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The V-PHONE Program as a Value Education Strategy to Strengthen Social Interaction among Second-Grade Elementary School Students: A Case Study at SD Muhammadiyah Kreatif Kraksaan

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Abstract. *The development of digital technology has brought significant changes to the social interaction patterns of elementary school-aged children, particularly in the ways they communicate, develop emotional bonds, and establish interpersonal relationships within the family environment. This situation highlights the need for value education strategies that emphasize not only cognitive aspects but also the integration of positive behavioral habits into children's daily lives. This study aims to analyze the implementation of the V-PHONE Program (Stop TV and Mobile Phone Use from Maghrib to Isha) as a value education strategy to strengthen social interaction among second-grade students at SD Muhammadiyah Kreatif Kraksaan, identify the values internalized through the program, and examine the supporting and inhibiting factors affecting its implementation.This study employed a qualitative approach with a case study design. The research subjects consisted of Islamic Religious Education teachers, second-grade students, and their parents. Data were collected through participatory observation, in-depth interviews, and documentation, and were subsequently analyzed using the Miles and Huberman interactive model. Data validity was ensured through triangulation, member checking, and peer debriefing. The findings indicate that the V-PHONE Program is implemented by restricting television and mobile phone use from Maghrib to Isha, while encouraging children to engage in religious activities, learning, and family interactions. The program serves as a means of fostering the values of religiosity, discipline, responsibility, care, and togetherness. Its implementation is supported by the roles of teachers and the utilization of digital media; however, challenges remain regarding the consistency of parental involvement. This study emphasizes that limiting the use of digital devices must be accompanied by positive role modeling, family guidance, and sustained collaboration between schools and parents to support the strengthening of children's social interactions.*

Keywords: *V-PHONE Program; Value Education; Social Interaction; Elementary School Children; Islamic Education*

1. Introduction

The development of digital technology has transformed the socialization patterns of elementary school-aged children, including the ways they communicate, establish emotional bonds, and participate in family life and social environments. The use of smartphones and digital media provides children with opportunities to access information and develop digital skills. However, it also raises concerns regarding the quality of face-to-face interactions, value formation, and children's involvement in everyday social activities. UNICEF emphasizes that children's digital lives need to be understood from a balanced perspective by considering the

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benefits of technology, the risks of content exposure, and the environmental conditions that shape their digital experiences (1). In the Indonesian context, this issue is particularly relevant to primary education because children's social development occurs not only through formal learning but also through role modeling, family communication, behavioral habituation, and participation in shared activities. Previous studies have also examined the relationship between gadget use and elementary school students' social interaction abilities, highlighting the importance of understanding how digital technology influences children's social relationships (2,3).

According to Bronfenbrenner's ecological systems theory, the family is part of the immediate environment (microsystem) that directly influences children's development (4). Regular interactions between children and their parents provide social experiences that help children understand how to interact with their surroundings. For example, when parents invite children to engage in discussions, listen to their stories, allow them to express their opinions, and encourage them to apologize when they make mistakes, children gain practical experiences in communication, empathy, responsibility, and conflict resolution. Therefore, value education needs to be positioned as a process that connects moral knowledge with everyday practices. In Islamic education, family involvement, habituation, and parental role modeling are essential elements in developing children's religious values and character (5,6).

In this context, the period between Maghrib and Isha holds particular significance in Islamic family life, as it can be utilized to establish habits of worship, family communication, parental guidance, and social interaction based on religious values. The V-PHONE Program, defined as restricting television and mobile phone use from Maghrib until Isha, can be understood as a habituation strategy that redirects children's attention from media consumption toward more interactive and meaningful activities. Through this program, children are encouraged to develop discipline, responsibility, togetherness, and social care by engaging in activities with family members and their surrounding environment. The implementation of habituation and role modeling in character education is considered important because positive values are more likely to be internalized when children experience and practice them consistently in everyday life (6,7).

The phenomenon of children's social interaction at SD Muhammadiyah Kreatif Kraksaan is an interesting subject to investigate, particularly in relation to the development of students' character, communication, and social relationships. Elementary schools function not only as institutions for acquiring academic knowledge but also as educational environments that play an important role in shaping children's attitudes, behaviors, and abilities to interact with others. In everyday school life, students' social interactions can be observed through classroom learning activities, playing with peers, collaborating on assignments, communicating with teachers, and participating in religious activities and character-building programs. Thus, children's social interactions within the family serve as an essential foundation for developing social skills that they will apply when interacting with others in school and society. The family functions not only as an environment for fulfilling children's physical needs but also as their first educational setting for instilling empathy, care, cooperation, politeness, and responsibility.

