SYSTEMATIC LITERATURE: PROPHETIC PARENTING AND THE MORAL DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN (INDONESIAN SOCIO-CULTURAL CONTEXT)

Masrurotul Mahmudah[1), Muh. Ngali Zainal Makmun [2), Ahwy Oktradiksa[3)
[1,2] Universitas Ma'arif Lampung (UMALA), Indonesia
[3)]Universitas Muhamadiyah Magelang (UNIMMA), Indonesia
E-mail: masrurotulmahmudah@umala.ac.id*
Email : ahwy@unimma.ac.id

Abstract

Parenting plays a crucial role in shaping children's moral development, yet Indonesian parents today face growing challenges, particularly with the increasing dependency of children on gadgets. Many parents rely on smartphones to manage their children's behavior, which often results in reduced supervision and weakened moral guidance. Research by Layyinatus Syifa et al. indicates that elementary school children who use gadgets for more than two hours a day frequently display irritability, defiance, imitation of inappropriate digital behaviors, and declining discipline. These issues underscore the need for a value-based parenting framework that can effectively address contemporary challenges. In this context, prophetic parenting, rooted in the exemplary nurturing principles of the Prophet Muhammad, offers a model that emphasizes compassion, moral instruction, and character formation. This study examines the relevance of prophetic parenting to the moral development of Indonesian children through a literature review approach. This article conducts an in-depth analysis of the theory of prophetic parenting in shaping a child's morals, drawing from a variety of literature, including books and journals. The research uses a literature study approach with a descriptive-qualitative method. Data was collected from various sources, including published journals, relevant publications, and textual materials. The sources used included books, articles, journals, conference proceedings, and other literature relevant to the research topic. The literature review process in this article follows four steps: (1) preparing relevant literature; (2) compiling a suitable bibliography; (3) managing time and concentrating to minimize bias; and (4) reading carefully, taking notes, and summarizing findings. The researcher then analyzed various findings, including both research results and theories, to narrow down the data and conduct an in-depth analysis consistent with the research objectives. The findings of this study have meaningful implications for both future research and practical parenting. For researchers, the results serve as a valuable reference for further studies on parenting approaches and moral development. For parents, this study offers essential insights by highlighting that prophetic parenting constitutes a fundamental foundation for nurturing and strengthening children's moral development.

Keywords: Prophetic Parenting, Children's Moral, Socio-Cultural

INTRODUCTION

The global rise of moral decline among children has become a central concern in the digital era, with reports from UNICEF (2023) showing that many children are increasingly exposed to violent, unethical, and emotionally disruptive content online. International psychological studies reinforce this trend: Modecki et al. (2022) conducted a comprehensive systematic review, finding that digital media exposure combined with inconsistent parental mediation significantly weakens children's socio-emotional and moral competencies. This aligns with findings from Wong et al. (2020), who demonstrate that excessive parental technology use reduces warm parent–child interaction, ultimately undermining children's emotional security and moral internalization. Across Southeast Asia, similar issues are documented in the ASEAN (2022), which highlights rising bullying, disrespect toward adults, and emotional dysregulation among school-aged children.

In Indonesia, national surveys by the Ministry of Women's Empowerment and Child Protection reveal that nearly half of elementary school students exhibit signs of moral deterioration, including reduced empathy and increased aggression. Scholars have noted that digital saturation contributes to these challenges (Palade et al., 2023). Aseptianova et al. (2022) argue that digital distractions disrupt the consistency of parents' moral guidance, while (Masitah, 2021) show that the weakening of parental emotional involvement directly correlates with the decline of children's moral sensitivity. These findings reinforce concerns raised by (Arifurrohman et al., 2025), who explain that digital behavior without mediated religious guidance accelerates confusion in children's moral judgment.

Prophetic parenting has gained renewed attention as a value-based framework rooted in the exemplary character of Prophet Muhammad (Azhar et al., 2025; Tabroni et al., 2022). It emphasizes compassion, emotional attunement, behavioral modeling, moral dialogue, and gentle discipline. These principles resonate strongly with contemporary developmental psychology: (Partington, 2024) highlight the role of nurturing reciprocity in developing children's concern for others, while Limone & Toto (2022) illustrate how moral reasoning is strengthened through dialogic teaching—components central to prophetic parenting. In Indonesia, scholars such as Musafiri & Miftahurrohmah (2022) show how prophetic values help cultivate honesty, empathy, and responsibility in early childhood. Similar findings appear in Hapsari (2022) who demonstrates that prophetic parenting practices stimulate children's cognitive and moral development through consistent modeling and structured affection.

