practical guidance (e.g., new ideas for MPASI) and emotional reassurance (e.g., reduced anxiety when a child is sick). These dual functions reflect the multidimensional role of digital resources in modern parenting. The findings emphasize that mothers are not simply looking for entertainment or distraction but are actively seeking content that helps them navigate daily parenting challenges and emotional burdens.

Empirical evidence supports these findings. Onishi (2024) reported that parents adopt various strategies when engaging with digital parenting resources, using them not only to obtain practical knowledge but also as a means of gaining social support and reinforcing their sense of self-efficacy, especially during uncertain or stressful parenting situations. This suggests that digital resources function not only as tools for acquiring knowledge but also as important supports that strengthen parents' confidence and resilience in navigating the uncertainties of early childhood parenting.

This aligns closely with Respondent A's experience of finding creative inspiration for feeding routines, and Respondent N's account of feeling calm during her child's illness after consuming expert-backed content. These examples illustrate how digital media can serve as a psychosocial support system in addition to an educational tool. Importantly, these benefits reveal that digital parenting content plays both preventive and responsive roles. Preventively, it prepares mothers with knowledge before challenges arise; responsively, it offers immediate comfort and strategies during times of stress.

However, the benefits also depend heavily on the quality of content. Studies show that when content is designed to be interactive, meaningful, and contextually relevant, it supports deeper learning and confidence (Koszalka et al., 2019). In contrast, purely entertainment-oriented content can dilute educational value. Thus, while the mothers in this study clearly benefited from digital parenting content, the long-term effectiveness depends on continuous curation and critical selection. Parents' positive experiences demonstrate the potential of digital media, but they also serve as a reminder that not all content is equally valuable for developmental and emotional needs.

Challenges and Credibility Strategies

Neither mother reported direct negative experiences with online parenting content, yet both emphasized the importance of being cautious and selective. Respondent A described her habit of cross-checking information across several creators, while Respondent N explained that she trusts content mainly when it comes from doctors or experts. These approaches demonstrate an active form of parental mediation, in which parents attempt to balance the opportunities of digital parenting resources with the risks of misinformation.

This resonates with prior research showing that parents often act as "gatekeepers" of information in digital environments. For instance, Kirkpatrick & Lawrie (2024) highlighted that there is a serious risk of misinterpretation when health information spreads quickly on sites like TikTok, making critical evaluation by parents essential. Similarly, Basch et al. (2021) reported that a large proportion of health-related TikTok videos were inaccurate or misleading, which explains why parents adopt strategies such as cross-checking or relying on professional sources.

While the two respondents in this study showed awareness of credibility issues, their strategies also reveal potential limitations. Cross-checking among different creators does not always ensure accuracy, especially when content is reproduced from the same unreliable source. Likewise, relying exclusively on expert-labeled content may exclude valuable experiential insights from other parents. These findings suggest that although Gen Z mothers in this study are digitally cautious, they remain vulnerable to the structural challenges of algorithm-driven platforms.

The implications are twofold. On the one hand, the findings highlight the resilience and agency of parents who take deliberate steps to evaluate digital resources. On the other, they demonstrate the persistent vulnerability of parents to broader systemic risks that cannot be managed through individual caution alone. This underlines the importance of strengthening media literacy among young parents, equipping them with critical thinking and evaluative skills that go beyond source-checking alone.

Expectations for Future Digital Content

The respondents expressed hopes for future digital parenting resources that are culturally inclusive (e.g., content from diverse Indonesian regions) and professionally credible (e.g., expert-led tutorials or interviews). These expectations reveal an acute awareness that content must be not only practical but also socially and culturally resonant. Respondent A, for instance, highlighted the importance of representation by content creators from various regions, while Respondent N emphasized her desire for content presented by professionals such as doctors or educators.

Such expectations align with findings from Bunga et al. (2024), who reported that Indonesian families prefer parenting content that reflects local values, cultural traditions, and community contexts. When

digital resources resonate with lived realities, parents are more likely to perceive them as trustworthy and applicable. Similarly, Jaks et al. (2019) emphasized that the credibility of digital health and parenting information is strongly linked to professional authority, which supports the respondents' preference for expert-led content.

Taken together, these perspectives illustrate a forward-looking vision among Gen Z mothers. They are not simply passive recipients of information but active stakeholders shaping the demand for digital parenting resources. By seeking content that is both culturally grounded and professionally trustworthy, they highlight the need for future platforms to bridge the gap between everyday parenting challenges and broader developmental goals. The expectations articulated here not only reflect immediate preferences but also point to broader generational values that combine pragmatism, inclusivity, and trust in expertise.

Implications and Reflections

Taken together, the findings and discussion highlight several important implications for parents, educators, policymakers, and future researchers. These implications extend beyond the individual experiences of the two mothers and offer insights into the broader dynamics of digital parenting in the contemporary era.

