

**BUILDING A DIGITALLY WISE
GENERATION: GADGET AND
ONLINE GAME EDUCATION
AT SD NEGERI 03 KOTO
BANGUN, WEST SUMATRA**

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Abstract

The rapid proliferation of digital technology has fundamentally altered the social landscape of children in Indonesia, including those in rural communities. Unregulated use of gadgets and online games among primary school pupils has been identified as a growing concern, contributing to the erosion of moral values, academic disengagement, and the weakening of family and social bonds—a condition acutely observed at SD Negeri 03 Koto Bangun, Nagari Koto Bangun, Kapur IX Sub-district, Lima Puluh Kota Regency, West Sumatra. This article aims to describe the implementation of a digital literacy education programme conducted as part of the Thematic Community Service Programme (*Kuliah Kerja Nyata Tematik*, KKNT) by students of STAI As-Sunnah Deli Serdang, while examining the effectiveness of the service learning approach as a community-based educational intervention. The community service partners comprised 191 participants, consisting of 127 pupils from Years 1 to 6, 11 teachers and educational staff, and 53 parents and guardians of SD Negeri 03 Koto Bangun. The programme was implemented through the five-stage service learning methodology: investigation, planning, action, reflection, and demonstration, conducted from 3 to 17 March 2025. The findings demonstrate that the programme succeeded in raising collective awareness among pupils, teachers, and parents regarding the adverse effects of unregulated gadget and online game use, and in fostering positive digital habits within the school community. Service learning proved to be an effective and replicable model for community-based digital literacy education, yielding a double-impact upon both community development and the professional formation of students as socially committed Muslim intellectuals.

Keywords: digital literacy, gadget, online game addiction, service learning, community education

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Introduction

The digital transformation has profoundly altered the landscape of social interaction and individual conduct across virtually all strata of society, including children of primary school age. Although technological advancements such as digital gadgets and online games carry considerable potential to support learning, without adequate supervision and guidance, such technologies may engender serious consequences for the moral, characterological, and social development of children.

According to the Central Bureau of Statistics of the Republic of Indonesia (Badan Pusat Statistik, BPS), children aged 0–18 years constitute 46.2 per cent of online game users as of 2023. This phenomenon not only transforms the manner in which children interact with one another but also exerts a significant impact upon their relationships with family members and the broader community. Extant research indicates that online game addiction causes children to neglect vital social activities, such as direct engagement with peers, interaction with family members, and participation in communal affairs.¹

Individuals who engage in online gaming may exhibit tendencies towards violence, delinquency, and criminal behaviour—patterns that have increasingly attracted public concern. Online game addiction among adolescents has been demonstrated to impair their social functioning in daily life, manifesting as reluctance to study, irritability, difficulty concentrating, loss of time awareness, and unregulated social conduct. When sustained over a prolonged period, such conditions may give rise to psychological disorders, including depression and anxiety.²

Fitriana, Anizar Ahmad, and Fitria, in their respective research, explain that the influence of gadget use upon adolescent behaviour within the family context is evidenced by usage durations that exceed recommended limits, resulting in emotional instability when adolescents are separated from their devices—leading to outbursts of anger, irritability, aggression, and, in some cases, social withdrawal into their rooms.³

In light of the foregoing research, online games and digital gadgets demonstrably exert negative impacts upon children and adolescents, including adversely affecting their social relations within their immediate environments.⁴ Analogous conditions have been observed at SD Negeri 03 Koto Bangun, Nagari Koto Bangun, Kapur IX Sub-district, Lima Puluh Kota Regency, West Sumatra Province. Based upon preliminary observation and consultations with school personnel and local community members, four primary concerns were identified: first, a significant number of pupils exhibit dependency on online games, resulting in diminished learning concentration; second, the emergence of a tendency towards coarse and impolite language reflects a deterioration in the values of adab (propriety and decorum) that ought to be cultivated from an early age; third, the neglect of academic responsibilities and disrespectful conduct towards parents constitute social symptoms indicative of a crisis in the moral formation of children; and fourth, parents themselves acknowledge their limitations in providing adequate digital mentorship within the home. This reality reflects a pronounced literacy gap between the parental generation and children in navigating the rapid advancement of digital technology.