Although previous studies have made important contributions to understanding children's screen time and social development, several research gaps remain to be addressed. First, previous studies have predominantly examined the relationship between gadget use, screen time, and children's social interaction or development, while the value education

processes accompanying digital media restrictions have received comparatively less attention (2,3). Second, research on parental management of children's screen time has highlighted the importance of parental involvement and mediation strategies, but the mechanisms through which these practices contribute to the internalization of values such as discipline, responsibility, care, and respect for others require further investigation (8,9). Third, there is still limited research specifically examining television and smartphone restriction programs during the period between Maghrib and Isha as a religiously grounded value education practice in Islamic elementary school settings.

This research gap is important because restricting media use does not automatically lead to improved social interactions. Its impact may depend on the consistency of program implementation, parental role modeling, teacher guidance, and the social activities provided as alternatives to screen time. Therefore, research on V-PHONE needs to move beyond the assumption that reducing digital device use automatically strengthens social interaction. Instead, it needs to explain how the program is implemented, which values are instilled, and how these values are reflected in children's relationships with their peers and family members.

Based on this background, this study aims to analyze the implementation of the V-PHONE Program as a value education strategy to strengthen social interaction among second-grade students at SD Muhammadiyah Kreatif Kraksaan. Specifically, this study seeks to identify the forms of program implementation, the values internalized through the program, the observed patterns of social interaction, and the roles of teachers and parents in supporting its sustainability. This study is designed to address the following research questions: 1. How is the V-PHONE Program implemented as a value education strategy in relation to the social interaction patterns of second-grade students at SD Muhammadiyah Kreatif Kraksaan?; 2. How do children's and parents' experiences in implementing the program relate to patterns of social interaction within the family and surrounding environment?; 3. What factors support and hinder the implementation of the program in fostering positive social interaction habits? Accordingly, the findings of this study are expected to provide theoretical and practical contributions to the development of contextual, collaborative, and relevant Islamic character education in addressing the challenges of the digital era.

2. Methods

This study employed a qualitative approach using a case study method to explore in depth the implementation of the V-PHONE Program as a value internalization practice aimed at strengthening children's social interactions in an Islamic elementary school. The study adopted a descriptive-interpretative approach to understand the processes, dynamics, and meanings of interactions among teachers, students, and parents within the context of family-based character education in the digital era.

The study was conducted at SD Muhammadiyah Kreatif Kraksaan from September 2025 to October 2026. The research participants consisted of Islamic Religious Education teachers, second-grade students, and parents involved in the program. Informants were selected through purposive sampling based on their relevance to the research objectives. The selection was subsequently expanded through snowball sampling to identify additional informants who could provide relevant information.

Data were collected through participatory observation, in-depth interviews, and documentation. The primary research instrument was the researcher as a human instrument,

supported by interview, observation, and documentation guidelines. The data were analyzed using the Miles and Huberman interactive model, which consists of three stages: data reduction, data display, and conclusion drawing and verification. Data trustworthiness was established through source, technique, and time triangulation, as well as member checking and peer debriefing to strengthen the credibility of the research findings.

The research process focused on examining the implementation of the V-PHONE Program, the values internalized through its activities, the social interaction patterns observed among students and family members, and the supporting and inhibiting factors influencing program implementation. The collected data were interpreted descriptively to provide an in-depth understanding of how the program functions as a value education strategy in the context of children's social development.

3. Results and Discussion

3.1. Implementation of the V-PHONE Program

The implementation of the V-PHONE Program (*Stop TV and Mobile Phone Use from Maghrib to Isha*) at SD Muhammadiyah Kreatif Kraksaan represents a form of value education habituation that integrates the roles of schools and families in supporting children's social development. The program is designed to develop students' awareness of the importance of using time wisely, reducing dependence on screen-based entertainment, and utilizing the period between Maghrib and Isha for more meaningful activities. In its implementation, V-PHONE is not merely understood as a restriction on television and mobile phone use but also as an effort to instill religious values, discipline, responsibility, togetherness, and social care through practical activities in everyday life.

The V-PHONE Program is systematically implemented through the stages of planning, implementation, monitoring, and evaluation. Teachers, together with the ISMUBA team, organize activities based on students' developmental stages, then design digital pamphlets using Canva and distribute them through class WhatsApp groups. These findings indicate that the school does not merely implement conventional character education but has also adapted digital approaches to support communication and coordination between teachers and parents. The use of technology in education can extend beyond academic purposes and contribute to the development of social and character learning (10).

The use of digital media in the V-PHONE Program reflects an adaptation of character education practices to the digital era. Whereas moral education is often conducted through direct instruction and role modeling at school, the program utilizes technology as a medium for educational communication and monitoring between schools and families. This approach is consistent with Ritonga's findings, which emphasize the importance of communication and collaboration between teachers and parents in realizing character education in the digital era (7). Similarly, parental involvement supported by digital communication can provide opportunities to strengthen the continuity of character education between school and home environments (8).

