



## *Empowering Children with Healthy Internet Literacy and Digital Content Creation Skills*

Heribertus Ary Setyadi<sup>1\*</sup>, Galih Setiawan Nurohim<sup>2</sup>, Wawan Haryanto<sup>3</sup>

<sup>1-3</sup> Universitas Bina Sarana Informatika, Indonesia

\*Author Correspondence: [heribertus.hbs@bsi.ac.id](mailto:heribertus.hbs@bsi.ac.id)<sup>1</sup>

### **Article History:**

*Naskah Masuk: Agustus 23, 2025;*

*Revisi: September 14, 2025;*

*Diterima: Oktober 19, 2025;*

*Tersedia: Oktober 22, 2025*

**Keywords:** Children; Digital Content; Healthy internet; Literacy; Workshop.

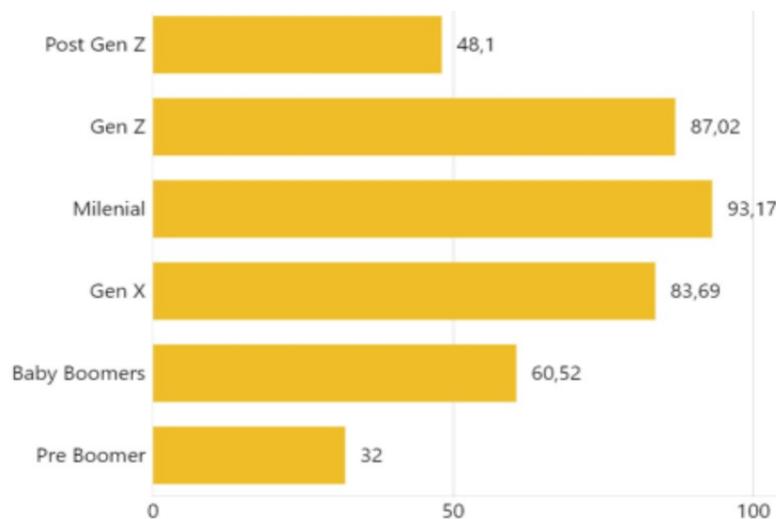
**Abstract:** Children development in the digital era confronts substantial challenges stemming from rapid technological advancements. Children of the current generation, specifically Gen Z and Post Gen Z, are immersed in digital technology from a young age. Early childhood represents a demographic highly susceptible to the detrimental influences of digital media. Consequently, it is imperative to ensure that digital media utilized in early childhood education not only effectively fosters children's skills and knowledge but also remains secure and avoids producing adverse outcomes. This community service project purpose is to provide children with healthy internet literacy and to conduct training on creating digital content for them. This activity's focus was on managers and children of Mizan Amanah Orphanage for Orphans and the Poor in Surakarta. Asset-Based Community Development (ABCD) approach was utilized, with the goal community empowering by leveraging its inherent potential and resources. Implementation phases involved a needs assessment (Discovery), defining aspirations (Dream), creating the training module (Design), finalizing a plan through a Focus Group Discussion (Define), and executing the training (Destiny). The processed questionnaires from all participants concluded that workshop material was highly beneficial and tutor's delivery was satisfactory. 63% of participants were satisfied, and 32% were very satisfied.

## **1. INTRODUCTION**

Indonesia is currently undertaking strategic initiatives to cultivate its future human capital, with the ambitious goal of producing a 'Golden Generation' by 2045. A key component of this preparation involves reforms in the education sector. Despite these efforts, a significant gap remains between Indonesia's educational standards and those of more developed countries. (Nurselvi Fajria et al., 2025). The advancement of educational quality is necessary to produce an Indonesian generation capable of competing across all future domains. The strengthening of this quality should commence during early childhood, given its critical role as the foundation for character formation (Swandhina & Maulana, 2022). Consequently, pedagogy for early childhood is framed as learning through play. This stage is considered the 'golden age,' a critical period for the holistic development of an individual across physical, cognitive, emotional, and social domains (Kumalasari et al., 2025). Emotional aspect is one of the most important aspects for a child.

