

DIGITAL LITERACY EDUCATION PROGRAM: REDUCING THE RISK OF ADDICTION TO GAMBLING AND ONLINE GAMES IN CHILDREN

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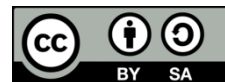
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ABSTRACT

Yosodadi Village in East Metro District, Lampung, has an area of about 317 hectares and a population of about 7,156 people, making it a socially and socially active area with various activities such as KB Villages, routine recitation, and cultivation training. In this community service, it is focused on RW 5 RT 11. Based on the results of the interview, it was revealed that the child's interest in learning decreased due to addiction to playing gadgets. As a solution, a digital literacy program was created with the aim of providing an understanding of the positive and negative impacts of excessive use of gadgets. This program targets kindergarten to junior high school children and is held starting August 1, 2025 through consultation and collaboration with the management of the Hidayaturahman Mosque TPA to invite the participation of local children in digital literacy education.

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INTRODUCTION

Community service is one of the three main pillars of the *Tri Dharma of Higher Education*, as affirmed in Government Regulation No. 60 of 1999 article 3 paragraph 4, that community service activities are an effort to utilize science to make a real contribution to the progress of society. Tiawati et al. (2021) emphasized that the implementation of service must receive support from the entire academic community and is based on a correct understanding of the essence and purpose of the activity.

Education as a process that is inseparable from human life has an important role in shaping character, social abilities, and critical thinking skills. However, in the current era of globalization and digitalization, various new challenges have emerged. The rapid development of technology on the one hand provides ease of access to information, but on the other hand it also causes social problems such as increasing addiction to gadgets and online games in children (Sari & Wibowo, 2022). This phenomenon is also found in Yosodadi Village, especially in RW.5 RT.11, which is the location of service activities.

Based on the results of interviews and field observations, community activities in RW.5 RT.11 are divided into three categories: active (recitation of syuruq and KBM TPQ Masjid Muhajirin), passive (gymnastics for the elderly), and dead (RISMA and youth activities). In addition, in RW.006 RT.003, a similar problem was found, namely the absence of an educational forum that was able to direct children to interact more actively socially compared to dependence on gadgets.

The rapid development of digital technology has brought major changes in daily activities, including in the pattern of children's interaction with gadgets and online games. Gadgets are the main medium of entertainment as well as a learning tool, but their excessive and uncontrolled use can pose a risk of addiction in children. Data shows that around 71.3% of school-age children access gadgets for long periods of time every day, with 55% of them carrying out online gaming activities that have the potential to cause negative impacts on children's social, emotional, and academic functioning (Indonesian Child Protection Commission, 2020).

Gadget addiction not only impacts children's physical and mental health, but also inhibits their social and cognitive development (Putri et al., 2023). Addiction to gadgets and online games in children has a negative impact including learning motivation disorders, aggressive behavior, imitating abusive language, physical health disorders, lack of social interaction, emotional instability, social development and empathy barriers (Antara, 2025). The condition of gadget addiction if not treated can hinder children's social and academic development, as well as cause passive behavior that is less interactive with the surrounding environment (Binus, 2025; Halodoc, 2023).

One of the strategic solutions to overcome the problem of gadget addiction is through strengthening digital literacy, which functions to equip children with critical thinking skills, digital ethics, and time management skills and technology wisely (Yuliana & Prasetyo, 2021). Digital literacy refers to individual skills in searching, assessing, using, disseminating, and producing content through the use of information technology and internet networks (Perpusda Lampung, 2023). Digital literacy is very important so that individuals can make the most of technology and avoid risks, such as the spread of hoaxes, *cyberbullying*, and technology addiction (Hellosehat, 2024). Digitally literate people can increase productivity, creativity, and more informed decision-making based on accurate data and information (PrestasiKita, 2024). Digital literacy not only focuses on technical abilities in using digital devices, but also includes cognitive, social, and ethical aspects in interacting in cyberspace (Nasrullah, 2020).