Nevertheless, the research findings indicate that the implementation of the program has not been entirely optimal. Teachers revealed that only approximately 20% of parents actively submitted documentation of their children's activities. This finding highlights a challenge in digital-based family engagement. On the one hand, technology facilitates communication between schools and families; on the other hand, parents' busy schedules and

varying levels of participation may reduce the consistency of their involvement in children's character education.

This implementation can be explained through Bandura's social learning theory, which emphasizes that individuals can learn behaviors by observing models and the consequences of their actions (11). When parents demonstrate disciplined behavior in using digital devices, communicate politely, and participate in family activities, children acquire concrete examples to imitate. Furthermore, Vygotsky's sociocultural theory emphasizes that social interaction plays an important role in children's development (12). Through conversations, shared activities, and parental guidance, children have opportunities to develop communication skills, understand other people's perspectives, and learn to cooperate. Thus, V-PHONE habituation has the potential to serve as a means of value education when screen-free time is genuinely filled with positive interactions.

3.2. Children's and Parents' Experiences in Implementing the V-PHONE Program in Relation to Social Interaction Patterns within the Family and Surrounding Environment

The implementation of the V-PHONE Program provides distinct experiences for children and parents, particularly in establishing more structured habits of digital technology use within the family environment. Based on parents' experiences, the program is perceived as helpful in reducing children's television and mobile phone use, particularly during the period between Maghrib and Isha. Parents believe that restricting the use of digital devices provides children with opportunities to engage in other beneficial activities at home. This experience indicates that the V-PHONE Program is not solely oriented toward reducing the duration of digital media use but also seeks to establish parenting practices that encourage children's involvement in direct social activities.

One particularly interesting experience shared by a parent concerns changes in the child's behavior upon waking up. Before participating in the program's habituation activities, the child tended to exhibit tantrum-like behavior when waking up, particularly in situations where there was an established habit of using television or mobile phones that was difficult to stop. After participating in the V-PHONE Program regularly, the parent perceived that the child became easier to guide upon waking up and no longer exhibited the tantrum-like behavior previously experienced. This experience provides an initial indication of changes in the child's habitual patterns within the family environment. Nevertheless, these changes should be understood as parents' subjective experiences and cannot yet be interpreted as establishing a direct causal relationship with the implementation of the program.

These experiences are consistent with the study by Chong et al., which demonstrates that parents play an important role in regulating children's screen time (8). Their systematic review and meta-synthesis of qualitative studies highlight that screen time management is associated with various family considerations, parental attitudes, and guidance strategies implemented in everyday life. Therefore, the V-PHONE Program can be understood as a form of habituation intervention that helps parents establish more consistent boundaries regarding children's digital device use.

In the context of family social interactions, reducing television and mobile phone use creates opportunities for children to become more involved in communication with family members. Time that might otherwise be spent on individual activities involving digital devices can be redirected toward conversations, interactions with parents, participation in household activities, and the development of emotional bonds with family members. In the

broader social environment, such habituation also has the potential to encourage children to interact more actively with their peers and surrounding communities. This demonstrates that the family occupies a strategic position as the first environment in shaping children's social interaction habits.

These findings can be associated with research conducted by the Norwegian Institute of Public Health (13) concerning digital device use and parent-child interactions. The study highlights that parents' use of digital devices when interacting with children may potentially reduce responsiveness and interaction quality in certain situations. Therefore, reducing digital distractions within the family environment represents one effort to create opportunities for higher-quality interactions between parents and children. In the context of the V-PHONE Program, restrictions on digital device use are expected to apply not only to children but also to be supported by parental role modeling through reduced mobile phone use during the program's implementation period.

Thus, parents' experiences in participating in the V-PHONE Program demonstrate that habituating children to reduced digital device use can serve as an initial step toward establishing more positive social interaction patterns. The success of the program should not be measured solely by the reduced intensity of children's television and mobile phone use but also by the development of new habits that encourage communication, emotional closeness, discipline, and children's involvement in family life and their social environment.

3.3. Supporting and Inhibiting Factors in the Implementation of the V-PHONE Program in Developing Positive Social Interaction Habits

The implementation of the V-PHONE Program in developing children's social interaction habits is influenced by several supporting and inhibiting factors, particularly those related to parental involvement, consistency in habituation, and family social and occupational conditions. Based on parents' experiences, one of the main supporting factors is the perceived direct benefits experienced by children after participating in the program. Parents feel that the program is helpful because it establishes clear time boundaries for children's television and mobile phone use. Parental awareness of the importance of reducing children's dependence on digital devices serves as an essential foundation for maintaining the program's sustainability. In addition, the habituation activities implemented by the school provide further encouragement for parents to establish rules regarding digital device use at home.