A growing body of research explores prophetic parenting across diverse contexts. In orphanages, for example, Shah (2022) found that prophetic-based emotional nurturing strengthens moral resilience among children with limited family support. In madrasah settings, (Raihanah, 2023) observed that prophetic parenting enhances students' internalization of Islamic virtues through cooperative engagement between parents and schools. Other

Indonesian studies—such as Mansir (2023) and Masrizal (2023)—show that prophetic-style guidance is effective in mitigating negative digital influences and supporting children's ethical behavior.

At the same time, Islamic parenting has become a focus of many scholars more broadly. Raffar et al., (2021) and Dwinandita (2024) examined parenting competencies rooted in Islamic principles and found strong links to family well-being. Safingah & Putri (2025) highlighted that Islamic parenting provides a robust moral framework for children's character development, contributing positively to their social and emotional competencies (Nuroniah et al., 2025). Studies by Amali & Hikmah (2024) also reveal that parental warmth and Islamic value orientation significantly enhance children's emotional regulation, an essential foundation for moral reasoning. (Pribadi, 2023) adds that Islamic parenting helps foster early childhood religious tolerance—an increasingly crucial aspect of moral development in diverse societies.

The digital era has further broadened Islamic parenting discourse. (Khoirunnisa & Suud, 2024) explored *prophetic parenting skills* among Generation Z parents and found that spiritually grounded parenting styles remain effective even when mediated by technology. Ihsan & Maksum (2025) explained how *hadhanah* has evolved within digital ecosystems, requiring parents to blend prophetic compassion with technological literacy. Adeni & Harahap (2025) highlights this shift, demonstrating that value-based digital parenting enhances children's ethical resistance to negative online influences. Complementarily, (Hayati & Nurjanah, 2024) highlight the role of Islamic parenting interventions in preventing bullying and enhancing resilience among elementary school children.

Further research demonstrates how Islamic parenting influences key developmental dimensions. Sholehuddin et al. (2023) found a strong relationship between Islamic parenting patterns, parental religious understanding, and children's spiritual intelligence. (Masyhuri & Adawiyah, 2023) showed that parental consistency in Islamic moral guidance predicts stronger moral identity formation in early childhood. Arifurrohman et al. (2025) observed that parents who integrate Islamic digital literacy practices strengthen their children's character through structured online engagement. Other studies, such as those by (Hidayat, 2022) and (A. Dwinandita, 2024), emphasize the importance of combining traditional prophetic approaches with modern, evidence-based parenting frameworks.

Despite this expanding literature, existing research remains fragmented, mostly descriptive, and lacking thematic synthesis. Few studies integrate prophetic parenting with foundational theories in developmental psychology such as Kohlberg's moral reasoning stages, Bandura's social learning theory, or Bronfenbrenner's ecological systems model. Equally important, there is still no systematic literature review that maps mechanisms, themes, and conceptual patterns explaining *how* prophetic parenting influences children's moral reasoning,

behavior regulation, prosociality, or emotional maturity—especially within Indonesia's sociocultural context.

Therefore, this study seeks to address these conceptual and methodological gaps by synthesizing findings from national and international research published between 2020 and 2025. It aims to articulate how prophetic parenting supports the moral development of elementary-aged children, identify thematic mechanisms across diverse studies, and integrate Islamic pedagogical principles with established psychological theories. Through this comprehensive analysis, the study aspires to formulate a conceptual framework that not only advances academic discourse but also offers practical guidance for families, educators, and policymakers navigating contemporary moral challenges.

METHODS

1. Search Strategy

This study employed a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 protocol (Page et al., 2021) to ensure methodological transparency and rigor. SLR was chosen because existing research on *prophetic parenting* and children's moral development remains scattered and not yet conceptually integrated, as highlighted by (Modecki et al., 2022) and (Limone & Toto, 2022). The publication range of 2020–2025 was selected to capture the latest developments in digital-era parenting that influence children's moral development. Boolean operators ("AND," "OR," "NOT") were applied in keyword combinations such as *"prophetic parenting," "Islamic parenting," "moral development," "children's moral behavior," "character education,"* and *"parenting style."* Keyword formulation was strengthened by references such as Aseptianova et al. (2022), Wong et al. (2020), Masitah (2021) and Sulaiman (2022).

2. Information Sources

A comprehensive literature search was conducted across various international and national academic databases to ensure wide and representative coverage. The databases used include Scopus, Web of Science, ERIC, DOAJ, Dimensions, Google Scholar, Garuda, and SINTA. This multi-database strategy aligns with SLR best practices described by Kitchenham (2004), thereby minimizing potential bias that may arise from relying on a single database.

