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Building Healthy Digital Generation: Parenting Education to Reduce Online Game Addiction Among Children in Leuwikaret Village

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Abstract

This article aims to analyze the impact of digital parenting education activities in improving parents' digital competencies and preventing online game addiction among children in Leuwikaret Village. The background of this community service activity (PkM) is based on the high intensity of digital technology use among children, which is not accompanied by adequate parental digital literacy, thereby increasing the risk of digital addictive behaviors. This study employs a quantitative approach with a one-group pretest–posttest design involving 40 respondents, who are parents with school-aged children. Data were collected through a Likert-scale questionnaire measuring understanding of digital parenting concepts, the risks of game addiction, and its impact on child development. The findings indicate a significant improvement across all indicators of digital parenting competencies, with a large effect size. The highest increase was observed in the understanding of psychological and social impacts, suggesting that context-based educational approaches are more effective. Additionally, there was a decrease in the need for supplementary materials, indicating an increase in parents' self-efficacy. Another finding reveals a gap in basic literacy among some respondents, which affects their comprehension process. This article concludes that digital parenting education effectively enhances parents' digital competencies at the cognitive level and has the potential to serve as a preventive strategy against digital addiction. Future efforts require sustained interventions and more robust research designs to measure long-term impacts on changes in children's behavior.

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1. INTRODUCTION

The connectivity between the digital world and children's lives in the contemporary era has shown increasingly significant strengthening over time. The rapid development of information technology, accompanied by the widespread use of digital media across various segments of society, serves as a strong indicator of the substantial influence of the digital world on children's growth and development processes [1]. Today's generation of children is characterized by agility in operating various information technologies, ranging from gadgets to diverse digital platforms with increasingly complex and attractive features. This adaptive ability distinguishes them from previous generations and shapes new patterns of interaction among children, technology, and their social environment [2].

Over the past decade, digital technology has not only functioned as a supporting tool but has become deeply integrated into the daily lives of the global community [3]. Data show that more than half of the world's population has used digital technologies such as gadgets, and

approximately one-third of them are children and adolescents [4]. The internet penetration rate in Indonesia among the 13–18 age group reached 99.16% in 2022, while among children aged 5–12 it stood at 62.43% [5]. These figures place Indonesia among the countries with the highest internet usage rates in Southeast Asia for children and adolescents [6]. Social media, applications, online games, and various digital devices have become inseparable parts of their daily routines [7].

The intensity of children's use of digital media is also reflected in findings from the American Association of Pediatrics (AAP), which state that children spend an average of seven hours per day using various forms of media, including television, computers, mobile phones, and other electronic devices [8]. Ideally, digital technology should facilitate children's development and enhance family well-being through broad access to information, innovative learning media, and communication platforms that can strengthen relationships among family members. However, in reality, digital technology also presents significant challenges and obstacles that must be addressed by parents across different parts of the world.

In this context, the role of parents becomes highly crucial, as they function as the primary role models for their children. The way parents treat, teach, guide, and set examples will greatly influence how children perceive and use digital technology. Children tend to imitate their parents' attitudes and behaviors because they view them as authoritative figures whose actions are considered correct. Therefore, the learning process does not occur only in children but also requires parents to understand the benefits, risks, and implications of technology use for themselves and their children [9].

The negative impacts have begun to emerge with the increasing number of cases of **gaming disorder** and **online gambling disorder** across various segments of society. Gaming disorder (digital game addiction) has been recognized by the World Health Organization as a mental disorder and is included in the ICD-11 disease classification [10]. Smartphone game addiction is even considered a major public health issue in many countries. Research shows that approximately **10.15% of adolescents in Indonesia are addicted to online games**, meaning that 1 in 10 adolescents has been affected by this condition. This addiction has serious consequences: it alters daily behavior and **disrupts academic, social, and physical activities, and significantly reduces time spent with family**. This is consistent with findings that adolescents addicted to games tend to lose interest in other activities, experience a decline in social relationships and academic performance, and suffer from deteriorating health [11].

Online game addiction among children has the potential to disrupt academic achievement. Adolescents who are addicted to games often lose focus and time for studying, which leads to declining grades and school performance. This issue can result in significant decreases in academic achievement, accompanied by a decline in social relationships and overall health. The social impact is also highly evident in the behavior of adolescents addicted to online games [12]. Excessive involvement in gaming reduces their interaction with peers and their social environment, causing them to lose the ability to build healthy social relationships. This can lead to isolation that adversely affects their social development.