Although this issue is of national scope, a discernible research-practice gap persists in the implementation of digital literacy education programmes that are responsive to local contexts,

¹ Naila Hisanah Bilantara, Meilanny Budiarti Santoso, and Santoso Tri Raharjo, “Pengaruh Lingkungan Sosial terhadap Kecanduan Game Online pada Anak Usia Sekolah,” *Jurnal Penelitian dan Pengabdian Kepada Masyarakat (JPPM)* 5, no. 3 (2024): 199–216.

² Dul Kipli Kurniawan, “Pengaruh Kecanduan Game Online pada Remaja terhadap Perkembangan Psikologi Anak dengan Tingkat Kecemasan Orang Tua,” *Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP* 3, no. 2 (2022): 135–46.

³ Fitriana Fitriana, Anizar Ahmad, and Fitria Fitria, “Pengaruh Penggunaan Gadget terhadap Perilaku Remaja dalam Keluarga,” *Psikoislamedia: Jurnal Psikologi* 5, no. 2 (2021): 182–94.

⁴ Lili Dasa Putri, “Waspada Dampak Penggunaan Gadget terhadap Perkembangan Sosial Anak Usia Dini,” *Jendela PLS* 6, no. 1 (2021): 58–66.

particularly in rural settings such as Nagari Koto Bangun. The majority of existing approaches tend to be top-down in orientation, insufficiently contextualised, and inadequately engaged with local actors in fostering sound digital habits. In essence, there remains a void in interventional models that are educative, participatory, and grounded in the authentic needs of grassroots communities.

Through the present Thematic Community Service Programme (Kuliah Kerja Nyata Tematik, KKNT), the community engagement team from the Sekolah Tinggi Agama Islam (STAI) As-Sunnah, Deli Serdang, sought to respond directly to these challenges. The programme, entitled "Membangun Generasi Bijak Digital" ("Building a Digitally Wise Generation"), was conducted at SD Negeri 03 Koto Bangun from 3 to 17 March 2025, employing an interactive approach that engaged pupils, teachers, and parents in a simultaneous and integrated manner. This article aims to describe the implementation of educational activities regarding the responsible use of gadgets and online games within the school community of SD Negeri 03 Koto Bangun, while also examining the effectiveness of the service learning approach as a community-based educational intervention model that may be replicated in other primary school settings.

This community service programme employed the service learning approach as its principal methodology. Service learning constitutes a model of community engagement that synergistically integrates direct community service with the academic learning objectives of university students.⁵ Within the context of the KKNT programme, this approach enables students to apply academic knowledge whilst simultaneously cultivating social sensitivity through authentic field engagement.

In practice, the service learning methodology encompasses five systematic stages: (1) investigation — identification of community problems through field observation and structured interviews; (2) planning — collaborative design of educational programmes in consultation with the school principal, teachers, and community leaders; (3) action — direct implementation of various educative activities; (4) reflection — evaluation of the process and impact of activities through reflective journals and group discussion; and (5) demonstration — dissemination of outcomes to all relevant stakeholders.

The programme involved 191 participants in total, comprising 127 pupils from Years 1 through 6 of SD Negeri 03 Koto Bangun, 11 teachers and educational support staff, and 53 parents and guardians who attended the counselling sessions. Data were gathered through field observation, structured interviews, and a final evaluation in the form of a straightforward assessment designed to measure improvements in pupils' understanding of the harmful effects of gadget and online game use.

This community service programme was conducted in strict observance of three principal ethical standards governing research and community engagement activities.

First, institutional approval. The programme was carried out with the formal written authorisation of Bapak Indah Suwandi, Head of SD Negeri 03 Koto Bangun, and Bapak Yulismar, Head of Koto Bangun Village, both of whom granted written permission to the KKNT team. Prior coordination was also conducted with the Office of the Kapur IX Sub-district Head and the local Office of Religious Affairs (Kantor Urusan Agama, KUA) before the commencement of activities.