3. Eligibility Criteria

Eligibility criteria were established to ensure the inclusion of only relevant, recent, and high-quality studies. The inclusion criteria required articles to: (1) be published in peer-reviewed journals; (2) fall within the publication period of 2020–2025; (3) be written in
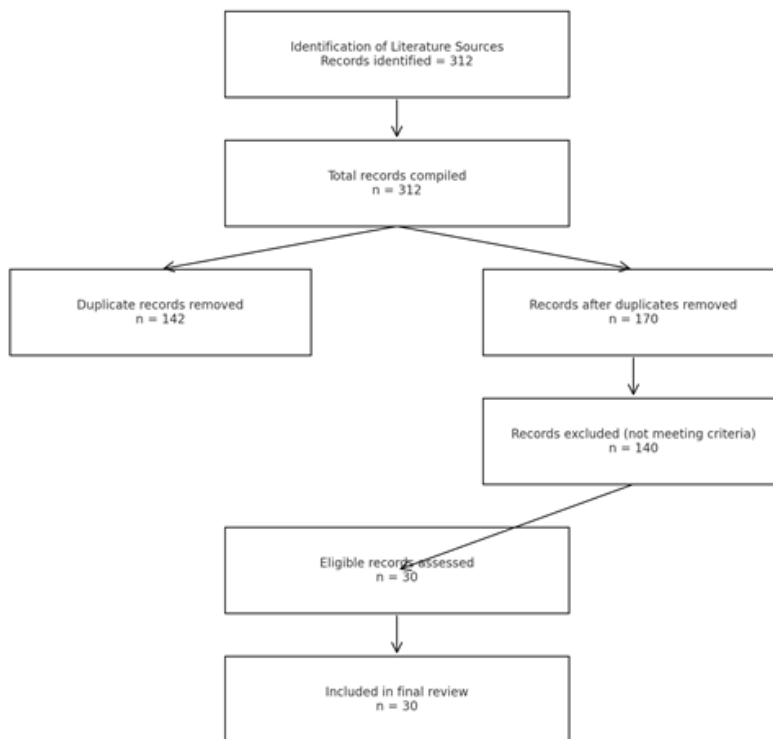
English or Indonesian; (4) examine *prophetic parenting*, *Islamic parenting*, or children's moral development; and (5) provide full-text access.

The exclusion criteria comprised theses, dissertations, conference proceedings, conference abstracts, opinion papers, and publications before 2020. These criteria follow the JBI Review Manual (Aromataris & Munn, 2020) and are consistent with the eligibility practices in recent SLR studies (Adeni & Harahap, 2025; Sholehuddin et al., 2023). To reinforce the selection process, the inclusion and exclusion criteria are summarized in Table 1.

Table 1. Summary of Inclusion and Exclusion Criteria in the SLR

Category	Inclusion Criteria	Exclusion Criteria
Type of Publication	Peer-reviewed journal articles	Theses, dissertations, proceedings, reports, opinion papers
Publication Year	2020–2025	< 2020
Language	English or Indonesian	Languages other than the two
Accessibility	Full-text available	Full-text unavailable
Main Topic	Prophetic parenting, Islamic parenting, children's moral development	Not addressing these themes
Methodological Quality	Clear research design & methodology	Unclear or low-quality methodology
Type of Content	Empirical studies or reputable theoretical reviews	Conference abstracts or non-peer-reviewed works

The screening process followed the four phases of PRISMA: identification, screening, eligibility assessment, and inclusion. After removing duplicates and conducting title–abstract screening, a total of 30 articles met all the eligibility criteria and were included in the final review. The table strengthens the transparency and consistency of the selection process.

4. Quality Appraisal

All selected articles were evaluated using the JBI Critical Appraisal Tools (Aromataris & Munn, 2020). The appraisal assessed research design, sampling adequacy, analytical rigor, and potential bias. Two independent reviewers conducted the quality assessment, and discrepancies were discussed until consensus was reached—an approach recommended by Limone & Toto (2022). Only studies demonstrating both methodological rigor and conceptual clarity—such as (Amali & Hikmah, 2024; Ihsan & Maksum, 2025; Khoirunnisa & Suud, 2024)—were included in the synthesis stage.

5. Data Synthesis

The data synthesis stage employed the thematic synthesis method developed by Thomas & Harden (2008). This approach is suitable for integrating findings from qualitative and mixed-methods research. Through iterative coding, core themes were identified, including mechanisms of prophetic parenting, the formation of moral reasoning, prosocial development, and emotional regulation in moral development. This synthesis approach aligns

with global SLR practices and is used in studies such as (P. Dwinandita, 2024; Hapsari, 2022; Masyhuri & Adawiyah, 2023).