The complexity of this issue is influenced by various factors, including low levels of digital literacy among parents, weak regulation, and unequal access to technology. Parents face challenges related to managing screen time, digital risks, and the ever-evolving dynamics of family relationships, which require adaptive and responsive parenting approaches [13]. This condition is further exacerbated by the fact that Indonesia's digital literacy rate is only 62%, the lowest among ASEAN countries, where the average exceeds 70%. This indicates a significant gap between the rapid pace of technological adoption and society's readiness to manage its risks [14]. In fact, digital literacy is a crucial foundation for parents to guide their children in using technology safely and productively. However, many parents still lack adequate knowledge and skills to critically assess the risks and benefits of digital media, making poor management of children's technology use an even more complicated issue [15].

The digital era has brought fundamental changes to parenting practices. The ways in which parents educate, discipline, and protect their children can no longer be separated from the presence of digital technology in everyday life [16]. A number of studies emphasize that active parental involvement is a key factor in the development of children's digital literacy. The importance of balanced screen time management and equitable access to technology to promote children's digital literacy in Indonesia, with parental guidance serving as a central element in helping children navigate the complex digital landscape [17]. These findings are consistent with research showing that parents' attitudes, perceptions, and strategies significantly influence the dynamics of family interactions related to digital technology use [18].

The reality of digital parenting in Indonesia reflects a complex relationship between the use of technology and parental mediation techniques. Digital devices have radically transformed children's patterns of interaction with media, requiring parents to develop adaptive capacities in dealing with the complexity of the digital environment. Therefore, effective digital parenting communication becomes essential to promote positive outcomes in children's digital interactions, especially amid the increasing access to technology among Indonesian children [17].

Although studies on digital parenting have been widely conducted, most research focuses on developed countries with different social and cultural characteristics. Studies by several scholars have examined parental mediation in Europe and the United States [19], [20], [21], but these findings cannot be directly applied to Indonesia, which has an extended family structure, strong collectivist values, and significant digital divides across regions. Research in Indonesia itself tends to examine digital parenting in a partial manner, such as exploring children's digital literacy [22] or the role of parents in maintaining family harmony amid intensive technology use [23]. To date, there has been no comprehensive narrative synthesis that maps the landscape of knowledge on digital parenting communication in Indonesia. This article aims to analyze the impact of digital parenting education activities in improving parents' digital competencies and preventing online game addiction among children in Leuwikaret Village.

Digital parenting essentially encompasses parental guidance, restriction, and supervision of children's use of technology, including the internet, social media, and electronic devices, with the aim of protecting children from online risks while promoting healthy and responsible digital behavior [24]. Digital parenting also emphasizes the importance of agreements between parents and children regarding the use of digital media, the utilization of educational applications, and the implementation of clear rules without completely prohibiting the use of technology [25], [26].

Building on these challenges, efforts to provide digital health education for families and communities have become increasingly urgent. This education is aimed at improving digital competencies, particularly in aspects of digital safety and digital wellness, so that people are able to use technology in a healthy and productive manner. Research shows that better digital competence is correlated with a lower risk of game addiction [27], indicating that improving digital literacy within families and communities can function as a protective factor against various negative impacts of technology use. Therefore, this Community Service Program is proposed as a preventive measure through digital parenting–based digital health education to prevent online game addiction, while also strengthening the digital competencies of the Leuwikaret Village community.

Leuwikaret Village, located in Klapanunggal District, Bogor Regency, was selected as the program site due to its socio-economic characteristics that are vulnerable to digital risks. With an area of approximately 2,651 hectares and a population of 7,522, the village faces challenges such as low levels of education, high unemployment (24.86% in 2024), and dependence on the agricultural sector and informal employment. Although internet access is available, the community's digital literacy remains relatively low, further exacerbated by disparities in access to information in several remote hamlets.

Based on these conditions, the formulation of the problem underlying this program stems from the increasing exposure to digital media, low levels of family digital literacy, and the limited

capacity of parents and the community to prevent and address digital addictive behaviors. This community service program aims to enhance the digital competencies of families and the community through digital parenting–based digital health education, with the expectation of strengthening community resilience against the risks of digital addiction. More broadly, this program is expected to generate sustainable social, educational, and economic impacts for the people of Leuwikaret Village in realizing a healthy and resilient digital village.