First, for parents, the findings demonstrate the necessity of developing strong evaluative habits when consuming digital parenting content. The respondents showed awareness of misinformation risks and adopted strategies such as cross-checking and reliance on professional sources. While these are effective first steps, the study also revealed their limitations, since even cross-checked information may originate from unreliable sources and exclusive reliance on experts may filter out diverse perspectives. This suggests that parents must not only be critical but also reflective, recognizing their own biases and how these shape interpretation of digital content. Encouraging parents to discuss and share experiences with peers may also enrich their perspectives, balancing expert authority with lived experience.

Second, for educators and health professionals, the study highlights the opportunity to harness digital platforms such as TikTok for disseminating reliable parenting guidance. The preference of Gen Z mothers for short, concise content suggests that educational campaigns should adapt to this format without sacrificing accuracy. Professionals may collaborate with content creators to ensure that expert knowledge is translated into engaging, accessible videos. Such collaborations could improve the visibility of trustworthy information and reduce the dominance of entertainment-driven content that lacks educational depth.

Third, for content developers and digital creators, the findings point to the growing demand for resources that are practical, culturally inclusive, and professionally credible. Respondent A's call for more representation from different regions underscores the importance of producing localized content that resonates with diverse cultural contexts. Respondent N's preference for expert-led materials highlights the enduring importance of credibility. Content developers must therefore balance relatability with authority, ensuring that videos are not only engaging but also grounded in accurate information. This has implications for how digital creators build trust with their audiences, as credibility and authenticity emerge as key determinants of parental adoption of digital resources.

Fourth, for policymakers and regulators, the findings raise concerns about the structural risks of algorithm-driven platforms. Even digitally cautious parents remain vulnerable to systemic challenges, such as misinformation spread and popularity-driven algorithms. Policies that promote digital literacy education and algorithm transparency are therefore essential. Moreover, regulations could require platforms to elevate credible and expert-endorsed content in domains related to health and parenting. Policymakers might also consider partnerships with health organizations and educational institutions to create verified digital content hubs within popular platforms. By addressing risks at the structural level, parents can be better supported in their individual efforts to filter and evaluate information.

Finally, for researchers, the study points to several avenues for future inquiry. With only two respondents, the findings are not generalizable, but they provide a rich starting point. Future research could include larger and more diverse samples to capture variations across regions, socio-economic backgrounds, and educational levels. Comparative studies could also explore how parental strategies differ across generations or between mothers and fathers. Longitudinal research would be valuable for examining how parents' strategies evolve as children grow and as digital platforms continue to transform. In addition, further work could investigate how children themselves respond to parental use of digital resources, providing a more holistic picture of family dynamics in the digital age.

In summary, the implications of this study are multi-layered. At the individual level, parents must cultivate critical and reflective evaluation skills. At the professional level, educators and health workers should embrace new modes of communication that align with parental preferences for brevity and accessibility. At the structural level, policymakers need to ensure safer digital environments and promote credible information. At the scholarly level, researchers should continue to expand and refine the knowledge base on digital parenting practices. Together, these implications underline the complex but vital role of digital resources in supporting, and sometimes challenging, the parenting practices of Generation Z mothers.

CONCLUSION

This study explored how Generation Z mothers use digital content in their parenting practices and everyday decision-making for early childhood care. The findings demonstrated that TikTok has become the dominant platform due to its short, clear, and accessible video format, while YouTube was occasionally used for more detailed tutorials. Digital content was perceived as highly beneficial, providing both practical guidance, such as ideas for complementary feeding (MPASI), and emotional reassurance in moments of uncertainty, such as when caring for a sick child.

At the same time, the respondents emphasized the importance of evaluating credibility. Their strategies included cross-checking content across multiple creators and prioritizing expert-led resources. These practices reflect an active and critical approach to digital parenting, even though risks of misinformation remain. Importantly, the mothers also expressed forward-looking expectations, hoping for content that is culturally inclusive and professionally credible, bridging everyday needs with developmental goals.

Taken together, the study shows that Gen Z mothers are not passive consumers of online parenting resources. Instead, they act as discerning users who actively filter, interpret, and integrate digital content into their family life. These insights highlight the dual role of digital resources as both practical tools and emotional supports, while also pointing to the need for continued efforts in developing trustworthy, culturally relevant, and professionally grounded digital parenting content.

In light of these findings, several implications can be considered. Parents are encouraged to continue evaluating content critically and balancing online information with professional consultation. Educators and health professionals may collaborate with digital creators to produce engaging yet credible resources that meet the needs of young families. Content developers are advised to integrate cultural representation and professional authority to build trust, while policymakers should promote media literacy and regulate standards to protect families from misinformation. Finally, future research should involve larger and more diverse samples to better capture the varied experiences of Gen Z parents in different cultural and socio-economic contexts.

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