Children grow by interacting with the natural environment and society (Puradireja et al., 2024). Today's early childhood children are "digital natives." They were raised with technology as far as they were exposed to it from a very early age (Louwise & Lie, 2024).

Global internet usage is growing rapidly every year. This is evident in the increasingly easy access to the internet for people, even in remote areas (Balqis & Syaikhu, 2024). Digitalization is a process that has fundamentally changed the way people interact with information and technology. Social digital platforms are means that allow users to connect with each other by communicating or sharing content in the form of text, photos, and videos (Saputri et al., 2022). All shared content is publicly available in real-time. An example of the widespread use of social digital platforms by the public is recorded in the 2023 report on the state of digital literacy in Indonesia published by the Ministry of Information and Communication Technology (KOMINFO) in collaboration with the Katadata Insights Center (KIC). It shows that of 10,000 people surveyed, WhatsApp is used by 72.5% of users surveyed, Facebook 57.9%, Line 74.8%, Twitter 72.9%, Telegram 70.1%, Instagram 56.8%, YouTube 55.2%, and TikTok 53.1% of social network users (Putri Utami, 2024). Of Indonesian internet users total in 2023, Gen Z, aged 12-27, ranked second with 87.02%, followed by Millennials with 93.17%. Post-Gen Z, often referred to as Generation Alpha, aged 0-12, ranked fifth with 48.1%, as seen in figure 1. (Rahmawati et al., 2024)



**Figure 1.** Internet User Data Based on Generation

Due to its increasingly rapid progression, digitalization has profoundly and significantly impacted all segments of society, including young children (Salwa Dwi Rahmayani & Ari Suriani, 2025). The positive impacts of digitalization provide many benefits for human life, while the negative impacts affect human behavior and psyche, including emotional instability and mental disorders (Afifah Shibgohtullah & Furrie, 2024). Another impact of digitalization

is evident in children's behavior, for example, children are unable to concentrate while studying (Sari & Marnelly, 2024). Children tend to prefer new things they learn through play activities. Many children are found playing and satisfying their curiosity through gadgets . They consider smartphones to be interesting because they contain applications such as games and video content that are considered fun. They enjoy social media and online games, making it difficult to focus on learning and not master the material (Fitriyani, 2024). Children who spend their time with gadgets have difficulty developing social skills such as interacting and communicating with others. They experience disruptions in their cognitive development, such as delayed speech, impaired critical thinking, and rapid forgetfulness due to poor recall of information (Pawitri et al., 2025).

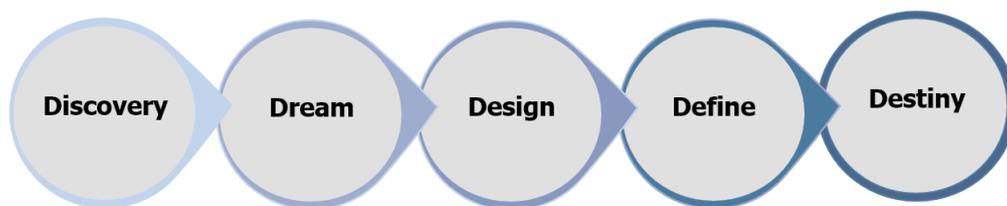
This demonstrates digital content education importance for children, particularly regarding digital safety and ethics. Understanding digital literacy is crucial for every individual, especially children (Salsa Nurhabibah et al., 2025). Introducing children to digital content from an early age can help them become skilled and open individuals. At its core, digital literacy is the ability to search for, locate, evaluate, and utilize information from the internet or other digital devices. This enables children to comprehend and use information from a variety of sources (Lindriany et al., 2022). Digital content education can also raise awareness in children about internet use, helping them understand and implement digital safety and ethics. However, individuals who do not yet understand digital literacy are likely unaware of the importance of digital safety, ethics, and potential digital risks (Norfaujiah & Gofur, 2025). Therefore, it is a priority issue for individuals who do not yet understand digital literacy and the importance of digital play safety. The objective of this community engagement program is designed to equip children in orphanages with healthy digital content literacy (Anjani, 2025).