6. Data Extraction

Data extraction involved gathering essential information from each selected study, including publication details, research context, study objectives, data collection methods, main findings, and contributions to the topics of prophetic parenting and children's moral development. A matrix format was used to facilitate pattern identification, cross-study comparison, and the development of a final conceptual framework. This process ensured that all relevant findings were systematically incorporated into the thematic synthesis.

RESULTS AND DISCUSSION

1. Mechanisms of Moral Reasoning: Integrating Prophetic Parenting with Kohlberg's Theory

Several studies suggest that prophetic parenting has a direct impact on the development of children's moral reasoning through ethical dialogue and the provision of moral justification. The *tabligh* dimension—honest and explanatory communication—encourages children to understand the rationale behind moral rules, aligning with Kohlberg's stages of moral development (Limone & Toto, 2022; Partington, 2024). (P. Dwinandita, 2024) further demonstrates that children receiving moral explanations grounded in prophetic values tend to reach higher levels of reasoning compared to those who receive only normative instruction.

Research also reveals that *shiddiq* and *fathanah* foster children's capacity to consider moral consequences, justice, and responsibility (Hapsari, 2022; Musafiri & Miftahurrohmah, 2022). (Pribadi, 2023) supports this by showing that prophetic communication promotes tolerance and reflective ability in early childhood. However, some studies point out that parents often apply prophetic parenting in a directive rather than dialogical manner, resulting in suboptimal moral development (Masitah, 2021).

This tension reflects a recurring gap in Islamic parenting research: while prophetic values are rich, their implementation often lacks cognitive scaffolding. As emphasized by Amali & Hikmah (2024) verbal instruction may produce compliance, but not authentic internalization. Therefore, integrating prophetic values with Kohlberg's cognitive-developmental perspective becomes important for a holistic understanding of moral development.

Table 1. Integration of Prophetic Values with Kohlberg's Moral Reasoning Mechanisms

Prophetic Value	Mechanism	Relation to Kohlberg's Stages	Empirical Findings	Authors

Tabligh	Moral explanation, ethical dialogue	Supports shift from pre-conventional to conventional reasoning	Children develop deeper justification for moral rules	Limone & Toto (2022); Dwinandita (2024)
Shiddiq	Honesty in decision-making	Encourages perspective-taking	Increases fairness and accountability in children	Hapsari (2022)
Fathanah	Wise reasoning and contextual guidance	Enhances moral judgment	Higher-level reasoning in conflict situations	Musafiri & Miftahurrohmah (2022)
Amanah	Responsibility practice	Reinforces rule internalization	Strengthens justice-based reasoning	Pribadi (2023)

2. Parental Role Modeling as a Social Learning Mechanism: A Bandura Perspective

Findings consistently affirm that parental role modeling is the foundation of prophetic parenting, resonating with Bandura's social learning theory. Children replicate what they observe rather than what they are told. Shah (2022) showed that modeling honesty, trustworthiness, and patience significantly enhances prosocial behavior among children in prophetic-based institutions. These results align with (Hayati & Nurjanah, 2024)., who argue that parental role modeling is the strongest predictor in preventing bullying behaviors.

(Khoirunnisa & Suud, 2024) revealed that role modeling is the primary indicator of prophetic parenting competence among Generation Z parents, particularly in urban families. Similarly, Mansir (2023) emphasized that character-building programs cannot succeed without parents serving as the first and most consistent models. (Wong et al., 2020) also found that the quality of parent–child interaction influences moral development through imitation.

Nevertheless, modern Bandura-based research warns that modeling is effective only when parental behavior is consistent. Some Islamic parenting studies report moral confusion when parents teach prophetic values but behave inconsistently in everyday life (Masrizal, 2023; Sulaiman, 2022). Such inconsistency weakens the internalization of value, highlighting that everyday behavioral congruence is essential for the success of prophetic parenting.

Table 2. Role Modeling Behaviors and Children's Moral Outcomes

Modeled Behavior	Moral/Behavioral Impact on Children	Supporting Studies	Notes
Honesty (*shiddiq*)	Increased prosocial behavior	Shah (2022)	Strong predictor across

			studies
Patience (*hilm*)	Reduced aggression	Hayati & Nurjanah (2024)	Works best with consistent modeling
Trustworthiness (*amanah*)	Higher responsibility	Khoirunnisa & Suud (2024)	Most influential trait among Gen Z parents
Compassion (*rahmah*)	Improved empathy	Wong et al. (2020)	Imitation dependent on interaction quality

3. Social Environmental Influences: An Ecological Analysis Based on Bronfenbrenner

Prophetic parenting does not operate in isolation but interacts with broader environmental structures as outlined in Bronfenbrenner's ecological systems theory. UNICEF (2023) and ASEAN (2022) report that peers, schools, and digital media strongly shape children's moral identity. Sholehuddin et al. (2023) found that spiritual and moral values tend to be more stable when families and schools collaborate in implementing prophetic-oriented programs.