2. IMPLEMENTATION METHOD

This activity is part of a Community Service Program (PkM) organized by Universitas Terbuka in 2026 and implemented in Leuwikaret Village, Klapanunggal District, Bogor Regency. The program is designed as an educational intervention in the form of digital parenting–based digital health education aimed at parents and the community, particularly to enhance family digital competencies and prevent digital addictive behaviors such as online game addiction. The approach used is quantitative, employing a one-group pretest–posttest design that allows researchers to measure changes in respondents' levels of understanding, attitudes, and readiness before and after the implementation of the community service activities.

The participants of the Community Service Program (PkM) consisted of parents with school-aged children residing in Leuwikaret Village. From the activities conducted, a total of 40 respondents participated and were willing to take part in all program activities. The selection of respondents was carried out using purposive sampling, namely selecting participants who were directly relevant to the issue of digital parenting and willing to engage in the entire series of community service activities. This technique was chosen to ensure that the data obtained could represent the target group in need of digital literacy and digital health interventions.

Figure 1. PkM Team and Participants
Source: PkM Team Documentation

Figure 2. Cover of PkM Materials
Source: PkM Team Documentation

Data were collected using a structured questionnaire instrument developed based on the concept of digital literacy, particularly digital parenting. The questionnaire was administered to respondents in two stages: before the implementation of the educational activities (pretest) and after the entire series of community service activities had been completed (posttest). The instrument employed a Likert scale to measure respondents' levels of knowledge, attitudes, and perceptions regarding parental guidance practices in the use of digital media within the family environment. The questionnaire was completed directly by respondents with assistance from the community service team to ensure proper understanding of each statement presented.

The primary data source in this article is primary data obtained from respondents' completion of the pretest and posttest questionnaires. These data were used to identify changes in scores before and after the community service program as indicators of the effectiveness of the implemented digital health education activities. Data analysis was conducted using descriptive and comparative approaches by comparing pretest and posttest scores for each indicator to observe trends in the improvement of respondents' understanding and digital competencies.

Before being used for primary data collection, the questionnaire instrument was first tested for validity and reliability. Validity testing was conducted through content validity by involving experts in the fields of communication, education, and digital literacy to ensure the alignment of each item with the constructs being measured. Subsequently, reliability testing was carried out using Cronbach's Alpha coefficient to assess the internal consistency of the instrument. The instrument was deemed appropriate for use if it met the criteria of being both valid and reliable, thereby ensuring its ability to consistently measure changes in respondents' understanding and attitudes after the implementation of the community service program.

3. RESULTS AND DISCUSSION

Research Results

This activity, which is part of a community service program, aims to analyze the effectiveness of digital parenting education using an instrument designed to measure three main dimensions: (1) respondents' initial experiences and conditions, and (2) digital parenting knowledge competencies. Using a one-group pretest–posttest design, the analysis focuses on intra-individual changes to identify the direct impact of the educational intervention provided.

1. Initial Experiences of PkM Participants

The initial objective of this community service activity was to provide digital parenting education that would have an impact on improving parents' digital competencies, including aspects of knowledge, perception, and readiness in practicing parenting in the digital era. The initial analysis was conducted based on the pretest questionnaire instrument, which was systematically designed to measure respondents' ability to understand the concept of digital parenting, the risks of online game addiction, and its impact on children's development. At the initial stage, pretest data indicated that most respondents were at relatively low to moderate levels of understanding, with average scores across various indicators ranging from 4.16 to 5.49. This range suggests that prior to the intervention, respondents tended not to have a comprehensive understanding of digital parenting as a structured parenting framework but rather relied on intuitive approaches based on daily experiences. This condition is further supported by findings that the majority of respondents had never participated in similar educational activities before, resulting in limited exposure to digital parenting concepts and a lack of optimal internalization.

2. Digital Parenting Knowledge Competence

After the educational intervention was implemented, there was a consistent increase in scores across all indicators, with posttest averages ranging from 6.13 to 7.30. This improvement indicates a shift from a condition of low digital awareness toward a more functional and integrated level of understanding. More specifically, this change reflects a process of cognitive transformation in which respondents began to understand the relationship between digital technology use and the risk of addiction, recognize signs of addictive behavior, and identify the psychological, social, and academic impacts on children.