In addition, digital literacy is also an important foundation in the formation of children's character and critical thinking skills in dealing with diverse digital content. Mauluddia and Yulindrasari (2024) emphasized that digital literacy applied wisely can support early childhood development through the use of targeted and educational technology. In the context of parenting, the role of parents is very crucial. Prahasti et al. (2025) highlight that parents play the role of facilitators and guides in children's digital activities, while Paramita and Evelyn (2025) add that a positive digital parenting strategy can prevent gadget addiction and form healthy digital habits based on social values.

Character education in the digital era also faces major challenges due to uncontrolled content exposure. Ramadhan et al. (2024) emphasized the importance of contextual and adaptive character education strategies to digital dynamics so that children's morality is maintained. In this context, holistic digital literacy is a strategic solution to form a generation that is not only technologically literate, but also ethical and characteristic.

Furthermore, the use of interactive media is an important element in supporting digital literacy learning. Damanik and Fajari (2025) show that the use of augmented reality-based multimedia can significantly improve students' *problem-solving* skills and digital literacy. The integration of educational technology that is active is an effective alternative to distract children from passive digital content consumption.

The digital literacy education program in this service activity is designed to provide understanding to children and parents about the use of technology that is healthy, productive, and of educational value. Through a community-based and participatory approach, this program is expected to be able to revive children's social activities, strengthen interactions between citizens, and form a learning ecosystem that is adaptive to technological developments. Thus, the implementation of the digital literacy education program in Yosodadi Village is not only aimed at overcoming the problem of gadget addiction in children, but also as a means of empowering the community in facing the challenges of the digital era collectively and sustainably.

IMPLEMENTATION METHOD

The methods implemented in this community service activity program are as follows:

1. Planing
 Good planning will give good results. The program has been well planned in advance. The things prepared include:
 Survey the location of RW.005 RT. 006
 Conducting observations with interviews with the head of PCM at the place where the survey results and observations are used as a reference to analyze children's needs in terms of digital literacy education The type and schedule of program implementation is designed from the beginning so that the implementation team has a reference in each program implementation. No less important is consultation with field supervisors as advisors in every action and decision.
2. Organizing
 The selection of tasks that are in accordance with personal competence is very important to consider. To carry out this program, the implementation team provides a job description to each member.
3. Actuating
 Preparation begins with preparing and executing a place for education. The team used the Hidayaturrahman mosque to conduct digital literacy education, then prepare educational media and others. The implementation starts from August 1, 2025. Digital literacy education starts at 16.00-17.30.
4. Controlling
 The monitoring carried out is monitoring the rate of reduction in gadget use and also information from parents and TPA teachers related to the use of gadgets.
5. Evaluating
 Evaluations are carried out at the end of each weekly program. The results of the evaluation are recorded and used as a reference for further program improvement.
 The stages of activities that will be carried out in this program are:

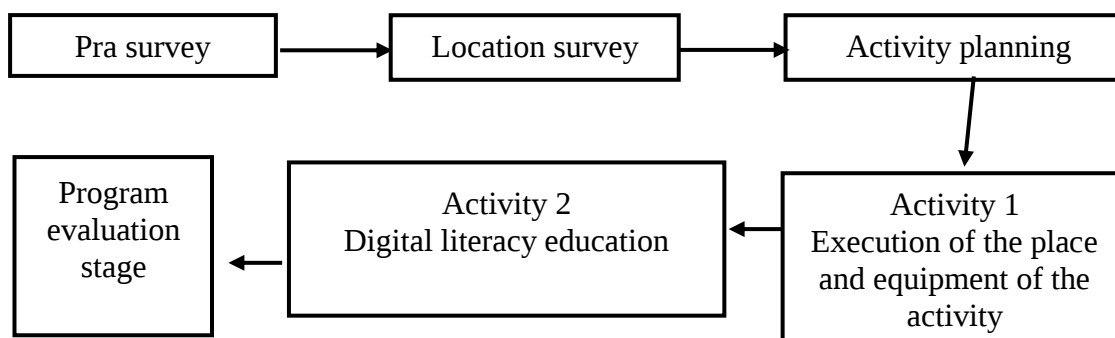


Figure 2. Program Stage Scheme

RESULTS AND DISCUSSION

The digital literacy education program with the theme "Reducing the Risk of Addiction to Gadgets and Online Games in Children" which was held at the Hidayaturrahman Mosque, RW.005 RT.006, Yosodadi Village, has had a significant impact on elementary and junior high school children. This activity succeeded in attracting the attention of the participants, who showed high enthusiasm through their activeness in discussing and participating in each session delivered. This is in accordance with the findings of Aisyah (2024), who explained that learning based on active interaction can increase students' awareness of the importance of managing technology wisely.