Several studies show that prophetic parenting is less effective when permissive or problematic environments surround children. (Indriyani et al., 2023) found that a low-discipline school culture weakens children's internalization of *amanah* and responsibility. That adverse social conditions can distort moral habits, even when families practice prophetic parenting at home (Najmuddin et al., 2025; Van Der Leij et al., 2022; Zhang, 2022).

Conversely, studies by (Raihanah, 2023) and (Masyhuri & Adawiyah, 2023) demonstrate that Islamic-based school environments strengthen moral development through religious routines, habituated manners, and teacher modeling. These findings reinforce Bronfenbrenner's argument that multilayered interactions among family, school, and community shape children's moral ecosystems. Prophetic parenting must therefore be understood as an ecological approach supported by coherent social systems.

Table 3. Ecological Factors Influencing Prophetic Parenting Outcomes

Ecological Layer	Positive Influences	Negative Influences	Evidence
Microsystem	Consistent prophetic routines at home	Parental inconsistency	Sulaiman (2022); Masrizal (2023)
Mesosystem	Collaboration between school & family	Low-discipline schools	Indriyani et al. (2023)
Exosystem	Religious community support	High-risk neighborhoods	Van Der Leij et al. (2022)
Macrosystem	Islamic social norms	Digital culture misalignment	UNICEF (2023); ASEAN (2022)

4. Moral Habituation and the Strengthening of Emotional Regulation

Moral habituation and religious routines serve as core mechanisms in prophetic parenting. (Hidayat, 2022) and (Adeni & Harahap, 2025) found that consistent routines such as communal prayer, daily supplication, and acts of sharing significantly enhance prosocial character. This is supported by (Musafiri & Miftahurrohmah, 2022)., who reported that prophetic habituation strengthens discipline and responsibility in children.

In addition to moral aspects, prophetic habituation also facilitates emotional regulation. (Amali & Hikmah, 2024) revealed a strong relationship between Islamic parenting and children's emotional management skills. This aligns with (Modecki et al., 2022), who found that children with stable spiritual routines exhibit greater emotional stability when facing social conflicts. Habituating patience and gentleness contributes to the development of early emotional intelligence.

However, some scholars argue that mechanical habituation without moral explanation may produce artificial morality or superficial compliance (Masitah & Sitepu, 2021). Thus, habituation must be paired with value-based reasoning and meaning-making to ensure deep internalization. This approach reflects the prophetic method, which emphasizes both outward behavior and spiritual understanding.

Table 4. Prophetic Habituation and Its Influence on Moral and Emotional Development

Prophetic Routine	Moral Outcome	Emotional Outcome	Authors
Daily prayers	Increased discipline	Calmness & emotional stability	Hidayat (2022)
Supplication (*dua*)	Humility & gratitude	Reduced stress	Modecki et al. (2022)
Acts of sharing	Empathy, prosocial acts	Emotional warmth	Adeni & Harahap (2025)

5. Transforming Prophetic Parenting to Address Digital-Era Challenges

Digital environments present significant challenges for modern parenting. (Modecki et al., 2022) found that digital parenting has a strong influence on children's moral and psychological development. In this context, prophetic parenting is compatible with contemporary digital strategies. Studies by Arifurrohman et al. (2025) and Aziz et al. (2023) emphasized the importance of value-based digital supervision.

Ihsan & Maksum (2025) reported that children guided through prophetic approaches exhibit lower risks of digital addiction and aggression. (Adeni & Harahap, 2025) also noted that the

value of *fathanah* supports children's digital literacy and ethical content selection. These findings suggest that prophetic parenting can integrate harmoniously with technological demands of the modern era.

Nevertheless, some parents still lack adequate digital competence, resulting in prophetic parenting being expressed as prohibitions rather than guided supervision (Masrizal, 2023; Sari & Syawaludin, 2024). This leads to children seeking unsupervised information online, weakening moral guidance. Therefore, strengthening digital literacy within prophetic frameworks is crucial for contemporary Muslim families.

Table 5. Digital Challenges and Prophetic Parenting Responses

Digital Challenge	Prophetic Response	Impact	Sources
Screen overuse	Guided supervision (*fathanah*)	Reduced addiction	Ihsan & Maksum (2025)
Harmful content	Ethical filtering	Ethical literacy	Aziz et al. (2023)
Online aggression	Emotional coaching (*hilm*)	Lower aggression	Modecki et al. (2022)

6. Critical Cross-Study Analysis and Identification of Knowledge Gaps

A critical analysis of current literature reveals that most Islamic prophetic parenting studies remain descriptive and normative, lacking explanations of underlying scientific mechanisms. While (Limone & Toto, 2022) and (Modecki et al., 2022) provide strong theoretical foundations for mapping psychological processes, few Islamic studies integrate these frameworks with prophetic values. This gap must be addressed to enhance the scientific rigor of research on prophetic parenting.

