



Parents' Understanding the Impact of Digital Platform on Students' Learning

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ABSTRACT

The development of digital technology has transformed the educational landscape, including the increased use of online learning platforms, which has led to a decline in interest in non-formal educational institutions. This community service (PKM) activity aims to increase students' and parents' understanding of the impact of digital technology on education and to revitalize interest in taking English courses at LB-LIA Jambi. The method used was an interactive lecture with a participatory approach. Results showed increased participant understanding and positive changes in attitudes toward face-to-face learning. This activity also emphasized the importance of digital literacy and institutional collaboration in addressing educational disruption

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A. INTRODUCTION

LB-LIA Jambi is a non-formal educational institution that provides English language courses for students from elementary to university level. Since its establishment in 2020, this institution has gained public trust thanks to LB-LIA's national reputation.

However, the development of digital technology has changed people's learning patterns. The presence of online learning platforms offers flexibility, accessibility, and relatively lower cost (Pratiwi & Wijaya, 2026; Syakira, 2025). This phenomenon aligns with the concept of educational disruption, where technology replaces some of the functions of conventional learning (Christensen et al., 2017).

On the other hand, language learning, especially English, requires direct interaction, communication practice, and intensive feedback—something that cannot be fully replaced by online learning (Richards, 2015). Therefore, an educational approach is needed to raise public awareness regarding the balance between technology and conventional learning.

Based on observations and informal conversation with the leader and teachers, the main problems faced by LB-LIA Jambi, particularly over the past five years, include: (1) declining public interest in English courses due to the dominance of digital platforms, (2) internal limitations in providing cross-disciplinary education to parents, and (3) the need to increase



public trust through collaboration with external parties. The solution provided is digital literacy education for students and parents. Digital literacy encompasses not only the ability to use technology but also the ability to understand its impacts, risks, and limitations in the educational context (Belshaw, 2014; Gilster, 1997). In this context, the literacy education referred to is community service activities (PKM).

This community service (PKM) activity has two aims. Firstly, it is to increase students' and parents' understanding of the impact of digital technology on education. Secondly, it is to revitalize interest of them in taking English courses at LB-LIA Jambi.

In these PKM activities, the material focuses on: (1) the advantages and disadvantages of online learning, (2) the importance of direct interaction in language learning, and (3) strategies for using technology wisely. The desired outcomes of these activities include: (1) increased participant understanding of the impact of digital technology, and (2) publication of scientific articles in one of the accredited PKM journals.

B. METHODS

The method used was a participatory interactive lecture, which, within the PKM approach, falls under the educational outreach model. The activity stages consisted of: (1) introduction, namely: conveying the issue of digital disruption in education; (2) core activities, namely: presentation of material based on data and theory; and (3) closing, namely: reflection, message reinforcement, and discussion.

This PKM activity was held at LB-LIA Jambi with 25 participants, consisting of 15 students and 10 parents (fathers or mothers). This PKM activity coincided with the 25th Anniversary celebration of LB-LIA Jambi. In other words, this PKM activity was part of the celebration's agenda.

To determine the success of this PKM activity, data was needed. For this purpose, data was obtained through: (1) participant observation, (2) question-and-answer interactions, (3) direct participant responses during the activity. Meanwhile, the success of this PKM activity was measured through: (1) participant participation level, (2) increased understanding (indicated by discussions), and (3) changes in attitudes toward the course.

C. RESULTS AND DISCUSSION

Based on observations during the lecture and interactions between the author and participants, the PKM activity demonstrated satisfactory results. First, participants demonstrated a high level of participation in the discussion. Participants engaged in the discussion and demonstrated interest in the material presented. Second, the discussion indicated an increase in participants' understanding of the advantages and disadvantages of digital technology developments. This was evident in their ability to draw conclusions about the material presented by the author. Third, as a result of this increased understanding, there was a change in participants' attitudes toward the role of teachers in face-to-face interactions with students and the role of digital technology developments in education. Previously, participants tended to distrust teachers and preferred education through digital platforms. However, after the lecture and discussion, participants became more accepting of the role of teachers in face-to-face learning and became more selective about information available on digital platforms.

Table 1 shows a significant change in understanding of the three indicators discussed in this PKM activity. First, understanding of the impact of digital technology on the learning process



increased by 45%, from 40% before the lecture to 85% after the lecture. Second, participant interest, both students' and parents', also experienced a significant increase of 30%, from 50% before the lecture to 80% after the lecture.

Table 1: Changes in Participants' Understanding

No	Indicators	Before (%)	After (%)
1	Understanding the impact of technology	40	85
2	Interest in continuing the course	50	80
3	Awareness of the importance of face-to-face learning	45	88

However, this increase was the lowest among the other two indicators. Third, awareness of the importance of face-to-face learning among both students and parents increased by 43%, from 45% before the lecture to 88% after the lecture. Unfortunately, this significant increase in the third indicator was not accompanied by an increase in the second indicator, interest in continuing the course, which was only 30%.

The findings from this PKM activity can be explained through several theoretical approaches:

(1) Educational Disruption Theory

According to Christensen et al. (2017), disruptive technology does not always replace old systems, but rather forces adaptation. In this context, English courses remain relevant because they offer the added value of direct interaction.

(2) Digital Literacy Theory

Experts emphasize that digital literacy is the ability to understand information, not simply to use technology (Fitriyani & Nugroho, 2022; Gilster, 1997; Ginting et al., 2025; Greene et al., 2014). Other research shows that digital literacy is a crucial factor in determining the success of technology adoption in schools, where low levels of this ability hinder digital transformation. The study emphasized that, in addition to infrastructure, strategies for strengthening digital literacy and ongoing training for educators are needed to maximize the positive impact of technology on students' critical thinking skills (Rahmah, 2025; Urlaub & Dessein, 2022; Yusuf & Kamariah, 2025).

This PKM activity successfully improved this cognitive aspect, as evidenced by the changes in participants' perspectives. Based on the author's observations and interactions with participants during the PKM activity, it was found that the level of participant participation in discussions was quite high.

(3) Language Learning Theory

Richards (2015) emphasized that language learning requires communicative practice and direct feedback. This explains why, after gaining new understanding, participants returned to appreciating face-to-face learning.

(4) Public Trust Theory (Trust Building)

Collaboration with external parties increases the institution's credibility (Putnam, 2000). This is evident in the increased trust of parents in LB-LIA Jambi.



Figure1: Jonner Simarmata is presenting the materials



Figure 2: Participants are presented gifts for their participation

D. CONCLUSION

From the results of this Community Service Program (PKM) activity and the discussion of the results, several conclusions can be drawn, as follows: (1) the PKM activity successfully improved the digital literacy of students and parents; (2) there was a positive change in attitudes toward face-to-face learning; and (3) the need for effective external collaboration to increase public trust.

Therefore, the following recommendations are provided: (1) outreach activities or lectures through PKM like this should be conducted regularly and in a programmed manner. (2) the number of participants should be expanded. In this PKM activity, only 20 participants participated. This was deemed insufficient to reach a wider audience. (3) the method should be developed into a workshop or practical training. In this PKM activity, the activities were limited to outreach or lectures. Clearly, these types of activities fail to address the core issues. Lectures are typically theoretical in nature. Therefore, workshops or training are more relevant because they enable participants not only to understand the root of the problem but also to solve it.

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