Community service activities that also introduce healthy internet use for orphanage children have been carried out by Ardiansyah et al. This activity is only a socialization to orphanage children about how to use the internet well and healthily for early childhood (Ardiansyah et al., 2024). Community service which is also a form of outreach to children has been carried out by Prihatin and Khairunnisya in Sematangborang District. Activity location was held at SDN 245 Palembang with children aged 6-18 years (Prihatini & Khairunnisya, 2024). The community service activities carried out by Bina Sarana Informatika University Surakarta Campus team not only aim to socialize but also provide training in creating content on the internet and social media for orphanage children.

## 2. METHOD

This community outreach activity employs an Asset-Based Community Development (ABCD) approach, designed to empower the community by leveraging its inherent potential and assets (Yuriananta & Asteria, 2024). Five stages for facilitators to discover the assets or potential within a community begin with discovery phase (assessment), aimed at understanding the community's hidden strengths. The Dream phase involves sharing hopes and aspirations for the future. The Design phase is where the community collectively devises strategies and methods to realize these dreams. The Defining stage focuses on implementing the strategies to mobilize assets, which includes activities such as socialization and collective collaboration. Finally, the Destiny (Evaluation) phase serves as a learning process through which the initiative's progress is assessed (Setyadi et al., 2025). The ABCD method stages are depicted in Figure 2.

(Bela et al., 2025)



**Figure. 2** The ABCD Method Stages

The ABCD approach necessitates the fulfillment of four key elements: discovery, design, mobilization, and evaluation.

### **Discovery: Asset and Potential Identification in the Community**

The first stage is identifying assets process held by the community of educators and orphanage children. The identified assets include knowledge, experience, and infrastructure.

- a) Knowledge and Experience Assets: Mapping the existing experience and knowledge of the orphanage children and their caretakers regarding their daily use of the internet and social media.
- b) Infrastructure Assets: Reviewing a technology facilities available at orphanage, such as computers, projectors, smartphones, computer networks, and other devices that support internet access.

### **Design: Developing Programs Based on Discovered Assets**

Based on identification before, the next step is to design a counseling or training program tailored to the potential and orphanage children needs. In this stage, community service program will focus on two main areas, they are:

- a) Promoting healthy internet awareness: A training program designed to equip participants with a foundational understanding of the internet's fundamentals, its practical applications in daily life, particularly for educational purposes, and the principles of responsible internet use for children.
- b) Practical skill enhancement: Training in creating internet and social media content that is easily digestible for elementary school students.

### **Mobilize: Mobilizing Assets for Program Implementation**

Once the program plan has been developed, the next stage is an assets that have been identified mobilization. This mobilization consists of the following two aspects:

- a) Collaboration with content creators: Inviting experienced academics and practitioners who are specialized in creating content for children to provide training and technical guidance to the orphanage children.
- b) Strengthening social networks: Encouraging instructors and orphanage children to form active learning groups to facilitate the sharing of best practices and challenges in developing online content.

### **Evaluate: Evaluation and Continuous Improvement**

Upon completion of the training, an evaluation phase is undertaken to measure the program's impact and overall success. This evaluation is performed via the following aspects:

- a) Skill reflection for children: Assessing the degree to which children's or students' abilities to create healthy content have improved, through the assessment of their resulting work.
- b) Participant Feedback: Gathering feedback by means of a questionnaire completed by participants, focusing on the benefits and limitations encountered during the activity.
- c) Follow-up and Mentoring: Providing further assistance to participants who still require additional guidance in creating healthy digital content. This program is also expected to become a sustainable initiative, where successful participants can serve as mentors for others.