Furthermore, Islamic parenting research is dominated by qualitative studies, with limited experimental or longitudinal designs. (Kitchenham, 2004) and (Aromataris & Munn, 2020) emphasize the need for evidence-based synthesis to reinforce theoretical claims. Due to the lack of quantitative measurement, the effectiveness of prophetic parenting remains insufficiently tested.

This study contributes to the field by integrating prophetic values with contemporary psychological theories, thereby creating a more comprehensive and nuanced understanding of moral development. Drawing on the work of Kohlberg, Bandura, and Bronfenbrenner, this synthesis provides a stronger foundation for future empirical research.

Table 6. Identified Knowledge Gaps in Prophetic Parenting Research

Gap Type	Description	Implications	Recommended Direction
Methodological	Dominated by qualitative studies	Limited generalization	Experimental & longitudinal studies

Theoretical	Weak integration with psychology	Low explanatory power	Cognitive & social-learning integration
Measurement	Few validated instruments	Hard to measure outcomes	Develop moral assessment tools
Practical	Limited digital parenting models	Weak applicability	Create prophetic-digital frameworks

7. Development of a New Conceptual Model: "Prophetic Parenting Moral Pathway Framework"

Based on thematic synthesis and theoretical integration, this study proposes the Prophetic Parenting Moral Pathway Framework, outlining three core pathways by which prophetic values shape children's morality: (1) cognitive pathways through moral dialogue (Kohlberg), (2) social-behavioral pathways through modeling and imitation (Bandura), and (3) ecological pathways through environmental consistency (Bronfenbrenner). These pathways are supported by empirical studies from (Amali & Hikmah, 2024; Sholehuddin et al., 2023).

The model also incorporates interactions between prophetic values and digital ecosystems, as highlighted by (Adeni & Harahap, 2025; Modecki et al., 2022; Soraya, 2022). Thus, prophetic parenting emerges as a flexible and adaptive moral framework relevant to the digital era.

This conceptual model advances both theoretical and practical dimensions of Islamic parenting. It can serve as a foundation for designing parenting programs, school interventions, character education curricula, and future experimental research evaluating the effectiveness of each prophetic pathway. The model harmonizes Islamic values with modern psychological science, making it highly applicable in contemporary contexts of child development.

Table 7. Components of the Prophetic Parenting Moral Pathway Framework

Pathway	Theoretical Basis	Mechanism	Prophetic Value	Developmental Outcome
Cognitive	Kohlberg	Moral reasoning dialogue	*Tabligh, Fathanah*	Advanced reasoning
Social-Behavioral	Bandura	Role modeling	*Shiddiq, Amanah*	Prosocial behavior
Ecological	Bronfenbrenner	Environmental coherence	*Rahmah, Hilm*	Stable moral identity
Digital	Digital parenting theory	Ethical guidance	*Fathanah*	Safe digital habits

CONCLUSION

The synthesis of the literature indicates that prophetic parenting makes a significant contribution to the moral development of elementary-aged children through four primary mechanisms: the strengthening of moral reasoning through value-based dialogue, the formation of prosocial behavior through parental modeling, the enhancement of emotional regulation through compassionate interaction, and the development of moral resilience through coherent family–school ecological support. These mechanisms align closely with contemporary developmental psychology, in which value dialogue reflects Kohlberg's framework of moral reasoning, modeling corresponds to Bandura's mechanisms of observational learning, and ecological interactions resonate with Bronfenbrenner's ecological systems theory. Thus, prophetic parenting operates not merely as a normative religious construct but as a mechanistic framework that shapes children's morality through cognitive, social, emotional, and ecological processes.

The theoretical contribution of this study lies in its comprehensive integration of prophetic values with modern psychological theories, resulting in a systematic conceptual framework for understanding the development of children's morality. This synthesis fills a gap in existing literature, which tends to be descriptive and rarely connects prophetic principles with empirically testable psychological mechanisms. Practically, the study provides guidance for families and schools in designing parenting programs and moral education curricula that combine modeling, ethical dialogue, emotional habituation, and value-oriented digital literacy—an increasingly urgent need in the face of moral challenges in the digital era.