Second, informed consent. All 191 participants engaged in the programme voluntarily. Information regarding the objectives, format, and anticipated benefits of the activities was communicated transparently during the initial socialisation phase. The involvement of minor pupils was accorded implicit consent by the school as the responsible institution during school hours.

Third, confidentiality and data protection. All data collected was utilised exclusively for academic and programme reporting purposes. Sensitive identifying information about participants was not

⁵ Oos M Anwas, "Kuliah Kerja Nyata Tematik Pos Pemberdayaan Keluarga sebagai Model Pengabdian Masyarakat di Perguruan Tinggi," *Jurnal Pendidikan dan Kebudayaan* 17, no. 5 (2011): 565–75, <https://doi.org/10.24832/jpnk.v17i5.49>.

disclosed in any specific form. The identification of informants by name was conducted with their knowledge and consent in their capacities as public officials. This programme received institutional support from STAI As-Sunnah Deli Serdang as part of the institution's regular academic programme and did not involve external funding.

Results and Discussion

The community service programme entitled "Building a Digitally Wise Generation" was conducted at SDN 03 Koto Bangun, West Sumatra, from 3 to 17 March 2025, by students of the Kuliah Kerja Nyata (KKN) programme of the Sekolah Tinggi Agama Islam (STAI) As-Sunnah, Deli Serdang. The implementation of this programme was structured around five principal stages of the service learning methodology: investigation, planning, action, reflection, and demonstration.

Investigation

The initial stage commenced with a systematic process of problem identification, undertaken through field observation and structured interviews with the school principal, teachers, community leaders, and parents of pupils. The findings of the investigation revealed that a majority of the 127 pupils of SDN 03 Koto Bangun experienced dependency on online games and unregulated gadget use. The consequences of this situation were manifest in an increase in verbally abusive conduct, a decline in academic discipline, and a weakening of respectful conduct towards parents and elders. These findings corroborate existing scholarship demonstrating that gadget use exerts a detrimental impact upon children's social interactions and adversely affects their engagement with their immediate social environment.⁶ Accordingly, digital literacy-based intervention emerged as an urgent, contextually relevant, and practically indispensable necessity.

Planning

On the basis of the investigation's findings, the community service team designed a digital literacy education programme targeting pupils, teachers, and parents. The programme was developed collaboratively in consultation with Bapak Indah Suwandi, Head of SD Negeri 03 Koto Bangun, the teaching staff, and community leaders, with the aim of ensuring the programme's relevance and local acceptability. The comprehensive schedule of KKNT activities is presented in Table 1 below.

Table 1: KKNT Activity Schedule — "Building a Digitally Wise Generation" (3–17 March 2025)

Date	Activity	Venue	Output
4 March 2025	Opening ceremony of KKNT	Masjid Ayyas bin Abi Rabi'ah	Community members become acquainted with the KKNT programme and its team members.
5 March 2025	Subh Kultum (short Islamic lecture) and Tarawih prayer address	Masjid Ayyas bin Abi Rabi'ah and other mosques in Koto Bangun Village	Community members receive additional religious instruction
6 March 2025	KKNT opening and school-level socialisation; Visit to the Village Head's office	Musholla of SDN 03 Koto Bangun; Koto Bangun Village Head's Office	Teachers and pupils become acquainted with the KKNT programme; Village Head grants formal permission for KKNT activities

⁶ Putri, "Waspada Dampak Penggunaan Gadget terhadap Perkembangan Sosial Anak Usia Dini."