### **3. RESULT**

#### **Discovery: Identifying Needs for Community Service**

The survey findings at the Yatim and Dhuafa Mizan Amanah Orphanage indicated that most students often utilize smartphones outside of designated study times, making supervision by orphanage management difficult. The survey further indicated that despite restrictions on smartphone usage during free time, children's access remained largely unsupervised. This issue stems from a poor understanding of healthy internet practices and a pronounced lack of knowledge regarding the creation of suitable digital content for children.

Regarding the facilities provided by Yatim and Dhuafa Mizan Amanah Orphanage, it was found that internet access or Wi-Fi is already available. Wi-Fi availability will facilitate all children's free internet access. This activity can also utilize an existing Wi-Fi access. There is an unavailability of computers or laptops for the children to use in support of their studies. Consequently, the training was implemented utilizing the participants' personal smartphones.

#### **Design and Mobilization: Expert-Led Training and Mentoring**

A training program on healthy internet usage and digital content creation for children was held on September 21, 2025, at Yatim dan Dhuafa Mizan Amanah Orphanage. This activity purpose was to introduce children to the healthy internet use concept and to provide training in creating digital content. The outreach and training program saw the participation of all children housed at the Yatim dan Dhuafa Mizan Amanah Orphanage, in addition to interested staff. This initiative was structured to impart to the children both an understanding of proper internet usage and the practical competencies required for digital content creation.

In the first session, socialization on healthy internet usage for children was presented by Heribertus Ary Setyadi, S.T., M.Kom., and Wawan Haryanto, S.E., M.Akt. This session aimed to broaden participants' understanding of appropriate social media and internet use for children. It also explained methods for securing internet access, such as blocking adult websites, which is beneficial for the orphanage management. Participants attentively followed the material delivered by the speakers. Following the first presentation, a discussion session ensued. Figure 3. Photos of healthy internet literacy material delivery, presented by both speakers.



**Figure 3.** Delivery of Healthy Internet Literacy Material

This community service initiative went beyond mere theory and socialization, incorporating digital content creation training for children. The hands-on session was led by Galih Setiawan Nurohim, M.Kom, and supported by three students who guided participants in creating digital content according to the tutor's instructions. The training covered everything from using applications and simple design to uploading the final products. Participants gained hands-on training and experience with tangible results. This session aimed to equip participants with the skills to design and create digital content for social media and other uses, tailored to children's specific needs. Figure 4 depicts the process of training to create digital content.



**Figure 4.** Training To Create Digital Content Process

The activity concluded with the completion of questionnaires by both the participants and the orphanage management, after which a group photo was taken with the entire team and participants. Figure 5 shows a group photo of the community service team and the participants.