Despite these insights, this study has several limitations. Most of the reviewed research is qualitative, lacking longitudinal or experimental evidence to assess the causal effectiveness of prophetic parenting. Additionally, the dominance of Indonesian studies limits the generalizability of findings to other cultural contexts. Future research should therefore examine prophetic parenting using experimental designs, investigate its long-term impact on moral and religious identity, and evaluate its relevance in digital family environments and multicultural settings. Expanding methodological approaches and research contexts will allow prophetic parenting to evolve into a more adaptive and evidence-based model for supporting children's moral development in the twenty-first century.

REFERENCES

Adeni, S., & Harahap, M. A. (2025). Islamic Values and Digital Media Ethics in Santri-Family Communication in the Digital Era. *INJECT (Interdisciplinary Journal of Communication)*, *10*(1), 681–694. https://doi.org/10.18326/inject.v10i1.4536

Amali, B., & Hikmah, N. (2024). Islamic parenting and emotional regulation in children. *Journal of Islamic Psychology*, *5*(1), 33–45.

Arifurrohman, A., Crismono, P. C., & Ilyas, M. (2025). Parenting Trends in the Digital Era: A Bibliometric Analysis from an Islamic Perspective in Muslim-Majority Societies. *AT-TURAS: Jurnal Studi Keislaman*, *12*(2), 157–177. https://doi.org/10.33650/at-turas.v12i2.10761

Aromataris, E., & Munn, Z. (2020). *JBI Manual for Evidence Synthesis*. JBI. https://jbi.global

ASEAN. (2022). *ASEAN Child Protection Report 2022*. https://asean.org

Aseptianova, Aziz, M. Z. A., Listini, Sri, H., & Dewiyeti, S. (2022). Digital Parenting of Children and Adolescents in Digital Era. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *6*(3), 450–457. https://doi.org/10.23887/jppp.v6i3.56191

Azhar, A., Usman, J., Muhajir, M., & Zuaidar, Z. (2025). Integrating Prophetic Metaphors into the Development of Islamic Education Curriculum. *Journal of Curriculum Studies Research*, *7*(2), 296–317. https://doi.org/10.46303/jcsr.2025.22

Aziz, R., Susilowati, M., Masturin, M., & Prasojo, Z. H. (2023). Teacher-parent collaboration for developing student character in online learning. In *International Journal of Evaluation and Research in Education* (Vol. 12, Issue 3, pp. 1477–1485). Institute of Advanced Engineering and Science. https://doi.org/10.11591/ijere.v12i3.24456

Dwinandita, A. (2024). Islamic Child Parenting Practices and Muslim Family Resilience in Southeast Asia: A Systematic Literature Review. *Al-Athfal: Jurnal Pendidikan Anak*, *10*(2), 83–105. https://doi.org/10.14421/al-athfal.2024.102-01

Dwinandita, P. (2024). Islamic parenting and moral behavior in elementary students. *Jurnal Pendidikan Dasar*, *9*(1), 15–28.

Hapsari, D. (2022). The role of prophetic parenting in child development. *Early Childhood Education Journal*, *14*(2), 55–70.

Hayati, S., & Nurjanah, E. (2024). Islamic parenting to prevent bullying. *Journal of Moral Education Indonesia*, *4*(1), 22–40.

Hidayat, A. (2022). Educational Management and Character Building in Islamic Boarding Schools. *International Journal of Islamic Education Research*, *10*(2), 177–196.

Ihsan, P. M., & Maksum, M. N. R. (2025). Phenomenology of Muslim Families Facing Digital Challenges in Children's Moral Development. *Proceedings Of International Conference On Islamic Counseling Studies (ICONICS)*, *2*, 281–288.

Indriyani, N., Neviyarni, & Desyandri. (2023). Pemanfaatan Perkembangan Moral Dan Kepribadian Anak Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *8*(1), 1558–1571. https://doi.org/10.23969/jp.v8i1.8061

Khoirunnisa, I., & Suud, F. (2024). Prophetic parenting skills among Gen-Z parents. *Jurnal Pendidikan Islam*, *13*(1), 77–90.

Kitchenham, B. (2004). *Procedures for performing systematic reviews*. Keele University.

Limone, P., & Toto, G. (2022). Origin and development of moral sense: A systematic review. *Frontiers in Psychology*, *13*, 9125330.

Mansir, F. (2023). Prophetic parenting strategies in strengthening children's character. *Jurnal Manajemen Pendidikan Islam*, *11*(1), 120–135.

Masitah, W. (2021). Parenting as moral development. *INSIS Journal*. https://jurnal.umsu.ac.id/index.php/insis/article/view/6226

Masrizal, A. (2023). Prophetic parenting in digital era challenges. *Jurnal Pendidikan Agama Islam*, *10*(2), 88–102.

Masyhuri, A., & Adawiyah, R. (2023). Islamic values and moral identity in early childhood. *Golden Age Journal*, *7*(2), 55–66.