To provide a more systematic overview of these changes, the results of the analysis are presented in Table 1 below.

Table 1. Results of Pretest–Posttest Analysis of Digital Parenting Competence (N = 40)

Variabel	Pretest (Mean ± SD)	Posttest (Mean ± SD)	Δ (Post–Pre)	t (39)	p-value	Effect Size (dz)
Definition of digital parenting	4,83 ± 2,50	6,66 ± 2,07	+1,83	4,94	<0,001	0,78
Objectives of digital parenting	4,16 ± 2,07	6,13 ± 1,94	+1,98	5,65	<0,001	0,89
Aspects of digital parenting	4,23 ± 1,66	6,19 ± 1,71	+1,96	6,39	<0,001	1,01

Risk of online game addiction	5,19 ± 2,18	6,91 ± 1,96	+1,72	5,65	<0,001	0,89
Signs of addictive behavior	5,49 ± 1,95	7,30 ± 1,83	+1,81	6,62	<0,001	1,05
Psychological impacts	4,55 ± 2,29	6,62 ± 1,84	+2,07	5,99	<0,001	0,95
Social impacts	4,55 ± 2,46	6,62 ± 1,91	+2,07	6,94	<0,001	1,10
Academic impacts	4,33 ± 2,07	6,23 ± 1,95	+1,90	5,98	<0,001	0,95
Need for preventive materials	7,72 ± 1,82	7,07 ± 1,82	−0,65	−2,31	0,026	−0,37

Source: Processed data from the Community Service Program (PkM)

Based on Table 1, all indicators show statistically significant improvements ($p < 0.001$), with effect sizes classified as large. This indicates that the educational intervention has a substantial impact on enhancing digital parenting competencies. In contrast, the indicator related to the risk of online game addiction shows a relatively more moderate increase compared to the other indicators. This may be interpreted as indicating that some respondents already possessed prior knowledge regarding these risks, or that there is a process of normalization of gaming in daily life, leading to more selective acceptance of the material. These findings suggest that risk perception is influenced not only by the information provided but also by pre-existing social and cultural experiences.

The most notable finding is observed in the indicator of the need for preventive materials, which showed a decrease in scores after the intervention. Analytically, this decline can be interpreted as an increase in respondents' self-efficacy, as they felt more capable and confident in managing their children's technology use without relying on additional materials. In other words, the intervention not only enhanced knowledge but also fostered a sense of competence among respondents.

To obtain a more comprehensive picture, the eight main indicators were then combined into a composite index of digital parenting competence. The results show an average increase of $\Delta = 1.92$ points with high statistical significance, indicating that the changes are systemic rather than limited to specific indicators. This improvement reflects a shift from basic understanding toward functional digital literacy, as respondents begin to develop the ability to understand, evaluate, and potentially manage technology use within the family context. This stage represents an important foundation in the process of behavioral change, although it does not yet directly indicate implementation in everyday practice.

This community service activity also revealed an important contextual finding, namely that four respondents lacked adequate literacy skills and therefore required assistance in completing the questionnaire. This condition indicates that digital literacy cannot be separated from basic literacy and serves as a crucial factor in determining the effectiveness of educational interventions. The presence of respondents with limited literacy also has implications for the interpretation of the results, as the improvement in understanding among some respondents may be more verbal and contextual in nature rather than text based.

The evaluation results indicate that respondents perceived the program as beneficial, easy to understand, and relevant to their needs. Interactive delivery methods, such as a combination of lectures, discussions, and practical activities, were key factors in enhancing participant engagement and understanding. This confirms that the effectiveness of an intervention is determined not only by the content of the material but also by the communication strategies used in its delivery. Overall, the findings demonstrate that the digital parenting education intervention is highly effective in improving parents' digital competencies at the cognitive level.