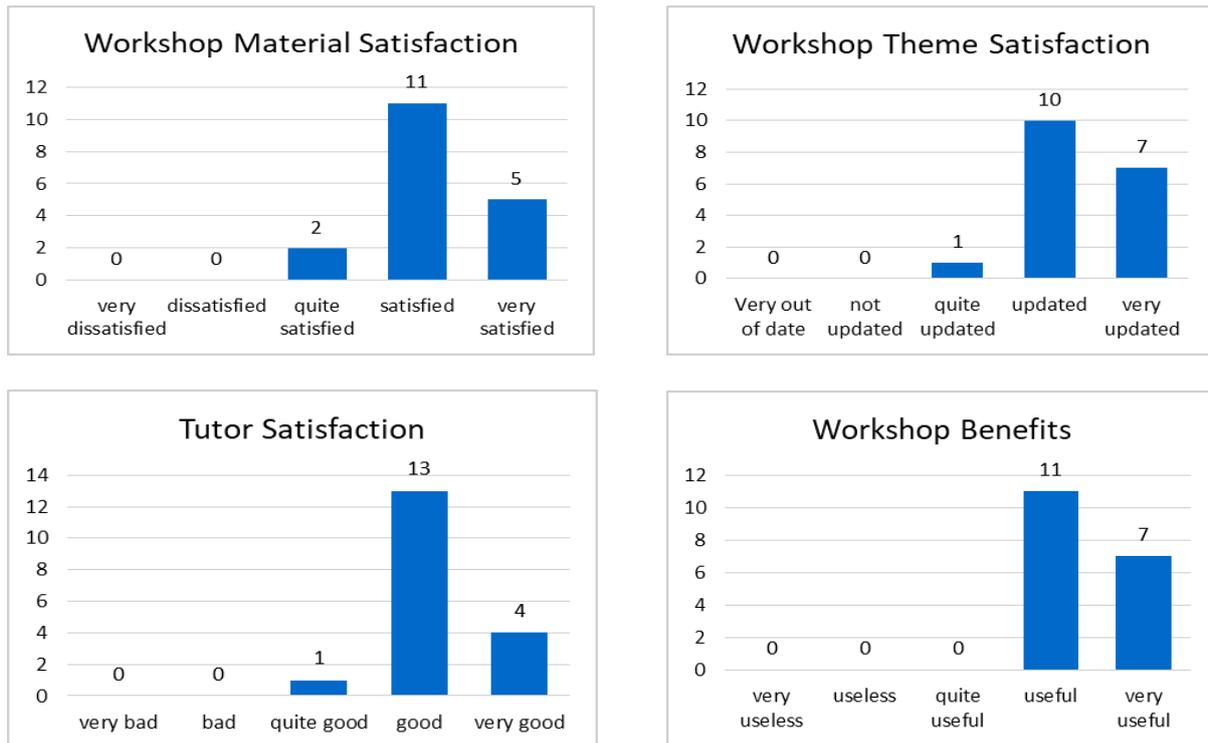


**Figure 5.** Team And Participants Took A Group Photo

Following the completion of all activities, an evaluation phase was implemented to assess the program's impact and effectiveness. This evaluation was performed through several measures, including:

- a) Evaluating the participants' abilities: gauging their understanding of safe internet use and their digital content creation skills for children, as demonstrated by the work they created.
- b) Feedback from Participants: Obtaining feedback from both the management and the children at the orphanage concerning the benefits and challenges experienced throughout the community service.
- c) Follow-up and Mentorship: Providing continued mentorship to participants seeking further insight, particularly concerning the creation of digital content for children. This initiative is also intended to be a sustainable program, whereby successful orphanage managers and children can effectively transfer their knowledge to their peers.

Data from the completed participant questionnaires indicate that the implemented community service program was well-received and met expectations. The following graphics illustrate the processed questionnaire recapitulation.



**Figure 6.** Graph of Questionnaire Results

#### 4. CONCLUSION

Raising awareness of healthy internet usage for children is an urgent task due to the pervasive use of smartphones, which can have detrimental effects on children's moral and mental development. Training on creating digital content for children serves to both enhance their creativity and put into practice the theory of healthy internet use. By going through the content creation process, the orphanage children learn practical skills in design and in producing content that is appropriate for children. Based on the ABCD methodology, this training was crafted around the participants' needs and inherent potential, thereby guaranteeing relevant and sustainable solutions. The implementation phases involved a needs assessment (Discovery), defining aspirations (Dream), creating the training module (Design), finalizing the plan through a Focus Group Discussion (Define), and carrying out the training (Destiny).

The initiative for healthy internet socialization and digital content creation training, conducted for the managers and children of the Mizan Amanah Orphanage for Orphans and the Poor, was successfully implemented and produced favorable results. The recapitulation of questionnaires filled out by all participants and subsequently processed by the organizing team indicates that the community service material was highly beneficial and the presenter's explanation was satisfactory. A total of 63% of the participants were satisfied or rated the activity as good, while 32% were very satisfied or rated it as very good.