7 March 2025	<p>Kultum, Friday sermon (Khutbah Jum'ah), Tarawih address;</p> <p>Visit to the Sub-district Office of Kapur IX and the Office of Religious Affairs (KUA)</p>	<p>Masjid Ayyasy bin Abi Rabi'ah and other mosques;</p> <p>Kapur IX Sub-district Office; Office of Religious Affairs (KUA)</p>	<p>Community members receive religious instruction;</p> <p>Official permission for KKNT activities was obtained from the relevant authorities.</p>
8 March 2025	<p>Subh Kultum, ta'lim atfal (children's religious instruction), Tarawih address;</p> <p>Discussion with teachers of SDN 03 Koto Bangun</p>	<p>Masjid Ayyasy bin Abi Rabi'ah;</p> <p>Musholla of SDN 03 Koto Bangun</p>	<p>Community members and pupils receive additional religious instruction;</p> <p>Teachers obtain strategic input on digital behaviour management</p>
9 March 2025	<p>Subh Kultum and Tarawih address</p>	<p>Masjid Ayyasy bin Abi Rabi'ah and other mosques</p>	<p>Community members receive additional religious instruction</p>
10 March 2025	<p>Subh Kultum;</p> <p>Socialisation and education on the dangers of gadgets and online games;</p> <p>Tarawih address</p>	<p>Masjid Ayyasy bin Abi Rabi'ah;</p> <p>Musholla of SDN 03 Koto Bangun;</p> <p>Other mosques</p>	<p>Pupils understand the harmful effects of gadgets and online games.</p> <p>Community members receive religious instruction and digital awareness.</p>
11 March 2025	<p>Ta'lim athfal, Qur'anic recitation practice, and adhān training</p>	<p>Musholla of SDN 03 Koto Bangun</p>	<p>Pupils' Qur'anic recitation improves.</p> <p>Pupils become capable of calling the adhān</p>
12 March 2025	<p>Ta'lim athfal, Qur'anic recitation;</p> <p>Adhān, iqāmah, and wuḍū' practice;</p> <p>Foundational Islamic studies</p>	<p>Musholla of SDN 03 Koto Bangun</p>	<p>Pupils understand and can perform wuḍū', adhān, and iqāmah in accordance with the Prophetic Sunnah;</p> <p>Pupils acquire foundational knowledge of Islamic practice.</p>
13 March 2025	<p>Ta'lim athfal, Qur'anic recitation;</p> <p>Practice of ṣalāh in accordance with the Prophetic Sunnah;</p> <p>Memorisation of daily supplications</p>	<p>Musholla of SDN 03 Koto Bangun</p>	<p>Pupils' Qur'anic recitation improves significantly.</p> <p>Pupils can perform ṣalāh in accordance with the Prophetic Sunnah;</p> <p>2 female pupils memorise the authenticated supplication for breaking the fast</p>

14 March 2025	Evaluation examination on the dangers of gadgets and online games; KKNT closing ceremony; Visit to the Village Head; Friday sermon and Tarawih address	Musholla of SDN 03 Koto Bangun; Koto Bangun Village Head's Office; Masjid Ayyasy and other mosques	Pupils demonstrate understanding of the dangers of gadgets and online games; Village Head signs the KKNT endorsement letter. Community members receive additional religious instruction.
15 March 2025	KKNT community closing ceremony	Masjid Ayyasy bin Abi Rabi'ah	Community members express gratitude for the KKNT team's service. Representatives from the school and community present tokens of appreciation
17 March 2025	Ta'lim atfal; Practice of the funeral prayer (ṣalāh al-janāzah); Closing counsel on digital literacy	Musholla of SDN 03 Koto Bangun	Pupils understand and can perform ṣalāh al-janāzah in accordance with the Prophetic Sunnah.

Action

The action stage constituted the substantive core of the community service programme. Students of the KKNT team from STAI As-Sunnah Deli Serdang implemented three primary forms of educational activity at SD Negeri 03 Koto Bangun: student education through a *pesantren kilat* (intensive Islamic residential study programme) on the dangers of gadgets and online games; discussion with teachers regarding strategies for managing digital behaviour in the classroom; and public counselling for parents on digital parenting and the regulation of gadget use in the home. These three forms of action were implemented in a synergistic and complementary fashion to engage the entire educational ecosystem of the child.