Modecki, K., Minchin, J., & Ševčíková, A. (2022). What is digital parenting? A systematic review. *Perspectives on Psychological Science*, *17*(3), 499–520. https://doi.org/10.1177/17456916211072458

Musafiri, N., & Miftahurrohmah, A. (2022). Prophetic parenting in early childhood. *Jurnal Ilmiah Pendidikan*, *13*(2), 221–234.

Najmuddin, Daniel, M., & Iqbal, M. (2025). Examining The Influence of Moral Development and the Islamic Boarding School Setting on Student Morality in Bireuen District. *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies*, *21*(1), 36–51. https://doi.org/10.18196/afkaruna.v21i1.21872

Nuroniah, P., Fitriani, Y., & Sundari, N. (2025). Integration of Islamic Parenting Values to Enhance Social-Emotional Development in Early Childhood: Integration of Islamic Parenting Values to Enhance Social-Emotional Development in Early Childhood. *Proceeding Internasional Conference on Child Education*, *1*(1), 84–97.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: An updated

guideline for reporting systematic reviews. *BMJ*, *372*, n71. https://doi.org/10.1136/bmj.n71

Palade, T., Pascal, E., Palade, T., & Pascal, E. (2023). Reducing Bullying through Empathy Training: The Effect of Teacher's Passive Presence. *Behavioral Sciences*, *13*(3). https://doi.org/10.3390/bs13030216

Partington, L. (2024). Mother–child bidirectional influences. *Social Development*.

Pribadi, Y. (2023). Islamic parenting and religious tolerance in early childhood. *Jurnal Pendidikan Anak*, *11*(2), 119–132.

Raffar, I. N. A. Z., Hamjah, S. H., Hasan, A. D., & Dahlan, N. N. N. (2021). Parenting Skills According to The Islamic Perspective Towards Family Well-Being. *Samarah: Jurnal Hukum Keluarga Dan Hukum Islam*, *5*(2), 552–578. https://doi.org/10.22373/sjhk.v5i2.9576

Raihanah, S. (2023). Prophetic parenting in madrasah education. *Jurnal Pendidikan Islam Nusantara*, *5*(1), 66–80.

Safingah, I., & Putri, E. (2025). Islamic parenting and character development. *Journal of Islamic Family Studies*, *6*(1), 44–58.

Sari, M. M., & Syawaludin, D. F. (2024). The Influence of Digital Parenting on the Social Behavior of Early Childhood in the 5.0 Technology Era. *Jurnal Multidisiplin Indonesia*, *3*(3). https://doi.org/10.58344/jmi.v3i3.2257

Shah, M. (2022). Prophetic-based nurturing in orphanages. *Child & Youth Care Forum*, *51*(3), 455–472.

Sholehuddin, M. S., Mucharomah, M., Atqia, W., & Aini, R. (2023). Developing Children's Islamic Spiritual Intelligence in the Digital Age: Indonesian Family Education Methods. *International Journal of Instruction*, *16*(1), 357–376.

Soraya, S. Z. (2022). Digital Parenting; Strengthening Religious Concept Nafs in the Prevention of Child Pornography. *Nadwa: Jurnal Pendidikan Islam*, *16*(2), 172–187. https://doi.org/10.21580/nw.2022.16.2.13749

Sulaiman. (2022). Prophetic parenting and character building. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *6*(3), 3633.

Tabroni, I., Putra, D. D., Adawiah, N., & Rosmiati. (2022). Forming Character With Morals Prophet Muhammad Saw. *East Asian Journal of Multidisciplinary Research*, *1*(1), 41–48.

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, *8*(1), 45. https://doi.org/10.1186/1471-2288-8-45

UNICEF. (2023). *State of the World's Children Report*. https://www.unicef.org

Van Der Leij, T., Avraamidou, L., Wals, A., & Goedhart, M. (2022). Supporting Secondary Students' Morality Development in Science Education. *Studies in Science Education*, *58*(2), 141–181. https://doi.org/10.1080/03057267.2021.1944716

Wong, R. S., Tung, K. T. S., Rao, N., Leung, C., Hui, A. N. N., Tso, W. W. Y., Fu, K.-W., Jiang, F., Zhao, J., & Ip, P. (2020). Parent Technology Use, Parent-Child Interaction, Child Screen Time, and Child Psychosocial Problems among Disadvantaged Families. *The Journal of Pediatrics*, *226*, 258–265. https://doi.org/10.1016/j.jpeds.2020.07.006

Zhang, Y. (2022). Analysis of College Students' Network Moral Behavior by the History of Ideological and Political Education under Deep Learning. *Computational Intelligence and Neuroscience*, *2022*, 9885274. https://doi.org/10.1155/2022/9885274