Most of the children who take part in this activity are beginning to realize the dangers of addiction to gadgets and online games. In the discussion of the material, children are given knowledge about the positive and negative impacts of using gadgets, with interesting approaches

such as educational games and real examples that are relevant to their lives. According to Handayani et al. (2024), an approach based on direct interaction and fun media can strengthen children's understanding of managing technology.

The digital literacy provided not only includes technical skills in using digital devices, but also includes social and ethical aspects in cyberspace. Nasrullah (2020) emphasized that comprehensive digital literacy needs to pay attention not only to technical aspects but also to social aspects in interacting online. This approach is applied by inviting children to distinguish between the use of gadgets for learning and entertainment, as well as how to choose useful content to support their development.

The importance of the role of parents in accompanying children in the use of technology was also emphasized in this activity. Parents who attend this program are given insight into the right digital parenting patterns. As explained by Mauluddia and Yulindrasari (2024), parental participation in supervising and accompanying children in the use of technology can improve the quality of parent-child relationships and reduce the potential negative impact of gadget addiction. The program teaches parents to make rules for using gadgets at home and encourages children to be more involved in positive activities outside of screen, such as sports and social activities.

The results of the program show that children are starting to show behavioral changes in gadget use, in line with the findings of Juita and Vitaloka (2024) who stated that parental involvement in digital supervision can reduce the risk of gadget addiction and strengthen children's social development. The community-based approach applied in this program strengthens the synergy between families, educational institutions, and places of worship as a space for character formation.

The implementation of digital literacy involving interactive media has also been proven to increase learning motivation and the ability to sort information. Oktaviane et al. (2025) developed Genially-based multimedia that succeeded in improving digital literacy and learning motivation of grade VI elementary school students. This shows that a fun and contextual approach can strengthen the effectiveness of digital literacy programs.

In addition, moral education as part of character education remains relevant in the digital era. Romadan (2023) emphasized that moral education applied through example and habituation at home and school can be a counterbalance to the negative influence of technology. This program integrates these values in discussion and reflection sessions with children and parents.

Finally, a study by Rizka Aisyah (2024) shows that the implementation of digital literacy in Indonesia and abroad emphasizes the importance of teacher training and active involvement of children in the technology-based learning process. This program adopts this principle by involving facilitators who understand children's digital dynamics and are able to convey material communicatively and contextually.

CONCLUSIONS AND SUGGESTIONS

The digital literacy education program themed "Reducing the Risk of Addiction to Gadgets and Online Games in Children" which was held at the Hidayatullah Mosque, RW.005 RT.006 Yosodadi Village, showed significant effectiveness in increasing the awareness of children and parents towards the wise use of technology. Through an interactive, contextual, and participatory approach, this program successfully delivers digital literacy materials in a fun and easy-to-understand way for elementary and junior high school children.

This activity not only provides an understanding of the positive and negative impacts of gadget use, but also equips participants with time management skills, choosing useful content, and distinguishing between the use of technology for learning and entertainment. The active involvement of parents in this program also strengthens healthy digital parenting patterns, which has been proven to be able to reduce the potential for gadget addiction and strengthen the relationship between parents and children.

Literature analysis and field evaluation results show that digital literacy that touches on children's technical, social, and emotional aspects is able to shape character, improve critical thinking skills, and encourage children's involvement in positive activities outside of screen. The

use of interactive media such as educational games and digital simulations has also been proven to increase learning motivation and the ability to sort information independently.

Thus, this program is not only a solution to the problem of gadget addiction, but also a model for community-based community empowerment in facing the challenges of the digital era. Digital literacy that is designed in a holistic and collaborative manner can be an important foundation in shaping a generation that is digitally capable, has strong character, and is able to utilize technology for self-development and societal progress.

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