Student Education Through the Pesantren Kilat Programme

One of the principal programmes implemented was the education of pupils through a *pesantren kilat* (intensive residential Islamic study programme) themed "The Dangers of Gadgets and Online Games." The *pesantren kilat* constitutes an alternative extracurricular activity intended to reinforce the moral and spiritual formation of pupils in the dimensions of faith (*īmān*) and piety (*taqwā*), conducted within the school environment according to the routines and ethos of the Islamic boarding school (*pesantren*).⁷ This programme was selected on account of its consonance with the sacred month of Ramaḍān and its proven effectiveness as a vehicle for the internalisation of Islamic values among primary school-aged children.

⁷ Hendro Lisa, Mardiah Mardiah, and Martina Napratilora, "Program Pesantren Kilat Ramadhan untuk Meningkatkan Motivasi Ibadah Siswa SMPN 3 Tembilahan Hulu," *ABDIMASY: Jurnal Pengabdian dan Pemberdayaan Masyarakat* 1, no. 2 (2020): 63–74.



Figure 1. Education on the Dangers of Gadgets and Online Games Using Projector Media

The activities were conducted interactively, incorporating narrative-based presentations, educational videos, informal discussions, and question-and-answer sessions tailored to the developmental stage of primary school pupils. The students came to appreciate that unregulated gadget use without defined time limits may seriously impair eye health, diminish learning concentration, and engender aggressive behaviour and digital dependency. Research confirms that the role of parents constitutes the decisive factor in mitigating the negative impact of gadget use upon young children. With active supervision, guidance, and clearly established temporal boundaries, children may be effectively protected from digital addiction.⁸

Discussion with Teachers on Digital Behaviour Management Strategies

The discussion sessions were conducted as a forum for the exchange of information between the KKNT team and the 11 teachers of SDN 03 Koto Bangun, to formulate appropriate strategies to prevent the negative effects of gadget and online game use within the school environment. Discussion as a pedagogical method enables the emergence of problem-solving through interpersonal dialogue, thereby producing collective consensus,⁹ wherein all parties are encouraged to respect differing perspectives in the shared interest of the pupils' welfare.¹⁰

The discussion yielded a number of significant findings. The teachers emphasised that the school functions as a partner—rather than the primary custodian—in the development of its pupils, affirming that the principal responsibility for the child's upbringing rests with the parents, who maintain direct and sustained involvement in the child's daily life. The teachers also highlighted the critical importance of school–parent collaboration in monitoring children's use of digital devices, observing that without the concerted effort of both parties, the cultivation of positive digital habits would remain suboptimal. Overall, the discussion affirmed the imperative of a holistic approach

⁸ Rizky Nugroho et al., “Peran Orang Tua dalam Mengurangi Dampak Negatif Penggunaan Gadget,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (2022): 5425–36, <https://doi.org/10.31004/obsesi.v6i5.2980>.

⁹ Femi Asri Pakaya, “Meningkatkan Hasil Belajar Melalui Metode Diskusi,” *Aksara: Jurnal Ilmu Pendidikan Nonformal* 5, no. 3 (2020): 193–98.

¹⁰ Taufiqul Firdaus, Assyafa'ul Basith, and Andriko Sandria, “Peningkatan Motivasi Belajar Anak Melalui Metode Diskusi Interaktif,” *RAMBIDEUN: Jurnal Pengabdian Kepada Masyarakat* 6, no. 1 (2023): 60–66.

that integrates the complementary roles of the school and the family in educating children for the digital age.

Parental Counselling Through Mosque-Based Public Lectures

As an integral component of the community service programme, KKNT participants delivered lectures during *Tarāwīḥ* prayers and the *Subh Kultum* (dawn Islamic address) at Masjid Ayyasy bin Abi Rabi'ah, Koto Bangun Village. These activities were directed towards educating the 53 parents and guardians in attendance on the subject of child-rearing in the digital age. The lectures emphasised the indispensable role of parents in guiding their children regarding the adverse consequences of excessive gadget and online game use.¹¹ In the absence of adequate understanding, children remain vulnerable to diminished learning concentration, behavioural disorders, and the risk of digital addiction. KKNT participants further reminded parents of the importance of sound digital parenting, encompassing active supervision, accompaniment during children's use of digital devices, and the consistent enforcement of clear time limits on gadget use in the home.