## REFERENCES

- Afifah Shibgohtullah, S., & Furrie, W. (2024). Strategi komunikasi digital parenting dalam membentuk perkembangan kognitif anak usia sekolah dasar (studi kasus kolaborasi guru dan orang tua SDIT Prestasi Cendekia Tambun Utara). *INNOVATIVE: Journal of Social Science Research*, 4(4), 11611–11624. <https://doi.org/10.31004/innovative.v4i4.14229>
- Anjani, R. (2025). Literature review: Dampak teknologi digital terhadap regulasi emosi anak usia dini dan peran pengawasan orang tua. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 4(2), 1–21. <https://doi.org/10.53977/kumarottama.v4i2.2090>
- Ardiansyah, A. S., Pratama, D. E., Mulya, D. P., & Destari, E. D. (2024). Sosialisasi internet sehat bagi anak usia dini (Anak Didik Panti Asuhan Rumah Yatim Pelopor Kepedulian). *APPA: Jurnal Pengabdian Kepada Masyarakat*, 1(5), 409–414. <https://jurnalmahasiswa.com/index.php/appa/article/view/775>
- Balqis, R. R., & Syaikhu, A. (2024). Strategi psikopedagogis dalam mengatasi "short attention span" pada anak usia sekolah dasar akibat konsumsi konten digital singkat. *Auladuna: Jurnal Studi Keislaman*, 7(2), 68–74. <https://doi.org/10.62097/ad.v7i01>
- Bela, H. Y., Annshori, M. F., & Marshalita, M. (2025). Asset-based community development. *Matra Pembaruan*, 8(1), 61–74. <https://doi.org/10.21787/mp.8.1.2024.61-74>
- Fitriyani, R. (2024). Strategi dalam pengenalan literasi digital ibu generasi milenial terhadap penggunaan media sosial anak usia dini. *Syntax Literate: Jurnal Ilmiah Indonesia*, 9(5), 3387–3393. <https://doi.org/10.36418/syntax-literate.v9i5.16031>
- Kumalasari, N., Anjarwati, R., Asy, A., & Lukitoaji, B. D. (2025). Pentingnya menanamkan pendidikan karakter untuk usia dini di era digital. *Jurnal Aplikasi Pendidikan dan Sosial Budaya*, 5(2), 93–97. <https://doi.org/10.58466/adidaya.v2i2.1926>
- Lindriany, J., Hidayati, D., & Muhammad Nasaruddin, D. (2022). Urgensi literasi digital bagi anak usia dini dan orang tua. *Journal of Education and Teaching (JET)*, 4(1), 35–49. <https://doi.org/10.51454/jet.v4i1.201>
- Louwise, S., & Lie, R. (2024). Pengaruh digitalisasi terhadap tumbuh kembang karakter anak di Sekolah Dasar Pelangi Kasih Bogor. *Kadesi*, 7(1), 1–12. <https://doi.org/10.54765/ejurnalkadesi.v7i1.95>
- Norfaujiah, N., & Gofur, A. (2025). Saring sebelum sharing: Menanamkan literasi media pada anak MI/SD untuk membangun kewarganegaraan digital yang sehat. *Jurnal PEKAN: Jurnal Pendidikan Kewarganegaraan*, 10(1), 83–88. <https://doi.org/10.31932/jpk.v10i1.4716>
- Nurselvi Fajria, N., Mahendra, A. S., Setiani, M. F., Roziqi, F., Muslikah, M., & Mahfud, A. (2025). Digital parenting meningkatkan perkembangan anak yang berkualitas. *Journal of Creative Student Research*, 3(1), 167–176. <https://doi.org/10.55606/jcsr-politama.v3i1.4748>