Another supporting factor is the awareness that children's education and character development are not solely the responsibility of schools but also require family involvement. In implementing the V-PHONE Program, parents serve as both companions and role models for children in developing positive habits. When parents provide consistent support, children gain an environment that encourages the development of disciplined behavior and the ability to regulate their use of digital devices. This is consistent with the study by Alkan et al. (14), which explains that parental mediation strategies regarding children's technology use are influenced by attitudes, perceptions, educational backgrounds, socioeconomic conditions, and technology use habits within the family. This means that the success of restricting digital device use does not depend solely on established rules but also on parents' ability to provide guidance appropriate to their family circumstances.

Nevertheless, the implementation of the V-PHONE Program also faces several challenges. One of the identified obstacles relates to parents' limited availability due to work

commitments that coincide with the program's implementation period, namely between Maghrib and Isha. These circumstances prevent some parents from accompanying their children optimally because they still have work responsibilities or other activities to attend to. Consequently, restrictions on television and mobile phone use are sometimes implemented inconsistently within the family environment. This condition indicates that the program's success is strongly influenced by parents' availability, attention, and involvement in accompanying their children.

In addition to occupational factors, other obstacles are related to differences in the levels of parental support and commitment to implementing the program's habituation practices. Not all parents have the same level of understanding and readiness to regulate their children's digital device use. Some parents are able to implement the rules consistently, while others still experience difficulties in maintaining these restrictions due to work demands, family habits, and limited time for parental supervision. These differences indicate that habituation programs implemented by schools require continuous family support so that the values instilled do not remain confined to the school environment but are also internalized in children's everyday lives.

These findings are relevant to the study by Chong et al., which reveals that parents face various challenges in managing children's screen time (8). These challenges are associated with family needs, perceptions of the benefits of technology, and strategies used to regulate digital device use. Therefore, restricting television and mobile phone use requires a realistic approach that is adapted to the circumstances of each family. In this regard, the V-PHONE Program should be understood not merely as a rule requiring children to stop using digital devices but as a process of value education that requires awareness, role modeling, and active parental participation.

From the perspective of value education, these supporting and inhibiting factors demonstrate that the internalization of discipline, responsibility, and social care requires consistency between the school and family environments. Children need more than simply an understanding of the importance of limiting digital device use; they also require practical experiences in applying these habits. When parents provide examples and guidance, children have greater opportunities to understand the meaning of discipline through everyday practices. Conversely, when family support is insufficient, the habituation process is likely to become inconsistent.

Thus, the main supporting factors of the V-PHONE Program include parental awareness of the benefits of restricting digital device use, school support, and family involvement in developing positive habits. Meanwhile, the inhibiting factors include parents' limited availability due to work commitments, differences in levels of family support, and the inconsistent implementation of rules at home. These conditions emphasize that the success of the V-PHONE Program requires synergy between schools and families. The program will be more meaningful when restrictions on digital device use are accompanied by alternative activities that encourage communication, togetherness, and children's social interaction, enabling the objectives of value education to be achieved more optimally.

Conclusions

The V-PHONE Program has the potential to serve as a value education strategy for strengthening social interactions among elementary school children through the habituation of reducing television and mobile phone use during the period between Maghrib and Isha.

From the perspective of Islamic Religious Education, this program can be understood as an effort to integrate the development of discipline, responsibility, togetherness, and social care into children's daily routines. The relevance of the program lies not merely in restricting digital device use but also in utilizing the available time to foster interpersonal communication and meaningful interactions with family members and the surrounding social environment. Its effectiveness, however, needs to be further examined based on its implementation practices and empirical evidence of changes in children's social interactions.

The V-PHONE Program is implemented systematically through the stages of planning, implementation, monitoring, and evaluation, involving active collaboration between Islamic Religious Education teachers and students' parents. Teachers play a role in designing activities, reinforcing values, and monitoring program implementation through digital media such as WhatsApp and Canva. Meanwhile, parents serve as the primary companions in guiding students to participate in V-PHONE activities at home. The utilization of digital media has proven helpful in improving the effectiveness of communication and monitoring students' activities, although its implementation still faces challenges, particularly the lack of consistent activity documentation by some parents due to limited time and work commitments.

The V-PHONE Program has demonstrated its effectiveness in fostering positive habits among elementary school students. This effectiveness is reflected in behavioral changes, as students become more caring, responsible, polite in their speech, and increasingly accustomed to helping their parents with household chores without being instructed to do so. Furthermore, the program strengthens emotional bonds between children and parents through shared activities at home. Nevertheless, the program's effectiveness is strongly influenced by the quality of collaboration between schools and families, particularly regarding the consistency of parental guidance and supervision. Therefore, the V-PHONE Program can serve as a contextual, collaborative, and relevant model of Islamic character education for strengthening the value of *birrul walidain* (devotion and kindness toward parents) among elementary school students in the digital era.

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