Figure 2. Discussion with Teachers of SDN 03 Koto Bangun on 'The Dangers of Gadgets and Online Games'

Reflection

Reflection constitutes a foundational dimension of service learning that distinguishes it from other forms of community engagement. Students conducted individual and group reflection through daily reflective journals, weekly discussion sessions, and collaborative evaluation with school partners. This process revealed meaningful growth in the students' empathy, cross-cultural understanding, and communicative competencies as a direct consequence of their field engagement.

Reflection was also undertaken by teachers and parents, who expressed that the programme had opened new horizons in their appreciation of children's digital literacy. Teachers reported a notable increase in pupil engagement in the classroom and the gradual emergence of a more constructive and dialogic culture among students. This outcome reflects the double-impact of service learning—benefiting both the community and the personal and professional formation of the students themselves.

¹¹ Siti Fatimah and Moch. Rezha Effendi, "Pendampingan Orangtua dalam Penggunaan Gadget terhadap Siswa DTA Al-Barokah di Perum Bumi Jaya Indah Purwakarta," *Satwika: Jurnal Pengabdian Kepada Masyarakat* 2, no. 1 (2022): 6–13, <https://doi.org/10.21009/satwika.020102>.

Demonstration

The concluding stage entailed the presentation of programme outcomes in the form of a final report, activity documentation, and dissemination to all relevant stakeholders. The culminating event took the form of a mini-seminar bringing together representatives of the school, community leaders, and parents as an exercise in accountability and as a mechanism for programme replication. Programme outcomes were also documented to serve as a model of best practices replicable in other primary schools, particularly in rural areas confronting comparable challenges in the management of children's digital literacy.



Figure 3. Community Lecture on 'The Dangers of Gadgets and Online Games'

Conclusion

The implementation of the Thematic Community Service Programme (KKNT), grounded in the service learning approach at SD Negeri 03 Koto Bangun, has successfully integrated community engagement with academic learning in addressing the contemporary challenge of gadget and online game use among primary school pupils. Field findings confirm that dependency on digital technology in the absence of adequate guidance has exerted a demonstrable impact upon pupils' cognitive, affective, and social dimensions. Through a series of educative interventions involving 191 participants in a simultaneous and coordinated manner, this programme has succeeded in cultivating collective awareness of the importance of digital literacy and in strengthening the educational ecosystem's capacity to form the sound digital character of children. Service learning has proven to be not merely effective in educating the community, but equally impactful in strengthening the social competencies and empathy of students as prospective Muslim intellectuals committed to serving the umma and the nation.

The success of this service-learning-based intervention model opens broader possibilities for replication. It is recommended that the scope of digital literacy education programmes be extended to surrounding villages within Nagari Koto Bangun, with the more structured involvement of local educational institutions. Furthermore, the development of a systematic and sustained digital literacy curriculum—not confined to incidental activities such as the KKNT—is imperative, along with the strengthening of partnerships among universities, schools, village governments, and parents as

mutually reinforcing pillars of a supportive ecosystem. This community service model may serve as a reference for analogous KKNT programmes in rural areas confronting the challenge of a digital literacy gap between older and younger generations.

The authors wish to express their profound gratitude to the Sekolah Tinggi Agama Islam (STAI) As-Sunnah, Deli Serdang, for its institutional support in facilitating the implementation of this Thematic Community Service Programme (KKNT) as part of the institution's regular academic curriculum. Sincere appreciation is likewise extended to Bapak Indah Suwandi, Head of SD Negeri 03 Koto Bangun, and to the institution's 11 teachers and educational staff, who received and facilitated the programme with exemplary openness and enthusiasm. The authors also express their gratitude to Bapak Yulismar, Head of Koto Bangun Village, the Kapur IX Sub-district Office, and the local Office of Religious Affairs (KUA) for the administrative permissions and support extended throughout the conduct of the programme. The highest commendation is further accorded to all 53 parents, guardians, and members of the Koto Bangun Village community who participated actively and received the KKNT team with gracious hospitality.

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