Discussion

The results of the community service activities indicate that the digital parenting education intervention not only led to a quantitative increase in knowledge but also reflected a deeper process of cognitive transformation among respondents as parents in the digital era. Improvements across all indicators, particularly in the aspects of definition, objectives, and principles of digital parenting, suggest that parents experienced a process of knowledge acquisition followed by cognitive restructuring, namely, a shift in perspective in understanding the realities of parenting amid the penetration of digital technology. From a communication perspective, this process marks a transition from intuitive understanding toward a more reflective and structured one. These findings emphasize that digital parenting is a complex practice involving active mediation, open communication, and adaptive regulation of children's use of digital media [28]. Furthermore, Clark (2011), in the theory of parental mediation, highlights that parents serve as the primary mediators in shaping children's digital experiences [29], [30]. Therefore, the intervention carried out in this community service program is not merely informative but also transformational in shaping a new paradigm of parenting in the digital era.

Furthermore, the significant improvement in indicators related to the risk of online game addiction, signs of addictive behavior, and psychological and social impacts demonstrates that the educational program successfully enhanced respondents' risk awareness. In the digital addiction literature, awareness of risk is a crucial initial stage in the prevention process, as individuals who understand negative consequences tend to be more capable of exercising self-control and monitoring their surrounding environment. Research by Putrianti [31] shows that understanding the risks of online game addiction is correlated with better preventive behaviors. In addition, Theopilus [32] found that active parental involvement in supervising digital media use can reduce the risk of addiction in children. These findings are increasingly relevant given that the World Health Organization has classified gaming disorder as a mental disorder in ICD-11 [10], while Novrialdy [11] emphasizes that online game addiction has significant impacts on children's psychological, social, and academic aspects. Therefore, the increase in risk awareness resulting from this intervention can be understood as an important foundation for building family-based protective mechanisms. With the improvement in knowledge through this intervention, respondents in this community service program show a tendency to become more confident, more independent, and begin to internalize digital parenting practices in their daily lives.

On the other hand, field findings showing that some respondents lacked basic literacy skills reveal a deeper structural reality related to literacy gaps within the community. This condition reflects the existence of a second-level digital divide, namely disparities in the capacity to use and understand technology, not merely access to it [33]. The digital divide is therefore not only about access but also about skills and meaningful use [34]. In the Indonesian context, findings by Asmayawati [17] indicate that parental involvement in children's digital literacy is strongly influenced by their basic ability to understand information. Thus, the presence of respondents with limited basic literacy in this community service activity underscores the need for digital parenting interventions to be designed in an inclusive and contextual manner. Multimodal strategies, such as the use of visual media, simulations, and hands-on practice, are necessary to effectively reach all segments of society.

This activity has several limitations that should be considered when interpreting the findings. The use of a one-group pretest–posttest design without a control group limits the study's ability to draw strong causal conclusions. In addition, the use of self-report data introduces the possibility of social desirability bias, as respondents may provide answers they perceive as aligned with expectations. Furthermore, this study does not directly measure changes in children's behavior, meaning that the impact of the intervention remains at the cognitive level of parents. Therefore, the findings of this study are more appropriately positioned as evidence of a short-term cognitive impact, demonstrating the success of the intervention in improving knowledge and readiness, but not yet directly linked to long-term behavioral change.

4. CONCLUSIONS

This paper demonstrates that the digital parenting education intervention is effective in improving parents' digital competencies in Leuwikaret Village. Prior to the intervention, respondents had relatively low levels of understanding regarding the concept of digital parenting, the risks of online game addiction, and its impact on children. After the intervention, there was a significant increase across all knowledge indicators with a large effect size, indicating that the educational program had a strong impact both statistically and practically. This improvement reflects not only an increase in knowledge but also a cognitive transformation, as parents began to understand their role as mediators in their children's use of technology, were able to recognize signs of addictive behavior, and understood the psychological, social, and academic impacts of online game addiction. Thus, the problem formulation related to low family digital literacy and the limited capacity of parents to prevent digital addiction can be addressed through the implemented educational intervention. Another finding indicates an increase in parents' self-efficacy, marked by a reduced need for additional materials, as well as the presence of basic literacy gaps among some respondents, highlighting the importance of inclusive and contextual educational approaches. However, the study's limitations, such as the absence of a control group and the lack of direct measurement of changes in children's behavior, indicate that these findings remain at the level of short-term cognitive impact. Further research with more robust designs and sustained approaches is needed to measure long-term effects on children's behavior. In addition, the development of community-based digital parenting programs and multimodal approaches is essential to strengthen family resilience in addressing digital risks in a more effective and sustainable manner.

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