- Pawitri, A., Mansoer, Z., Musda Mappapoleonro, A., Kusuma Negara, S., & Penelitian, A. (2025). Pemanfaatan penggunaan media digital yang aman dalam pendidikan anak usia dini: *Safe use of digital media in early childhood education*. *Jurnal Kolaboratif Sains*, 8(1), 889–898. <https://doi.org/10.56338/jks.v8i1.6975>
- Prihatini, J., & Khairunnisya, A. (2024). Sosialisasi bahaya internet kepada anak guna mencegah terjadinya kejahatan internet di Kecamatan Sematangborang. *Jurnal Inovasi Pengabdian dan Pemberdayaan Masyarakat*, 4(1), 89–94. <https://doi.org/10.54082/jippm.427>
- Puradireja, S. M., Futri, E., Salsabilla, M., Wahyudin, D., & Caturiasari, J. (2024). Analisis dampak sosial media terhadap pendidikan karakter siswa sekolah dasar. *Jurnal Sinektik*, 7(1), 8–15. <https://doi.org/10.33061/js.v7i1.9183>
- Putri Utami, I. W. (2024). Upaya pengendalian dampak negatif literasi digital bagi siswa sekolah dasar. *Inventa*, 8(2), 121–128. <https://doi.org/10.36456/inventa.8.2.a9420>
- Rahmawati, Y., Yuliani, M., & Hariyati, F. (2024). Pelatihan literasi digital anak untuk edukasi keamanan dan etika digital pelajar SD Muhammadiyah 12 Setia Budi Pamulang. *Inovasi: Jurnal Pengabdian Masyarakat*, 2(2), 275–282. <https://doi.org/10.54082/ijpm.528>
- Salsa Nurhabibah, S., Puspika Sari, H., & Fatimah, S. (2025). Pendidikan karakter di era digital: Tantangan dan strategi dalam membentuk generasi berakhlak mulia. *Jurnal Manajemen dan Pendidikan Agama Islam*, 3(3), 194–206. <https://doi.org/10.61132/jmpai.v3i3.1099>
- Salwa Dwi Rahmayani, S., & Suriani, A. (2025). Belajar dalam genggaman: Studi pustaka dampak gadget terhadap siswa sekolah dasar di era digital. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa dan Ilmu Sosial*, 3(4), 186–194. <https://doi.org/10.61132/nakula.v3i4.1941>
- Saputri, R. P., Andriani, D., & Fransiska, M. (2022). Edukasi penggunaan internet sehat bagi siswa sekolah dasar di SD Negeri 11 Kampung Jua. *GANESHA: Jurnal Pengabdian Masyarakat*, 2(2), 96–100. <https://doi.org/10.36728/ganesha.v2i2.2004>
- Sari, I. M., & Marnelly, T. R. (2024). Digital parenting: Studi kasus pengawasan penggunaan smartphone oleh ibu pada anak. *Jurnal Basicedu*, 8(3), 1936–1943. <https://doi.org/10.31004/basicedu.v8i3.7552>
- Setyadi, H. A., Agustina, C., & Haryanto, W. (2025). Enhance artificial intelligence literacy for Islamic boarding school students using the asset-based community development method. *Wasana Nyata*, 9(1), 23–30. <https://doi.org/10.36587/wasananyata.v9i1.1970>
- Swandhina, M., & Maulana, R. A. (2022). Generasi alpha: Saatnya anak usia dini melek digital—Refleksi proses pembelajaran di masa pandemi Covid-19. *Jurnal Edukasi Sebelas April (JESA)*, 6(1), 1–9. <https://ejournal.lppmunsap.org/index.php/jesa/article/view/10>
- Yuriananta, R., & Asteria, P. V. (2024). Pelatihan pembuatan media pembelajaran berbantuan artificial intelligence (AI) untuk guru. *Jurnal Gramaswara*, 4(3), 274–285. <https://doi.org/10.21776/ub.gramaswara.2024.004.03.07>